



# THE LEADER



Issue 21

May 2006

**CONGRATULATIONS!  
New Administrative  
Assignments  
2006-2007**

**BILL MUTH**  
Principal,  
Ashton Elementary

**CHRIS RENOUF**  
Principal,  
Toledo Blade  
Elementary

**SALLY  
MANCHENO**  
Principal,  
Lemarque Elementary

**JOE BAZENAS**  
Acting Principal,  
Booker Middle

**RUTH THOMAS**  
Acting Principal,  
Wilkinson Elementary

**JOHN McQUEEN**  
Principal,  
Garden Elementary

**BRUCE ANDERSON**  
Assistant Principal,  
Wilkinson Elementary

**ERIC JACKSON**  
Assistant Principal,  
Sarasota High

**JACK McDONALD**  
Assistant Director,  
SCTI

The School Board of Sarasota County, Florida  
**Bank of America Center for Leadership**  
Wendy Katz, Director



## The Director's Message

During the past two months, I had the opportunity to attend two major conferences: National Association of Secondary Principals (NASSP) and FETC. Both provided the typical array of workshops and pre-conference sessions.

One of the most fascinating events at most conferences is the exhibits where hundreds of vendors display their latest resources and lure educators using gimmicks, raffles, food, give-aways and sales pitches. The most recent advance appears to be the use of a conference type credit card to ease one's ability to be hooked into mailing lists or spending money. All of this is a great reason to reflect on how vulnerable we are as educators to marketing and sales. We often innocently contribute to the plethora of annual "band wagons" or initiatives that accompany each school year.

So often we start something new without paying close attention to what it takes to make a given initiative truly embedded practice. It is never about the event, but more about the support structures we intentionally set up to support the implementation of the practice. New practices take a commitment of time, consistent reinforcement, collaboration and frequent monitoring to measure the impact of the innovation. These important experiences also underscore the importance of taking away something each time we attend a conference or workshop that connects to what is already in place at our workplaces. It is too easy for our teachers to miss the connections unless we purposely construct these associations.

Attending a national conference usually affords participants the chance to learn from prominent educa-

tors, but always provides the opportunity to network with colleagues from all over the country. The sharing of business cards, commiserating about job responsibilities, accountability challenges and effective practices or programs, are all invaluable outcomes.

I want to share two highlights for me personally. Gerald Tirozzi, Executive Director of NASSP, presented one of the opening keynotes. *A—Why Not P?* was the title of his presentation. He did an eloquent job of articulating the inequality of NCLB by offering numerous examples of accountability expectations while questioning the political commitment to support these expectations. "In the age of AYP and as public schools bear the full and exclusive accountability for student achievement, the time has come to engage a broader audience. If accountability is the mantra of the land, why not share the accountability with political leaders, who insist on high achievement, yet fashion policies that undermine that goal? ...political leaders can safely ignore the mountains of research that demonstrates the detriment to student achievement that is caused by poverty, inadequate housing, high unemployment, poor health screening, the unavailability of quality health care and a lack of commitment to universal preschool and Head Start programs".

The last session I wish to showcase was one on Adolescent Literacy. Douglas Fisher and Nancy Frey are two professors from San Diego State University who have taken a sabbatical to work directly with Hoover High School. Their actions to improve literacy were deliberate and collaborative. The literacy model utilizes many of the same strategies that we are implementing in Sarasota. I was

most impressed with the consistent combination of strategies and progress monitoring. Initially, they brought together a group of English teachers, brainstormed all the literacy strategies that they had used in the past. They agreed on seven that met specific criteria. The most powerful criteria required each strategy to be one that all teachers could implement. The model incorporated a **focus on standards using curriculum maps and common assessments**. It utilized **Silent Sustained Reading** because all too often students are taught skills with no time to apply them. The entire school engaged in reading during this time including cafeteria, custodial and administrative staff. **Classroom Walk-throughs with inquiry probes** were used for administrative accountability. **Writing Classes** were required for all freshman as well as a senior writing workshop. **Block scheduling and seven specific literacy strategies** were required in every class every day! All teachers were trained to use these seven literacy strategies: **anticipatory activities; shared reading; vocabulary development; reciprocal teaching; concept mapping; cornell note-taking; and writing to learn**. For more details, I refer you to the book Doug and Nancy wrote with their teachers: *Improving Adolescent Literacy/Strategies That Work*. [www.EducationLearningCenter.com](http://www.EducationLearningCenter.com)

*Wendy*

## Upcoming Conferences:

### DON'T MISS THESE!

#### Destin Nuts & Bolts Symposium of Middle Level Education

June 11-14, 2006  
Destin Middle School at Regatta Bay  
Destin, FL  
[www.nutsandbolssymposium.com](http://www.nutsandbolssymposium.com) or  
303-466-5337

#### Pathwise Teaching & Leadership Conference "Designing a Future that Promotes Student Success"

Conf. Institutes: June 23-27, 2006  
General Sessions: June 26-27, 2006  
Hilton in the Walt Disney World Resort  
Lake Buena Vista, FL  
[www.ets.org/pathwise](http://www.ets.org/pathwise) or  
800-297-9051

#### Harvard GSE Professional Development Programs: Redesigning American High Schools

July 1-6, 2006  
**Universal Design in Education: New Directions for Teaching Learners with Diverse Needs**  
July 7-11, 2006

#### Data Wise: Step-by-Step Blueprint for Using Assessment Results to Improve Teaching and Learning

June 25-30, 2006  
**Improving Schools: The Art of Leadership**  
July 3-11, 2006



#### Leadership: An Evolving Vision

July 24-Aug. 1, 2006

#### The Harvard Institute for School Leadership: Leadership for Large-Scale Improvement

July 24-31, 2006  
[www.gse.harvard.edu/ppe](http://www.gse.harvard.edu/ppe) or  
800-545-1849

#### **TO COACH OR MENTOR?**

Coaching and mentoring tend to get lumped together whenever people talk about employee development, but in fact they're very different. Give employees the assistance they need with these important distinctions in mind:

- ◆ **Coaching focuses on the here and now.** The coach guides the employee through a learning cycle that focuses on specific situations or skills that can be measured objectively.
- ◆ **Mentoring is directed toward the future.** A mentor provides advice and counsel designed to help employees grow and move forward in their careers.

—Adapted from "The debate over coaching and mentoring in today's workplace," by Moya K. Mason on the Moya K. Mason Web site.

**Bank of America Center for Leadership**  
A remarkable collaboration between  
Bank of America

The Community Foundation of Sarasota County

Education Foundation of Sarasota County  
William G. Selby and Marie Selby Foundation

Gulf Coast Community Foundation of Venice  
Newsletter Sponsored by:  
Education Foundation/  
Wilma Hamilton Leadership Fund



#### **NEW ADMINISTRATOR PROFILE**

**Name: DOUG BERGER**

**Present Job Title:**

**Training Coordinator**

**Present Job Site:**

**Human Resources, The Landings**

**Former Job Title:**

**Director of Education, Alzheimer's Association, Sarasota, FL**

**Years of Experience in Education: 18**

**Educational Background:**  
**B.A. Economics, Magna Cum Laude, University of Maryland**

**Relevant Past Educational Experiences:** Senior H.R. Director, Erickson Center for Learning and Development, Erickson Retirement Communities, Baltimore, MD

**Hobbies: Tennis, singing**

**I am most proud of :**

**Relationships I have with family and friends.**

**I hope to be remembered for: Being a loving person and faith-centered.**

#### **QUOTES:**

"We can't wait for the storm to blow over. We have to learn how to work in the rain."  
—Author Unknown

"Any new change will just drop into the dustbin of good ideas unless the culture is aligned to accept it."  
—Everett S.P.  
Spain, U.S. Military Academy



#### **Must Reads**

##### **Reality Checks: Teaching Reading Comprehension with Nonfiction, K-5,**

Tony Stead

##### **Getting Excited About Data,**

Edie L. Holcomb

##### **Accountability in Action,**

Douglas B. Reeves

##### **Culturally Proficient Instruction,**

Kikanza Nuri Robins