

4-2012

Educational Leadership Program Newsletter April 2012

Educational Leadership Department, University of Southern Maine

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Educational Leadership Department, University of Southern Maine, "Educational Leadership Program Newsletter April 2012" (2012). *Educational Leadership Newsletters*. 26.
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Important Dates

- April 5th-Advising night
- April 9th-Fall Registration for matriculated students
- April 17th Fall Registration for certificate students
- April 23rd-ED Leadership Orientation Night
- May 5th Last day of class
- May 7th-11th Final exams
- May 12th Commencement

Inside

Letter from the Department Chair	1
Alumni Spotlight	2-3
Faculty Profile	3
Fall Schedule	4
Summer Schedule	5
Notes of Interest	6
Faculty & Staff Directory	6

Contact Us

Joline Spence
Newsletter Editor
& Graduate Assistant
Or
Kathleen Bickford
Administrative Assistant

207-780-5400
221 Bailey Hall
Gorham, ME 04038



UNIVERSITY OF
SOUTHERN MAINE

Educational Leadership Program Newsletter

Volume 2/Issue 5

April 2012

Letter from the Department Chair



Tom Edwards

Dear Colleagues,

With the pending enactment of the Governor's law that will require principal and teacher evaluations "substantially based on evidence of student progress", each school leader will face a series of high stakes questions about how to conduct teacher and principal evaluations.

Revised evaluation expectations may effect the employment status of teachers and administrators more actively than at present. Nonetheless, revising evaluation expectations may also be helpful; revisions will demand updated clarity about the educational values and leadership that benefit instruction.

Questions needing to be addressed will include:

- Does your district have standards for effective instruction by teachers and support staff in place?
- What "evidence" of student progress will you look for?
 - What test and assessments will you use to measure progress?
 - Will you ask students for feedback about their experiences with teachers?
 - Who will "own" the genesis, compilation and analysis of the evidence of learning?
 - Might teachers have a role? Might elements of confidentiality apply?
- How will you organize a total process of evaluation to support professional growth for all staff and effective interventions for those needing improvement?

Maine, as often happens, is in the forefront of the development of highly effective evaluation and professional growth systems. Virtually all national leaders in the development of evaluation programs are working with one or several Maine districts. In order to support exploration of current theories and initiatives in evaluation, we invite you to use the resource guide below. Special thanks to the colleagues who have volunteered to serve as resource people.

RESOURCE GUIDE, Re. EVALUATION

- InTASC, Model Core Teaching Standards, Council of Chief State School Officers, <http://www.ccsso.org/intasc>, Being used as a model by the Maine DOE.
- National Board for Professional Teaching Standards; Contact Person, Scott Harrison, scott.harrison@maine.gov; website, <http://www.nbpts.org>
- The Delaware Performance Appraisal System – II, <http://www.doe.k12.de.us/csa/> dpasii, based upon the Charlotte Danielson Framework for Effective Teaching, <http://www.charlottedanielson.com/theframeteach.htm>. Contact Person, Sally Laughlin, Curriculum Coordinator, MSAD #51, slaughlin@msad51.org
- Marzano Teacher Evaluation Model (as used in Florida), Contact Persons, Mark Hatch, Principal, Messalonskee Middle School, mhatch@rsu18.org, 465-2167, Bea McGarvey, beamcgarvey.com

Continue Letter on page 5

Please email me or Joline Spence, joline.spence@maine.edu, questions, notes you might like to post to colleagues and news!

Alumni Spotlight: Grace Valenzuela



My name is Grace Valenzuela and I am the Director of Portland Public Schools' Multilingual and Multicultural Center. In this capacity, I oversee the English Language Development program for the district's 1700 English Language Learners (ELL) who, collectively, come from homes where about 60 languages other than English are spoken. The majority of these ELLs are from families who have come to the United States as refugees from war-torn countries all over the world. To ensure that these students have equitable access to meaningful education, my office provides support in curriculum, instruction, and assessment; professional development for all educational and support staff; extended learning opportunities for ELLs beyond the school day and year; and communication and outreach to multilingual parents, especially those with limited English skills. Additional information about the Multilingual and Multicultural Center and its activities can be found on our website <http://www.portlandschools.org/schools/multilingual/index.html>.

My job allows me to interact with and learn from children, youth, and adults whose cultural backgrounds, specifically the lenses through which they perceive the world, are different from mine and vastly different from the U.S. majority culture. Our multilingual families bring with them not only considerable linguistic and cultural assets, but also traditional values of collaboration, community, hard work, and desire to succeed. They have very high regard for educational achievement, and they strive to fulfill every immigrant's American Dream of a college diploma. To help them get closer to their dreams, we educators are challenged to sharpen our skills and to develop thoughtful, strategic, and creative approaches to teaching and learning. I cannot think of a more exciting time to be in public education. We are taking on critically important issues: accountability in educating the most vulnerable segments of our population, and the relevance of our educational practices in trying to ensure that all students will successfully meet the demands of the 21st century world. Portland's diverse student population is a microcosm of the global community, and thus represents an opportunity for all young people, those who are US-born and those who are foreign-born, to experience the world up close. Our students cannot afford to simply be in the midst of diversity. We need to deepen their educational experience by structuring learning opportunities in which students are able to apply to meaningful purposes the skills of cross-cultural navigation, negotiation, and collaboration. These are exactly the skills that are essential in a dynamic, fast-changing world that gets smaller every day.

One of the things that I was asked to do for this article is to give advice to aspiring school leaders. Given that I am one of the very, very few administrators of color in Maine, I can't help but focus my advice on how to best work with students and families from minority backgrounds in helping them access educational opportunities that will influence the course of their future. Educational leaders today should be prepared to work with a student population that is highly diverse in terms of race, home language, socio-economic class, and immigration status. School reform efforts have had limited success in narrowing the "achievement gap between the rich and the poor, native speakers and non-native speakers of English, and between White students and students of color" (Grant, 2009). I believe that to narrow this gap and ultimately achieve parity requires adaptive leadership (Heifetz and Linsky, 2002), processes, and approaches. Following are five factors that, to be sure, benefit all students, yet are absolutely critical to the success of minority students. First, we have to examine practices that disempower and marginalize students, and replace them with practices that promote inclusion, positive self-concept, and empowerment. Second, we have to be vigilant in maintaining high standards and clear expectations for all students and make sure that supports are in place to help students reach those standards. Third, we have to ensure access to rigorous curriculum and relevant instruction that engage all students. Fourth, we have to create a school climate that is safe and secure and that brings out the best in every member of the school community. And finally, we have to partner with parents, community-based organizations, institutes of higher education, community members, and businesses in delivering comprehensive approaches that meet the educational, health and well-being, social, and emotional development needs of all students. We cannot do the work by ourselves anymore, given the complexity of the times, the current realities of families, and the politics of contemporary educational issues. Collaboration and partnering are vital.

The ability to build strong and trusting relationships is a critical skill that students and families from diverse cultural and linguistic backgrounds look for in a school leader. At first glance, it may seem to be an easy feat to accomplish. But it demands much more than polite responsiveness. It requires a conscious examination and understanding of white

Faculty Profile: Mary-Jo O'Connor



Mary Jo O'Connor is an adjunct instructor in the Educational Leadership program. She has enjoyed harnessing the potential in students around the challenges and complexities of school leadership. Over the past several years, she has taught both EDU 670, Introduction to Educational Leadership and EDU 671, Organizational Behavior.

Mary Jo is a graduate of Rivier College in Nashua, NH. After her husband's transfer to Maine from Auburn, Massachusetts, she quickly became acclimated to "the way life should be" in Maine while raising their three children in Gorham, where she and her husband still reside. When her youngest son began kindergarten, Mary Jo was hired as a first grade teacher at the Narragansett School. She spent nine years there teaching grades 1, 2 and 3 with the final two years serving in the position Teacher as Scholar. This unique position afforded her the opportunity of working with and for her colleagues in a variety of ways. During this time, she began to realize that working with adults was equally as rewarding as working with children. This experience cemented her desire to pursue school leadership and she enrolled at USM in the Educational Administration graduate program – graduating in 1992.

Continued from page 2 Alumni Spotlight: Grace Valenzula

identity and the privileges that come from being white (McIntosh, 1988). This awareness contributes to bringing you a little closer toward understanding those whose racial and cultural identities are different from yours, as well as understanding the power relationships between majority and minority groups. Such a level of awareness will help make your cultural encounter and communication so much more effective and authentic. Below are some factors that I believe should be kept in mind in all cross-cultural transactions.

- Challenge your assumptions. What *seems* to be is not necessarily what *is*, if you look carefully and listen actively.
- Exercise cultural humility. Make it a practice to consult with people whose views, experiences, expertise, and cultural lenses are different from yours.
- Remember that most face-to-face communication is non-verbal. Pay attention to your tone, your facial expressions, and your body language. Others will often "hear" you through your non-verbal expressions.
- Ask questions with genuine curiosity. Do not be afraid to ask questions that may demonstrate your ignorance.
- Be wary of marginalization. Make thoughtful and deliberate decisions sifted through the needs of your most vulnerable students first.
- Tolerance for ambiguity is a necessary quality to have when communicating across cultures. This trait goes beyond simply being patient.
- Do not be afraid to make a mistake. It is a normal occurrence in cross-cultural encounters. Crossing cultures is not for the faint of heart, but once you experience crossing that bridge, there is no turning back. You are somehow changed, and the process gets easier every time such an opportunity presents itself.

The strength of our nation depends on educated, productive, and contributing citizens in a democracy. "Academic institutions – universities, high schools, middle schools, and elementary schools – are crucial in creating the informed citizens essential to the democratic self-governance and the skilled workforce essential for prosperity in a competitive global economy." (Rhode, 2006). It is imperative that we break through the divide in academic achievement that threatens our collective future as a society. We need school leaders who have the courage to work with the adaptive challenges in public education today and who have the technical skills to implement a vision of success for all students. The University of Southern Maine's Educational Leadership Program gives you the knowledge, skills, and practical applications necessary to becoming a more effective school leader in the 21st century.

"Grace's dedication to ensuring that all students have access to a high quality education is unswerving. Her concern for the well being of her staff and students has made her a recognized leader in the field." ~ Dr. Jody Capelluti

Tentative Fall 2012 Schedule

CRN	COURSE	TITLE	DAY	TIME	ROOM	DATES	FORMAT	CR	INSTRUCTOR	SPECIAL DATES
4698	EDU 600	Research Methods&Techniq	**	**	**	9/4-12/21	Online	3	Johnson, AnnMarie	
	EDU 600	Research Methods&Techniq	M	4:00-6:30pm	LAC	9/4-12/21	F2F	3	Beaudry, Jeff & Miller, Lynne	
6680	EDU 600	Research Methods&Techniq	W	4:10-6:40pm	Glick 518	9/4-12/21	Blended	3	Beaudry, Jeff	9/5, 9/12, 10/3, 10/31, 12/5
4700	EDU 603	Analysis of Teaching	Thur	4:10-6:40pm	Payson 41	9/4-12/21	F2F	3	TBA	
8937	EDU 604	Curriculum Development	Sat.	9:00am-3:00pm	Luther 209	9/4-12/21	Blended	3	Curry, James	9/8, 9/22, 10/13, 10/27, 11/10, 12/1
6965	EDU 605	Teaching, Learning, & Assessment	Th	4:10-6:40pm	Glick 518	9/4-12/21	F2F	3	Beaudry, Jeff	
7159	EDU 665	CAS Directed Study	TBA	TBA	TBA	9/4-12/21	TBA	3	Edwards, Tom	
6637	EDU 667	Professional Educator Capstone	W	4-6pm	Glick 518	9/4-12/21	Blended	3	Beaudry, Jeff	9/26, 10/17, 11/14, 12/12
4706	EDU 670	Intro to Educational Leadership	Th	4:00-6:30pm	Bailey 205	9/4-12/21	F2F	3	TBA	
4707	EDU 671	Organizational Behavior	T	4:10-6:40pm	Payson 207	9/4-12/21	F2F	3	TBA	
8938	EDU 671	Organizational Behavior	T	4:10-6:40pm	TBA	9/4-12/21	Blended	3	TBA	9/11, Additional dates pending
4708	EDU 677	Seminar in School Management	W	4:10-6:40pm	TBA	9/4-12/21		3	Capelluti, Joseph	
8939	EDU 678	School Law	W	4:10-6:40pm	Portland	9/4-12/21	F2F	3	Forster, Sarah	
4709	EDU 679	Evaluation & Super School Personnel	W	4:10-6:40pm	Bailey 301C	9/4-12/21		3	TBA	
4710	EDU 685	Internship in School Adm.	W	7:00-9:30pm	TBA	9/4-12/21		3	Edwards, Tom	
4711	EDU 685	Internship in School Adm.	W	7:00-9:30pm	TBA	9/4-12/21		3	Capelluti, Joseph	
4712	EDU 686	Internship in Special Edu. Adm.	W	7:00-9:30pm	TBA	9/4-12/21		3	Capelluti, Joseph	
4713	EDU 687	Internship in Superintendency	W	7:00-9:30pm	TBA	9/4-12/21		3	Capelluti, Joseph	
6638	EDU 688	Internship in Curriculum Adm.	W	7:00-9:30pm	TBA	9/4-12/21		3	Capelluti, Joseph	

***Schedule subject to changes please see Maine street for changes and updates.**

Summer 2012 Schedule

CRN	COURSE	TITLE	DAY	TIME	ROOM	DATES	FORMAT	CR	INSTRUCTOR	SPECIAL DATES
1145	EDU 600	Research Methods&Techniq	M W	4:00-6:45pm	Glick. 518	5/14-6/21	F2F	3	J. Beaudry& L. Miller	TWR, 6/19, 20, 21, 8:30am- 11:30am
1146	EDU 600	Research Methods&Techniq	M W	7:00-9:45pm	Glick. 518	5/14-6/21	F2F	3	J. Beaudry& L. Miller	TWR, 6/19, 20, 21, 1:00-4:00pm
1159	EDU 600	Research Methods&Techniq	**	**	**	5/14-6/29	Online	3	Johnson, Anne Marie	
1692	EDU 615	Middle Level Curr	M,T, W, Th, F	8:00am-4:00pm	Luther 208	07/16-07/20	F2F	3	Toy, Christopher	
1147	EDU 617	Teaching-Mid Sch Level	M,T, W, Th, F	8:00am-4:00pm	Payson 42	08/06-08/10	F2F	3	Toy, Christopher	
3166	EDU 665	CAS Capstone	**	**	**	5/14-8/24	**	3	Edwards, Tom	
1151	EDU 678	School Law	W	3:30-7 P.	Drummond/Wood 4-6:30 pm	05/-7/18	F2F	3	Drummond/Woodsum—Peter Felmy	5/09-6/18 3:30-7 pm 6/27, 3:30-7pm, 07/25, 2-7:30 pm
1693	EDU 678	School Law	W	4-6:30 pm	LAC	5/14-8/17	F2F	3	Forster, Sarah	
1152	EDU 685	Intern in School Adm.	W	TBA	TBA	5/16-8/8	**		Edwards, Thomas	Mandatory orientation April 23rd 4-6:30 pm 301 Bailey
1153	EDU 685	Intern in School Adm.	W	TBA	TBA	5/16-8/8	**		Capelluti, Jody	Mandatory orientation April 23rd 4-6:30 pm 301 Bailey
1154	EDU 686	Intern in Special Edu Adm	W	TBA	TBA	5/16-8/8	**		Edwards, Thomas	Mandatory orientation April 23rd 4-6:30 pm 301 Bailey
1155	EDU 687	Intern in Superintendency	W	TBA	TBA	5/16-8/8	**	3	Capelluti, Joseph	Mandatory orientation April 23rd 4-6:30 pm 301 Bailey
1623	EDU 688	Intern in Curriculum Adm	W	TBA	TBA	5/16-8/8	**	3	Capelluti, Joseph	Mandatory orientation April 23rd 4-6:30 pm 301 Bailey
3167	EDU 690	Intro to Athletic Adm.	M, Tu	6:00pm-9:00pm	Gorham	5/14-7/17	F2F	3	Durgin, Gerry	5/14, 21, 29: 6/4, 12, 18, 25: 7/2, 9, 10, 16, 17

Tom Edward's letter continued from front page

- Maine Principals Association; See tabs regarding Administrator Evaluation and Teacher Evaluation, via home page
- Quaglia Institute for Student Aspirations; Offers surveys ("My Voice") for schools and individual classrooms that provide student feedback on eight conditions that foster successful student learning; <http://www.qisa.org>; 29 Falmouth Street, Portland, 04103, 874-7472.
- The organization and analysis of student learning data by district, school, class and teacher; with attention to the visual charting of data and trends; Professor Jeffrey Beaudry, USM, Dept. of Educational Leadership, jbeaudry@usm.maine.edu
- For general information on evaluation issues and about how to frame a review process; Professor Tom Edwards, tedwards@usm.maine.edu, 865-3642

Reminder to sign up for Graduation

USM Graduation is always rewarding for graduates, families, faculty and friends! You will need "to apply to graduate" by logging onto Maine Street; then go to Student Self Service, Student Center, Other Academic, Apply for Graduation. We hope to see you there!

With all best wishes to you in leadership,
~Tom Edwards

Notes of Interest

Jody Capelluti's Blog

Living Where you Work, Good or Bad?

For principals, whether to live where they work has always been a topic of much debate. Some seem to be able to live in the community and do this with little consequence. They are able to weave their personal and professional lives seamlessly within the community.

Others find that having distance from their office and an identity in another community is healthy for themselves and their families. They don't have to be the principal 24/7. They don't have to share family time with those who want their work time.

I would like your thoughts on the advantages and disadvantages of both choices. If you have chosen to live where you work, how has it been beneficial to you and your family? What strategies have you employed to make it work? For those who decided to live in a different community than the one you work, how has that worked out? What strategies have you employed to make it work?

If you are interested in reading more about Jody Capelluti's upcoming book, you can access his blog at <http://JodyCapelluti.blogspot.com>.

If you would like to respond he welcomes your comments and feedback at

jodyc@usm.maine.edu

Thank-you

Dr. Jody Capelluti

Advising Night

*Note Time Change

The next Educational Leadership advising night this semester is scheduled for April 5th 3:00-5:00 pm in Bailey Hall, room 221. Please call Kathie Bickford at 780-5400 in advance to assist us in the planning process. Thank you.

Summer 2012 Session Dates

Session I:

4 week: May 14-June 8 7 week: May 14-June 29

Session II

4 week: July 2-July 27 7 week: July 2-Aug 17

Holidays:

Monday, May 28, Memorial Day

Wednesday, July 4, Independence Day

Many of our courses do not fit within these session dates. We offer a variety of formats (online, face to face locations, blended) and delivery times, such as one week intensive. Be sure to note your class days and times.

Faculty & Staff Program Directory

Faculty

	Phone	Email
Jeffrey Beaudry.....	207-780-5493.....	jbeaudry@usm.maine.edu
Joseph Capelluti.....	207-780-5077.....	jodyc@usm.maine.edu
James Curry.....	207-780-5402.....	jcurry@usm.maine.edu
Thomas Edwards.....	207-780-5090.....	tedwards@usm.maine.edu
Lee Goldsberry.....	207-780-5026.....	leegold@usm.maine.edu
Lynne Miller.....	207-780-5479.....	lynnem@usm.maine.edu
David Silvernail.....	207-780-5297.....	davids@usm.maine.edu

Staff

Kathleen Bickford.....	207-780-5400.....	kbickford@usm.maine.edu
Joline Spence, Graduate Assistant.....		joline.spence@maine.edu