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Educational Leadership Program Newsletter October 2012

Educational Leadership Program, University of Southern Maine

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Important Dates

- Oct. 8,9: No classes
Columbus Day break
- Oct. 22: Spring 13
classes posted on
MaineStreet
- Nov. 1: Ed. Leadership
Advising Night
- Nov. 5th: Spring
Registration begins for
Matriculated Students
- Nov. 21: Thanksgiving
Vacation begins
- Nov. 26: Classes re-
sume

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UNIVERSITY OF
SOUTHERN MAINE

Educational Leadership Program Newsletter

Volume 3/Issue 1

October 2012

Letter from the Department Chair



Dear Colleagues,

On behalf of the faculty and staff of the Educational Leadership program, we welcome you back to the new school year. We hope that you all had wonderful openings and things went better than planned. Each fall brings with it new hope that the year will be filled with many successes for students and staff. With those hopes come challenges. The same is true for those of us who work at the University.

We begin this year with continued strong enrollments in our classes and programs. New students join those returning to make classes engaging and intellectually stimulating. We appreciate the continued support you provide for our face to face classes by telling us you enjoy the opportunity to interact and develop relationships with educators from other school systems in a personalized setting.

We have begun this fall in collaboration with the Muskie School of Public Service a new PhD program in Public Policy with a focus on educational policy. Lynne Miller talks about this in more detail later in the newsletter.

We enter the final phase of our seventh LTS cohort with the intent, if resources are available, to begin another one in the fall 2013. We currently have 27 students who will complete seven courses together next summer.

The Southern Maine Partnership will be returning to full action this year. Long a hallmark of the Educational Leadership program and its commitment to schools in the southern Maine area, its rebirth is being met with great enthusiasm by area school and district leaders. Glenn Cummings, who will be joining the faculty during the second semester, will direct it. Lynne Miller, the successful leader who championed the Partnership for many years, will assist Glenn in the transfer of leadership. Information about this will soon be available.

As department chair, I welcome suggestions on how we can better serve the needs you have in your schools and districts. It is through our collaborative efforts that we can best utilize the great resources we both possess. Please feel free to email me at jodyc@usm.maine.edu or call me at home at 774-3827.

Jody Capelluti Chair, Educational Leadership Program

Please email Jody Capelluti, jodyc@usm.maine.edu or Kathleen Bickford, kbickford@usm.maine.edu, with questions, notes or news you might like to post to colleagues !

Alumni Spotlight: John Jones



Since 2003 I have been a Special Education Coordinator/ Administrative Designee for the Lewiston Public Schools overseeing programming for students with significant disabilities who are receiving their educational programs in Special Purpose Private Schools throughout Maine. I previously worked as a special education teacher and counselor for children and adolescents in both Connecticut and Maine in a wide range of settings.

I consider myself very fortunate to have worked with some of the most caring and dedicated professionals in education and mental health within the state. The exceptional needs of the families, children, and adolescents that require such high levels of care and educational services demand a lot from teachers, related service providers and administrators alike. Helping to facilitate the delivery of high quality programming has certainly been a challenging and complex undertaking, but observing the social, personal and academic growth that many of our students have demonstrated has been the most rewarding aspect of my job in Lewiston.

Today I find myself in a professional transition as the newly appointed Director of Instruction at the Governor Baxter School for the Deaf in Falmouth, a role I will take on later this month. This is an exciting opportunity and challenge for me, and one that I look forward to beginning soon. As part of the leadership team I plan to do my best to help steward the important and complex work that the many educational and support staff perform on a daily basis while continuing to support a well established culture of professional growth and excellence.

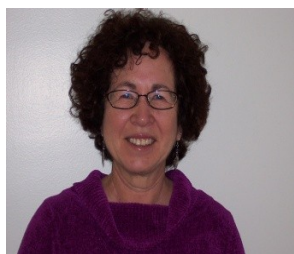
The Educational Leadership program at USM has provided me with invaluable learning experiences that I have been able to incorporate into all areas of my work in Lewiston. I am certain those experiences will also assist me in more effectively managing my new responsibilities at GBSD. The Educational Leadership curriculum and faculty help students explore, understand, and apply effective educational leadership principles and practices. What stands out the most for me about the EL program is the prioritization of a rigorous exploration of one's own core values and beliefs about teaching, learning, and leadership. I am confident that by completing the Educational Leadership program at USM, one is well prepared to more effectively address the many difficult and rewarding challenges that await educational leaders each day.

I have also been honored to be a part of the EL program advisory committee, a major goal of which has been the development of a Doctoral program in Educational Leadership at USM. It is very exciting to see the realization of such a valuable program that will provide Maine educators with expanded local opportunities for high level professional growth.

"John is a thoughtful, reflective administrator who is skilled at engaging all parties in meaningful dialogue with the intent of providing the best possible learning opportunities for students."

~ Jody Capelluti

Faculty Comment from Lynne Miller



The following editorial, written by Lynne Miller, was published in the Bangor Daily News on August 7, 2012.

The ABC's of School Success

Based on a recent Harvard study, Governor LePage would have us believe that the schools of Maine are failing miserably and that the solution is as easy as ABC. It is not.

Of the tests that the Harvard researchers used, only one of them -- the National Assessment of Educational Progress (NAEP)— tracked student achievement over twenty years. Maine scores on NAEP have always been, and continue to be, above the national average. Since 1998 math testing in grades four and eight has shown 12 and 10 point gains and a substantial increase in the percentage of students scoring at or above the basic level. Reading results are not as positive, showing a 3-5 point decline in scores and passing rates. Maine ranks in the top ten in math achievement and in the top fifteen in reading. These rankings are not as high as they were previously and warrant concern, but in no way do they merit a wholesale condemnation of Maine schools. Other factors are at work.

Children need to be well fed and well rested in order to sustain attention in school. Yet, one in four Maine children live in “food deprived” households. Children need quality early care and education in order to be ready for kindergarten. Yet, 58% of Maine children do not have access to pre-school. Children need to live in income-secure families in order to limit the hours they work, have time to complete homework, and be able to access learning resources. Yet, one in three children live in homes where there is no adult who holds a fulltime job, and the percentage of students who are eligible for federally subsidized lunch has increased in the last two decades from 32% to 45%.

Poverty matters. Students who are eligible for lunch subsidies have average reading and math scores that are 18-21 points lower than those who do not qualify. Among fourth graders, only 57% of eligible students achieved at the basic level or above, while 81% of their non-eligible peers met that standard. Other sources show a similar connection between family income and academic outcomes. Average SAT scores for Maine eleventh graders increase as family income increases, as does enrollment in honors classes, rank in class, high school graduation college attendance, and completion.

This is not to say that schools can't do anything to counter the effects of poverty on learning. They just can't do everything. That is why Governor LePage's proposals (**A**ccountability that focuses on measuring school performance, **B**est practice that looks to other states for solutions, and **C**hoice that places faith in open enrollment options) are not sufficient. An alternative, and more realistic, ABC might look like this:

Accountability would mean creating a system that provides all children with the basic necessities and resources they need to be school-ready and to meet standards for learning and citizenship. Establishing universal, public preschool and providing extensive nutrition programs in schools are first steps. The measures of school performance that the Governor proposes are indeed important, but they are useful for documenting outcome gains—not for producing them. *(continued on page 4)*

PhD. Program Update from Lynne Miller

The PhD. in Public Policy: Educational Policy and Leadership got underway this fall with a cohort of twenty-two educators who were selected from a highly competitive field of forty-seven applicants. Especially designed for practicing educators, this innovative program is a joint effort between the Educational Leadership Department of the School of Education and Human Development and the Public Policy Department at the Muskie School of Public Service.

The program was developed in response to a formal request from the Education Leadership Advisory Council and is designed to engage students in an accelerated sequence of coursework and dissertation research.

Distinguished University Professor Mark Lapping of the Muskie School is teaching the first course in the program. Students are also meeting once a month with Professors Lynne Miller and David Silvernail of the Educational Leadership Department to begin planning their research agenda. This is an exciting new venture that bodes well for the future of advanced academic degree programs at USM.

Faculty Comment (continued from page 3)

Best practices would mean looking at the wealth of research about effective teaching and providing time and opportunity for teachers to continue to learn. The Governor suggests we look to New Jersey and Florida as models. Finland, the highest ranked nation in international comparisons and with a population similar to ours, is a more appropriate choice. There, teacher preparation programs are competitive in admissions and rigorous in academic and pedagogical content, standardized tests are non-existent, and teachers (who are 100% unionized) are trusted to know their students and how to diagnose and meet their needs.

Choice would mean that teachers would choose how to design learning options. By shaping instruction according to student needs and interests and not according to “one size fits all” scripted programs or timelines, teachers could help more students achieve proficiency. While open enrollment options and charter schools are appealing at face value, they have produced mixed results nationally and have not proved to be more effective than public schools.

Woody Guthrie once said, “For every complex problem, there is an answer that is clear, simple and wrong.” What the Governor proposes is indeed clear and simple. What better time than now to add some complexity to the mix and forge policies that consider the multiple forces that affect the educational success and well-being of our children?

Lynne Miller is professor of educational leadership at the University of Southern Maine, where she teaches courses in research and teaching practice. She is a member of the Maine Regional Network, part of the [Scholars Strategy Network](#), which brings together scholars across the country to address public challenges and their policy implications.

Tentative Spring 2013 Schedule

CRN	COURSE	TITLE	DAY	TIME	ROOM	DATES	FORMAT	CR	INSTRUCTOR	SPECIAL DATES
	EDU 600	Research Methods & Techniq				1/14-5/10	ONLINE	3		
	EDU 600	Research Methods & Techniq	W	4:10-6:40	518 GLICK	1/14-5/10	FACE TO FACE	3		
	EDU 600	Research Methods & Techniq	M	4:10-6:40	203 LUTH BON-NEY	1/14-5/10	FACE TO FACE	3		
	EDU 604	Curriculum Development	T	4:10-6:40	207 BAIL	1/14-5/10	FACE TO FACE	3		
	EDU 605	Teaching, Learning, & Assessment	R	4:10-6:40	518 GLICK	1/14-5/10	BLENDED	3		TBA
	EDU 665	CAS Directed Study				1/14-5/10				
	EDU 667	Professional Educator Capstone				1/14-5/10				
	EDU 670	Intro to Educational Leadership	M	4:10-6:40	LUTH BON-NEY	1/14-5/10	FACE TO FACE	3		
	EDU 671	Organizational Behavior	T	4:10-6:40	PAY-SOON SMITH	1/14-5/10	FACE TO FACE	3		
	EDU 677	Seminar in School Management	W	4:00-6:30		1/14-5/10	FACE TO FACE	3		
	EDU 678	School Law	R	4:10-6:40	LUTH BON-NEY	1/14-5/10	FACE TO FACE	3		
	EDU 679	Evaluation & Super School Personnel	W	4:10-6:40	BAIL 301 C	1/14-5/10	FACE TO FACE	3		
	EDU 685	Internship in School Adm.	W			1/14-5/10		3		
	EDU 685	Internship in School Adm.	W			1/14-5/10		3		
	EDU 686	Internship in Special Edu. Adm.	W			1/14-5/10		3		
	EDU 687	Internship in Superintendency	W			1/14-5/10		3		
	EDU 688	Internship in Curriculum Adm.	W			1/14-5/10		3		

***This schedule is tentative and is subject to changes. Please see MaineStreet for changes and updates.**

Notes of Interest

Finish Your CAS and Professional Educator Now and With Help!

We have simplified the process for Certificate of Advanced Study and Professional Educator students to complete their degrees.

We have launched a “Capstone /Directed Study” seminar in which candidates will formulate, carry out and report on their culminating projects with help and guidance.

Assistant Professor Tom Edwards will help you define, set up and register for your capstone or directed study course.

Associate Professor Jeff Beaudry will teach the Capstone/Directed Study seminar during 2012-13.

To take advantage of this opportunity, please contact Tom Edwards at <tedwards@usm.maine.edu> or at 865-3642 any day up to 9 pm, or Kathie Bickford at <kbickford@usm.maine.edu> or at 780-5400, from 9:00 a.m.-5:30 p.m. weekdays.

Advising Night

The next Ed Leadership Department advising night is scheduled for Thursday, November 1, from 3:00-5:00 p.m. in room 200 Bailey Hall.

Classes for spring 2013 should be posted on MaineStreet at the end of October. Priority registration for matriculated students will begin on November 5th.

Please call 780-5400 in advance to assist us in the planning process.

How May I Help You?



Kathie Bickford’s job in the Educational Leadership Department is to provide 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 Kathie at 780-5400 or email kbickford@usm.maine.edu. Kathie’s office hours are 9:00 a.m.-5:30 p.m. weekdays.

Faculty & Staff Program Directory

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