

Professional Background

- As a first generation college graduate, I am passionate about the power and the promise of public education for students.
- As a traveler and product of experiential learning, I am passionate about real-world relevancy in teaching and learning and the necessity of graduating our students academically biliterate.
- As a gifted learner who didn't understand academic challenge or failure until college, I am passionate about unmasking all achievement gaps and individualizing education for all learners.
- As a mom, I am passionate about how schools connect to students and families on a social-emotional level, and build connections that better the community through empathy and advocacy.

I began teaching as a bossy toddler, directing my cousins as well as my toys. In school, I was quickly channeled into leadership opportunities, and developed a lens for student advocacy long before my teaching experience helped me name it as such. Multi-potentiality crippled my decision-making at times; I switched interests and majors often; but it also allowed me to integrate student learning through a variety of disciplines. I am licensed to teach high school Language Arts, but taught this subject through the sciences and arts daily.

As a teacher, I was also propelled into leadership. I joined Site Council in the beginning of my third year teaching, became a department chair in my fifth year, and a small school academy leader in my sixth year. After seven years in the classroom, I began a new journey as an instructional coach. Although I had adult learner experience as an adjunct professor in Lesley University's M.Ed. program, the learning curve for working side-by-side with teachers in their classrooms was enormous. Coaching isn't just about helping teachers better their craft, it's about breaking down well-established norms of the teacher as an isolated, independent contractor. In my four years as an instructional coach, I'm not sure I ever maximized my potential in that role, but I did realize that coaching and professional collaboration are essential elements to affect positive changes for student achievement and a school climate.

For the past two years, I have been working as a Teaching On Special Assignment (TOSA), at the district office level, coordinating K-12 gifted education and Standards-Based Teaching & Learning research, program design, professional development, and implementation. The tentacles of that work are too numerous

to name and too far-reaching to follow without a three-dimensional model, but each element of my work is intimately connected. I love seeing the big picture while simultaneously focusing on the details. This work feeds both my academic mind and passionate nature.

I think the work of a building administrator would be similarly fulfilling while presenting new challenges, but I am not yet sure what path I am on as an educator. My mind is open, and I have developed an awareness that keeps me alert to new possibilities. Maybe I need more confidence, or maybe I am just waiting for the universe to pull the threads that connect me in an irresistible direction.

Proposed Practicum Activities:

Visionary Leadership

- New Employee Orientation of district Standards-Based Teaching & Learning work
- Plan and communication of TAG vision and work toward that vision
- Leadership development and support for Secondary Curriculum Leaders (dept. coordinators) in the frame of Standards-Based Teaching & Learning work.
- Development and promotion of Verge Learning Professional Development website vision and support
- Secondary Leadership PLC (plan, design, co-facilitate)
- Elementary Leadership PLC (plan, design, co-facilitate)
- Supporting department coordinators as curriculum leaders
- Supporting TOSAs as leaders of department coordinator groups
- Math Adoption Leadership planning
- Stewardship of instructional coaching as a district value; help coach coaches.
- Office for School Performance team member.
- Participate in HSD Secondary Future Leaders program
- Facilitate professional development for Standards-Based Teaching & Learning, such as CCSS, SBAC, best practices in curriculum, instruction, and assessment, etc.

Instructional Improvement

- Instructional improvements for gifted students via
 - Kingore 1st grade training
 - Primary Education Thinking Skills (PETS) pilot project
 - Gifted Cluster Grouping PD design and facilitation
- Secondary Standards alignment and curriculum mapping (standards-based teaching and learning)
- Promote *Constructing Meaning* practices in secondary content area instruction
- Support Essential Skills alternative assessments embedded in the classroom
- Promote the deprivatization of instructional practices
 - Promote and support video production and video sharing as professional development for teachers
 - Instructional walkthroughs with a variety of stakeholders
 - Design opportunities for teachers to be peer observers and coaches
 - Practice effective feedback and collaboration with teachers as an instructional leader

Effective Management

- Day-to-day operations/principal shadowing and substitute principal experiences
- Support/facilitate the effective use of technology with a variety of stakeholders
 - Teaching & Learning website redesign
 - Web Governance Team
 - Verge Learning Professional Development website development
- Math Adoption Leadership Team
- Curriculum adoption process redesign
- Support of secondary curriculum TOSAs in their work with curriculum leaders
- Support redesign of supplemental materials review/adoption with alignment to CCSS and increased text complexity
- Continue my own professional develop as a coach/leader

Inclusive Practice

- Continue Pacific University gifted partnership
 - TAG Certificate courses for HSD teachers
 - Early Identification project
- Coaching for Dual-Language (Witch Hazel)
- Migrant Extended Day program development (Poynter)
- Revise TAG forms and their functions to be efficient and effective for serving gifted students in our schools.
- Support TAG Coordinators as advocates for gifted students and leaders of gifted education
- Support enrichment experiences for gifted students
- Manage revision and implementation of new TAG identification process
- Continue advocacy of TAG identification of underserved populations

Ethical Leadership

- TAG budget development and management
- Substitute principal experiences
 - Decision-making
 - Communication
 - Student discipline
 - Staff expectations and accountability
- Advocacy for student-centered best practices district-wide
- Equity focused work
- Development of biliteracy opportunities for all students
- Development of communication plans for staff and the public
- Continued learning around HR issues and regulations.

Socio-Political Context

- High school redesign project
- Proficiency Credit redesign work
- ODE TAG Plan
- Regional TAG Network
- Regional C&I Network
- Coordinate with Hispanic Outreach (Witch Hazel)
- TAG Parent support
 - College planning
 - New to TAG informational sessions
 - Website resources
- Research/Equity project about the disparity of gifted services with a goal to recommend improvements for the 2013-2014 school year. Stakeholder committee to include parents, students, teachers, and administrators.
- Support planning and events to bring more parents into the schools as collaborators as well as visitors