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Educational Leadership Newsletter May 2015

Educational Leadership Department, University of Southern Maine

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May, 2015

*From the Chair*

As faculty members in a successful graduate program we know it! Our students know it!
Our alum's know it!

Now the *Bangor Daily News* finally heard this important message from our incoming USM President, Harvey Kesselman, "the key to boosting USM enrollment may be transfer, and grad students!"

The doom-and-gloom story at USM is primarily a story of steady decline of undergraduate enrollments. We know there is a counter-narrative but for some reason it has taken a new USM leader to articulate the important role of graduate education.

Dr. Kesselman also summarized the importance of graduate students in the *BDN* article (May 3, 2015), "This is a critical population for a school that — with campuses in the state's two largest cities — needs to establish itself as a go-to spot for working professionals seeking postgraduate credentials for career advancement."

The School of Education and Human Development has the largest enrollment of graduate students at USM and it could grow, if given vital support from the USM leadership. That is the message - graduate programs are healthy and could be the little engine that drives USM back to be the positive and productive campus we all know it can be.

Jeff Beaudry
Department Chair

Ph.D. Topics - Southern Maine Partnership Dine & Discuss – May 20th

All of these presentations will be made on studies conducted here in Maine. Three of the studies are based on qualitative methods and two of them are based on quantitative methods. All of them were conducted in Maine, with Maine data. Here are the topics for the dissertations:

Jean Beaulieu, Exploring the Nature of Perfectionism and Middle School Achievement

Jane Crowley, A View from the Bottom Up: The Self-Perceptions of Exemplary Teachers- Understanding and Practice in a Time of Multiple Policy Implementation

Andrew Doloff, Resource allocation in Maine's more efficient schools

Ketie Hawes, An Examination of Standards-based education relative to research-based Practices in Instruction and Assessment

Kika Stump, Characteristics of Higher Poverty Students "Beating the Odds" by Demonstrating Higher Academic Achievement

Southern Maine Partnership Principals Meeting

The Final SMP/MPA meetings of the 2014-15 School Year

Date: Thursday, May 14

Where: Run of the Mill Restaurant, Route One, Saco, ME

Date: Thursday, May 28, 2015

Where: Foreside Tavern, Route One, Falmouth, ME

Agenda:

4:30 – 4:40 Welcome and Introductions

4:40 – 5:30 Topic of Discussion – Proficiency Based Education, where are you?

5:30 – 6:15 Thorny Issue

6:15 – 6:30 Wrap up –reflect on the year, set date for first meeting next fall

Please come to the meeting that is most convenient to you. Please let me know if you have any questions. Look forward to seeing you.

Jody

jodyc@usm.maine.edu

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 (jodyc@usm.maine.edu).

➤ Transforming the Intervention Block

Sarah Brokofsky

This presentation will discuss the development of a collaborative grade level approach to supporting all students' academic needs through the use of a daily scheduled intervention block.

Standards: 1, 2, and 5

➤ Developing Classroom Intervention Models for Middle School Classroom Teachers

Craig Forrest

This presentation will discuss moving middle school study hall to targeted classroom intervention in order for all students to meet grade level standards.

Standards: 1, 2, 5

➤ Let's R.I.S.E. (Remediate, Improve, Stretch and Excel)

Jill LeClair

This presentation will describe the process/strategies used for establishing an intervention/enrichment block for students at a middle school and the tools used to place students in these categories.

Standard: 2, 3, 4

➤ Recognizing Student Academic Achievement in Proficiency-Based Education at Oak Hill High School

Ronda M. Fournier

This presentation will discuss the process that community stakeholders undertook to develop a new system of recognizing student academic achievement in a proficiency-based system.

Standards: 2, 4

➤ Peer Mediation at Cony Middle School

Zackary Freeman

This presentation discusses the rationale, development, and design of a peer mediation group being implemented in an effort to reduce office discipline at CMS.

Standards: 1, 2, and 3

➤ Leading Curricular Change to Accommodate for Proficiency-Based Learning

Eric J. Varney

This presentation focuses on leading a traditional, departmentalized high school through significant curricular change that will accommodate for proficiency-based instruction, assessment, and reporting.

Standards: 2

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➤ School Culture and Climate

Susan Proulx

This presentation describes the development of a diverse team to gather comprehensive data in order to improve and sustain positive school climate and culture.

Standards: 1,2,3,6

➤ Restorative Practices and School Change

Susan Magee

This session will discuss organizational management strategies focusing on creating school change while incorporating Restorative Practices. Also discussed will be understandings of issues/strategies for working with staff to support this change.

Standards: 1 and 2

➤ Whole School Change and Restorative Practices

Brandon Ward

This presentation will describe the organizational management around creating whole school change while incorporating Restorative Practices within a school. It also provides insight on issues/strategies for working with staff to embrace this change.

Standards: 1 and 2

➤ Reimagining RTI at a Local Middle School

Krystal Ash-Cuthbert

This project describes the streamlining of the RTI process for a local middle school. It includes a flow chart and forms and a description of the professional development process designed to inform staff.

Standards: 1, 2 and 4

➤ RTI Programming for All at Loranger Middle School

Allison Gamache

This presentation will describe the process implemented for planning a comprehensive RTI program for grades 6-8 at Loranger Middle School to support student success at all levels.

Standards: 1, 2, 3 & 4

➤ Valued Students = Valuable School

Lowell Oyster

This project will describe one middle school's efforts to improve student attendance, morale, and self-worth through the development and implementation of an effective advisor/advisee program.

Standards: 1, 2, and 3

➤ Senior Capstone Project

Michael Bennett

This project describes the process used and strategies developed when creating a capstone experience for graduating seniors. The model, which incorporated skills developed by students to apply in a career or community service experience, will be presented.

Standards: 1, 2, 3, 4

➤ Bringing Scheduling Online at Biddeford High School

Elias Fletcher

Shifting the time consuming process of creating a master schedule at the secondary level online using the schools data collection program already in place, Infinite Campus.

Standards: 2, 3, and 5

➤ Achievement Period: Are we meeting our stated goals?

Andrew Lupien

This presentation evaluates the current structure of the achievement period at CEHS and presents a strategy to increase the impact on those students most needing support.

Standards: 1, 2 and 5

➤ RSU 39 Maine Autism Leadership Team

Rachel McGlenn-Bourgeois

This presentation will share one district's resources for educators to support students with Autism Spectrum Disorder in order to facilitate student learning and success.

Standards: 1, 2, 3

➤ Compiling and Presenting the Annual Achievement Report

Kristen Foley

This discussion will focus on the curriculum department's research, development, and presentation to the school board of the district annual achievement report for RSU 14.

Standards: 2, 4

➤ A Middle School to High School Transition Process

Amanda Ridge

This presentation will discuss initial development of transition processes used for students attending a Special Purpose Private School who require supports for academics.

Standards: 1, 2, 3

➤ Student Growth: A "Significant" Factor

Barbara Fletcher

This presentation describes processes, strategies and resources used to develop a high quality student growth model as part of the Educator Effectiveness system in RSU 23.

Standards: 1-6

➤ Teacher Evaluation

Lindsey Nadeau

This presentation will discuss a district's process in selecting a Teacher Evaluation system that fits its vision and mission while complying with Maine Guidelines and Chapter 180 regulations.

Standards: 1, 2, 3

➤ Creating a Student Learning Objective

Christine Munroe

This presentation will describe strategies for developing a student learning objective as part of the new state-mandated teacher evaluation model.

Standards: 1, 2, 3

➤ Paws-itive Student Recognition Within a PBIS model

Mary-Ellen Doherty

Everyone responds to positive recognition. My project recognizes and celebrates individual students using established criteria for demonstrating and modeling good character at the elementary level.

Standards: 1, 2 and 3

➤ Implementing a school-wide PBIS framework at Bonny Eagle High School.

Mitchell Ouellet

Initiating an effective change in disciplinary framework at the high school level which lays the groundwork for a school-wide shift in behavioral support. This initiative is expected to result in behavioral and academic improvement.

Standards: 1 and 2

➤ Reintegrating a PBIS Philosophy to Reinvigorate Students and Staff

Dean Wellman

Working with staff to build off of the work done 3 years ago to renew a PBIS philosophy at an elementary school.

Standards: 1, 2 and 3

➤ Using Smarter Balanced Items to Promote the Joy of Discovery Rather Than the Fear of Failure

Sally Bennett

This presentation will describe how I have used Smarter Balanced Released Items FOR classroom learning. In the process I have become a resource to my district for issues related to the Smarter Balanced Assessment and its administration.

Standards: 1, 2

➤ Administrative Feedback: A Two-Way Street

Joseph Minnich

The administrative feedback system, developed via school community feedback, will allow faculty and staff to provide quantitative and qualitative feedback on the performance and growth of students facing school administrators, as well as upper-level administrators, via web-based survey.

Standards: 1-6

➤ Assessing and Reporting the Guiding Principles

Korah W. Soll

This project outlines the comprehensive adoption of state and local Guiding Principles language, involving all staff in selecting/defining indicators, creating rubrics, and mapping assessment opportunities.

Standards: 1-5

➤ Grading Practice Reform at Saco Middle School - Leading An Action Team

Pattie M. DeMaria

By looking deeply at current grading practices, we have worked on the development of system changes that will lead us towards assigning grades that show what students truly know and are able to do.

Standards: 1, 2 and 6

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- Count Me In Attendance Program: Miss a Day, Miss A Lot!

George Shabo

The Count Me In presentation will examine chronic absenteeism at Loranger Middle School by presenting the established protocol which is based on data and research.

Standards: 1, 2, and 4.

- Project S.R.S. (Students Reaching Success)

John Dominic Susi

This presentation will focus on the development and implementation of a homework help program for students in grades four and five.

Standards: 1, 2, and 3

- Storybook Walk

Jon Woodcock

This presentation highlights the creation of a Storybook Walk addressing deficiencies in literacy and phonetic skills for incoming kindergarteners, while cultivating a love for literacy.

Standards: 1, 2, 3, 4

- Providing Relevant Teacher Directed Professional Development

Kathrine Brooks

One teacher's journey into the challenging realm of providing engaging, meaningful and relevant professional development. A framework will be presented.

Standards: 2 and 3

- Professional Learning for Educational Technicians

Kelli Fogg

This presentation will share the design of one district's professional learning for their educational technicians, including orientation, a handbook, and weekly lessons.

Standards: 2, 3, and 5

- Leading Teachers in Establishing Team Literacy Goals, Based upon Common Core Standards.

Sarah F. Grant

Leading a team to develop and provide professional development in the writing/ implementation of team literacy goals for all teachers in a K-12 system. These goals will focus on the CCSS skills of the independent, close reading of rigorous texts.

Standards: 1 and 2

- A Strategic Plan to Support Student Learning and Accountability at a PreK-5 Community School

Nancy Stover

This presentation will discuss how to develop clear expectations for students, staff, and parents at Dresden Elementary School to promote student and staff success.

Standards: 1, 2, and 5



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➤ RTI's Role in Behavior

Thea Jackson

This presentation will describe the process used to create materials to help determine antecedents for certain student behaviors, thereby providing interventions to deter them and supply data that may lead to discipline restructuring. Standards: 1, 2 and 5

➤ Attention to Intervention: RTI at the Middle Level

Joseph Mastraccio

This presentation will discuss the implementation process of an RTI program. Points will include utilizing staff as resources and implementation drivers, achieving "buy-in", and scheduling strategies. Standards: 1, 2, 3

➤ Revitalizing RTI at the High School Level

Kate Riker

RTI has taken a back seat with all the new initiatives and programs. This will be a review of current forms, procedures, and interventions. Standards: 2, 5

Advising Questions? Educational Leadership Faculty:

Jeffrey Beaudry	207-780-5493	jbeaudry@usm.maine.edu
Joseph (Jody) Capelluti	207-780-5077	jodyc@usm.maine.edu
James Curry	207-780-5402	jcurry@usm.maine.edu
Thomas Edwards, Adjunct	207-780-5090	tedwards@usm.maine.edu
Anita Stewart McCafferty	207-780-5479	anita.stewart@maine.edu
SEHD Student Affairs Office	207-780-5316	sehd@usm.maine.edu

School of Education and Human Development
Student Affairs Office
218A Bailey Hall
207-780-5316
sehd@usm.maine.edu
<http://www.usm.maine.edu/sehd>





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Educational Leadership Program - Fall 2015

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

Location	COURSE	TITLE	Days	Times	Instructor
Portland	EDU 600	Research Methods & Techniques	Tu	4:10-6:40P	Beaudry
Blended	EDU 600	Research Methods & Techniques On-campus dates are 9/3; 9/17; 10/8,29; 11/5,19 & 12/3	Th	4:10-6:40P	Beaudry
Gorham	EDU 600	Research Methods & Techniques	W	4:10-6:40P	Stump/Fallona
Online	EDU 600	Research Methods & Techniques			Fallona/Stump
Portland	EDU 603	Analysis of Teaching	W	4:10-6:40P	Stewart-McCafferty
P-Other	EDU 659	Special Ed Law for School Leaders	Th	4:10-6:40P	TBD
Portland	EDU 667	Professional Ed Capstone			Beaudry
Portland	EDU 670	Introduction to Educational Leadership	M	4:10-6:40P	TBD
Portland	EDU 671	Organizational Behavior	Tu	4:10-6:40P	TBD
P-Other	EDU 677	Seminar in School Management **	W	4:00-6:30P	Capelluti
Portland	EDU 678	School Law	W	4:10-6:40P	Forster
Gorham	EDU 679	Eval & Supervision of School Personnel	Th	4:10-6:40P	Stewart-McCafferty
P-Other	EDU 685	Internship in School Admin ** Mandatory orientation to be held Monday, April 27, 4:00-6:30P	W	7:00-9:30P	Stewart-McCafferty
P-Other	EDU 685	Internship in School Admin ** Mandatory orientation to be held Monday, April 27, 4:00-6:30P	W	7:00-9:30P	Capelluti
P-Other	EDU 685	Internship in School Admin ** Mandatory orientation to be held Monday, April 27, 4:00-6:30P	W	7:00-9:30P	Capelluti
P-Other	EDU 685	Internship in School Admin ** Mandatory orientation to be held Monday, April 27, 4:00-6:30P	W	7:00-9:30P	Edwards
P-Other	EDU 686	Internship in School Admin ** Mandatory orientation to be held Monday, April 27, 4:00-6:30P	W	7:00-9:30P	Capelluti
P-Other	EDU 687	Internship in Superintendency ** Mandatory orientation to be held Monday, April 27, 4:00-6:30P	W	7:00-9:30P	Capelluti
P-Other	EDU 688	Internship in Curriculum Admin ** Mandatory orientation to be held Monday, April 27, 4:00-6:30P	W	7:00-9:30P	Capelluti
Portland	EDU 699	Independent Study (combined with EDU 667)			Beaudry

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

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