

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

TO:

Members of the State Board of Education

FROM:

Nancy S. Grasmick lawy

DATE:

June 21, 2011

SUBJECT:

MAESP National Distinguished Principal and Assistant Principal of the

Year

PURPOSE:

To provide State Board recognition of the individuals selected by the Maryland Association of Elementary School Principals to represent them as the National Distinguished Principal and Assistant Principal of the Year.

EXECUTIVE SUMMARY:

Each year the Maryland Association of Elementary School Principals (MAESP) in collaboration with the National Association of Elementary School Principals (NAESP) selects a National Distinguished Principal (NDP) who represents Maryland in Washington D.C. at a national NDP awards ceremony. MAESP's 2011 National Distinguished Principal is Mr. Robert Wagner from Solley Elementary School in Anne Arundel County.

MAESP also names an Assistant Principal of the Year. The MAESP 2011 Assistant Principal of the Year is Ms. Lila Walker from Beacon Heights Elementary School in Prince George's County.

Recipient profiles attached.

ACTION:

Public recognition. No other action required.

Attachments

NATIONAL DISTINGUISHED PRINCIPALS PROGRAM

The National Association of Elementary School Principals in corporate partnership with VALIC

Nominee's Application Form

Name: Mr. Robert L. Wagner

~ Contact Information - Home ~

Home Address: 7113 Waking Dreams Knoll, Columbia, MD 21044, United States

Home Phone/Email: 410-531-7561 rlwagner3@verizon.net

~ Contact Information - School ~

School Name: Solley Elementary School

School Address: 7608 Solley Road, Glen Burnie, MD 21060, United States

School Contact: 410-222-6473 410-222-6467 (fax) <u>rlwagner@aacps.org</u>

~ Professional Information

Professional Experience

Name and Location of School	Dates
Odenton Elementary, Odenton, MD	1999-2004
Brock Bridge Elementary, Laurel, MD	1996-1998
Eastport Elementary, Annapolis, MD	1991-1996
	1988-1991
	1985-1988
Van Bokkelen Elementary, Severn, MD	1977- 1985
	Odenton Elementary, Odenton, MD Brock Bridge Elementary, Laurel, MD Eastport Elementary, Annapolis, MD Sunset Elementary, Pasadena, MD Waugh Chapel Elementary, Gambrills, MD

Total Number of Years as a Principal: 20 Total Number of Years in Current School: 5 1/2

Professional Preparation

Plus 30 Credits in Curriculum & Supervision, University of Maryland and Loyola College, 1986 Masters of Education in Educational Management & Supervision, Loyola College, MD, 1984 Bachelors of Science in Elementary & Special Education, University of Maryland, 1977

~ School Information ~

School's Grade Configuration: Elementary School Nominee - Grade Configuration Pre-K to 5

School Enrollment: 675 Students Receiving Free/Reduced Price Meals: 31%

Ethnic/Racial Composition

2% American Indian/Alaskan Native 10% African-American/Black 0% Native Hawaijan/Pacific Islander 5% Asian 6% Hispanic/Latino 77% Caucasian/White

Public School Nominee ~ State, District, and School Information ~

State: Maryland School District: Anne Arundel County Public Schools

School Superintendent: Kevin M. Maxwell, Ph.D. Phone: 410-222-5304

School Superintendent's Address: 2644 Riva Rd, Annapolis, MD 21401

School Superintendent's Email: KMAXWELL@aacps.org

School Setting: Suburban

~ PROFESSIONAL ACTIVITIES, AWARDS, AND HONORS ~

National Board Certification for Principals Participant	Current
Certified Thinking Maps: A Language for Learning Trainer (30 class hours)	Current
MD Governor TELL Survey Advisory Team Member	Current
Executive Board Member of MD Association of Elementary School Principals	
(By-laws Chair 2010-11, County Representative 2004-07)	2004-Current
Presentation to County School Principals (Principal's Role in Prioritizing Initiatives) 2010
MAESP President (President-elect 2007-08 and Past President 2009-10)	2008-09
MD State Department of Education NCATE Accreditation as a Professional	
Development School with Loyola University	2007
National Principals' Mentor Certification (PALS Corps with NAESP)	2007
MAESP Chairperson of State Principals' Conference Planning Committee	2007
Nominee Finalist for the National Distinguished Principal Award for Maryland	2004
MD State Department of Education Suspension Study Group Committee	2002-04

~ SERVICE TO THE COMMUNITY ~

Member of Emmanuel United Methodist Church in Laurel, Maryland	1995-Current
Trustees Committee	Current
Church Liturgist	2007-Current
Winterhaven Helper (our church houses the homeless one week annually)	2002-Current
Administrative Council	2005-09
Nominations and Personnel Committee	2004-06
Staff-Parish Relations Committee Chairperson	2001-03

NAESP Community Service Project Participant (New Orleans and Houston) 2009-10

Manager for Men's Soccer Team (Howard County Recreation and Parks) 2007-Current

~ THREE MOST SIGNIFICANT ACCOMPLISHMENTS AS A PRINCIPAL ~

- 1) I created a Math Team to address a dip in the math scores on the state assessment. The team meets monthly to discuss three areas of interest: development of differentiated lessons based on analysis of student data, book study review and sharing of observations of visits to other schools. Team members are given disaggregated benchmark data to develop lessons that address weaknesses that are later shared at the monthly meetings. I was able to secure funding from our PDS partner, Loyola University, to purchase the book, Faster Isn't Smarter for a book study. I was able to provide teachers opportunities to observe best practices of math teachers at other schools after requesting funding.
- 2) I started an incentive program Lunch with the Administrator to recognize student effort, hard work and desire to excel. Each week for the past nineteen years I have had lunch with small groups of eight to ten students to recognize their achievement. In addition to receiving a certificate, students have the opportunity to play a variety of challenging puzzles with me after finishing their lunch. Relationships are strengthened and a positive school climate has been created. Each year I have lunch with approximately 800 students.
- 3) During the past year I have received 30 hours of training to become a trainer for *Thinking Maps: A Language for Learning*, a major initiative in our district and a goal on our school improvement plan. Working with three teachers in my school, we have provided in-services throughout the year to more than fifty staff members. A monthly gallery walk was incorporated to share best practices among the teachers. I was successful in having a Thinking Maps national consultant spend the day at our school. The consultant taught several lessons and had debriefing sessions with selected staff and me. A videotape was taken of the day's activities and posted on the district website for all schools to view for professional development.

Question 1: How do you balance leadership and management duties to best support student achievement?

Every decision a principal makes should be about be about supporting student learning and achievement (Standard 1). It is a message that must be communicated with staff, parents and students in our daily acts, as we develop school goals, and in the choices we make for professional development. This year I had to rethink how I balance my leadership and management skills to address a weakness in student achievement.

My school experienced a decrease in its math scores on the state assessment. Sharing the student data and brainstorming possible causes of the problem was the impetus in developing a school improvement plan that made math achievement a major focus. Our team developed the professional development schedule and I allocated funds in the budget to support the initiative. Capitalizing on the leadership of the lead math teacher and talent development teacher to be the facilitators at the monthly math team meetings, we developed a comprehensive plan that focused on student achievement in math. I secured funding to purchase recommended books for a book study and substitute coverage to allow team members to observe math teachers at other schools. A culture of learning (Standard 4) was further strengthened by providing time for teachers to plan with the math resource teacher. I provided student data spreadsheets and allocated time for teachers to share the results of their differentiated instruction on student achievement.

As Jim Collins noted in his book Good to Great: Why Some Companies Make the Leap ... and Others Don't, having a sustained focus and having the right people "on the bus" are critical components in being a successful leader. Building the capacity of teachers was critical in expanding the leadership base of the school. This enabled me to share leadership and management responsibilities in a way that empowered teachers.

Question 2: How have you involved parents and community members in supporting student achievement?

Parent involvement leads to increased student achievement. The challenge as a principal is providing opportunities and incentives to motivate parents and students to attend. Increasing parent involvement at academic events is one of our school improvement goals. Data collected last year (Standard 5) also indicated that English Language Learners (ELL) and Hispanic students and parents were unrepresented in our academic events.

To actively engage the families in my community (Standard 6), we implemented several initiatives. First, we created an incentive that would recognize classes with the highest percentage of parents in attendance at an event by awarding them a large banner for their classroom door. Second, I worked with my ELL teacher to telephone families of non-English students to attend our evening events and scheduled interpreters to attend and provide support to our families. Third, I charged the social studies committee to sponsor a multicultural event that would celebrate the diversity of cultures around the world. Our school had *It's a Small World Celebration*, an event that drew almost 200 parents. The staff providing hands-on activities celebrating cultures around the world and parent volunteers created displays of their culture. Foreign language students from the local high school also provided activities.

School volunteers provide daily support by working with students in the classrooms, computer lab and media center. Each week hundreds of students are recognized as "Chessie Readers" because of volunteers in the media center helping them with their reading. Last year we had over one thousand volunteer hours.

Businesses have supported our efforts by funding an after-school robotics club operated by parent volunteers, supplying incentives for student achievement and providing a \$5000 grant that enabled our students to plant a hundred trees on our school grounds.

Students benefited from volunteer support and understood the multiple opportunities their community offered them.

Question 3: How do you support learners who are struggling, challenge learners who are excelling, and maintain high standards for all?

Everyone agrees that schools must educate and challenge all of their students. "Raising the bar and closing the gap" is a phrase that has been used by Rick DuFour and Secretary of Education Arnie Duncan to promulgate the mission of schools. The concept of professional learning communities (PLC) and the use of differentiated instruction are two key approaches to meeting the needs of all students.

I schedule weekly planning sessions in language arts and math with every grade level team. Teachers work collaboratively to analyze formative assessment before deciding which students might need the concept to be re-taught or extended to deepen their understanding. The special education and English Language Learner teachers are a part of the planning team. During the past several years, our professional development has emphasized the importance of a PLC. Initially, teachers focused mostly on improving lesson plans, but as they grew in their collaboration as a team, formative data was used to make instructional decisions. I provided class spreadsheets of individual student data to ensure efficiency in planning. Later, we started using pre-assessments and exit tickets when examining student work to determine the needs of students.

The work of Carol Ann Tomlinson has been used in our professional development for the past several years. Differentiated instruction has allowed teachers to target the needs of students in reading and math through the use of small group instruction.

I meet twice a month with the intervention committee to monitor the data and discuss the progress of individual students that are receiving intervention with a special program. Changes are made based on the performance of students. The talent development teacher works closely with each team to provide strategies to teachers and direct instruction to teachers needing enrichment. Lastly, we monitor our progress at monthly school improvement team meetings.

Question 4: How do you cultivate, monitor, and advance a positive climate in your building?

A positive climate begins with the principal and is intertwined with the culture of a school. The principal, in consensus with the staff, creates a shared vision that reflects the values of the staff and community (Standard 2).

The second year at my present school, I met with staff and other stakeholders in the community to determine the vision, mission, and value statements that reflected our beliefs about children, the school, and the community. These statements act as a compass in the decisions we make.

I am the cheerleader of the school's climate as reflected by my words and actions each day. Greeting students and parents as they enter the building, providing feedback to a teacher after a formal observation, or comforting a child after an incident are three examples of the many opportunities I have each day to cultivate a positive climate. Visibility is essential and my daily walk-throughs are an excellent way of modeling expectations and providing recognition, through notes and comments, the many positive things I see. Daily monitoring of instruction and attending meetings are excellent ways to provide feedback.

Shared leadership and opportunities to grow professionally are factors that foster a climate and culture of continuous learning (Standard 5). I encourage teachers to become facilitators at curriculum meetings. One teacher is leading a book study for math teachers, while three other teachers coordinated a successful multicultural event for parents and students. Grade level teams showcase their work at faculty meetings. This year I secured funds to have ten teachers observe math teachers at other schools and was able to send six teachers to a reading conference.

Most important of all, I take time to celebrate the many good deeds of my staff with awards, letters of appreciation, lunches, and words of appreciation.

Lila J. Walker 49 – Laughton Street Upper Marlboro, Maryland 20774 Home Phone 301-249-4077

Email: lila.walker@pgcps.org

PERSONAL

I consider myself an excellent candidate for your organization because I am an educator's educator. I firmly believe that everyone has a role in forming and defining a child's future, be it positive or negative. My goal is to positively impact each student who crosses my path and therefore create a climate of eager learners. As a school administrator, I would enjoy the best of both worlds, to be the teacher and the leader. The title - principal teacher, exemplifies what I want to be.

EDUCATION

Bachelor's Degree, Early Childhood Education, Norfolk State University, 1989 Master's Degree, Education Administration, Trinity College, 2004 Certification, (NISL) National Institute of School Leaders, 2012

EMPLOYMENT

Assistant Principal, Prince George's County Public Schools

2006 – present

Beacon Heights Elementary School

Assists with the planning, assessment, instructional leadership, communication, community relations, and safety and administrative management required to manage the instructional and special programs, organization, and facilities of my assigned elementary school.

Educator, Prince George's County Public Schools

2002-2006

Riverdale Elementary School

Co-teaching with new teachers, performing demonstration lessons, along with planning and implementing strategies for students who are either not progressing in mathematics or either excelling past their counterparts.

Educator, District of Columbia Public Schools

1999-2002

Kenilworth Elementary School

Planned and implemented daily lesson plans for second and third grade students using the DCPS performance standards as guidelines for success; also served in the capacity of grade level chairperson for two of the three years.

Educator, Norfolk Public Schools

1997-1999

Young Park Elementary School
Planned and implemented the daily lesson planning and thematic planning for second grade. Successfully looped with my first graders to second grade; also served in the capacity of grade level chairperson, during those years.

Educator, Norfolk Public Schools

1996-1997

Young Park Elementary School

Planned and implemented daily lesson plans for first grade using the Norfolk Quality Schools Initiative. I successfully looped with this group from kindergarten.

Educator, Norfolk Public Schools

1994-1996

Young Park Elementary School

Planned and implemented daily lesson plans for kindergarten students using the standards of learning mandated by the Norfolk Quality Schools Initiative; also served as grade level chairperson.

Educator, Norfolk Public Schools

Young Park Elementary School

1989-1994

Planned and implemented daily lesson plans for second graders using the standards of learning that were set forth by the Norfolk Quality Schools Initiative; also served as grade level chairperson.

ACCOMPLISHMENTS

- Grade Level Chairperson kindergarten and second grades, 1992-1999, Norfolk Public Schools
- NEA/Education Association of Norfolk Building Representative, 1992-1999.
- Cooperating Teacher for Student Teaching Programs Norfolk State University and Old Dominion University, 1992-1999.
- Mentor Teacher Norfolk Public Schools, 1995-1999.
- Social Studies Contact Teacher/Kid's Vote Representative Norfolk Public Schools, 1997-1998.
- Social Studies Contact Teacher DCPS, 1999-2002.
- Contact Teacher, DCPS-League of Women Voters Campaign/Making Our Vote Count, 2000.
- Grade Level Chairperson, second grade DCPS, 1999-2000.
- Grade Level Chairperson, third grade DCPS, 2000-2001.
- Teacher Trainer, Harcourt Brace Publishers Social Studies Series, DCPS, 1999-2000.
- Human Resources School Liaison, DCPS, 2000-2002
- DC Teaching Fellows Advisor, DCPS, Summer 2001
- Washington Teacher's Union –Building Representative, 2001-2002
- Summer School Program Monitor, DCPS, Summer 2002
- DC Teaching Fellows Selector/Interviewer, 2002-2004.
- PGCEA Building Representative, 2004-2006
- Job-Alike Mentor Teacher Prince Georges County Public Schools, SY 2004-2005
- Site Coordinator A+ Focus/After-School Math & Reading Tutorial Program, PGCPS, 2004-2006
- Site Coordinator HSA++ Saturday Retreat, PGCPS, 2005
- Site Coordinator K/1 Summer School Program, PGCPS, 2005
- Field Coordinator, HSA Saturday School FOCUS Programs, PGCPS, 2006
- Assistant Director, Summer Playground, Maryland Park and Planning (MNCPP), 2008 2009
- ESOL Summer School Coordinator, PGCPS, Summer 2010
- MAESP(Md. Assoc. of Elem. School Principals) Assistant Principal of the Year, 2010

CERTIFICATIONS

- Advanced Professional Certificate (State of Maryland)
- Early Childhood; N Gr. 3 (Md.) PK Gr. 4 (Va.)
- Administrator I & II (State of Maryland)

REFERENCES

Available Upon Request