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Educational Leadership Program Newsletter January/February 2012

Educational Leadership Program, University of Southern Maine

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Important Dates

- Jan. 17th Class Begins
- Jan. 30th Last day to drop classes w/o appearing on transcript
- Winter break Feb. 19th—Feb. 27th
- Spring break March 25th—April 2nd
- May 5th Last day of class
- May 7th-11th Final exams
- May 12th Commencement

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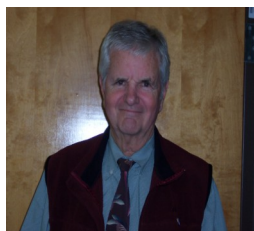
UNIVERSITY OF
SOUTHERN MAINE

Educational Leadership Program Newsletter

Volume 2/Issue 3

January/February 2012

Letter from the Program Coordinator



Tom Edwards

Dear Colleagues,

Planning to launch a doctorate in Public Policy, with a focus on Educational Policy/Leadership is moving ahead encouragingly! On December 15 Joe McDonnell, Dean of USM's College of Management and Human Service (of which the School of Education and Human Development is a constituent element) convened colleagues who had expressed interest in doctoral study at USM to discuss how such a program might be developed. Thirty-three area professionals and ten USM professors and staff attended.

Dean McDonnell thanked participants, noting the strong interest in the doctoral study in educational leadership in Southern Maine. Over 130 educators have asked to be kept informed about USM's progress in planning. He indicated that the program would be offered in affiliation with the Ph.D. in Public Policy which exists in the Muskie School. Dean McDonnell indicated that the program may begin this summer, using a cohort approach. The cohort will study a sequence of courses, with the dissertation integrated throughout. Credit for prior graduate courses will not likely be granted, since the USM planning team anticipates that a cohort will experience all elements of the course together.

Times for scheduling were discussed:

- Periods when students could work as a cohort or in teams for blocks of time without interruption were preferred.
- Classes will be offered on weekends and during the summer.
- The total program will take c. three years.

Lynne Miller and Jeff Beaudry solicited input from those attending about topics and issues they would like to have included in doctoral study. A copy of their survey's results is available via Kathie Bickford at kbickford@usm.maine.edu. We are excited about this significant progress. We welcome questions and suggestions at tedwards@usm.maine.edu and will keep you informed of developments.

With best wishes for continuing success in your important work,

Tom

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

Faculty Profile: James Curry



Jim has served as a classroom teacher, program coordinator, school district administrator, university faculty member, and a mentor. He continues to work with administrators in their buildings and with teachers in their classrooms to provide challenging but supportive learning experiences for school students who have diverse backgrounds, abilities/disabilities, and academic needs. These collaborations have provided him with a base for sharing and exchanging ideas in USM graduate courses.

In collaboration with his colleague, John Samara, approximately 20 publications have been published to assist administrators and teachers in planning and implementing instructional activities that respond to a wide range of learner needs. Together, Jim and John have developed structures and materials for generating curriculums, instructional strategies, and assessments. These materials have been field tested in classrooms, pre-kindergarten through high school. Guidebooks and web resources have been created and published through state departments of education and state education associations.

For the spring 2012 semester within the Educational Leadership Department offerings, Jim will teach EDU 604 (Curriculum Development) as a blended course and will teach SED 618 (Programming for Learners with Special Needs) as an online course. Individuals interested in learning more about these courses are invited to contact him at jcurry@usm.maine.edu for additional information.

Meet our Staff—Kathie Bickford



My primary job in the Educational Leadership Department is to provide excellent customer service for our students. If you need assistance with admissions, class schedules, course registration or the graduation certification process, or have any other questions, call me at 780-5400 or email kbickford@usm.maine.edu. My office hours are 9:00-5:30 p.m.

Several years ago, I returned to USM to complete my B.A. in English as a nontraditional student. After working in an elementary school and then in the health insurance industry, I welcomed the opportunity to return to USM in 2004 to work in the office of the Dean of the College of Arts and Sciences on the Portland campus. Then in fall of 2011, I was very pleased to accept the position of administrative assistant in the Educational Leadership Department on the Gorham campus. Having several family members and many friends who are teachers, working with educators feels like a very natural transition. I especially enjoy meeting and assisting graduate students becoming leaders in area schools.

Alumni Spotlight: Kim Brandt



Currently in my seventh year as Principal of Greely Middle School in MSAD 51, I am enjoying my role more than ever for two reasons: we are learning and have begun to implement Columbia University Teachers College writing workshop to improve literacy learning for all of our students and we have an intensity in our focus on school culture that is resulting in positive change. We are experiencing the synergy that comes from ongoing communication, collaboration and the result of collective and narrowed focus over time.

In *Results Now*, Mike Schmoker wrote, "...the single greatest determinant of learning is not socioeconomic factors or funding levels. It is instruction." Staying abreast of current research and sustained focus on improving instruction is imperative for optimal student learning. Our Literacy Team, comprised of teachers in language arts, special education, gifted and talented and modern language, is leading our process of learning and implementing writing workshop. Developing mini-lessons to provide direct instruction teaching points, structuring learning to provide gradual release toward student independence and

conferring effectively with individuals and targeted groups describes our current work. We are investigating record keeping systems that will allow teachers to identify individual student needs, use flexible grouping to provide instruction and monitor ongoing progress. Peer coaching is supporting us in this implementation and resulting in a professional learning community in its truest sense. Literacy Team members are already observing successes in terms of student learning!

Challenges in public education abound: meeting the needs of each child, declining resources matched with exponentially increased needs, meeting the Common Core, defining 21st century learning, developing sustainable RTI systems, using data in questionable ways, sometimes to shame, inspiring enthusiasm in the face of overwhelming obstacles, remembering that together we are so much smarter and more effective than alone. These challenges also offer us unlimited opportunity to think together, to create together, to help each other improve. To meet our students' academic and social-emotional needs in spite of the obstacles, the nay sayers and our own fears. "The individual and collective efforts of educators can have an enormous positive impact. The key factors that impact student learning are within their sphere of influence." (DuFour, pg. 79, *21st Century Skills*)

At this moment I'd rather focus on some of the fun in public education. I have always believed that the value of connection through light-hearted fun cannot be overrated. An enjoyable experience connects people and we all know that relationship is an absolute necessity for optimal learning—an imperative goal for all educators. Our School Climate Committee concurs. This group has taken the lead on building community through celebration. As a result of their work, we have instituted student community celebrations each trimester. These include honoring students demonstrating core values, having older students lead mixed grade level groups in team-building activities, participating in games and experiential events and community service. I believe the focus on our climate has encouraged creative thinking on the part of our staff members. Many are offering ideas to support a healthy climate. I want to share just one of these ideas and the impact it had on our school community.

During our first full school assembly this fall, teachers broke out into a planned flash mob to Katie Perry's *Firework*. I was dancing poorly, scanning the gym, when suddenly time stood still for me. Our students filled the bleachers. Our staff filled the gym floor and everyone appeared to be flowing. Students were standing and applauding, cheering us on, singing. Staff was dancing in sync, everyone smiling. The entire room was alive with positive energy. It was palpable. In that instant two things happened to me: I blanked out on the next dance step (typical) and I became filled with a feeling of gratitude, knowing that this was something powerfully good and that we need more of it because it is a magnificent foundation to build on. Students were so kind, thanking us after the assembly and complimenting our talent. Parents contacted me, appreciative of taking that risk and letting students see us in that light. What we planned to be some light-hearted fun has turned into real connection between students and our staff. "Life is creative. It explores itself through play, intent on discovering what's possible. Can we bring this creative play of the world into our lives in organizations?" (Margaret Wheatley, pg. 20, *A Simpler Way*) This experience let our students see us and let us see each other in a kinder, more personal light. We are planning another surprise for students later this month...

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Alumni Spotlight: Kim Brandt

My advice for aspiring administrators:

- **Keep a laser-like focus on instruction and continual improvement in practices within the context of a professional learning community.** In *21st Century Skills*, Richard DuFour wrote, “To its credit, the Partnership recognized that if its initiative were to have a positive impact on student achievement, educators would need to transform their schools and districts into professional learning communities.” (pg. 77)
 - **Establish leadership groups.** They support collaboration, communication and getting everyone's best thinking on the table, which is absolutely imperative in the face of our current challenges. And they create synergy.
 - **Be unabashedly hopeful and happy!** Be confident and positive in your approach and outlook toward everything. Have fun! It will build community and creates positive energy.
- Remember that everyone is trying their very best**, so support each one thoroughly, let high expectations be the norm and let kindness guide your work.

I entered the Leadership for Tomorrow's Schools program on the recommendation of my principal. As I worked toward my CAS in Ed Leadership and gained the skills and knowledge this program offered, I became impatient to begin working as an administrator to positively impact many students. My capstone experience was participating in ICL (Institute for Civic Leadership). This experience gave me the opportunity to increase my understanding of systems and management in the not-for-profit and private sectors. I was fortunate to work with Dr. Edwards as my advisor. Our conversations provided me with insight and Tom's way of asking questions supported my self-reflection. With the solid foundation of knowledge and skills I gained through my study at USM, I am well equipped to meet the challenges of the principalship. I highly recommend this program and congratulate those of you who have made the decision to participate—we need even more outstanding educators and leaders, so hurry up!

A seven-year tenure at Greely Middle School in MSAD 51 has offered me the gift of sustainability. We have not begun and then abruptly dropped initiatives due to a change in leadership. We have focused on literacy, content area goals, climate and technology integration over time, uninterrupted. Yes, public education today is facing what sometimes appears to be insurmountable challenges. Each of these challenges also presents wonderful opportunities to employ our collective intelligence to problem solve, to do our best to make it work for each child, to meet these challenges head on and come out wiser, stronger, more connected and with students learning more.

Frequently Asked Questions

I think I am ready for the Ed. Leadership Internship. What do I need to do?

The Internship and EDU 677: Seminar in School Management should be the last set of courses you need to take before graduating from the Educational Leadership Master's. The Internship can also be taken to fulfill the capstone requirement in our post-master's (CAS) in Educational Leadership program.

Please notify Kathie Bickford at 780-5400 or kbickford@usm.maine.edu as soon as possible but no later than February 14, 2012, if you believe you are ready to start the Internship with the next group, which begins at the end of April. Faculty will review your transcripts and contact you to inform you of your eligibility.

When does the Internship and EDU 677 Seminar in School Management take place?

EDU 685: Principalship, EDU 686: Special Ed. Director, and EDU 688: Curriculum Coordinator Internships are nine graduate credits in total (three credits a semester) that span three consecutive semesters (summer, fall, and spring, respectively). The course meets once every two or three weeks for the whole year. During the summer, the meetings take place during the day, and during the fall and spring, the meetings occur from 7 -9:30PM. Individual meetings with you, your mentor, and your instructor are scheduled three times a year.

Tentative Spring 2012 Schedule

CRN	COURSE	TITLE	DAY	TIME	ROOM	DATES	FORMAT	CR	INSTRUCTOR	SPECIAL DATES
5115	EDU 600	Research Methods&Techniq	**	**	**	1/17-5/11	ONLINE	3	Johnson, AnnMarie	
5542	EDU 600	Research Methods&Techniq	T	4:10 - 6:40pm	TBA	1/17-5/11	BLENDED	3	Beaudry, Jeffrey	Jan 24, Feb 14, Mar 20, Apr 24
6847	EDU 600	Research Methods&Techniq	W	4-6:30pm	BATH	1/17-5/11		3	Miller, Lynne	
	EDU 600	Research Methods&Techniq	M	4:10 - 6:40pm	PORT	1/17-5/11	F2F	3	Beaudry, Jeffrey	
9547	EDU 603	Analysis of Teaching								CANCELLED
9546	EDU604	Curriculum Development	Sat	**	**	1/17-5/11	BLENDED	3	Curry, James	Jan 21, Mar 3, Apr 28, snow feb 4
5117	EDU 605	Teaching, Learning &Assessment	R	4:10-6:40pm	GLICK 518	1/17-5/11	BLENDED	3	Beaudry, Jeffrey	Jan 19, Feb 9, Mar 15, Apr 26
6322	EDU 665	CAS Directed Study	**	**	**	1/17-5/11	**	3	Capelluti, Joseph	
6960	EDU 665	CAS Directed Study	**	**	**	1/17-5/11	**	1-6	Edwards, Thomas	
6611	EDU 667	Professional Educator Capstone	**	**	**	1/17-5/11	**	3-6	Beaudry, Jeffrey	
5119	EDU 670	Intro to Educational Leadership	M	4:10-6:40pm	**	1/17-5/11	BLENDED	3	O'Conner, MaryJo	
5120	EDU 671	Organizational Behavior	T	4:00-6:40pm	**	1/17-5/11	**	3	Capelluti, Joseph	
5121	EDU 677	Seminar in School Management	W	4-6:30pm	**	1/17-5/11	**	3	Capelluti, Joseph	
5122	EDU 678	School Law	W	4:10-6:40pm	LUTH 510	1/17-5/11	**	3	Forster, Sarah	
5992	EDU 679	Eval & Super School Personnel	W	4:10-6:40pm	BAIL 501C	1/17-5/11	**	3	Golderry, Lee	
	EDU 683	School Finance	R	4:10-6:40pm	PORT	1/17-5/11	**	3	Eretzian, Barbara	
5123	EDU 685	Internship in School Admin	W	7-9:30pm	**	1/17-5/11	**	3	Edwards, Thomas	
5124	EDU 685	Internship in School Admin	W	7-9:30pm	**	1/17-5/11	**	3	Capelluti, Joseph	
5543	EDU 686	Intern in Special Educ Admin	W	7-9:30pm	**	1/17-5/11	**	3	Edwards, Thomas	
5125	EDU 687	Intern in the Superintendency	W	7-9:30pm	**	1/17-5/11	**	3	Capelluti, Joseph	
6269	EDU 688	Internship in Curriculum Admin	W	7-9:30pm	**	1/17-5/11	**	3	Edwards, Thomas	
9563	EDU 691	Sports Law	R	5-7:30pm	GOR-HAM	1/17-5/11	**	3	Dolloff, Andrew	
6969	EDU 699	Independent Study	**	**	**	1/17-5/11	**	3	Beaudry, Jeffrey	

Notes of Interest

Advising Night

Educational Leadership will have two advising nights. The first will be held on January 26th from 4:00 to 5:30pm and the second will be held on March 1st 4:00 to 5:30pm. Both will take place in Bailey Hall room 221. Please call Kathie Bickford at 780-5400 in advance to assist us in the planning process. Thank you.

Congratulations

Congratulations to Laurie Wood on having been selected Maine's High School Assistant Principal of the Year. It is great to see your clear investment in children and in the quality of the school environment be so nicely recognized. We are proud of you!

All best,

Tom Edwards

Jody Capelluti's Blog

What does it mean to be a likeable leader?

I have been thinking about an aspect of leadership that gets little attention in the literature—the likeability of the leader. I want to be clear upfront that just being likeable is not sufficient alone to make you a standout leader. You can

be the type of leader who wants to be everyone's friend and is afraid to say no to anyone and anything. While most people may agree such a person is nice, he or she is still incompetent. I'm not talking about that type of likeability.

I am referring to the individual who possesses the qualities/beliefs/behaviors to be a standout leader as I discussed previously. They have a likeability factor different from the individual described above. What I am struggling with is what does a standout leader do that makes them likeable. I have my own ideas but welcome yours.

Help me with two questions:

1. Define likeability by sharing examples of what standout leaders do that make them likeable.
2. If we can define likeability can we teach potential standout leaders to be likeable and if so how would we do it?

Looking forward to your responses and the dialogue to follow. Thanks ~ Jody

If you are interested in responding you can access my blog at <http://JodyCapelluti.blogspot.com>. or send me an email at jodyc@usm.maine.edu

Faculty & Staff Program Directory

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