

Educational Administration Professional Portfolio

Master's in Education
Educational Administration

Presented to Concordia University
Seward, Nebraska

Lisa Holland
June 6, 2011



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Vita of Personal and Professional Education Experience

Part I: Personal and Professional History

I was born in Omaha, Nebraska and grew up in the Omaha area. From kindergarten through high school I attended schools in Millard, Gretna and Omaha Public Schools Districts. In 1987 I graduated from Omaha Burke High School and began my studies at Creighton University. At the age of 16, I began working at Peony Park, a local amusement park, as a ride operator. I kept that job through high school and college until I received my first teaching job. Through my years I was promoted from ride operator to ride supervisor and eventually to park manager. These positions gave me the opportunity to interact the public, respond to customer complaints, monitor and evaluate employees and deal with the media. I was fortunate that my supervisors at the park were considerate of my school schedule and encouraged me to pursue a career in teaching.

In 1991 I graduated from Creighton University with a Bachelor of Science in Elementary Education and married Jim Holland. I accepted a job offer to teach at St. Peter's a small Catholic school while many of my friends held out for offers from bigger districts. Teaching in a school of only 75 students gave me the opportunity to use all of the classes I had been required to take in college, including several I never thought I would use such as music and P.E. However, after one year the hectic schedule of teaching preschool for four-year-olds three mornings a week, preschool for three-year-olds two mornings a week and kindergarten each afternoon encouraged me to apply elsewhere. My next position was at St. Bernadette's, a much larger Catholic school with about 325 students. I remained at St. Bernadette through six years and the birth of my two children. During my years at St. Bernadette I taught second and third grade. In 1998 I accepted a fourth grade position with the Omaha Public Schools District. I taught fourth grade for three years before transferring to second grade.

Part II: Present Position

Currently, I am a second grade teacher at Columbian Elementary, located in the Omaha Public School District in Omaha, NE. I am in my tenth year at Columbian at this grade level. As a classroom teacher I work with students on all core academic subjects including reading, writing, math, science and social studies. I work with students from varied economic, social, and religious backgrounds. Our official diversity data, which often focuses on race and economics, does not adequately reflect the true diversity present in our building including the array of religious beliefs and "non-traditional" homes such as same-sex parents. While nearly thirty percent of Columbian's students participate in the Talented and Gifted program, about seven percent receive special education services.

In addition to my classroom duties, this year I am also the Instructional Facilitator and the Infinite Campus Trainer for my building. As the Instructional Facilitator I work with district leaders to bring curriculum information and professional development to the teachers at Columbian. I also work with teachers as we implement standards based grading and enter those grades through an online grade book that is viewed by parents.

Lisa D. Holland

Teaching Objective

To acquire a position in K-12 education specializing as an instructional facilitator.

Education

September 2009 – June 2011
Concordia University, Seward, NE
Master's Degree in Educational Administration

August 1987 - May 1991
Creighton University, Omaha, NE
Bachelor's Degree in Elementary Education

Work Experience

Elementary Educator

Omaha Public Schools –Columbian Elementary
Second Grade / Instructional Facilitator,
August 2010 - Present
Second Grade / Academic Data Representative, August 2008
- August 2010
Second Grade, August 2000 - August 2008
Fourth Grade, August 1998 - August 2000

Classroom Teacher

Omaha Archdiocese –Saint Bernadette School
Third Grade, August 1995 - August 1998
Second Grade, August 1992 - August 1995

Classroom Teacher

Omaha Archdiocese - Saint Peter's Elementary
Kindergarten, August 1991 - August 1992
Preschool, August 1991 - August 1992

Extracurricular Activities (2010-2011) School Year

Infinite Campus Teacher Coach
Safe and Secure Disciplined Schools Team Member
Excels Plus Team Member
Science Point of Contact
Math Solutions Workshop
Kim Sutton Math Workshops
K-2 Mathematics Assessment Pilot
Terra Nova Assessment Pilot

References

Available upon request



Columbian Elementary School



Kathleen S. Nelson, Principal

Home of the Cobras

June 6, 2011

To Whom It May Concern:

It is with great pleasure that I am able to write a letter of recommendation for Lisa Holland as she finishes her graduate program in administration. Lisa currently works as a successful second grade teacher at Columbian School. Education is certainly more than just a job for her, it's her calling.

Lisa displays good communication skills with students, parents, and staff. She's willing to look at situations from different points of view and doesn't hesitate to further explain, compromise, or adjust to meet student needs. She appreciates the diversity of our families and tries to work with them in a way that will assist students in being successful in school. She is respectful and considerate of all.

Her organizational skills are excellent. She often has something finished before I have even thought about a deadline. I rarely see her flustered or frustrated by the many expectations and deadlines that she often faces from classes, parents, and school and district activities. In fact, I would say she loves the challenge.

Lisa loves data! She really appreciates the information that comes from it and understands how to use it to plan instruction to meet student needs. She is also able to look at it and understand trends, strengths, and needs for our school as a whole.

Lisa has become a leader among our staff. She took on a building coach role during our implementation of a new student information management system and has also willingly served as an academic data representative and as an instructional facilitator. She effectively presents information and provides staff training. She has a lot of self-confidence and is well-received and respected by other staff members.

I would certainly recommend her for consideration for an administrative position. The traits that make her a successful teacher will also enhance her ability to be a successful administrator. She stands out for her willingness to go the "extra mile" for the betterment of our school and students. Lisa would do equally well working with district staff on curriculum and instruction or working as a building administrator. She has the potential to be an effective, successful leader.

Sincerely,

Kathleen S. Nelson, Principal

330 South 127 Street Omaha, NE 68154-2300 (402)697-1433 Fax: (402)697-1273

Philosophy of Education Statement

Quite simply, I believe that all students are capable of learning. I do not believe all students learn in the same way, at the same rate, or have equal interest in all subjects. Learning needs to be focused on the student, relevant and applicable to our democratic society and diverse culture. For these reasons, I do not subscribe to a single philosophy of education. To do so would deny students access to philosophies that may encourage them to reach their maximum academic, social, emotional and citizenship potential. Instead, I feel I represent a mix of philosophies that work together to encourage students to become citizens who will contribute positively to our continuously evolving society.

I do believe that learning should be mostly student centered. Schools exist for the students and for society as a whole, not for the teacher. I do believe students need a core base of knowledge to function productively in society. However I do believe beyond the basics of reading, writing, math, and the history of democracy in the United States, and where to find reliable information, students need choices. With a core of knowledge students can make choices that will enhance their future be it professional, technical, vocational, philanthropic, parental or a mixture.

Students need to see the relevance in what they are learning and how it applies to their future. They need to be active participants who do not ever wonder, will I use this later in life. Instead, they need to be given the opportunity to choose a course of study based on their interests and future plans. While these plans can change over time, if students have basic skills and the ability to locate information a change in a course of study is not detrimental. When students view learning as meaningful, new information is internalized and can be applied to new situations.

Lastly, I do believe that students need to be aware of the world around them. They need to be encouraged to participate in voting, the backbone of our democracy. Students need to see that it is through our process of elections that we have the ability to make choices about our education, our employment, our taxation, and the future of our country. While it is hopeful that students will work to create a benefit to society, it is equally important that they recognize the avenue of change.

It is my goal for all of my students to receive an education that will facilitate their ability to make informed choices that will help themselves, their families, and society in general. I want students to feel empowered to make informed choices about their studies, to plan for the future and to contribute positively to society. I aspire to help them become productive, tax-paying citizens who participate in the democratic process and encourage the prosperity of our schools and our country.

Promoting the Success of Every Learner

As an administrative leader, I will ensure the success of every learner by involving all stakeholders of the school in the learning of every student. I will work to establish relationships not only with my staff and students, but with parents and community members as well. I will work to create a vision for the community that promotes the academic, social and emotionally success of every student. I will reach out to those who do not have ties to the school and show them how successful schools breed successful students and successful communities.

As a school leader, it is also important for me to keep abreast of current research and trends in education. It is important that I read, research, and evaluate current best practices and that I seek professional development to bring this information to the staff. I will also evaluate the implementation and results of these best practices by being highly visible in the hallways, common areas, and classrooms.

I will encourage collaboration among the staff in and across grade levels. I will encourage staff members to utilize their strengths and draw from the strengths of others as they work to promote the success of every learner in their classroom, the school, and the district. I will foster a sense of community that involves every staff member in the success of every student. I will encourage staff members to share their successes beyond their own classroom, to participate in school-wide and district-wide planning so that all students can benefit from their knowledge.

I will gather and analyze data so that staff members have a clear picture of the strengths and weaknesses. I will seek professional development to help staff members overcome any areas that are deficient. I will use student data and state standards to drive the instruction, and frequent review and benchmarking of our progress will be an integral portion of our on-going professional growth.

I will hold high expectations for the students and staff I work with. Students and staff will set short and long term goals. Students and staff will be responsible for setting these goals, communicating them to others and myself, and evaluating their progress towards the goals on a regular basis. I will provide extra resource, and training for those who are struggling to meet goals, and I will celebrate those who have accomplished their goals or who have met benchmarks toward their goal.

Above all, I want to ensure the success of every learner by helping the school community recognize that the learners are not limited to the elementary students in one building. Rather, the students of the entire district, the staff members, the families and the community members together are all learners. By coming together and working toward a common goal all of the stakeholders will build a successful school and around it a successful community.

Professional Development Plan

My goals and objectives for my graduate studies are threefold. First, I want to expand my knowledge base to increase engagement and achievement among the students I work with every day. Additionally, I want to develop skills needed to make clear and concise presentations to the staff in my building with regards to curriculum and Infinite Campus. Last, I want to acquire the expertise necessary to work with district leaders on curriculum and professional development projects.

As I reflect on the above goals I wrote toward the beginning of my journey o achieving my master's degree, I am proud to say that I have made significant progress toward each one. The collaboration with my classmates has expanded my knowledge base, and I do feel I am a better teacher because of it. I have utilized many of the strategies and activities in my classroom, and I have noticed increased student engagement. I have also become more aware of data and how to use data to modify instructional focus.

This year I took on more of a leadership role in my building and made several presentations to the staff in my building as well as conduction presentations to staff members from other buildings on our district's curriculum day. Staff members often come to me with curriculum questions and I enjoy the opportunity to help them as well as inform myself.

At the district level, I participated in piloting the new k-2 math assessment and the standardized Terra Nova test. I worked with Instructional Facilitators from the district to evaluate the appropriateness of these assessment tools.

Though I am quite proud of my progress on these goals, I would not cross any of them off of my list as accomplished. I do see myself not only as an educator, but as a life-long learner as well. Therefore, it is quite difficult for me to say that I have reached the end goal on learning with regards to most anything. While I am ready to focus on new goals, I will not abandon those I have already set. I will continue to expand my knowledge base to increase student achievement, develop my presentation skills, and seek opportunities to work with district leaders.

Additionally, after I have earned my master's degree, I will seek to use that degree to improve instruction not just in my classroom, but also in the building as a whole, in another building, or at the district level. I would like to use this degree towards a position as a full time instructional facilitator or curriculum consultant.

Documentation of Practicum Hours

Lisa Holland
Practicum Hours

Experience	Hours	Total Hours
ADR	7	7
Curriculum Night	1.5	8.5
Infinite Campus	15	23.5
Math Solutions	40	63.5
CPS	20	83.5
Excels 9/27, 11/24	4	87.5
Grading	6	93.5
Summer School	10	103.5
Field Day	6	109.5
Top Out	4	113.5
Terra Nova Testing	2	115.5
IF 9/31	7	122.5
Student Teacher	20	142.5
SAT	5	147.5
SSDS Meetings	5	152.5
Engine-unity Centers	10	162.5
IF 11/12	7	169.5
Kim Sutton	40	209.5
K-2 Assessment Book	20	229.5
10/12 IF	7	236.5
Bus Duty	10	246.5
Back Parking lot Evaluation 10/4	5	251.5
Math Curriculum Day	15	266.5
Training for Specialists	10	276.5

Mentor's Signature

Kathleen Melson

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply): 1, 4

Date(s) 5/12/10 Total hours for this experience: 7

Activity Title Academic Data Rep Wrap-Up

School or Activity Location TAC am/ Columbian Elementary pm

Brief description of experience

I attended the last ADR meeting of the year. We looked at the testing schedule for next year and evaluated the NESA and acuity testing practices for the past year. We also completed a gap analysis chart using Grade 5 CAT data. Many schools were scrambling to find data that had not been turned in, however the district had received all of our information. Upon returning to the building I shared this information with the principal and we commended ourselves for completing all of our tasks correctly. I also assisted in the office while she took a meeting.

This experience was valuable to me because it reminded me that while Columbian does generally score well on standardized tests, there are subgroups that are important to AYP that need to be monitored. It also gave me a chance to interact 4with parents, students from other grade levels, and office personnel when I helped in the office.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply) 4

Date(s) 8/24/10

Total hours for this experience: 1.5

Activity Title Curriculum Night

School or Activity Location Columbian Elementary

Brief description of experience

I presented to parents information about our new standards based grading system and how that system would be employed within the second grade classroom. I also used technology in this presentation, a Smartboard, which the PTO had secured through the collection of receipts. The parents were very interested in witnessing the technology that they had worked for in use.

This experience was valuable to me because

It was a challenge to confidently present information that is new and very fluid within our district. Our parents are very interested in the calculation of grades and how those grades affect opportunities within the school, such as enrichment programs. Also, it was a tremendous opportunity to show the parents how we are integrating technology in the classroom on a daily basis. Our parents are heavily invested in securing the best education, including the newest technology, for our students.

Educational Administration Practicum

Clinical Experience Summary

Student's Name: Lisa Holland

ISLLC Standards (Enter all that apply) 3

Date(s) 7/26/10, 8/2/10, 9/15/10

Total hours for this experience 15

Activity Title Infinite Campus Teacher Trainer and Building Coach

School or Activity Location Northwest High School, Columbian Elementary

Brief description of experience

In the fall of 2009 Omaha Public Schools implemented a new student management system known as Infinite Campus. In the fall of 2010 changes were made for Infinite Campus in grading scales, grading policies, record keeping and report cards. I attended training for the changes and presented those changes to the staff members in my building. Additionally, I was available throughout the year to staff members in the building for questions and troubleshooting. I also helped the building administrator monitor grade book accounts to be sure the new procedures were being followed correctly and in a timely manner.

This experience was valuable to me because I was charged with presenting the districts vision and mandates to a staff that did not all agree that the districts vision was best for students or easy for teachers. I had to coax reluctant technology users and help them become comfortable with entering grades online and listen empathetically to staff concerns while still convincing them that this is the way it will be done because the district says so. I was also able to pass on some of the general concerns about Infinite Campus to those in charge at the district level in a constructive way so hopefully there will be some more changes that will make the program more user friendly for all staff members.

Educational Administration Practicum

Clinical Experience Summary

Student's Name: Lisa Holland

ISLLC Standards (Enter all that apply) 1

Date(s) 7/12/10-7/16/10

Total hours for this experience 40

Activity Title Math Solutions Workshop

School or Activity Location Buffett Middle School

Brief description of experience

I participate in a hands-on workshop designed to assist teachers in presenting math lessons with a focus towards problem solving, hands –on discovery, and generalizations rather than just computation. We explored and discussed math activities that focused on many math concepts such as geometry, estimation, probability, and algebra. We designed math stations and developed menus to give students some approved choices as they move through the math stations. I then brought what I had learned about teaching, organizing, and planning math instruction back to my building and presented it at a staff meeting.

This experience was valuable to me because was able to increase my own knowledge as a classroom teacher and also be the point of contact in my building for a new way to look at math instruction. As I planned for my presentation I had to keep in mind that I need to condense a weeks worth of training into a thirty-minute presentation. I also needed to convey my own excitement over what I had learned so that other teachers in my building would “buy-in” and try some of the activities in their own classrooms. I also had to be flexible and make myself available to staff members who wanted more information or help in planning a lesson.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply) 5

Date(s) 6/8 - 6/29

Total hours for this experience 20

Activity Title Explosive Child/ Lost at School

School or Activity Location Columbian Elementary

Brief description of experience

I served on a committee, which read and discussed The Explosive Child and Lost at School and explored ways we could implement the collaborative problem-solving model at Columbian Elementary next year. The committee discussed various students and ways the CPS model could be used with those students and with all students to reduce outbursts, office referrals, and time spent away from the classroom.

This experience was valuable to me because I had the opportunity to collaborate with many grade levels and specialists to develop a plan to help our students who are most at risk for exploding and thereby interfering with their learning opportunities and damaging their relationships with their peers. CPS can also be applied to a large grouping setting such as a classroom to solve class problems such as arguments over kickball. When the school year begins, I will be able to share our discussions with my grade level partner as we strive to improve in our school and district goal of a safe and secure learning environment.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply) 1, 2, 3

Date(s) 5/28/10, 9/27/10 Total hours for this experience 4

Activity Title: Excels Committee

School or Activity Location TAC/Columbian Elementary

Brief description of experience -

I worked with a team to select and implement excels goals for the next 5 years. We learned how to enter our web-based plan, write goals and indicators for the plan, and collect data to assess our progress towards our goals. We plan in-services opportunities to assist staff member in instruction so all students can reach the goals established by the Excels Committee.

This experience was valuable to me because Excels school improvement plans are a driving force of instruction in the OPS system. Additionally this opportunity was not just to reflect on progress towards our already established goals, but also to help design the plan for the next five years. It gave me the opportunity to analyze our school data, help select 2 academic goals and 1 safe and secure goal and a parent involvement goal, and to set realistic school progress intervals toward that goal.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply) 2, 4

Date(s) 8/19/10, 8/25/10, 9/1/10, 9/24/10

Total hours for this experience 6

Activity Title Standards Based Grading

School or Activity Location Columbian Elementary, Chandler View Elementary

Brief description of experience

District leaders prepared presentations for staff meetings and then came out to individual buildings to present OPS's new grading policies. There were many questions from the teachers so the leaders arranged for a uniform presentation by grade level on curriculum day. In spite of their efforts to create a uniform presentation, several teachers were not clear about the new grading policies by the time first quarter report cards and conferences occurred. As a result, frustration was high among district leaders who felt they had sent a clear message, confused teachers, and parents who did not really understand the new report card language.

This experience was valuable to me because it demonstrated how difficult it is to correct misunderstood perceptions. The first presentations that were given to the principals were so vague, that later efforts to be more precise were met with additional confusion and resistance. Instead of focusing on the new message, many were focused on how the new message differed from the original one and which source was the reliable one. Unfortunately, the district rushed these presentations from the beginning. By starting vaguely and rushed the district has created confusion, resentment, and frustration that has been difficult to overcome. It is good to remember that when making major changes it is important to have a detailed plan for doing so.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply) 3, 4

Date(s) 2/15/10 - 5/28/10

Total hours for this experience 10

Activity Title: Summer School Planning

School or Activity Location Columbian Elementary

Brief description of experience -

I worked with a team to plan Columbian's first summer school experience titled "Camp Cobra". We devised a recommendation process, identified themes, and scheduled students for morning academics and afternoon activities. Additionally, I guided the "campers" during a field trip to Lauritzen Gardens and led our closing campfire when the principal was unavailable.

This experience was valuable to me because I had the opportunity to help plan a new program. Additionally, we worked to be sure the program was attractive to identified students while still reassuring the parents that academics would be a focus. The first day was a little hectic – we had never had summer school at Columbian before. However implementing a new program helped me to collaborate with others and to problem solve. It also showed me the challenges of beginning a new program as opposed to taking over an existing program. Also, we made modifications along the way and recommendations for improving the summer school program for next year.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply) 3, 5

Date(s) 5/27/10

Total hours for this experience 6

Activity Title Field Day Supervisor

School or Activity Location Christ the King School

Brief description of experience

I supervised field day activities at a K-8 school setting. This included setting up for games and activities, cleaning up afterwards, and monitoring the softball games throughout the day. It was important that each 45-minute game is organized and the rules be stated clearly and concisely so students had maximum activity time with minimum disagreements.

This experience was valuable to me because I had an opportunity to work with a population I rarely interact with, middle school students. I had to balance keeping the game safe and friendly among a large group of participants. Additionally, I worked to encourage those reluctant athletes to participate and not let the advanced athletes take over or turn what was intended to be a fun day for all into a showcase for only the best athletes. This was much like being sure that all learners participate in cooperative grouped and a few students do not do all of the work.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply) 2, 6

Date(s) 5/3/10 – 5/10/10

Total hours for this experience 4

Activity Title Guided Reading Top Out

School or Activity Location Columbian Elementary

Brief description of experience

Along with the instructional facilitator at our building and another teacher, I put together a document for each teacher based on the most important pieces from the Fountas and Pinnell Guided reading Manual. The document included basic proficiency levels and cut scores for evaluating students, which levels were below, on, or above grade level, and the level bands for each grade. It also included a chart I created that we dubbed a top out chart that specified a reading level for each grade to stop pushing students to read above grade level and instead focus on deepening comprehension.

This experience was valuable to me because it broadened my knowledge of the guided reading levels. Also, it gave me an opportunity to recruit teachers to the practice of looking for deep comprehension in reading scoring rather than just moving children along because they can read the words. Putting guided reading levels has caused a “race to the top” for some teachers, parents and even students. It has become so out of control I am worried that we are feeding egos and not doing what is best for students. It is important to me that we do not get so caught up in the “score” that we push students beyond what is instructional and appropriate.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply) 4, 6

Date(s) 11/18/11

Total hours for this experience 2

Activity Title: Terra Nova Results

School or Activity Location Christ the King Elementary

Brief description of experience -

I attended an educational board/ parent meeting where the results of the fall Terra Nova testing for Christ the King Elementary School were presented. The principal showed graphs comparing the Archdiocese results with the CTK predicted results and actual results. Additionally he did graph the boys' and girls' scores separately.

This experience was valuable to me because this was the first year of administration for this test, so the scores were not as high as parents expected. Additionally, there were some areas, such as math, where the students performed below expectations. It was interesting to hear the principal present his plan to address the deficient areas, especially as math is an area that parents have expressed concerns about all year.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply): 1, 4

Date(s) 9/31/10 Total hours for this experience: 7

Activity Title Instructional Facilitator Meeting – New Materials

School or Activity Location TAC

Brief description of experience

The instructional facilitators and literacy coaches met to go over the calendar for the year and to review new reading materials, new resources in ANGEL, the new math pacing guide, and NES-A-M.

This experience was valuable to me because I developed an Instructional Facilitator Newsletter to communicate the information to the staff at Columbian. Bringing this information back to my principal also gave us the opportunity to discuss curriculum changes and professional development opportunities for the staff.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply): 1, 4

Date(s) 9/31/10 Total hours for this experience: 7

Activity Title Instructional Facilitator Meeting – New Materials

School or Activity Location TAC

Brief description of experience

The instructional facilitators and literacy coaches met to go over the calendar for the year and to review new reading materials, new resources in ANGEL, the new math pacing guide, and NESAS-M.

This experience was valuable to me because I developed an Instructional Facilitator Newsletter to communicate the information to the staff at Columbian. Bringing this information back to my principal also gave us the opportunity to discuss curriculum changes and professional development opportunities for the staff.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply) 1, 2, 4

Date(s) 9/25/10, 9/30/10, 9/22/10, 10/20/10, 11/4/10, 3/4/11

Total hours for this experience 5

Activity Title: SAT Meetings

School or Activity Location Columbian Elementary

Brief description of experience -

I met with a team of staff member to address the specific needs of students who are having difficulty with a particular aspect of school be it social or academic. The team collaborated to develop a plan for each individual learner to help them achieve success in the classroom.

This experience was valuable to me because each of these meeting addressed very different concerns; one was staffing a student into an educational plan, one was evaluating a parent referral for speech testing, one was continuing to monitor the progress of a below grade level student and evaluate the effectiveness of current interventions, and another was to develop a social skills plan for a student who was struggling with peer relationships. These meeting exposed me to the resources available to our students and also gave me an opportunity to discuss the new regulations in Nebraska for when a student may be considered for special education assistance.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply) 3, 4, 5, 6

Date(s) 9/2/10, 10/7/10, 11/4/10, 1/6/11, 2/3/11, 3/3/11, 4/7/11

Total hours for this experience

Activity Title: SSDS Committee

School or Activity Location Columbian Elementary

Brief description of experience -

I worked with the SSDS team to review the results of our climate surveys and brainstorm ways to enhance current programs and develop new programs to increase respect and safety in our building.

This experience was valuable to me because our climate survey represents all of the stakeholders in our community, so we must look at ways in which we can address the needs of a large and diverse group. Additionally it gave me an opportunity to review the survey questions for language that may be biased or easily misunderstood by the students who fill out the survey. It also gave me an opportunity to collaborate with the principal, counselor, and other staff members to develop initiatives that are implementable for our building.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply) 1, 2, 4

Date(s) August 2010, 11/8/10

Total hours for this experience 10

Activity Title: Engenuity Centers

School or Activity Location Columbian Elementary

Brief description of experience -

I packaged, labeled and organized literature-learning centers that the staff had ordered the previous year. I devised a check out system for keeping track of the materials, and I presented to staff members the materials available, the location of materials and the plan for checking them out.

This experience was valuable to me because I was ready to present the centers in September, however due to numerous new district initiatives and the necessity of having to reschedule staff meetings, I was unable to get these materials to teachers until months after they were ready. It helped me realize that sometimes I will need to set aside what I think is important in order to address immediate concerns such as report cards and grading. I also helped me to remember that while all staff members do think student achievement is a priority, all staff members and the district leaders do not necessarily agree on how to get there.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply): 1, 4

Date(s) 11/12/10 Total hours for this experience: 7

Activity Title Instructional Facilitator Meeting – Grading for Learning

School or Activity Location Omaha Home for Boys

Brief description of experience

The instructional facilitators, literacy coaches, and principals were invited to a presentation “Grading For Learning.” The focus of the presentation was to move OPS towards a grading philosophy that is more focused on standards and moving students towards those standards rather than just focused on the grades themselves. Some of the more notable points of the presentation included: When both grades and comments are present, the grade is usually the focus of the conversation and only the grades are remembered. Additionally, progress reports are not report cards; they should have comments about progress towards the standards rather than grades. Also, more emphasis should be placed on grades that occur toward the end of the learning activity rather than considering all grades to carry equal weight.

This experience was valuable to me because I had an opportunity to see how difficult it is to change a philosophy that has been ingrained for what seems like eternity. This presentation was made to district leaders and even so many walked away unsure how it would actually work into the districts actual model for grading, which has progress reports that are really mini report cards. Also, 1-hour presentations were offered for parents and teachers from the district on two separate nights. However, less than 100 parents and less than 20 teachers attended the presentations. Parents and teachers want to be included, but often decline the opportunity to actually participate.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply) 1, 2, 3

Date(s) 9/25/10, 10/30/10, 3/4/11, 3/4/11, 3/5/11

Total hours for this experience: 40

Activity Title: Kim Sutton Math

School or Activity Location teacher Administration Center

Brief description of experience -

I attended sessions with Kim Sutton. These sessions focused on teaching mathematics using music, visuals, and hands-on activities. Kim's sessions focused on teaching math in a practical way, making it useful for students and incorporating mathematics into other curriculum areas. Only one other teacher from my building attended the first session. However, after we returned to the building and presented several of the activities to our colleagues, eight teachers signed up for the next presentation.

This experience was valuable to me because it really demonstrated how contagious attitudes could be. Our excitement over the activities we learned spread to others on the staff. It was wonderful to see this happen in a positive way. I think administrators are often focused on when these contagious attitudes are negative, however they may miss the opportunities to facilitate the spread on positive attitudes.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply) 1, 2, 4

Date(s) September and October 2010, March 2011

Total hours for this experience: 20

Activity Title: K-2 Assessment Book

School or Activity Location Columbian Elementary

Brief description of experience

I administered the K-2 reading assessment to students in grades K-2. The assessment is designed to be administered individually. After completing the assessment in my own classroom, I assisted other primary teachers in completing their assessments. Students must complete the entire grade level assessment in the fall. In the spring, students are only tested on items missed in the fall.

This experience was valuable to me because it gave me the opportunity to work with students and assessments in grade levels other than my own. Additionally, it gave me access to data from other grade levels. My work with this assessment also has given me the opportunity to pilot the K-2 math assessment in April.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply): 1, 4

Date(s) 10/1/10 Total hours for this experience: 7

Activity Title Instructional Facilitator Meeting – Reading Resources

School or Activity Location Omaha Home for Boys

Brief description of experience

The instructional facilitators and literacy coaches met to review assessment materials provided by the publishers of our reading books. We looked at printed materials and online materials and discussed which assessments were formative and which could be used as summative. We also discussed how the Fountas and Pinnell kits are being used and what evidence must be placed in the running record folder.

This experience was valuable to me because it exposed me to the third through sixth grade reading materials that were adopted last year and are from a different publisher than the kindergarten through second grade materials that were adopted this fall. Additionally it gave me the opportunity to compare the resources offered by each publisher and discuss the advantages and disadvantages of having resources provided in hard copy format and resources provided only online. While money and “thinking green” may encourage administrators to make resources available only in an online format, recent technology issues with some buildings not having projectors, our district server being out of order for two days, and many of the projectables coming through as fuzzy has frustrated teachers. This experienced reminded me that when making curriculum decisions it is important to be sure resources are consistently available to use the materials purchased.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply) 1, 2, 4

Date(s) Every Wednesday throughout the year

Total hours for this experience 10

Activity Title: Bus Duty

School or Activity Location Columbian Elementary

Brief description of experience -

Every Wednesday I supervised the students of bus 193 as they got on the bus to go home. I checked to make sure I know exactly who was on the bus, and where students who were not riding were. I also developed a seating chart for another bus to address parent concerns about bullying and inappropriate behaviors on the bus as students travel to and from school.

This experience was valuable to me because I was able to interact with students in grades above and below the grade I teach. Also it gave me the opportunity to get to know a staff member whom I rarely see, the bus driver. With our news media full of stories about students who have been left on the bus, go missing from the bus, drivers texting, and other stories that frighten parents, I think Columbian does a good job of working to insure the accuracy of student bus counts and the safety of students to and from school.

Educational Administration Practicum

Clinical Experience Summary

Student's Name Lisa Holland

ISLLC Standards (Enter all that apply) 2, 5

Date(s)_October 2010

Total hours for this experience 5

Activity Title: Parking lot safety evaluation

School or Activity Location Columbian Elementary

Brief description of experience -

At a Safe Secure Disciplined School Meeting, a faculty member brought up instances of parents speeding in the new parking lot behind the school. The staff was concerned that students cross the lot, which is not really open to parents, as they leave school and head to the Jewish Community Center. I was asked to evaluate the reported speeding noting the actual number of cars entering the lot and the actual speeds at which the drivers were traveling.

This experience was valuable to me because I was able to deal with staff members and parents in a supervisory roll. The first day I was present in the parking lot, I did observe one parent speeding. The parent immediately slowed when she noticed me. After a few days, the three parents who used the back lot approached me to inquire why I was suddenly in the back lot each day. I explained that there had been some reported speeding so I was just "checking it out" to be sure it was safe for students to cross. The rest of the month no other parents used the lot and the original three drove slowly and cautiously. At the next SSDS meeting I was able to assure the staff that the traffic in the back lot was minimal, and that my presence had raised awareness that there were students crossing in the lot.

Educational Administration Practicum

Clinical Experience Summary

Student's Name: Lisa Holland

ISLLC Standards (Enter all that apply): 1, 2, 4, 6

Date(s): February 4, 10, 22, 23

Total hours for this experience: 15

Activity Title: Curriculum Day Math Presentation

School or Activity Location: Teacher Administrative Center – Board Room
Standing Bear Elementary

Brief description of experience:

I was asked by the district to give a presentation to teachers from 3 schools. I gave a presentation on “Unwrapping the Standards” to 25 second and third grade teachers. We focused on locating the nouns and verbs in the state standards and identifying what skills students at these grade levels are expected to demonstrate. I also gave an hour-long presentation with a partner to this group on different math games and math strategies. For the last segment of this presentation, I worked with a small group to present the district expectations and the instructional shifts for the teaching of mathematics to teachers of grades K-6.

This experience was valuable to me because

I had the opportunity to work with two vice principals from schools that are much larger than ours but with similar demographics. In a district the size of OPS we are often partnered with schools whose issues are so dissimilar to ours, we all feel frustrated that our needs are not being addressed. By partnering with a school that has a similar clientele, we were able to freely discuss which approaches would and would not be readily accepted by our community. Additionally it gave me the opportunity to converse with colleagues who hold a position similar to that which I may soon be applying for.

Educational Administration Practicum

Clinical Experience Summary

Student's Name: Lisa Holland

ISLLC Standards (Enter all that apply) 3

Date(s) 10/5/10, 10/6/10, 10/7/10, 10/11/10, 10/13/10

Total hours for this experience 10

Activity Title Grading Training for Specialists

School or Activity Location Columbian Elementary

Brief description of experience

I worked individually with special teachers in our building on how to create folders, enter grades, and roll grades to report cards.

This experience was valuable to me because it made me aware that we have a large population of traveling teachers in our building who are often overlooked when we have building training because they are not in our building every day and when we have TEAM time they are often at meetings that address their specific disciplines. The training I provided for these teachers was similar to what I provided at a staff meeting. However, I realized that these teachers are often disconnected from a building and do not have a readily available supervisor to refer to when changes in grading and reporting of grades are made.

Practicum Appraisal Form

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Concordia University, Nebraska

Student's Name Lisa Holland Evaluator (Name and position) Kathleen Nelson, Principal
 Cooperating School(s) Columbian Address 330 S. 127th St

Evaluator's Directions: Please use the following to reflect your assessment of the candidate's potential in regard to educational administration. Additional comments for each item are encouraged.

5 = Superior 4 = Above Average 3 = Average 2 = Below Average 1 = Weak N = No basis for an assessment

1. Relationship with professional peers
(LD5, LD8, LD9, LD10)
Comments: (5) 4 3 2 1 N
2. Relationship with parents/students
(LD5, LD8, LD10)
Comments: (5) 4 3 2 1 N
3. Skill in oral communication
(LD2, LD8)
Comments: (5) 4 3 2 1 N
4. Skill in written communication
(LD2, LD8)
Comments: (5) 4 3 2 1 N
5. Ability to make professional judgments
(LD1)
Comments: (5) 4 3 2 1 N
6. Leadership ability
(LD1, LD2, LD3, LD4, LD5, LD6, LD7 LD, 8 LD9, LD10)
Comments: (5) 4 3 2 1 N
7. Ability to assume and to carry out responsibility
(LD4)
Comments: (5) 4 3 2 1 N
8. Time management ability
(T1)
Comments: (5) 4 3 2 1 N
9. Stress management
(LR8)
Comments: (5) 4 3 2 1 N
10. Visual professional image
(LD10, LR1)
Comments: (5) 4 3 2 1 N
11. Dependability & commitment to service
(LD10, LR1)
Comments: (5) 4 3 2 1 N

Kathleen S. Nelson
 Evaluator

9-16-10
 Date

Summary of Learning

Before entering this program, I had never really thought about all of the stakeholders in education. I valued education, and my role as a teacher, and I recognized how important it was to involve the families of my students, but I really did not look beyond the walls of my own classroom. I did not connect the importance of the school to a community, or the importance of a community to a school. I did not realize the need to reach out beyond the walls of my classroom or my school to ensure the success of every learner. I did not recognize that there were stakeholders beyond the students in my classroom and their families. Now that I understand the importance of including all of the stakeholders in building a great school, I feel much more confident in my ability to do so.

Early in my classes, one professor observed, "This degree is not about paper, it is about people." Those words have stuck with me through all of my classes, for each professor has stressed the importance of collaboration and communication. Each has discussed the need to build relationships with staff members, students, families and the wider community. They have made me more aware of my own communication skills, of the importance of validating the feelings and thoughts of others, of word choice and the necessity to communicate in a proactive way. They have demonstrated how administrators are not just leaders of school curriculum, but rather servant leaders of the community. They have not minimized the impact of unpopular decisions. Instead, they have shown how achieving buy in can help make difficulties more palatable for stakeholders.

My classes have increased my awareness of school laws and the ethical behaviors of teachers and administrators. Additionally, they have given me the tools to locate and evaluate

the evolving laws that govern education and the policies and procedures that govern the different districts. While adhering to the laws and regulations is not optional, being able to speak about them in an informed way is important when garnering support for them or support for change. My classes have certainly not taught me all there is to know, but they have helped me know where to go to find the information I need.

Among the most interesting of my studies, were the different leadership styles. As we learned about the different styles, I was able to picture different leaders I have come into contact with. I was also able to recognize times when I have used the different leadership styles myself. While some leadership styles were presented in a more positive light than others, it was easy to see that each style had a purpose. It was also apparent that even an undesirable style might need to be employed for a short time in a crisis situation. However, by focusing on all of the styles, it has made me aware when certain styles are preferred over others.

I have learned how to write a press release, create a budget, evaluate curriculum, write a grant, conduct teacher evaluations, deal with the media and so much more. I have debated contemporary issues in education and reflected on administrative issues presented in case studies. I have learned from my peers how districts of different sizes and with different resources cope with similar issues. I have developed a network of colleagues whose talents and opinions I value and have already drawn on to help me in my own professional life.

When I began student teaching, I felt well prepared. However, I soon learned that my preparation was only half of my education, the other half came with the on the job training of student teaching. With this program the practicum hours have given me the on the job experience while still providing me with the safety net of a mentor.

I do realize that my education has not encompassed all that is to come. I know it is not possible to prepare for every “what if” that the future may hold. Yet I do feel confident that this program has given me the tools to face those unknowns, and to deal with them in an ethical way that will not diminish the focus on student learning.

The next five to ten years are going to be pivotal in education. As we simultaneously inch toward 2014 and careen toward the mandate of 100% proficiency among our students with regards to meeting the goals of No Child Left Behind, the next few years should be the most interesting in the history of education. What happens with NCLB will not only determine my future plans, it will determine the future of our nation. I do hope that those in charge will realize that while NCLB has focused teaching in the classroom, it does have some unrealistic expectations and punitive repercussions that need to be addressed. I would like to retain the spirit of the legislation, providing a quality education for all children, while addressing its shortcomings. I enjoy data collection and interpretation as well as curriculum evaluation and assessment writing. I would like to use these skills along with the knowledge I have acquired to obtain an administrative position as an instructional facilitator or a curriculum consultant. I want to use my education to involve all stakeholders in focusing on the safety and achievement of every student.