

## APPENDIX H. ETHNOGRAPH TRANSCRIPTS

### The Professional Principal

#### Interview: C1 Doc 1

+The Professional Principal  
+Domain: Personnel Case 1 1  
+Topic: Interview at Hillside HS 2  
+Subjs: School Leadership 3  
+People: Dr. Patricia Parks (Principal) 4  
+File: C1 Doc1 CS 09 30 03 5

LW: The purpose of the interview is to 7  
talk about your thoughts, feelings, 8  
and beliefs about leadership-- 9  
generally I start the interview with 10  
a little bit about your background 11  
and how you come professionally to 12  
the point where you are right now. 13  
I know we have talked a little bit 14  
about that already regarding your 15  
background, but if you could 16  
highlight your experiences in 17  
leadership up to this point. 18

P: OK, as a career teaching, started 20  
as a home economics teacher and a 21  
part of my philosophy as a teacher or 22  
with whatever role I would have been 23  
in, my philosophy is that you be the 24  
best that you can be. So, as a 25  
teacher I always participated in 26  
curriculum workshops, I always 27  
attended the professional meetings, 28  
and began to take an active role in 29  
the area that I was teaching in and 30  
  
became an officer in those 32  
organizations and participated very 33  
fully as a teacher and 34

I think at that phase of my career 36  
development it was a narrow focus 37  
focusing just upon the teaching 38  
aspects of the total picture of 39  
schooling. 40

The longer I was in that profession , 42  
the more I became cognizant of other 43  
roles within the big scheme of things 44  
and 45

I probably observed how my part of 47  
the profession would fit into the 48  
total picture. 49

And, I grew to the point that I 51  
 decided I wanted to get a master's 52  
 degree and I was thinking that gee, 53  
 the field of education is really flat 54  
 in terms of opportunity for 55  
 advancement, 56

so that is part of why I wanted to 58  
 pursue that masters degree to be able 59  
 to open the doors for some additional 60  
 growth and 61

so the more I grew the more I began 63  
 to see that there are other options 64  
 available, however, not necessarily 65  
 for a female. 66

And, I generally looked at roles that 68  
 would be available as a female and I 69  
 decided to go ahead and pursue 70  
 getting the credentials in 71  
 administration thinking that perhaps 72  
 one would come available in time. 73

Also, some of my leadership 75  
 experiences have put me in touch with 76  
 serving on some of the county 77  
 committees and 78

as a part of that I notice that we 80  
 did have at the time administrators 81  
 in roles who were not necessarily 82  
 certified and so part of that 83  
 prompted me to think well we have 84  
 people in roles who are not fully 85  
 certified or licensed, 86

then perhaps that would give me a bit 88  
 of an edge if I were to become 89  
 certified or licensed. 90

At the time I did not notice other 92  
 female role models in those 93  
 positions, but I thought it was 94  
 indeed possible and that's why I 95  
 pursued the master's degree, that is 96  
 why I pursued taking the courses so I 97  
 would be certified and licensed. 98

I will tell you that I thought that 100  
 would be an uphill battle because I 101  
 was fully aware that there were not 102  
 other females in the field but I felt 103  
 that it would give me an edge. 104

In college, I was president of the my 106  
 professional club and organization. 107

When I was pursuing my master's 108  
 degree, I took an active role in 109  
 organizations that would lead to 110  
 advancement as an administrator; I 111  
 was selected to be in Phi Kappa Phi 112  
 and organizations like that--Phi 113  
 Delta Kappa and you know I did those 114  
 kinds of things. 115

And I think that was instilled in 117  
 college and if you want to go back 118  
 even to high school; it was instilled 119  
 in me that you participate and that 120  
 you benefit from that participation. 121

And, many times you participate in 123  
 things that you may not necessarily 124  
 want to, but once you are there you 125  
 see the benefit of it or you learn in 126  
 such a way that you can transfer that 127  
 knowledge and use it sometime later 128  
 on in another way. 129

I think there are differences--like 131  
 what I was sharing with O [Assistant 132  
 Principal]; I think a big part of 133  
 administration is to be able to 134  
 anticipate things before they get 135  
 there; you have got to be able to 136  
 read things; you don't want to read 137  
 too much into it; but you have to be 138  
 very aware. 139

A part of administration is 141  
 anticipating so that you are not 142  
 caught off guard, 143

that you have had time to think 145  
 things through so that you know what 146  
 your position is and 147

also so that you know where your 149  
 support is or is not and you don't 150  
 make decisions until you know. 151

If you want to be a good 153  
 administrator, I think you need to 154  
 know what your personal feelings are, 155

I think you need to know what the 157  
 support is going to be out there and 158

you can't lose sight of what is the 160  
 best for kids. That is what we are 161  
 here for. 162

So, I reflect on that, that was a 164

part of what that conversation was	165
about with O [Assistant Principal].	166
Now, then, going over here to T; she	168
is a wonderful counselor. But,	169
sometimes she over-reacts to things.	170
Have you been able to see that?	171
LW: nods yes	173
P: Now, this emergency now may or may	175
not be an emergency. We will go see.	176
+Continued the next day due to the	179
emergency in the counseling center	180
with student	181
LW: So, we talked about your background	183
and what led you into the position	184
you are in today--your leadership	185
experiences. So, just talk a little	186
bit about how you view leadership and	187
maybe a little bit about your	188
philosophy of what school leadership	189
is or being an administrator.	190
P: Leadership requires the individual	192
to have a vision of what the	193
organization needs to be about, what	194
it can be, it requires the leader to	195
be able to see the total picture.	196
I believe I expressed it--that you	198
need to see the big picture;	199
but you also need to see how the	201
parts operate to the whole to bring	202
to fruition the vision that you as	203
the leader have and that the	204
constituents have for that	205
organization.	206
See, I believe leaders have to be	208
followers and they also have to	209
advance the goals and ideas of the	210
organization.	211
But, you have to decide when to be	213
the leader and the follower. A good	214
leader is always a good follower. It	215
is just knowing when and where to	216
exercise that leadership.	217
A good leader also has to be somewhat	219
similar to yet different than the	220
troops.	221

If you are too different, then it	223
hinders your credibility with your	224
organization and	225
they might not take what it is you	227
have to offer to go forward with that	228
vision.	229
So, now the question again was what	231
is my view of leadership. The leader	232
then has to advance the goals of the	233
organization, but	234
first you have to have that idea of	236
that vision.	237
LW: When you talk about followers, or	239
taking turns following, and leading--	240
what do you mean, you have to be like	241
the people that you are leading.	242
P: Well, you have to know what they	244
are capable of, you have to have some	245
knowledge of how they think and	246
operate and then you know that aspect	247
of having to be a follower.	248
That is also giving them some	250
delegation--allowing them to do parts	251
or activities that need to be done to	252
advance the goals so part [of this]	253
is where you sit back and let them	254
lead.	255
That part from my view is the	257
empowerment where you allow them to	258
participate and/or advance the	259
activities of the organization.	260
LW: Now, you talked earlier in the	262
week about the importance of being a	263
facilitator. Is this part of that?	264
P: That is a part of the facilitation.	266
That is right. And as the leader you	267
have got to know what to delegate,	268
when to delegate, and	269
you have got to know that they are	271
capable of doing.	272
And you have also got to give them	274
some parameters and communicate so	275
that they know what it is you want	276
done if it is to turn out as you	277
expect it to.	278

So, that communication [parameters]	280
of the leader is very important.	281
LW: How do you motivate people to want	283
to assume that [leadership] if they	284
are maybe naturally inclined to be	285
followers?	286
P: Well, I think a lot of	289
that [motivating people] goes back to	290
that communication and what you as	291
the leader communicate.	292
They have to know and clearly	294
understand what the expectation is.	295
As the leader, you have to be able to	296
communicate that through your words,	297
your actions.	298
They have to know that it is possible	300
and they are capable of making it	301
happen. They have to know that you	302
have the confidence in them that they	303
can do it.	304
And, you have to give them positive	306
stroking along the way.	307
LW: So, the confidence in them, the	309
reinforcement through praising. I	310
noticed that you do a lot of that.	311
P: And your knowledge that they do	313
have the capability of doing what you	314
want or need for them to do.	315
You need to give them things they can	317
be successful with because there is	318
nothing worse that a leader can do	319
than to give something to someone	320
that they cannot handle then they are	321
not successful with it and they don't	322
ever want to do it again.	323
LW: You have to know your people	325
P: Oh, that is so important to know	327
your people.	328
And you have to form little	330
relationships with those people in	331
different ways.	332
You have to interact with them on a	334
daily basis. And that is where you	335

have to be somewhat similar to them	336
but not too different. You have to	337
speak their language. That is	338
instilling your credibility with	339
them.	340
LW: Talk about loyalty to the organi-	342
zation; how do you as a leader help	343
people feel loyalty?	344
P: By being loyal and supportive of	346
them.	347
You will find that one of my mottos	349
as a person is leadership through	350
example. I try to be a good example	351
in my everyday activities of what I	352
would expect of my people.	353
And, if I expect them to be loyal	355
then I have to be that way to them.	356
Now, that [being loyal to my people]	358
does not mean that I have to	359
compromise integrity or honesty or	360
anything like that and I do try to be	361
honest and truthful. See I think	362
that is a part of being loyal.	363
I think that when you cannot be	365
direct and honest and truthful with	366
people that's doing them a	367
disservice.	368
Sometimes we have to be honest and	370
direct in a very delicate way. That	371
is, having some degree of empathy for	372
their position. But, nonetheless you	373
can still be direct and honest.	374
LW: We have talked about facilitation	376
and loyalty. Talk a little bit about,	377
you talked about the leader/follower	378
role, but a little bit more about how	379
you like to work with people. What	380
do you find works for you in working	381
through other people as a	382
facilitator?	383
P: Well, I mentioned earlier I like to	385
build coalitions in working with	386
people.	387
I like to solicit support of our	389
goals. I like to talk with people	390
and communicate what I am thinking	391
about and then they give me input. I	392

do this, I think, with a high degree	393
of frequency with major projects of	394
the organization.	395
If you have noticed in our school, we	397
have lots of advisory committees; we	398
involve the parents and people in the	399
community--businesses in the	400
community, teachers, so I do like the	401
coalition building.	402
I also work closely with people at	404
the central office and in those	405
working relationships and in those	406
interactions, it helps us to	407
accomplish many of the goals of the	408
organization.	409
LW: Do you find that you use different	411
ways or different things work with	412
different groups, what you would use	413
with parents--might do something	414
different with students in terms of	415
building coalitions and getting	416
support.	417
P: You know, I think maybe the one	419
underlying thread with all groups	420
that I use is again the clear	421
communication of what the goals and	422
the vision are on our organization or	423
our school.	424
I try to let each of these groups of	426
people know and understand what our	427
goals are and what they can do to	428
help.	429
You know people are just there and	431
they love to be asked to help when	432
they understand how they can help. I	433
find that I get a tremendous amount	434
of support just by including people	435
and letting them know what we need to	436
do for our school.	437
Now, that doesn't just happen. You	439
again have to have those kinds of	440
relationships with the people at the	441
central office, with your student	442
body, with your teachers, with your	443
people and that requires extra	444
energy.	445
But in order to facilitate you have	447
to know wide ranges of people and	448
groups and how they can interact with	449

your organization. 450

I view the whole thing [getting goals accomplished through people] like a big puzzle that you have to have the right pieces come together in order to make that puzzle fit. The parts to the whole that I mentioned earlier. 452  
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LW: So, all of the constituent groups so to speak fit together and the best way or common way to enlist support is through communicating with each group how they can help further the mission of the organization. 460  
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P: Yes, and that [communicating with each group how they can help further the mission of the organization] is the responsibility the leader. 467  
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Or, the leader may chose to delegate that [communicating with each group how they can help] to select groups. But, if that occurs, you have to have both groups working together, once again, for that common mission of the organization. 472  
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LW: And when you don't see the organization moving toward that goal(s), what happens then? 480  
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P: Well, this is where [when the organization is not moving toward the goals] the leader has to monitor and adjust. 484  
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The leader is constantly thinking and planning and anticipating how all of these parts go together. 489  
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And when something doesn't fit, you have to monitor and adjust and go back and say, what do I need to do differently. Or where do we need to do something differently. 493  
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It depends on what the situation is, but constantly you are monitoring and adjusting as you assess how things are going. 499  
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LW: In your experiences, has there been anything which is more difficult to manage than other things? Where 504  
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are the challenges in the position? 507

P: Well, being a leader in the role 509  
that I have been in as principal at 510  
junior high first, and then a high 511  
school of this size, 512

I have shared with you that I viewed 514  
my role as somewhat a change agent in 515  
that when I came into each of these 516  
schools, there were some major things 517  
that needed to be defined by the 518  
leadership and 519

coming in and getting a handle on 521  
those things requires a hasty 522  
estimation of the situation. 523

You have to come in and form some 525  
views about what the mission really 526  
needs to be. 527

And, sure you hear and are given 529  
information from those who are not a 530  
part of the organization, but as a 531  
leader, you have to come in and make 532  
that estimate yourself. 533

And you take some of that 535  
information, as somewhat you find 536  
here. 537

So, I would say, clearly defining 539  
what your vision is given all of 540  
those parts you have to work with and 541  
then the next step would be deciding 542  
on what areas can be tackled to deal 543  
with. Because you can pick some 544  
things that would be insurmountable 545  
and 546

once again as the leader you might 548  
not be successful and what would that 549  
do to perpetuate you as a leader. 550

Most people don't continue on doing 552  
things they are not successful with. 553

So, I think as a leader, being able 555  
to make that estimate of what you 556  
need to work on, what the vision is 557  
on the organization and how you will 558  
accomplish that is very important 559  
task. 560

LW: So, changing the status quo is one 562  
of the most challenging things that a 563

leader would face.	564
P: I think so.	566
LW: Talk to me about qualities which are important in leading people, maybe personal qualities or professional qualities that you think work in terms of instilling people to develop loyalty to the organization and follow.	568 569 570 571 572 573 574
P: I will go back to what I said earlier.	576 577
Part of my philosophy is that you lead by example, as the leader of the organization, it is important to belong to your professional organizations if you expect your followers to belong to professional organizations.	579 580 581 582 583 584 585
I think you need to do that; they need to see that you are doing that and how those organizations are helping you.	587 588 589 590
They in turn then will do the same kind of thing.	592 593
I think that is something that is instilled very early as I mentioned; as early as my college days I thought that was important and	595 596 597 598
I think that is something to we need to do in our colleges and universities is to instill that in our young people coming out and I do see that happening more and more so that is good.	600 601 602 603 604 605
Personal qualities, well, I think the leader needs to dress in a professional manner again as a role model.	607 608 609 610
I think being of good health, healthy body, healthy mind, healthy attitude.	612 613
Positive, I consider myself the proverbial optimist; my glass is always half-full. And believe you me it does need to be because you are presented with lots of things that can drain that half-full glass so I	615 616 617 618 619 620

think being optimistic is a good way to 621

I think the way you think of people 623  
is important; we all have heard of 624  
Theory X, Y, and Z. Well, my view is 625  
that people are innately good and 626  
want to do what is expected of them 627  
if they know; that goes back to the 628  
clear expectation. And, I think that 629  
is good on the part of the leader. 630

I think the leader has to feel 632  
comfortable in exercising authority 633  
and action; has to be an initiator 634  
and part of the reason I believe that 635  
is because I have been in the 636  
situation where I had to initiate. 637

If you are going to bring about 639  
change, you have to initiate ideas 640  
and activities. 641

There are probably situations where a 643  
leader does not have to do that 644  
[initiate change], because perhaps 645  
everything is okay, but I, 646  
unfortunately, have not been in that 647  
situation. 648

Did I say that the leader needs to 650  
have positive energy levels. I think 651  
that when you are implementing 652  
changes as I have, it does require a 653  
high level of energy and 654

the willingness to make the 656  
investment of time. Time is 657  
essential, being able to give, and 658

I think having your family life in 660  
order is very important. 661

I think if you have your family 663  
together then you can, you don't have 664  
to bring worries to your work. I 665  
think it is difficult for people who 666  
have family problems to be able to 667  
devote the quality time to an 668  
organization. 669

And, particularly as a female, many 671  
females have concerns about their 672  
children and their families and all 673  
of those kinds of things. 674

As a female administrator, 676  
expectations are sometimes different 677

than they would be than if I were a man.	678 679
And, so helping to clarify and define that role as a female administrator is something that I feel that I am able to do.	681 682 683 684
LW: How would it be different. Talk about the differences between expectations for men and women.	686 687 688
P: Well, one [female expectation] that comes to mind very easily. We do the secret pal thing here at school. Well, the women always participate in that; I think there are a few men who do, and none of our [male] assistants do that. That's kind of a female kind of thing.	690 691 692 693 694 695 696 697
When it comes to preparing any food or anything, well, with my background, it is always expected to bring in something really nice and fancy and good.	699 700 701 702 703
But, I don't always have the time to be able to do that because I am doing the same thing that the men are doing; but	705 706 707 708
yet, I don't always have time to go home and play Susie Homemaker.	710 711
But, sometimes that is expected. For a long time, and we have gotten over this hurdle.	713 714 715
But for a long time, you know when you are part of a group, they always want the little lady to do the minutes as the secretary.	717 718 719 720
So, but we have gotten over all of that hurdle and that is more as I have come along than since I have been in this role.	722 723 724 725
LW: Have there been any other hurdles like that would fall into sexual stereotyping.	727 728 729
P: There is still a little of that [stereotyping] out there, I think; but it is coming around.	731 732 733

LW: I think that is true. Talk about 735  
how you maintain that high energy 736  
level because you do have a high 737  
energy level--how do you sustain it, 738  
keep it going, from 7:00 in the 739  
morning until the end of a football 740  
game or a dance at 11 or 12 at night. 741

P: I surely think the satisfaction that 744  
you get from what you do--your work 745  
certainly sustains you and doesn't 746  
bring on the kind of drain that you 747  
would have if you did not look 748  
forward to what you do. 749

I feel that I am very, very fortunate 751  
to be working in a role that gives 752  
the level of satisfaction that it 753  
does. I think there are few people 754  
in jobs today who are lucky enough to 755  
be in that situation. 756

Ah, so, I think that enjoying your 758  
work, and 759

how it [work] fits into or 761  
complements your family life, all of 762  
that is very important and I think it 763  
makes it easy. 764

I think you have to be healthy, and 766  
feel good about yourself and have 767  
good self-esteem in order to be able 768  
to do that day after day after day. 769

You have to be being successful in 771  
what you are doing or you would not 772  
continue to look forward to that. 773

So, I feel that I am a very lucky 775  
lady. 776

LW: So, we are primarily talking about 778  
here to maintain the energy, one has 779  
to feel good about one's job, and 780  
one's self. 781

P: Yes, [feel good about one's job] and 783  
the satisfaction and it has to bring 784  
satisfaction. 785

In other words in any job you do, you 787  
make an investment--it is like 788  
putting money in the bank. If you 789  
don't get a return on that, you don't 790  
keep putting your money in that bank, 791

you go where you get a higher	792
interest or higher rate of return.	793
Well, I am lucky in that I get a high	795
rate of return; it gives me a good	796
feeling to know that I make a	797
difference in my work with kids and	798
with the community and what have you.	799
If I didn't I would not continue	801
doing it. And, I think that I am	802
very lucky that I was able to find	803
that this was a role that I would	804
like to do.	805
LW: So, we have talked about qualities-	807
-summarizing a little--modeling, the	808
way you dress and present yourself,	809
being optimist, being positive. You	810
talked about the way that you viewed	811
people and you mentioned Theory X, Y	812
and Z. And, the expectations there.	813
Another quality is that you are	814
initiating. You are an initiator.	815
That you are willing to give the time	816
to the job. And, that you have a	817
supportive family life that enables	818
you to give your all to your job.	819
Would there be anything else you	820
would want to add?	821
P: Yes, and let me tell you I don't	823
give it all to the job because when I	824
am at home or when I am doing the	825
things that I really enjoy in a	826
different aspect of life, I focus on	827
that too.	828
And, for example, I enjoy cooking, I	830
enjoy doing yard work and having	831
flowers, I enjoy decorating,	832
making/creating--taking things that	833
are not much of anything and making	834
something out of them.	835
So, I have a creative side which I	837
enjoy very much.	838
But, one thing I did not hear you	840
mention was the teaching part. As	841
the leader in a school, I think you	842
are quite a teacher. Your classroom	843
is just bigger, your age span is just	844
broader, and there is a lot more to	845
teach and	846
so the teacher aspect of being the	848

leader in a school is something that	849
I enjoy and I have enjoyed that from	850
the time I was a small child being	851
able to share with others how to do	852
things.	853
LW: And I bet you almost view that as	855
a responsibility of a leader to be a	856
teacher.	857
P: Well, that is right [responsibility	859
of a leader is to be a teacher] and	860
people who chose the teaching	861
profession, if you were doing a	862
profile; they like to help and share	863
and show others better ways of doing	864
things.	865
If one were doing a profile of people	867
who choose the teaching profession--	868
it is one of the helping professions.	869
LW: Service oriented	871
P: Right [service oriented].	873
LW: Talk about some more responsi-	875
bilities that a leader has--to be a	876
teacher, to be members of the	877
organization	878
P: And, the leader always has concern	880
for followers--	881
making sure that they [followers] are	883
on task, if you will,	884
making sure they [followers] have	886
what they need to do their job to be	887
successful.	888
This is the facilitator role again.	890
The leader has concerns for their	892
well-being.	893
We have had some examples where there	895
was concern for the well-being of a	896
custodian; we have had concerns for	897
the well-being of teachers; the well-	898
being of students; even the well-	899
being of certain parents.	900
One of the calls I had yesterday that	902
I had to take care of was a parent	903
who really just needed someone to	904
listen--having difficulty dealing	905

with her husband going into cancer surgery and the impact that would have on her son here at school. 906  
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So, you have concern for the well-being of your people in the school, students, and the people in the community. 910  
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LW: So your responsibilities would be to teach, concern for others, would there be anything else. 915  
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P: Well, now I don't know that I think it is my responsibility to teach concern for others--let me modify. 919  
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921

But, remember one of the ways that I feel is important to lead is through modeling and being an example 923  
924  
925

so I am sure that through my actions other people see that care and concern and hopefully they learn from that. 927  
928  
929  
930

That is part of teaching again by modeling. 932  
933

LW: I am sorry, I ran the two together--teaching and a concern for others. Are there any other responsibilities? 935  
936  
937

P: Oh, well, you can't leave out the school plant. Taking care of the school, the grounds, the equipment, you can't leave out. 939  
940  
941  
942

Taking care of the financial aspects of the school--making sure that all of your budgets are operating in the black and not the red and making sure that the money and flow of money is coming through like it should and that purchases are-- 944  
945  
946  
947  
948  
949  
950

that money is being spent for items that will help you with that total mission that you have--that vision you have for the school. 952  
953  
954  
955

So, that [facilities, finances] is another aspect of responsibility. 957  
958

And, of course, in a school of this size, you have a responsibility for the athletic program and 960  
961  
962

then you have all of these school	964
buses and the transportation of the	965
kids and then you have the traffic	966
problems that go with an affluent	967
community where every student has a	968
car.	969
Now many of those kinds of things are	971
delegated, but that doesn't mean you	972
don't have to deal with, from time to	973
time, with how those things have been	974
handled or repercussions when they	975
have not been handled smoothly.	976
I don't worry about those kinds of	978
things [buses, parking, traffic] on a	979
day to day basis. I know ultimately	980
the buck will stop with me, so I	981
again have to make sure that I have	982
delegated those responsibilities to	983
people who oversee them who give me	984
information and communicate back to	985
me.	986
LW: And in this sort of business,	988
there are a lot of people to interact	989
with and lots of paper to deal with,	990
lots of tasks to do--how do you	991
manage the people/paper dilemma.	992
P: Well, I try to take care of my	994
people things during the hours that	995
my people are here. I try to do some	996
of the paper things during the time	997
that I am here.	998
But, I must tell you, that I give	1000
first choice to my people--then I	1001
defer my paper sometimes till after-	1002
hours or perhaps the weekend.	1003
I am constantly trying to get better	1005
at completing the paper work so I can	1006
walk out of school a bit earlier. I	1007
don't feel that I have mastered that	1008
[completing paperwork] because I	1009
still put my people first.	1010
LW: And, how come you have chosen to	1012
put the people first?	1013
P: Well, I think the people are the	1015
crux of what we are all about in a	1016
school; I think the focus of	1017
attention in a school; it is your	1018
students.	1019

You know, why are we here? We are 1021  
here to educate and work with 1022  
students so that they can learn and 1023  
be contributing people in society and 1024  
to have good families and to be 1025  
contributing, go on to school, and be 1026  
prepared for the next level of life. 1027

And if that indeed is what we are all 1029  
about, then you know you have to be 1030  
concerned with your students, the 1031  
people who are facilitating their 1032  
education, and your community. 1033

Now, many of those reports and a lot 1035  
of that paperwork does affect those 1036  
students and you try to get that kind 1037  
of paperwork done in a timely 1038  
fashion. 1039

But, the interaction with the people, 1041  
remember is what helps you to 1042  
facilitate the goals of the 1043  
organization through your people. 1044

LW: And that is why they have to come 1046  
first 1047

P: Yes 1049

LW: Where do the challenges lie in 1051  
leadership here or as a school 1052  
administrator? 1053

P: Ah, well, [the challenges] with my 1055  
administrative team when I came in, 1056  
the administrative team was already 1057  
in place and when you come into a new 1058  
setting with an administrative team 1059  
already in place, with the idea that 1060  
some change has to occur, 1061

it's, you have to start with your 1063  
administrative team and getting them 1064  
with you and to understand the need 1065  
for change. 1066

If they [administrative team] don't 1068  
see the need for change, then it 1069  
makes your task as the leader a 1070  
little more challenging. 1071

You have got to have your [admin] 1073  
team with you understanding the need 1074  
for change and how you plan to 1075  
facilitate that change. 1076

Now if you have [admin team] people 1078  
who have been comfortable in roles 1079  
for years and years, that 1080  
[understanding the need for change] 1081  
is a challenging act in and of 1082  
itself. 1083

And that was something that I focused 1085  
on a great deal during my first year. 1086

At the end of that first year, I was 1088  
fortunate to be able to hire a new 1089  
assistant and perhaps in time be able 1090  
to bring on another one and another 1091  
one. 1092

The infusion of a new [admin] team 1094  
member is very helpful and it does 1095  
help to facilitate the kind of change 1096  
that you need to bring about. 1097

LW: And how is the addition of a new 1099  
team member; is what I hear you 1100  
saying that your administrative team 1101  
is the closest to you in terms of 1102  
working with people to initiate 1103  
change and they all have to share 1104  
your vision; so, what's important 1105  
about hiring somebody new as opposed 1106  
to working with people already there. 1107

P: Well, change in attitude 1109  
and philosophy is a difficult thing 1110  
for some people [reference pre- 1111  
existing admin team members]. 1112

When you have been a certain way all 1114  
of your life or you have certain 1115  
tenets that you practice and then 1116  
someone comes in with new ideas, it 1117  
is not always easy to see the need 1118  
for the change. 1119

So, hiring a new person through that 1121  
interview process, you are able to 1122  
discern what their philosophy is-- 1123  
what their ideas are about education 1124  
and, 1125

you are able to share with them 1127  
[candidates for asst. principal 1128  
position] your own vision and 1129

you are able to determine whether or 1131  
not they can be a part of the vision 1132  
that you have and 1133

then whether or not it can become the shared vision. 1135  
1136

LW: So, you are looking for someone 1138  
who will fit in with your goals and 1139  
the way you work 1140

P: And [fit with] the organization 1142  
[goals] and 1143

for example, I will tell what was 1145  
paramount in hiring our new assistant 1146  
principal. I wanted a good person 1147  
first--someone with good solid values 1148  
and 1149

then the next thing I was looking for 1151  
[in an assistant principal] would be 1152  
someone who had the skills for the 1153  
role we needed to fit into. 1154

We needed him to fit into a 1156  
particular role and so I was looking 1157  
for someone who had the skills to 1158  
facilitate that role--as I saw that 1159  
role. 1160

Now, you need to know that when I 1162  
came in I did change roles [Asst. 1163  
Principal administrative 1164  
assignments]; we did restructure our 1165  
administrative responsibility. 1166

LW: From how they had been defined 1168  
previously? 1169

P: For example, if you are interested 1171  
in that [roles previously defined at 1172  
the school prior to new principal], 1173  
one person was straight athletic 1174  
director; one person handled all 1175  
discipline; one person handled all 1176  
curriculum and that is all they did. 1177

They [Asst. Principals] did not have 1179  
a lot of networking and interaction 1180  
among or between themselves. 1181

Everything was done in isolation 1183

and from my view, there needs to be 1185  
some cross-training so people 1186  
understand the total vision of the 1187  
organization and how it all fits 1188  
together. 1189

I would not want to have an assistant principal working with me who did not and who would not be able to perform any of the duties that would need to be picked up in the event that someone were out.	1191 1192 1193 1194 1195 1196
And, if you only a narrow focus of your job, then you will never learn those other goals or other activities that need to be performed.	1198 1199 1200 1201
As a leader, I want my boat to float when I am not there.	1203 1204
And one of the best things I can do for my troops is to help them gain and build the confidence that they can handle it if I am not here.	1206 1207 1208 1209
And, we saw that going through the hallways yesterday, didn't we?	1211 1212
LW: When we were looking for the trespasser?	1214 1215
P: No, I am talking about we were coming through the hallway yesterday after lunch and everything seemed to be going very smoothly--all of the kids were where they were supposed to be.	1217 1218 1219 1220 1221 1222
LW: And the comment by Mr. Pence that is true (he said, "Why do we need a principal here [everything going along so smoothly]?). That was cute.	1224 1225 1226 1227
LW: You talked about in defining their role in how you came in and redefined each of the administrator's roles, you mentioned you wanted them to work together, how do you get people to work together.	1229 1230 1231 1232 1233 1234
P: There again [regarding admin team working together] I think you have to be an example and you have to model that.	1236 1237 1238 1239
And, you have to show them how it will work and I think that is the best way.	1241 1242 1243
LW: Just to model, okay.	1245
LW: Before we close, based upon your	1247

experience and your knowledge about	1248
men and women, do you see any	1249
leadership style differences between	1250
men and women?	1251
P: Yes, [regarding leadership	1253
styles being different between men	1254
and women] I think probably women are	1255
stronger communicators; I think they	1256
see the need to communicate more	1257
frequently.	1258
I think women tend to be a bit more	1260
caring and demonstrative with that	1261
caring.	1262
An example [demonstrating care] would	1264
be when it comes to doing things for	1265
the secretaries, they [male asst.	1266
principals] don't do things like	1267
that, but I try to model and show	1268
them things and I think they are	1269
catching on and seeing that.	1270
But, you see in this building with	1272
the administrators who have been	1273
here, they have never worked with a	1274
woman [principal] before. So, that's	1275
really different for them.	1276
And, I have had to be aware and come	1278
around slowly in a way that they can	1279
be accepting	1280
Because once again--the leader cannot	1282
do it all alone.	1283
The leader has to have the troops	1285
with him.	1286
And so you have to instill that level	1288
of confidence and credibility with	1289
them that you are doing the right	1290
thing.	1291
Once they see it work, the men come	1293
right along with you.	1294
LW: And how do you get them to believe	1296
in your credibility?	1297
P: Well, by being successful with it!	1299
If it works, it works--what can you	1300
say.	1301
LW: speaks for itself	1303

P: and it [success] stands alone	1305
LW: Is there anything you want to say	1307
in closing on leadership that we	1308
haven't covered or talked about	1309
P: Being a leader is a wonderful	1311
feeling when you can see things	1312
accomplished.	1313
It is a tough job [being a leader].	1315
It can be tiring and that is why you	1317
can't do it all alone; that is why	1318
you have to have other people.	1319
You have to facilitate goals through	1321
others.	1322
I believe women see that role	1324
[working through others] probably	1325
more than men do.	1326
LW: Working through	1328
P: Working through others	1330
LW: Thank you	1332
P: You are so welcome	1334

Faculty Meeting: C1 Doc 2

+The Professional Principal	
+Domain: Personnel	1
+Topic: Faculty Meeting 7:40 a.m.	2
+Subjs: Staff at Hillside High School	3
+Conf: P and Staff	4
+Code: CS 09 22 08.wpd	5
+File: C1 Doc 2 Faculty Meeting Dr. Patricia Parks (P) Teachers (T)	
+Prior to beginning meeting	13
P: I know you are minus one student and I am working on it	15 16
T: good	17
P: The only reason I had to pick	18
P: Good morning Jake, how are things in voc tech	20 21
P: Good morning, Bob	22
P: We need to win a few (football games)	23
+Ring bell	25
P: Okay, let me have your attention please; if I had a school bell, Roxanne Deavers or I would ring it. Our bell, we needed to be in here and get started at probably at a quarter till, that way we could get out by 15 after and I know you don't like to be late and I love hearing that kind of chatter I have heard and it really hurt me to have to stop and ring that bell, but we do have to get started because we do have to get started	27 28 29 30 31 32 33 34 35 36 37 38
and to begin, I just want to tell you how much I appreciate all of the hard work that each of you has put forth in getting the school year started; as I have been around in all of the classrooms, I can't tell you, your classrooms look so inviting, I know that you have brought plants from home, you have gone out and bought plants, you have put pictures and some of them I know must have come from your homes because some of them are just beautiful. You have just made your classrooms a very inviting place for not only yourselves but your students. I think your working environment needs to be a comfortable one for us as well as students	40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57

because we spend too much of our time here. And when you are comfortable, you just do a better job.

Just for the record, my latest figures show that we have 1,184 in our school and you know that Rockworth County has more students overall than was budgeted which is always good; Rockworth Co. had budgeted for about 13,425 in the whole school division; we ended up with 13,570; and this was as of yesterday. And, I guess because we had that extra enrollment, might account for why we were able to get two more slots in our advanced English classes so that we could lower that pupil/teacher ratio and in doing so, we were able to pick up an extra period for Cherry Sole and Mara Sutrell who will be with us for a bit more as she is taking Mrs. White's place.

Also, I want to give some recognition to some people; first of all, I have a guest with me, this week, next couple of weeks. I would like to introduce all of you to Lorraine Walker, Lorraine is a graduate Student. She will be interning, doing research, be gathering information; she is writing a dissertation on secondary administrators and what makes them tick particularly if they are a woman. So she is looking at our school, our school and Greenland and a couple of schools in Rockworth City to be a part of her study.

Also, I would like to give recognition to one of our new staff members: Mickie Rucky. Mickie just stand up a minute so everyone can get used to Rucky. Mickie is indeed lucky; it was brought to my attention that she was selected as trainer of the month for one of the professional training associations that is all over the valley as I understand that correctly. And this information comes to me from her professor at State; Mickie is in a master's degree program there and she is working here hard and there hard too and even doing a little bit of adult ed I

think. 115

J: a lot 117

P: a lot of adult ed, okay, very good 119

Also, I was reading in the paper late 121  
last evening and I noticed a piece 122  
about T-shirts. And we have a family 123  
who has moved all the way from 124  
California to Rockworth to do T-shirts; 125  
but, prior to school starting I had 126  
some information brought to my 127  
attention about T-shirts that has 128  
some real meaning for our students 129  
here at Hillside High. And without 130  
saying anything more, I would like 131  
for Ned Dorr to share that with you. 132

Ned Dorr shares information on T-shirt 134

P: you can get on your soap box; go 136

Ned Dorr shares information about T-shirt 138

+(Bell rings) 140

P: I can't tell you, Ned was just so 142

So, we have our teachers 148  
participating. And, you know I am 149  
just so thrilled with the leadership 150  
with our student body this year. You 151  
know one of the goals that I had set 152  
forth would be that we had stronger 153  
student leadership this year and I 154  
want to commend Sammy, Taria and Mr. 155  
Testle; they are all working with our 156  
SCA and they are really just coming 157  
along so nicely this year. I am just 158  
real proud of the leadership that 159  
they are bringing forth and the 160  
support that you sponsors are giving 161  
to them. 162

Am I missing anybody? Do we need to 164  
do any more introductions? Do we 165  
have student interns who have arrived 166  
on the scene; I know that some may be 167  
coming today so we will pick them up 168  
at our next faculty meeting. I just 169  
don't want to leave anyone out. 170

Ah, just want to make sure that all 172  
of you are aware that we don't have 173  
to have any more concerns about this 174  
outcome based education part of the 175

world class education. I know for a 176  
fact that we had people in our 177  
community who were all ready to 178  
arrange debates and wanted to have 179  
people coming in and I was so 180  
thankful that that is one less thing 181  
that we have to deal with here at 182  
Hillside High. But, since the Governor 183  
has decided that it is not important 184  
and a new election year is coming up 185  
and a new secretary of education will 186  
probably move in and we don't have to 187  
be too concerned about that. And, 188  
quite frankly, we haven't done 189  
anything other than what we would 190  
have done in Hillside anyway. 191

Last year we were so busy taking care 193  
of everyone getting used to all of 194  
the new people that I think that that 195  
took up most of the year. 196

Also, I think that you would be 198  
interested in knowing that the county 199  
does have a master plan for capital 200  
improvements and we are on it. Now 201  
the question is, where do we want to 202  
be on it? For example, I know you 203  
have been reading in the paper about 204  
the increase in student enrollments 205  
coming our way and if you have driven 206  
down 221, you see the mobile units in 207  
what used to be the faculty parking 208  
lot. And, in a couple of years, all 209  
of those kids will be coming here. 210  
We cleaned out the final storage room 211  
and we have no more room here. So, I 212  
do know that they are considering a 2 213  
million dollar project, might be 214  
entitled a science wing, but, I also 215  
know that they have an option on the 216  
property in front of Glen Forest to 217  
look at building a new school. Now 218  
that project is perhaps 8 to 10 years 219  
away; unless for some reason they 220  
would decide to float another bond 221  
issue and to come up with 20 million 222  
dollars to do this; so, just to kind 223  
of keep you apprised of the thinking 224  
and what is happening out there in 225  
terms of capital improvements. If 226  
you have any questions about that now 227  
or later, if you do now fine; if you 228  
bring them up later, we will try to 229  
deal with them. 230

(silence) 232

Also, I want to remind you that	234
Rockworth Co. foundation will have a	235
fund drive that will be underway	236
soon. I mentioned to you at the	237
beginning of the school year to be	238
thinking of people who you know might	239
be good contributors to give me a	240
list, so that we can get that list	241
over to the central office. Our very	242
own international studies person	243
outside the social studies, none	244
other than Todd Overland, will head	245
that effort up again through his	246
wonderful marketing department. They	247
did a fantastic job last year and	248
overall, I think they raised about 70	249
thousand dollars, overall that was	250
the whole county effort. So, if you	251
know of good people who would like	252
to, be good candidates to make a	253
contribution through their company,	254
or as individuals, it is a tax	255
deductible item and it does go for	256
scholarships, for field trips, for OM	257
activities and things that come up	258
during the course of the year. You	259
as teachers can apply for funds for	260
your students through that	261
foundation; it is the education	262
foundation. And I have some	263
brochures on that if you would like	264
to have some yourself to share with	265
others.	266
Ah, I want to remind you that the	268
public hearing is going to be held on	269
September 23; that is a very	270
important forum for the public, for	271
you, as teachers, or if you are in	272
any organizations, that have an	273
interest in helping to frame and	274
shape the criteria for our next	275
school superintendent. That hearing	276
will be held on Sept 23 at 7:00 at	277
the school board office. And,	278
individuals have been appointed from	279
each magisterial district to	280
represent that district and they will	281
be there to listen to what the public	282
has to say about who and what the	283
criteria should be for our next	284
school superintendent. That is	285
Thursday.	286
Back to School Night is another biggy	288
coming up the 28th and in talking	289

with the department heads, new 290  
teachers I am ask them, would they 291  
prefer to have a separate meeting for 292  
new teachers or would they prefer to 293  
give you the induction about the back 294  
to school night. And, the preference 295  
was the department heads would like 296  
to kind of get you prepared for that 297  
and I know that you have a close 298  
working relationship with them and 299  
your mentors. If you have any 300  
questions that they cannot answer, 301  
please let me know. Anyone who 302  
cannot be at the back to school night 303  
PTSA meeting, please let me know so 304  
we can make arrangements and announce 305  
those arrangements. Several people, 306  
well not several, a couple of people 307  
have come to me who will not be able 308  
to be there and we have been able to 309  
make arrangements. So, that is one 310  
meeting that I think, unless you have 311  
a major emergency, that everyone 312  
needs to be there. And as you know, 313  
our PTSA, we would like to have 100%. 314  
Last year we did have 78% membership 315  
in our PTSA and we did receive an 316  
award for having one of the highest 317  
increase for high schools. I would 318  
like to see that be even better and 319  
you know PTSA is responsible for our 320  
getting the matching funds. They 321  
have to put up 1000 dollars; the 322  
school board will put up \$1000; you 323  
need to be giving your department 324  
heads ideas of what you would like to 325  
see us buy as a school. Then, I will 326  
submit that. I would like to have 327  
that in by the end of October if not 328  
sooner. So, please work through your 329  
department heads on that. 330

And, I might add I want to commend 332  
the department heads as you have been 333  
sending me your minutes from your 334  
department head meetings, you have 335  
been showing me where you have been 336  
covering all of this important 337  
information and that just helps 338  
tremendously and I appreciate it. 339

Ah, our first assembly yesterday, I 341  
understand, went real well. I am 342  
sorry I was not here; but I commend 343  
Mr. Simon for doing a fine job in 344  
getting everyone in there and 345  
everyone else who helped. We have 346

one other scheduled on October 4; 347  
that one will be in the afternoon. 348  
And any time we have a major 349  
assembly, we will make arrangements 350  
for the kids who go to Arnold R. 351  
Burton to be able to attend just as 352  
we did yesterday. We made 353  
arrangements with the bus to be able 354  
to take them over around 9:25 when 355  
the assembly should have been over. 356  
But, we will try not to exclude any 357  
group from participating just because 358  
they are in another school. And, we 359  
were able to make the arrangements so 360  
that students who come to us from 361  
other schools will be able take part 362  
and still have class as well. So, I 363  
just want you all to be aware that 364  
those efforts are being put into the 365  
planning for those assembly programs. 366

The October 4 assembly; we need to 369  
have a volleyball team. Mr. Maine 370  
have you gotten the team together 371  
yet? 372

D: we are heading that way; there are a 374  
few more places if you are interested 375  
in playing and can play, 376

P: Is this a co-ed team? 378

D: yes 380

P: What kind of mix do we have; do we 382  
What are we looking for? 383

D: talent 385

P: talented players! I don't know if 387  
I understand that this guy, no matter 390  
what your talent is, I don't want to 391  
pop anyone's bubble. But, I 392  
understand that he is pretty talented 393  
too. Ah, he played against the likes 394  
of some very impressive teams and I 395  
do have a video if you would like to 396  
see his strategy. So, he is pretty 397  
good. Ah, okay, ahm 398

No, actually, it is billed as a one-man 400  
team to get a little rapport going to 401  
show that he is a credible person. 402  
He also gives an inspirational talk 403  
about non-violence, absence of drugs 404  
and alcohol and that kind of thing 405

that you know; I am the prototype of 406  
a healthy person and this is the way 407  
that you get to be that way. It is a 408  
positive thinking kind of thing. So, 409  
that is what that is about. 410

I want to remind you that elections 412  
is coming up and we all need to go to 413  
the polls and vote. And not just 414  
because it is election time and it is 415  
the American thing to do, but we also 416  
need to be informed about what is 417  
coming up at the elections. I am not 418  
going to presume to tell you how to 419  
vote; but we all need to be informed. 420  
And it was brought to my attention, 421  
that out there in the public, that 422  
really primarily two positions are 423  
being advanced in regard to school 424  
board elections. And, some of the 425  
members of the school board are 426  
beginning to feel a bit offended in 427  
that they have not been invited to a 428  
part of that process. From their 429  
view, there are 3 choices: one to 430  
continue with the appointed school 431  
board member from the commission; the 432  
commission members being appointed by 433  
the circuit judge or to be appointed 434  
by the supervisors or the direct 435  
election. Now, whatever your choice 436  
is, if you want to maintain the 437  
situation as it is, then you would 438  
vote "no" at the polls. What? 439

T: on both of them 441

P: Now, and one of the reasons that 443  
I think the general belief, that a 467  
lot of people have, and the election 468  
will bear it out is that the school 469  
board should not be "as political" as 470  
such that it be controlled by any 471  
particular faction of people. It 472  
should be a non-partisan type person 473  
who really is genuinely interested 474  
and has a background in dealing with 475  
education. You know, just educate 476  
yourself to that and be aware of that 477  
because we don't know what is going 478  
to be happening in terms of who our 479  
next superintendent is going to be; 480  
we don't know what is going to happen 481  
in terms of who our next school board 482  
is going to be. All of this can 483  
impact tremendously on the quality of 484  
education in Rockworth Co. There are 485

just a lot of unknowns. So, I just 486  
make you aware of that. 487

I do know that RCEA has most recently 489  
become very aware of some of these 490  
concerns and is planning a campaign. 491  
I was going to be optimistic and say 492  
they would have some brochures that 493  
we could give out at our back to 494  
school night on the 28th. But, I 495  
understand that it has been postponed 496  
until some time in October. 497

T: could we use the newsletter to send 499

P: Well, and see we have a newsletter 501  
T: we heard at their meeting that . . . 505  
bumper sticker that says "If you want 506  
our advice, vote no twice" They want 507  
to keep their jobs--but that is their 508  
stand on this. 509

T: the other thing we want to know and 511  
P: I just think that John Q. Public 526  
But, I just want you to be aware of 540  
it and think carefully on what your 541  
position is and if we have any 542  
service groups that would like to put 543  
those brochures in mailboxes, or in 544  
paper boxes, we might be able to do 545  
that in the community. 546

Because you know there are a lot of 548  
people who do not have children in 549  
school. 550

T: Exactly, we need to apprise those 552

P: So, we have somewhere I read 78% of 555  
P: Want to make sure that all of you 562  
Ah, this is a message from Joe 573  
Brittle; graduation day is just so 574  
you know is October the 9th 575

Ts: yeah-h-h-h and clap 577  
P: Excuse me! I have October on the 579

Okay, next, Marc (AP) do you have 588  
anything you need to say? 589

MS: Just a couple things on scheduling - 591

P: Mr. Mannington (AP), how are we 595

MC: Fire drills are okay, we have one 597

P: It will probably be in the morning 601

P: We have a ball game coming up on 607  
Friday night and ah, our girls tennis 608  
team is winning and let me just say 609  
that as we are building this 610  
participation effort on the part of 611  
the students, it is good to see you 612  
there and that they know you are 613  
there watching them. So, try to come 614  
out when you can. 615

I know we have some dedicated 617  
teachers who came out to the parking 618  
lot on Friday night after the game 619  
and they had a blast. Some of them 620  
right back there in the back--some of 621  
our new teachers--were just having a 622  
lot of fun. I couldn't recognize to 623  
say anything, but they had fun. Ok, 624  
guidance--Mary Tuttle 625

TT: nothing 627

P: Okay, staff development, Roxanne 629

SW: no 631

P: Ok, let me bring to your attention 633  
Ah, social committee, Mrs. Texford 650

MR: This is for you . . . (laughter) 652  
Gift for Tanya Coales 653

P: Tanya Coales was married in July and 655  
she lived a bit away. I understand 656  
she is living somewhere between here 657  
and Lakeside; 658

T: in Lakeside 660

P: in Lakeside 662

T: not too far 664

P: Not too far; but it is not nearly as 666  
far as to the Summit. 667

Well, alright, let's move right on 669  
then 670

And, I am sure, did you get your 672  
brochure--not your brochure--but your 673  
ballot for social committee? Has Mrs. 674  
Texford put that out? 675

Teachers: No	677
She gave it to me to look	678
P: Okay, I think	680
Well, please respond promptly to	681
that. It is an opportunity for you	682
to give input to the social committee	683
as to how you would like to see the	684
social committee operate and what you	685
would like to see the social	686
committee do during the course of the	687
year.	688
Next, is library, Mrs. Hedges--where	690
is Mrs. Hedges--we have some new	691
equipment to show off today, don't	692
we?	693
MH: explains new equipment	695
P: Good job, thank you. And, we don't	697
Ah, Joyce, do you have anything to	702
say about wellness; maybe point out	703
where the information is located.	704
J: no, since it is a quarter after--	706
P: Okay, remember a real key to smooth	712
P: okay, excuse me, alright, wait a	719
T: makes announcement	721
P: okay, next real briefly	723
T: makes another announcement	725
P: we will do that and good luck to	727
+Faculty Meeting concludes at 8:17 a.m.	729
+Travel back to office	731

Meeting with Business Teachers about Curriculum: C1 Doc 3

+The Professional Principal	
+Domain: Curr & Inst	1
+Topic: New Course at Hillside HS	2
+Subjs: Bus T, Stud	3
+People: Bus DC, Bus T, Principal	4
Patricia Parks	5
+Code: CS 09 22 04.wpd	6
+File: C1 Doc 3	
T2: Well, the other thing was another	7
course that we are thinking of adding	8
as a backup to Word Perfect, which	9
would be like a computer applications	10
course that would take on	11
spreadsheets, data base, and so	12
forth and some of which is taught in	13
Acct 2, but they have to have all of	14
the other before they can get to that	15
and ah, for Systems, MIS, you got . .	16
. .	17
P: well, why don't you write it up and	19
let's get it in	20
T2: ok, well	22
BusDC: now what brought that up was	24
Windows. You know that is the thing	25
and we need to be doing something	26
with Windows in this progression and	27
of course, we come to the problem of	28
money for software	29
P: Well, but let me tell you something	31
ladies, I think it is good that you	32
are thinking this way because if you	33
get into the spreadsheet and you do	34
graphs and all of that and that comes	35
under and I think of Lotus is what I	36
think of.	37
Would you include the graphing in	39
this?	40
T2: well, you could, but you wouldn't	42
have to do it through Lotus, you	43
could do it through 6.0	44
BusDC: Well, I don't know. You are	46
talking about pie charts, bar graphs,	47
and like that?	48
P: I think our kids could learn that	50
and writing in your class.	51

And you talk about a marketing tool	53
when it comes to doing their science	54
fair projects.	55
Well, listen I would love to take it!	57
BusDC: [Laughing] Well, don't, I am	59
teasing.	60
P: Well, let me tell you, my daughter,	62
I started this I just don't have	63
enough time in the hours of the day.	64
She said well mom all you need to do	65
is just sit down and do this and this	66
and this and she really is right,	67
except I don't have a few hours each	68
day to sit down and do that.	69
I have taught myself everything I	71
know and I will probably have to	72
teach myself that.	73
BusDC: That is great; but you know when	75
you are trying to do something, you	76
are not trying to do software	77
packages	78
P: That is right, that has been my	80
problem with that	81
BusDC: let me ask, one thing we did not	83
think about, are we overlapping at	84
all into the data processing like	85
Sigorney[DP teacher] is teaching?	86
P: She is doing computer programming,	88
she is, not . . . . [software	89
applications]	90
BusDC: so we would not be overlapping	92
at all?	93
P: She is writing programs	95
T2: Yeah	97
P: She is minus software. You all are	99
software people, she [pause]	100
BusDC: She is just doing Basic	102
+Issue 2 focus to funding	108
T2: Would say adapting our computers?	110
Would that fall under the funds,	111
matching funds? See, if it is the	112

software we need and the equipment is	113
okay	114
P: Well, what you can do is request	116
that under there.	117
And what we are going to do is meet.	119
We will have a committee that will	120
meet and we will look at the total	121
picture of what is being requested	122
and where we think the money is best	123
spent.	124
Now, I will tell you, generally, if	126
it is something that is a big item,	127
it needs to be able to be used by a	128
wide array of students or high	129
percentage of the student body.	130
If there are several little things	132
that we go with it is good to be able	133
to spread it out among several	134
departments.	135
I have no idea at this point, what we	137
will go with. I have already had	138
some turned in.	139
BusDC: I feel a little greedy, because	141
last year they [funding committee]	142
were real generous to us	143
T2: We did get our calculators	145
P: But that was not matching funds	147
T2: That wasn't?	149
P: I think--wasn't your calculators put	151
on the wish list at end of the year?	152
T2: Yes	154
P: See, that is not the same thing	156
T2: No, we didn't get anything with	159
matching funds	160
BusDC: okay, well, we just didn't want	162
to appear greedy	163
P: Just think about what it is that you	165
want and get it in.	166
What I will do then is put it all	168
together and we will make a decision	169

BusDC: it never hurts to ask, right? 171

P: \$2000 is what we have to work with 173

T2: we are looking at probably \$400 175

P: And you know we have, Cramer [former 177  
bus ed teacher now in facilities dept 178  
who teaches computer classes in adult 179  
ed and uses the school's classrooms] 180  
is one of our friends and you know 181  
that? Why are you laughing? 182

BusDC: Just think that was just real 184  
nice? [laughing] 185

P: So, you know, if you need to have an 187  
occasion to let him know what we are 188  
thinking that is always good. 189

And Jane is a software person and she 191  
is in charge of all of the media 192  
services and computers; but not your 193  
real supervisor. 194

The other person is Joanne Brooks 196  
[Bus Ed Curr Specialist]. 197

Now, we don't want to leave anyone 199  
out who can help us with this project 200  
once we get committed to it. 201

But, I want to see what it is we want 203  
to be committed to first. 204

BusDC: Would we type up the proposal 206  
and submit it to you first before we 207  
go [to the county or fund request]? 208

P: Let me look at it so I can see and 210  
if we need to make any changes. 211

But listen, I really appreciate your 213  
initiative here and hopefully it will 214  
work because you are getting an early 215  
enough start on it. 216

T2: I think there is a need 218

P: Well, did this help you to get an 220  
idea of what 221

BusDC: yeah, and we did, do you 223  
remember, we did the Word Perfect one 224  
[course proposal] so we have a little 225  
background on how to do this 226

T2: a little, I don't remember all of the nuts and bolts	228 229
BusDC: goodness no	231
+Problem 3 reference	233
P: ALRIGHT, very good and listen in reference to this other sensitive issue, I hope that has been taken care of	235 236 237 238
BusDC: I started to say something to you and then I thought we have stirred it enough	240 241 242
P: no you didn't, I tell you what, I make assignments, and I didn't realize how things had gone and anyway it was brought to my attention and so I just shared with him that in the past Andrew had always done all of that and that is the way we would like for it to be and that way it kind of gets everybody off the hook.	244 245 246 247 248 249 250 251 252
BusDC: well, we are in good shape, I talked to him several times today so, it is under control	254 255 256
P: You did a wonderful job [handling this third issue]	258 259
BusDC: well, I don't know about that	261
P: I told him that everything you do is wonderful	263 264
BusDC: Bless your heart, isn't she [Principal] wonderful	266 267
P: And well it is the truth	269
BusDC: well, I appreciate that	271
P: But, we don't want to ride a good one to death	273 274
BusDC: well, I appreciate that	276
P: Bye, bye	278
P to LW: They are good, they really are. One was the Dept Chair, and the other is a real go-getter. She speaks up and everything she does is	280 281 282 283

excellent. Joanne Brooks [Bus Ed	284
Curr Specialist] was Bus Ed of Year	285
last year.	286

Meeting with Business Teachers about Special Student: C1 Doc 4

+The Professional Principal  
+Domain: Spec Ed 1  
+Topic: Placement at Hillside High 2  
+Subjs: Bus T, Stud 3  
+People: Bus DC, Bus T, Principal 4  
Dr. Patricia Parks, Principal  
+Code: CS 09 22 03.wpd 5  
+File: C1 Doc 4

P to LW: Meeting with Two Bus Ed 8  
Teachers (BusDC) and (T2) about 9  
Donny, a handicapped student, who has 10  
his own laptop computer which is 11  
different from the computers in the 12  
wp center. The issue revolves around 13  
his, as well as other handicapped 14  
students' participation in the word 15  
processing class. 16

BusDC: Donny cannot be treated like one 18  
of those students; his computer-he 19  
has to use laptop cuz in wheelchair 20  
which will not fit under the desk. 21  
His laptop does not load the same way 22  
as mine; so the directions I give to 23  
everybody else, don't work for him; 24  
you know what I am saying? 25

For something this specialized if we 27  
could have actually a suggestion: if 28  
they would let two of us team teach - 29  
-teach them keyboarding as much as we 30  
could and then as much Word Perfect 31  
as we could (pause) 32

P: you know, I don't have a problem, I 34  
think we ought to put together a 35  
proposal and see what people say 36  
about it. 37

The only concern that I can see that 39  
would come forth is the fact that 40  
they [handicapped] are supposed to be 41  
mainstreamed and if they are in fact 42  
being mainstreamed and then this puts 43  
them at a disadvantage. 44

Now we do an adaptive PE class and if 46  
you are talking about an adaptive 47  
class so you can give more in-depth 48  
instruction 49

as long as the IEP indicates that 51  
this would be a situation that would 52  
best meet their educational needs and 53

people buy into it.	54
I would also discuss the idea or the	56
concept with Dr. Stem [Spec Ed Curr	57
Specialist] to see if he gets any	58
negative vibes from it	59
because he deals with this kind of	61
thing and he has got a group of	62
people who are wanting to see more of	63
the mainstreaming.	64
Yet your concern is being brought to	66
me as a result of being able to	67
better fulfill his instructions; well	68
not just his but other handicapped	69
T2: we wouldn't be changing the	71
curriculum for them or the	72
requirements it would just be giving	73
it to them at the speed that they can	74
take it given their handicap	75
P: right, yeah	77
T2: not really changing the material at	79
all	80
BusDC: I don't want this to sound	82
negative because I am truly enjoying	83
having Donny and I really am and I	84
would not want him out of there for	85
anything.	86
But, I just feel like a class like	88
ours does not lend itself real well	89
to them [handicapped] being	90
mainstreamed.	91
P: you mentioned that you felt like you	93
were neglecting him	94
BusDC: I feel like I am, I try real	96
hard not to but	97
P: well, do you have other handicapped	99
students?	100
BusDC: not this year; but Anne has	102
three in her class	103
P: How is she handling that?	105
BusDC: Pretty much same way. She and I	107
will talk about the day and she is	108
always . . . .	109

She agrees that we would do much	111
better at having them in a small	112
group at the same time; and we could	113
adjust things to suit them.	114
I was asking her today how things	116
were going and she said they just	117
work their little hearts out but they	118
are not doing very well at all. I	119
don't know who she has got, do you?	120
T2: I don't, I don't know what the	122
handicaps are	123
BusDC: she has one on heavy crutches	125
P: Kennie	127
BusDC: I have Donny	129
P: Tommie Jenkins	131
BusDC: something like that sounds	133
familiar	134
T2: they have the same thing Donny has	136
but not as severe	137
P: well, have you talked to Natalie	139
[Spec Ed DC] to find out what she	140
recommends in terms of . . . .	141
BusDC: she thought this was a wonderful	143
idea	144
P: Well, then I think what we need to	146
do is to write up a proposal	147
And, I will touch base with Dr. Stem	149
[Spec Ed Curr Specialist] and Joanne	150
Brooks [Bus Ed Curr Specialist]	151
And, my only concern would be that it	153
would be viewed as not mainstreamed.	154
I think you would want to approach it	156
from the standpoint that you would	157
want a period set aside for an	158
adaptive computer class that would	159
enable you to give more individual	160
attention in working with those kids	161
so that they could advance in a way	162
that would make them more employable.	163
And I do think that computers are a	165
wonderful thing for handicapped	166
people. In other words, it opens	167

doors to them that are not available;	168
and they are more likely to develop	169
those skills if they are interested	170
at all.	171
BusDC: well, somebody like Donny who	173
can't communicate vocally, what a	174
wonderful thing that would be if he	175
would develop some kind of system	176
where he would communicate that way;	177
I am getting to where I can	178
understand the basis of what he says,	179
but you can't.	180
T2: Natalie [Spec Ed DC] said that he	182
had gotten a computer this summer and	183
it has just made all of the	184
difference in the world so he write	185
letters and doesn't have to	186
verbalize.	187
P: Have you all checked into to see his	189
IEP?	190
T2: not yet	192
BusDC: I have not looked at it; well	194
actually	195
P: You are entitled to because you work	197
with him [Donny]	198
BusDC: Well, I talked with Teddy [Spec	200
Ed Teacher] and she gave me the part	201
of it that applies to me so I	202
actually have gotten into it.	203
So, I guess we need to get something	205
to you.	206
End of Meeting	208

Meeting with Assistant Principal: C1 Doc 5

+The Professional Principal  
+Domain: Admin Meeting at Hillside High 1  
+Topic: Discuss State Testing 2  
+Subjs: SLT and Spec Ed 3  
+Conf: MS Marc Simon and 4  
Dr. Patricia Parks, Principal 5  
+Code: CS 10 04 05.eth 6  
+File: C1 Doc 5

MS: I still have that stuff on my desk. 7

P: Probably will be Thursday before I 9  
can think about it. Is that okay? 10

P: Probably we should have done 12  
something a long time ago. 13

MS: I wasn't really gonna do anything 15  
specifically with it until really 16  
more like after interims come out. 17  
Ah, and two after passport stuff. 18

P: And, probably what we need to do, 20  
though, is go ahead and get our ducks 21  
in a row so that we will know what we 22  
want to do with that time [upcoming 23  
meeting] because we will be able to 24  
identify people. The teachers need 25  
to identify students who are at risk 26  
and they need to make a notation in 27  
their grade books. 28

MS: I think a lot of them will do that 30  
by tomorrow. 31

P: Oh, yeah, that is right. But, we 33  
need to know that once they are 34  
identified what action we are going 35  
to take to work with those students 36  
who have been identified. 37

And we need to know what money will 39  
be available if we want to do some 40  
tutors, if we want to offer any 41  
classes, where we have some people to 42  
come in. 43

I tell you, quite frankly at this 45  
school, when it gets to age, I didn't 46  
put quite the same amount of emphasis 47  
on that as I did at the middle 48  
school. 49

At the middle school, we, you know, 51  
we tried to have everyone to pass 52

that literacy passport test. So, we	53
had teachers to come in and offer	54
classes in math and reading/language	55
arts. Ah, and it was either before	56
school or after school.	57
MS: Well, we have only got about seven	59
who have failed one or more parts of	60
it. The rest are new to the system	61
and Sarah had a session for the math	62
last Thursday and Eve is having a	63
section tomorrow on the writing and	64
Thursday on the reading.	65
P: See, and once again, it is not as	67
big a deal here because most of these	68
kids unless they are special ed have	69
really already passed.	70
Most of the kids coming in from the	72
junior high who have not passed are	73
special ed.	74
MS: Well, no they are not.	76
P: Well, they have been in the past.	78
MS: There are only two out of the seven	80
who are special ed.	81
P: Well, they have been in the past.	83
Now, this is a different year; it's	84
been around a little longer too. So,	85
I don't know who they are now. I	86
knew who they were coming in last	87
year.	88
But, you say only two out of the seven	90
are special ed.	91
MS: I think only two out of the seven	93
are actual special ed. Two of them	94
P: Nelson T. and	96
MS: Mike T and he is exempt.	98
P: But, Mike has already been here. He	100
is not a new one coming in.	101
MS: Well, he is one of the seven.	103
P: He is a senior.	105
MS: Well, no he is not; he is a junior.	107
P: Well, he is supposed to be a senior.	109

MS: Supposed to be a senior; but he is	111
exempt since sixth grade--prior to	112
exemption.	113
P: Well, he wouldn't even have to take	115
it would he?	116
MS: No, we just found that out.	118
P: Okay, well, Bill Saylor has not	120
passed part of it and he is special	121
ed.	122
MS: Well, then maybe that is the other	124
one.	125
P: And, he [cut off by AP]	127
MS: But, two of them are ESL; ah, U.P.	129
Jimo and Rider.	130
P: Right.	132
MS: So, that is four and I think . . .	134
P: Well, the ones that are ESL, they	136
have extra time.	137
MS: They have three years; but we don't	139
want to wait until they are seniors.	140
P: No, uh, uh.	142
MS: Which would be the third year.	144
P: Right, uhm. Well, that is not too	146
bad. We used to be upset with	147
special ed, now we can say it is ESL	148
and that is what it is.	149
MS: Yes it is.	151
P: Well, you can see why I really	153
haven't been as concerned at this	154
level with having an all-out tutorial	155
teaching type of program.	156
MS: First time it is offered is in	158
October too.	159
P: uh, uh, well.	161
MS: Well, Tara and I met with them all	163
last Wed. during homeroom and part of	164
first period.	165

P: Right	167
MS: And we explained the tutorial things and the math, reading, and writing. And, Momhball.	169 170 171
P: Yeah, that is a tongue-twister.	173
I always say Mohma-ball, Mohma-ball.	175
MS: Momhball, Corry. He left some materials; but he didn't have anything for reading or writing; he just had math. He had computer disks and	177 178 179 180 181
P: Well, see, he is a former math supervisor ah, and was math the only thing they didn't pass?	183 184 185
MS: No,	187
P: Well, he may have had quicker access to math because of his having been a math supervisor.	189 190 191
MS: Well, he said he didn't have anything on it.	193 194
P: Well, there are some things on reading and writing. They are called the cloze materials.	196 197 198
MS: He said there was no material available; just these math things.	200 201
P: There were some materials available because our language arts teacher used them.	203 204 205
MS: I wonder if we have a contract.	207
P: Well, I tell you, I am trying to think of that gal's name over there. She was the sixth grade writing teacher; she did a real fine with writing. But, they have those materials. I am trying to think of what her name is right now and it eludes me.	209 210 211 212 213 214 215 216
MS: At the junior high	218
P: Yes, at Hillside Junior. We could just borrow the materials. They are on the computer.	220 221 222

MS: Find out the name and I will	224
call her.	225
P: I will think of it and as a matter	227
of fact I can call there and get her	228
name. Right now it just evades me.	229
MS: Well, Donna is having one tomorrow	231
and one Thursday.	232
P: Okay.	234
MS: And, if I can give her	236
some materials, it would be the best.	237
P: Yeah, well, maybe I can help her to	239
be a success.	240
P: Alright, let's get out of here.	242
MS: Let's get out of here and go to the	244
office.	245
P: Hey, I have enjoyed this peace	247
and quiet. And, Marc, it's 3:30.	248
MS: Hey, since when did that matter?	250
[gestures]	251
P: No, no, I agree.	253