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Educational Leadership Newsletter June 2016

Educational Leadership Department, University of Southern Maine

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Hello educational leaders,

As the summer is upon us I want to conclude this segment of our newsletter by thanking all of you for the great efforts in your schools and in support of the Educational Leadership program, the Southern Maine Partnership and USM. We are experiencing a positive shift in our expectations, activities and community connections. We have grown our Master's degree programs, certificate of advanced study, and now our PhD programs to the fullest.

I want to especially thank my colleagues, Anita Stewart McCafferty and Jody Capelluti, for their tireless work, leadership and service to our southern Maine community. We have a new cohort of students in the Leadership for Tomorrow's Schools program, and will begin the second cycle with the next cohort of students for the PhD in policy and leadership. I am looking forward to the next steps in our work, see you in September!

Jeff Beaudry
Associate Professor, Educational Leadership
Co-director, Southern Maine Partnership
Twitter: @BeaudryJeff
Dear Colleagues:

At the May 15, 2016 graduation ceremony the first cohort of PhD received their diplomas and honors as doctors in Public Policy in Education. The doctoral program is sponsored by the Muskie School of Public Service and the Educational Leadership program, and is taught by a combination of faculty members from these two programs, and the School of Education and Human Development. Cathie Fallona is the coordinator of the program and served on numerous dissertation committees. For this first cohort of students the bulk of the teaching, advising and service on dissertations was done by Educational Leadership faculty including David Silvernail, Lynne Miller, Jeff Beaudry, Jody Capelluti, and Anita Stewart McCafferty.

Graduates and Dissertation Topics

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Austin</td>
<td>Superintendent RSU#3</td>
<td>An Examination of Response to Intervention Development and Implementation Relative to Best Practice</td>
</tr>
<tr>
<td>Jean Beaulieu</td>
<td>Retired Asst. Principal, Middle School of the Kennebunks</td>
<td>Exploring the Nature of Perfectionism and Middle School Student Achievement</td>
</tr>
<tr>
<td>Shawn Carlson</td>
<td>Asst. Superintendent, AOS #98</td>
<td>An Examination of Teacher Understandings of Technology Integration at the Classroom Level</td>
</tr>
<tr>
<td>Erin Connor</td>
<td>Program Manager and Affiliate Faculty, UNE Online</td>
<td>Ready?: Remedial Experiences of Maine High School Students</td>
</tr>
<tr>
<td>Andrew Dolloff</td>
<td>Superintendent, Yarmouth</td>
<td>Resource Allocation in Maine's More Efficient Public High Schools</td>
</tr>
<tr>
<td>Paul Dexter</td>
<td>Coordinator of Learning Support, USM</td>
<td>The Influence of Engagement Upon Success and Persistence of Online Undergraduates</td>
</tr>
<tr>
<td>Becky Foley</td>
<td>Superintendent, Freeport School</td>
<td>Breaking Barriers to Achieve the Superintendency</td>
</tr>
<tr>
<td>Patrick Hartnett</td>
<td>Asst. Superintendent, MSAD#17</td>
<td>Principal Leadership in Improving Rural High Schools in Maine</td>
</tr>
<tr>
<td>Katie Hawes</td>
<td>Superintendent RSU #21</td>
<td>An Examination of Standards-Based Education Relative to Research-Based Practices in Instruction and Assessment</td>
</tr>
</tbody>
</table>
There are so many accomplishments to celebrate; as a program faculty I know I can speak with Anita and Jody with one voice, we are honored to work with such great practicing professionals in advanced degree work. Congratulations to all Master’s degree, Certificate of Advanced Study, Professional Educator and PhD graduates! Bravo!

We look forward to the next cohort of colleagues who are ready to take on the challenges of deepening their understanding and skills in educational leadership.

Jeff
Southern Maine Partnership Update

Our May 18-19 Assessment Learning and Leading conference at USM afforded nearly 300 Maine educators with a robust opportunity to consolidate their assessment FOR learning knowledge and skill set. Jan Chappuis captivated participants with her compelling keynotes and session presentations; it was our pleasure to (re)introduce Jan to Maine educators as the internationally acclaimed classroom assessment expert that she is. Jan was joined by a varied cast of local expert practitioners and scholars that so generously shared their best strategies, frameworks, and ideas for helping educators refine their use of high impact assessment strategies. SMP will continue to support the assessment literacy efforts of current and emerging leaders. We view classroom assessment literacy as a foundational skill for assisting students in their learning efforts and for successful implementation of initiatives, such as proficiency-based education and assessing student growth as part of educator evaluation.

In a different yet related vein, SMP will co-host a Data Literacy Symposium August 4-5 on the Portland campus of USM. Click here to view the brochure:

Leadership Projects

Each student is expected, in consultation with their mentoring administrator, to identify an educational issue of importance to the school/district that needs time and attention to be addressed. The critical factor in the selection of the topic is that it must be of importance to the mentor while providing the student with an optimum learning experience. Most of the projects are conducted over a one year time period with many extending longer.

This year’s leadership projects were exceptional and are listed below. If you would like more information about any of the projects you may contact the student directly or contact me and I will forward your request. Jody Capelluti (joseph.capelluti@maine.edu).

- **Exploring Individualized Professional Development**  
  *Tammy Carusone*  
  Description: This presentation describes the process and strategies used to redesign the way professional development is delivered to middle school teachers. It also provides insights on issues of school culture as related to the professional learning process.  
  Standards: 1, 2, 3

- **A Supervision and Evaluation System That Actually Improves Student Achievement.**  
  *Mike Roberts*  
  Description: This presentation will discuss a different approach of administrators and staff collaborating to drive classroom instruction to improve student learning.  
  Standards: 1-6

- **Developing the Evaluation Process for Special Education Leaders**  
  *Rebekah Drysdale*  
  Description: This presentation will describe one district’s journey in trying to identify and develop an evaluation process for special education leaders using Marzano’s framework in observation.  
  Standards: 1-6

- **Designing and Implementing Personal Learning Plans**  
  *Jeffrey Guerette*  
  Description: This presentation will describe the process of developing and implementing a Personal Learning Plan that will focus and optimize student’s opportunities for achievement in a proficiency-based high school.  
  Standards: 1, 2, 4

- **Training Staff to Use the Online "Empower 2.0" Program to Create Curriculum and to Do Proficiency-based Grading.**  
  *Kathryn Sanders*  
  Description: This presentation describes a training process to help staff use an online program, Empower 2.0, to develop curriculum and to monitor the attainments of learning targets for proficiency-based diplomas.  
  Standards: 1 & 2.

- **Re-invisioning Intervention Programs at the High School Level**  
  *Holly Wilson*
Description: This presentation will discuss the revision of a high school credit recovery program and the challenges of starting a “real time” intervention program.
Standards: 3 & 5

- Creating a Dynamic, Flexible Middle School Schedule  
  *Matthew Smith*

Description: “In a sense, there is really no such thing as an academic subject. There are only academic ways of looking at things” (Robinson, 2012). How one school created a middle school schedule that integrated learning and supported 21st Century Skills
Standards: 1,2,3

- Community Configuration  
  *Carolyn Foley*

Description: This presentation will describe a large elementary school's journey in determining an optimal configuration to obtain small school benefits. The desires, drawbacks, challenges and research of the journey will be described.
Standards: 1, 2 & 3

- Building a Foundation for the Future  
  *Jonathan Gallant*

Description: This presentation will discuss the beginning stages of creating a shared vision at an Elementary School.
Standards: 1, 2

- Creating Meaningful S.L.O.s  
  *Heather LaFrance*

Description: S.L.O.s should be meaningful and relevant to teachers. This presentation explains the process of working with K-5 teachers to create team SLOs that increase the use of data to inform instruction.
Standards: 1,2,5,6

- Supporting Teacher Written Units  
  *Margaret Parkhurst*

Description: This presentation explores the development of protocols to support conversations, creating temporary learning communities that aid teachers in designing and refining units of study. The use of protocols and facilitation skills enhance the quality of science and social studies in a fourth and fifth grade school.
Standards: 1 & 2

- Habits of Work and Learning (HOWL)  
  *Justin Stebbins*

Description: This project describes how Scarborough Middle School is moving to a Standards-Based system. This presentation will focus on how staff created and implemented two HOWLs.
Standards: 3, 4, 5

- ELL Program Review  
  *Bethany Carragher*

Description: This presentation will describe the process of evaluating a district’s ELL program and the outcomes which include a tiered model for the analysis of language proficiency and student services.
Standards: 1,2,3,5,6

- Behavior Screening...Then What?  
  *Nancy Dwyer*

Description: This presentation will discuss a district's piloting of a behavior screening tool and exploration of a training program for evidence-based, teacher-level, tier 1 behavior strategies.
Standards: 1, 2

- Simplifying RTI  
  *Brem Stoner*
Description: Using data to guide our instruction and assessment, this project outlines the process Small Elementary School has taken to restructure our RTI conversations throughout the school year.
Standards: 1, 2, 4

➢ Raising the Bar While Implementing B.A.R.R. (Building Assets, Reducing Risks)
   Carol Carlin
Description: This presentation will describe a middle school's effort to implement B.A.R.R. to improve student relationships and outcomes.
Standards: 1, 2, & 5

➢ Improving the Culture of Learning with Peer Tutoring
   Lynne Gervais
Description: This project seeks to increase the opportunity and motivation for learning by pairing academically successful students as peer tutors with struggling and under motivated students affording to both groups a richer understanding of content knowledge and a positive interaction in the school community.
Standards: 2, 3, 4

➢ Bringing Student Voice to Building School Culture and Climate
   Ingrid Whitaker
Description: This presentation describes how students became invested in improving school culture and climate through a shared leadership project.
Standards: 2, 3, 5

➢ How Do You Put a “Square Peg” in a “Round Hole”?
   Sandy Arris
Description: This presentation will identify "challenges turned opportunities" as career & technical educators attempt to work with standardized templates designed for regular educators in order to meet the mandate to develop Student Learning Opportunities (SLOs).
Standards: 2, 3

➢ Social Media Integration in Career and Technical Center
   David Field
Description: This presentation will describe the creation of a comprehensive social media plan for a vocational center. The project discusses the usage, design and implementation of social media to enhance communication with the community and potential students.
Standards: 4, 6

➢ Sensory Garden
   Lori Flynn
Description: This project describes how students with sensory processing and integration disorders benefit from the opportunities provided through the use of the schools horticultural garden. This is an example of how a community unites to meet the needs of an eclectic population.
Standards: 4, 6

➢ What if...Public Schools Practiced Mindfulness
   Jennifer Hersom
Description: Learn how an elementary school experienced the practice of mindfulness with students and colleagues across a school year. Would they repeat such a practice?
Standards: 1, 2, 3 & 4

➢ Ready to Learn
   Kelli Rogers
Description: This project focuses on the development and implementation of proactive structures to improve student behavior and school climate and counter the effects of poverty on learning.
Standards: 1-6
### Congratulations 2016 Graduates!

#### M.S. in Educational Leadership
- Sandra Arris
- Carol Carlin
- Bethany Carragher
- Tammy Carusone
- Jennifer Dowler
- David Field
- Lori Flynn
- Carolyn Foley
- Jonathan Gallant
- Lynne Gervais
- Jeffrey Guerette
- Jennifer Hersom
- Michael Roberts
- Matthew Smith
- Justin Stebbins
- Ingrid Whitaker
- Holly Wilson

#### M.S. in Education (Professional Educator)
- Tabitha Eastman
- Karin Pires
- Deborah Rackliff
- Alyssa West

#### Certificate of Advance Study (CAS) in Educational Leadership
- Rebecca Cannon
- Rebekah Drysdale
- Nancy Dwyer
- Heather LaFrance
- Kelli Rogers
- Stephen Stoner
** IMPORTANT DATES TO REMEMBER **

August 15:  Payment for fall ‘2016 classes due on or before April 15, 2016!

August 29:  Fall 2016 classes begin

September 5:  No Classes – Labor Day Holiday

October 10-11:  No Classes – Columbus Day /Fall Break

November 7:  Registration for Spring 2017 Classes begins

Advising Questions?  Educational Leadership Faculty:

Jeffrey Beaudry  207-780-5493  jeff.beaudry@maine.edu
Joseph (Jody) Capelluti  207-780-5077  joseph.capelluti@maine.edu
Thomas Edwards, Adjunct  207-780-5090  thomas.k.edwards@maine.edu
Anita Stewart McCafferty  207-780-5479  anita.stewart@maine.edu
ED Leadership Office  207-780-5316  bertalan@maine.edu
## Fall 2016

(The schedule below is subject to change; be sure to check MaineStreet.)

<table>
<thead>
<tr>
<th>Location</th>
<th>COURSE</th>
<th>TITLE/INSTRUCTOR</th>
<th>Days</th>
<th>Times</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portland</td>
<td>EDU 600</td>
<td>Research Methods &amp; Techniques</td>
<td>Tu</td>
<td>4:10-6:40P</td>
<td>Beaudry</td>
</tr>
<tr>
<td>Blended</td>
<td>EDU 600</td>
<td>Research Methods &amp; Techniques On-campus dates are 9/1; 9/15; 10/6,27; 11/3,17 &amp; 12/1</td>
<td>Th</td>
<td>4:10-6:40P</td>
<td>Beaudry</td>
</tr>
<tr>
<td>Online</td>
<td>EDU 600</td>
<td>Research Methods &amp; Techniques - in Adobe Connect URL to be posted in Blackboard site. This class is a blend of synchronous and asynchronous modules.</td>
<td>M</td>
<td>4:10-6:40P</td>
<td>Whitney</td>
</tr>
<tr>
<td>Portland</td>
<td>EDU 603</td>
<td>Analysis of Teaching &amp; Assessment</td>
<td>W</td>
<td>4:10-6:40P</td>
<td>Stewart, McCafferty</td>
</tr>
<tr>
<td>Portland</td>
<td>EDU 659</td>
<td>Special Ed Law for School Leaders</td>
<td>Th</td>
<td>4:10-6:40P</td>
<td>TBA</td>
</tr>
<tr>
<td>Portland</td>
<td>EDU 665</td>
<td>CAS Directed Study</td>
<td></td>
<td></td>
<td>Beaudry</td>
</tr>
<tr>
<td>Portland</td>
<td>EDU 667</td>
<td>Professional Ed Capstone (with EDU 699)</td>
<td></td>
<td></td>
<td>Beaudry</td>
</tr>
<tr>
<td>Portland</td>
<td>EDU 670</td>
<td>Introduction to Educational Leadership</td>
<td>M</td>
<td>4:10-6:40P</td>
<td>Edwards</td>
</tr>
<tr>
<td>Portland</td>
<td>EDU 671</td>
<td>Organizational Behavior</td>
<td>Tu</td>
<td>4:10-6:40P</td>
<td>Sizemore</td>
</tr>
<tr>
<td>P-Other</td>
<td>EDU 677</td>
<td>Seminar in School Management **</td>
<td>W</td>
<td>4:00-6:30P</td>
<td>Capelluti</td>
</tr>
<tr>
<td>Portland</td>
<td>EDU 679</td>
<td>Evaluation &amp; Supervision of School Personnel</td>
<td>Th</td>
<td>4:10-6:40P</td>
<td>Stewart, McCafferty</td>
</tr>
<tr>
<td>P-Other</td>
<td>EDU 685</td>
<td>Internship in School Admin ** Mandatory orientation to be held Monday, April 25, 4:00-6:30P</td>
<td>W</td>
<td>7:00-9:30P</td>
<td>Capelluti</td>
</tr>
<tr>
<td>P-Other</td>
<td>EDU 685</td>
<td>Internship in School Admin ** Mandatory orientation to be held Monday, April 25, 4:00-6:30P</td>
<td>W</td>
<td>7:00-9:30P</td>
<td>Stewart, McCafferty</td>
</tr>
<tr>
<td>P-Other</td>
<td>EDU 685</td>
<td>Internship in School Admin ** Mandatory orientation to be held Monday, April 25, 4:00-6:30P</td>
<td>W</td>
<td>7:00-9:30P</td>
<td>Capelluti</td>
</tr>
<tr>
<td>P-Other</td>
<td>EDU 686</td>
<td>Internship in Special Ed Administration ** Mandatory orientation to be held Monday, April 25, 4:00-6:30P</td>
<td>W</td>
<td>7:00-9:30P</td>
<td>Stewart, McCafferty</td>
</tr>
<tr>
<td>P-Other</td>
<td>EDU 687</td>
<td>Internship in Superintendency ** Mandatory orientation to be held Monday, April 25, 4:00-6:30P</td>
<td>W</td>
<td>7:00-9:30P</td>
<td>Edwards</td>
</tr>
<tr>
<td>P-Other</td>
<td>EDU 688</td>
<td>Internship in Curriculum Admin ** Mandatory orientation to be held Monday, April 25, 4:00-6:30P</td>
<td>W</td>
<td>7:00-9:30P</td>
<td>Edwards</td>
</tr>
<tr>
<td>Portland</td>
<td>EDU 699</td>
<td>Independent Study (combined with EDU 667)</td>
<td>W</td>
<td>7:00-9:30P</td>
<td>Beaudry</td>
</tr>
</tbody>
</table>

**Instructor permission required; the program will register students & confirm via email.

If you have questions, contact Kerry Bertalan at 780-5316