

Name: [REDACTED]

<b>Item # 7 (letter from [REDACTED] about gym and her daughter)</b>			
1a. Priority (highlight below)			
High Priority	Medium Priority	Low Priority	Non-Priority
b. Why?			
<p>This is quite concerning because it speaks about a student being forced to physically do something supposedly in front of other students. The parent states that the teacher and the students laugh at her daughter's difficulty in doing the push-ups. It's also concerning because the parent has already gone over my head and cced her letter to the school board and the superintendent. Clearly I have not done a good enough job to make this parent feel that she could have come directly to me with this matter.</p>			
2. Response (write out response and explain, include steps such as calls, meetings, and delegation)			
<p>Step 1: I would call the mother to let her know that I will be investigating the matter first thing on Monday morning. I will also explain to her that I was away on a conference which is why it is five days from her letter when I'm returning her call. I'd apologize for my delay in my response to her letter, yet assure her that I will follow up with her once I have more information.</p> <p>Step 2: On Monday morning, I would go to the gym teacher, Mr. Armstrong and ask for him to meet with me during his prep. I would inform him that it is concerning Priscilla Block's daughter and an incident that happened in his class. If he asked me if he should have a union rep at the meeting, I would tell him that it's up to him and that what I'm looking for in clarification of the incident. Since WMS has cameras in the gym, I would watch the videotape of the classroom of the said date while in Mr. Armstrong's presence. At any questionable activity, I would ask Mr. Armstrong to explain what exactly was going on.</p> <p>Step 3: After meeting with Mr. Armstrong, I would call Ms. Block back and speak to her about the incident. Based on what was found out from the meeting would depend on if it ended with just a phone call or if further action was taken. For example, removing her daughter from the class or putting the letter of disciplinary action into the teacher's file. If there was a letter put in the file the parent would not be told this except that the teacher and matter has been dealt with.</p>			
3. Commentary/Connection – How is your response informed by any/all of the following: (a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences			
<p>(a) Standards 3 and 5: Number three because it concerns the safety of the student physically and mentally in being asked to do something she is unable to. Also the fact that the teacher and students are laughing at her inability. Number five because of the teacher not acting in a fair and ethical manner.</p>			

- (b) During my school law class, I researched and presented on Internet bullying and harassment. Nowadays with bullying at the forefront of the news, I would not put this letter on the back burner. It's my job to create a safe, caring learning environment for all students. If I have a teacher singling out at student and the other students learning that bullying is okay, then I have a very big problem.
- (c) Being in a new school that is equipped with cameras in the hallways and the gym, it's important to put them to use. During my internship, there were two students in a fight in the hallway. The vice principal watched the videotape to see exactly what happened. When he did this, he saw that one student simply put up his hands and flew them about in order to try to protect himself. The student who purposely just went up to the other one and started to hit him received a five day suspension while the other boy was given one day of in house suspension. For the boy who was hit, this gave him respect for the VP in that he listened to him and took his time to watch the video to find out what happened to make it fair for him.

**Item # 2 (letter from Superintendent; timeline of 6 days given)**

1a. Priority (highlight below)

High Priority	Medium Priority	Low Priority	Non-Priority
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b. Why?

I gave this a high priority because I have a timeline of six days for a reply and that the superintendent is asking me for input. The fact that he is distributing his leadership and looking to me for input is valued by me which would make me want to reply back even faster.

2. Response

(write out response and explain, include steps such as calls, meetings, and delegation)

Memo

To: Superintendent

Date: May 11, 2011

From: Principal Curt-Hoard

Subject: Career Ladders and Merit Pay

I believe we should do the following while working with our staff, their union, students' parents, and community members in order to get buy-in from all interested parties. If we are proactive in getting the staff to buy-in to the career ladders and merit pay, it will be implemented faster by the union and school board.

Evaluation of Teachers based on:

- State testing
- Common district assessments given to students
- Evaluation by peers, subject-area coordinator, and parents (done together)
- Meaningful participation in School Improvement Team meetings
- Going beyond the required professional development hours in order to become more knowledgeable in their fields.
- Attendance

Intrinsic Advantages for teachers:

- Opportunity for professional growth
- Chance to diversify their work without having to give up teaching
- Give them control over certain areas of their day
- Possible career advancement

Extrinsic Advantages for teachers:

- Higher pay based on each ladder reached by the teacher
- Improved aspects of work environment (i.e. increased opportunity for professional

development and leading PD about what they learned)

Advantages for the district:

- Use the full potential of all teachers
- Encourages teachers to strive for the higher levels
- Creates “good” competition
- Provides mentoring teachers for beginning teachers
- Provides a framework in assisting teachers with their personal professional growth

It is necessary to have all evaluators fully trained. Also the money needs to be there at all times for it to have continued success.

3. Commentary/Connection – How is your response informed by any/all of the following:  
(a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences

(a) Standards 2 and 5: Number 2 is important for not only promoting success of students and having them do better but it promotes teacher learning and development. Number 5 is important because the evaluations need to be done in a fair and ethical manner. If not the teacher complaints and pitting teacher against teacher will result in a poor school climate.

(b and c) We spoke very little about merit pay in class. Mostly it was for us to express our opinions on the matter. I had never heard of career ladders. In Woonsocket, we do not have nor has there been talk about implementing either of these. In order to find ideas about what I would say to my superintendent, I researched online about what exactly they are and scanned a few articles about the pros and cons of it based on teachers and that there seemed to always be a lack of funding for it.

<b>Item # 9 (memo from union president; timeline next faculty meeting)</b>			
1a. Priority (highlight below)			
High Priority	Medium Priority	Low Priority	Non-Priority
b. Why?			
<p>Since my next faculty meeting is only two weeks away, the idea of administration evaluations being done by my faculty and that the memo was from the union president makes this a concern for me. I would assume that this memo made it to other principals around the district and the superintendent.</p>			
2. Response (write out response and explain, include steps such as calls, meetings, and delegation)			
<p>Step 1: Before contacting the president, I would call a few other principals and the superintendent to get their take on the matter. While on the phone with them, I would express my concerns about staff evaluations, but I would encourage us to create a document that allows for teacher feedback about how we are doing.</p> <p>Step 2: Depending on what all the other principals may want to do, we would either meet together with the union president or I'd meet individually if this memo only went to me.</p> <p>During the meeting,</p> <ul style="list-style-type: none"> <li>• I(we) would inform the president about how we are already evaluated by the superintendent.</li> <li>• I (We) would present our feedback document.</li> <li>• I (We) would explain how this feedback would be taken seriously by me(us).</li> <li>• I (We) would do this at the end of each quarter so that I (we) can use it to inform my(our) future decisions.</li> </ul> <p>Step 3: Even if the union president didn't like the idea, I would still present it at the next faculty meeting because I think it would be a great tool to help me reflect on how others perceive how I'm doing my job.</p>			
3. Commentary/Connection – How is your response informed by any/all of the following: (a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences			
<p>(a) Standard 1: I would connect this to number one because it would be a great part of a shared vision about all staff evaluations and to help us have a vision of where we want our school to be. It would help us to reflect on how we, specifically me, helping the school to achieve it's vision.</p> <p>(b + c) Through out all of my coursework, I've been asked to reflect on what was read, discussed in class, and my internship experiences. Reflection is a great way to really think</p>			

about what kind of job I'm doing. Getting staff feedback would be a good way to judge if I'm right on with my own reflection or if I'm way off base. I love that we get to evaluate our professors after each course and so I've continued this process with my students at the end of each year. Bringing this idea to use as a principal is something I would seriously think about doing to get my own feedback not necessarily as an evaluation tool.

**Item # 3 (assistant principal letter about IEPs for students with serious discipline issues)**

1a. Priority (highlight below)

High Priority	Medium Priority	Low Priority	Non-Priority
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b. Why?

Since I thrive to distribute my leadership, it's important for me to listen and think about what my assistant is saying. I like that he's taking the initiative to come up with an idea or plan for discipline issues that may be stopping him being able to be more of an instructional leader. My first concern is his confusion with IEP and RTI (Response to Intervention). My second concern is that he is constantly seeing the same repeat offenders on a daily basis. I am curious about how big of problem these disciplinary issues are.

2. Response

(write out response and explain, include steps such as calls, meetings, and delegation)

Since we work in the same building, I would simply ask Mr. Parker to meet with me one day after school. During the meeting we would discuss the following:

- Look at the student database to gain insight about the repeated offenses
- Look to see if the repeat offenders are consistently from the same teachers
- If so, together brainstorm ways to approach those teachers and a meeting and find out exactly what the issues are in order to resolve the constant revolving door for the rest of the school year.
- Ask him what he meant about giving all students an IEP (in order for me to clarify that he understands that an IEP is a formal document for education and that if it's not followed the teacher can be sued)
- Show him what I just learned about in the conference I just attended about RTI (not just the educational parts but also the behavioral parts)
- Together begin to think about and plan possible professional development for next school year since it is already May. (I would include school psychologist, social worker, and all guidance counselors in our meeting in order to gain new ideas of just how to develop, present, and implement the RTI process.)

3. Commentary/Connection – How is your response informed by any/all of the following:

(a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences

(a) Standard 3: In order for all classrooms to be a safe, learning environment, it's important to learn exactly why these students on always sent to the office and what we can do to change their behaviors so that they can be in the classroom in order to learn.

(b + c) I had already begun to read and had bought *Lost at School* when I found out it was a book we needed to read for a special meeting with school psychologists and counselors. I found that session very informative and gained insight into what they believe leads to certain behaviors in

students. I also liked that we were forced to remember to include this part of our staff in meetings when discussing student behaviors. In Woonsocket, we are slowly learning and implementing the RTI process. Teachers are being given professional development. The school psychologist, social worker, and counselors are helping administration in developing programs to help students in reading and math. Eventually it will also lead to protocols/programs for behavioral students.

<b>Item # 5 (parent of a “latchkey” kid; school to be sensitive to her situation)</b>			
1a. Priority (highlight below)			
High Priority	Medium Priority	Low Priority	Non-Priority
b. Why?			
I need to find out what teachers this student has and what situation that happened that makes this parent not see my teachers as sensitive to a single-working parent. Also it’s important that all parents know about all the after school opportunities that we have for students so that they do not have to go home to an empty house			
2. Response (write out response and explain, include steps such as calls, meetings, and delegation)			
<p>Step 1: Find the teacher(s) so that they can explain more the situation that happened. Were they simply requesting a parent meeting during the day? Was the parent made to feel like she had to meet during the day at the teacher’s convenience and not hers?</p> <p>Step 2: Call the parent, Nancy Drive, back with other ways to meet with the teachers to speak about her child.</p> <ul style="list-style-type: none"> <li>• Offer to pay for a cab ride if needed</li> <li>• Meet early in the morning with teachers before she has to go to work</li> <li>• Have a conference call with the teachers all in the room and the parent on the phone</li> <li>• Tell the parent about the numerous after school programs (from 2:30 to 4:30 Mon through Thurs) and that you will have the coordinator for the programs contact her</li> </ul> <p>Step 3: Speak to the after school coordinator about mom’s concerns of son being home alone. Let her know that she only has one income so that she can let the mother know how to get a scholarship for the programs since there is a small fee.</p>			
3. Commentary/Connection – How is your response informed by any/all of the following: (a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences			
<p>(a) Standards 2, 3 and 4: Number 2 is important because the student must not be doing well educationally or behaviorally if the child’s teachers have requested a meeting with his mom. Number 3 is important because the mother is asking the school for help with providing her son with a safe environment after the school day ends. Number 4 is important because this mom is unaware of the community resources that she has available to her.</p> <p>(c) During my internship experiences, I’ve spent many hours with our 21<sup>st</sup> Century After school programs. This aspect of our school day is so important that I’ve made sure to have the information about it right on our school web site. It is updated each session. The coordinator,</p>			

Sandy Costa, does an amazing job getting many community members and teachers together to create unique programs for our students. Also through her, I've learned about many other community resource programs and companies so that I am better able to tell parents about them and how they can use them to their benefit.

<b>Item # 6 (teacher wanting to take students outside)</b>			
1a. Priority (highlight below)			
High Priority	Medium Priority	Low Priority	Non-Priority
b. Why?			
At first this may seem like a low priority, but if one teacher starts to do this without asking the next thing you know the entire school could be outside. It's important to get back to Ms. Smith because she's asking for permission and not just taking them outside. By responding a timely fashion, I show her that I'm happy that she asked first and because her lesson plan may be depending on this. Also I need to find out if the reason for going outside is educational.			
2. Response (write out response and explain, include steps such as calls, meetings, and delegation)			
I would response in an email through our new district-wide email system.			
Dear Ms. Smith,			
Thank you for taking the time to request permission to take your students outside. Seeing that we now have a place to take them outside since moving to our new school, I can understand your desire to have them enjoy the nice May weather. Before I approve of this, can you please give me more details about the reason for taking them outside besides your stated reason of them getting restless. How will being outside have a better effect on your lesson as opposed to staying in your classroom?			
I was away at a conference last week and apologize for the delay in my response. I will get back to you right away with my answer as soon as I get more details from you.			
Sincerely, Tonya			
3. Commentary/Connection – How is your response informed by any/all of the following: (a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences			
(a) Standard 2: If there is no educational reason for going outside then it shouldn't be happening.			
(c) Once we moved the new school buildings and when spring arrived, all of a sudden there was an influx of teachers taking their advisory students outdoors just because we had grass to go on. The teachers used it as a time when they didn't have to plan anything and just let the students run around outside. After a few weeks, so many teachers were taking the students outside that it was almost the entire building. At this point, the principal announced at the next faculty meeting that permission was needed to go outside for advisory and that when asking be sure to explain how it went with your lesson. The following advisory there were no students outside which just showed the principal that the staff had no educational reason for going outdoors.			

**Item # 8 (confidential note from teacher about another teacher's classroom management)**

1a. Priority (highlight below)

High Priority	Medium Priority	Low Priority	Non-Priority
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b. Why?

It's important to find out what's going on in Mr. Love's room that learning time is being wasted in the next class. Also I need to take seriously what Ms. Stern is telling me because she is concerned about the wasted learning time and is seeing me in confidence about what is going on.

2. Response

(write out response and explain, include steps such as calls, meetings, and delegation)

Step 1: Speak to the assistant principal and both teachers subject supervisors about the information I learned about Mr. Love's room from Ms. Stern. Together set up a few days where we are able to iPad walk-throughs to getting a better picture of what's going on. We will include Ms. Stern and the other teachers on her team so as to not create suspicion on Ms. Stern.

Step 2: Visit Ms. Stern for a quick minute to thank her contacting me and assure her that I will be more visible near her room for the next couple of days.

Step 3: Be visible in the hallway when Mr. Love's class leaves his room, and they head to Ms. Stern's room.

Step 4: Have the assistant principal and his subject supervisor join me for a visit to Mr. Love's class for an iPad walk-through. This is done for a few minutes. We would go on two different days and at each stage of the lessons (introduction, engagement, and closure).

Step 5: Have the assistant principal and her subject supervisor join me for a visit Ms. Stern's room for an iPad walk-through. We'd pay more attention at the beginning in order to observe the behaviors she described and to see how much time is wasted.

Step 6: Have the assistant principal and subject supervisors join me for iPad walk-through visits to the other teachers to get a sense of what is going on in all the team's classrooms.

Step 7: Meet with each individual teacher about what was observed in each classroom. (all members of the walk-through group attends) When it comes to Mr. Love's turn, focus on anything that is or is not done that may lead to students being more disruptive in the other classes.

Step 8: Meet with Ms. Stern about observations in her room. Let her know you're thankful for the insight into the other team member and that if she has any other concerns to see you again.

3. Commentary/Connection – How is your response informed by any/all of the following:  
(a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences

- (a) Standards 2 and 5: Number two is important because if what Ms. Stern is saying is true, then there is a loss of learning time for the students in her room. Number five is important because I should be fair and ethical in all teacher evaluations. Ms. Stern could have come to me after an argument with Mr. Love as a way of getting back at him. By doing an Ipad walk-through with all members of the team, I can get a sense of what that team is like for the students while also keeping it unknown that Ms. Stern's contacting me about Bob's room.
- (b) This semester we are learning more about ethics through scenarios that we did in class. Although none of them were based on teacher evaluations, I feel it is still very important as principal to be fair and ethical in all dealings with staff.
- (c) The subject supervisors and principals in my district have just received professional development about iPad walk-throughs. From what I do know, I like that they are quick, done in a group, and have a focus of looking for specific elements in the classroom. I like the idea of them because they are quick and as principal you are able to get a snapshot of student learning in a short amount of time.

<b>Item # 4 (letter from Peg, secretary)</b>			
<b>1a. Priority (highlight below)</b>			
High Priority	Medium Priority	Low Priority	Non-Priority
<b>b. Why?</b>			
Even though my secretary is being very kind in giving me a heads up about what the other principal used to do, it is a low priority because there is still at least a month left in the school year. This means I can put it on the back burner for the next two weeks before it becomes a higher priority.			
<b>2. Response (write out response and explain, include steps such as calls, meetings, and delegation)</b>			
<p>Step 1: Stopped by the secretary's desk and thank her for the heads up.</p> <p>Step 2: Ask if she had any previous letters about the end of the year from the previous principal so that I can use it as a model.</p> <p>Step 3: Ask her to kindly remind you in two weeks if there is not an end-of-the-year memo on her desk for her to copy and to put into the mailboxes.</p> <p>Step 4: Thank her again for the ideas about giving kudos to the staff at the last faculty meeting and that you will be sure to do that.</p>			
<b>3. Commentary/Connection – How is your response informed by any/all of the following: (a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences</b>			
<p>(a) Standard 1 and 3: Number one is important here because the staff should be given kudos for reaching the school's vision and goals for the year. Number three is important here because it's all about the management of the end of the year so that it is a smooth transition to summer for students and staff.</p> <p>(c) Each year my mentoring principal puts out a memo about what needs to be done on the last day of school. In his memo, he reminds us of staying focuses on student learning and that although it may be difficult, it needs to be done. I liked the secretary's idea of the kudos at the end of the year and will suggest it to my mentoring principal.</p>			

<b>Item # 1 (Student Council letter)</b>			
<b>1a. Priority (highlight below)</b>			
High Priority	Medium Priority	Low Priority	<b>Non-Priority</b>
<b>b. Why?</b>			
<p>Although I want the student council to feel like that they have a say in their schools, I am unable to do when it comes to what is served at lunch. I can give them a say about music begin played at lunch but I would rather institute this new idea next year instead of at the end when the lunchroom can be chaotic towards the end of the school year.</p>			
<b>2. Response</b> <b>(write out response and explain, include steps such as calls, meetings, and delegation)</b>			
<p>Step 1: Email the advisor for student council about putting me and this topic on their next agenda.</p> <p>Step 2: I would go to the next student council meeting.</p> <p>Step 3: I would discuss with them about the RI state healthy food law that schools must now abide by. I would bring a list of items and can and cannot be served.</p> <p>Step 4: During the meeting, I would have them highlight food items they like that are on the list but not served in the cafeteria. I would explain that the food lunch service is outsourced to Sodexo so it gives us little room to request changes. I can tell them that I would take their suggestions to the head of the kitchen and try to persuade some of the changes for next year.</p> <p>Step 5: Then I would switch the discussion to music being played at lunch. Since we have a new sound system with a 6-disc changer in the cafeteria, I would let them know it was a good idea. I would allow a try-out period during lunch for a few days to see how it goes. In order to get a say in the music, they would need to create a CD with the music and to give it to me for approval of all the songs. If there is a song I didn't approve of, they simply need to find a new one to replace it. Once they got final approval of the CD, I would make sure at least one staff member knew how to run the sound system.</p> <p>Step 6: I would ask the student council to get feedback from the students about the music and to report their findings back to me.</p> <p>Step 7: I would ask the staff in the lunchroom if they found an improvement in the lunchroom climate while having the music played.</p>			

**3. Commentary/Connection – How is your response informed by any/all of the following:  
(a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences**

(a) Standard 1 and 2: Number one is important because it allows the students to have a part in the vision of the school in where they are able to share in their learning experiences. Number two is important because it's giving the students a chance to make a change in the climate and culture of their school.

(c) In our new schools, we have a sound system that could have music played in the lunchroom. I think it may have an improvement in the noise level. We have a student council that asks permission to run spirit week and other activities that are approved by the principal. I'm sure if they came up with this idea, he would give it a trial run.

**Item # 10 (letter from professor about speaking to his class)**

1a. Priority (highlight below)

High Priority	Medium Priority	Low Priority	Non-Priority
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b. Why?

This is a non-priority because it has no bearing on my school day and takes place at night. While it is a honor to be asked to speak to a class of students wanting to become a principal, I have many more priorities to handle first.

2. Response

(write out response and explain, include steps such as calls, meetings, and delegation)

An email to the professor:

Dear Dr. Sloan,

Thank you for reaching out to me about speaking to your class on being an acting principal. I would be able to meet with your class on the 24<sup>th</sup> of May. I am not able to meet earlier since I have to attend our school board meeting to get final approval of next year's student handbook.

Please let me know if this day works for you and any specific topic you'd like to speak about.

Sincerely,



Principal  
Woonsocket Middle School at Villa Nova  
240 Florence Drive  
Woonsocket, RI 02895

3. Commentary/Connection – How is your response informed by any/all of the following:

(a) ISLLC Standards; (b) LEAD coursework; and (c) Internship Experiences

- (a) ISLLC 6: Number 6 is important because I will be reaching out to a university in the community which would allow for me to give some influence to new aspiring principals. Although I would speak about all six ISLLC standards in my presentation, I would only be doing number six myself.
- (b) We've had numerous principals, etc present to our class of aspiring principals about their experiences. These have been enlightening about what to expect once we graduate and become a principal ourselves.

