

The Guardian Principal

Interview: C2 Doc 1

+The Guardian Principal	
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+People: Dr. Gayle Grant (Principal)	4
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LWW: Tell me a little about yourself and your background and how you came to be involved in school administration.	8 9 10 11
P: I came to be involved quite coincidentally. It was not in my original plans.	13 14 15
My background is counseling and my undergraduate work is in English and Psychology.	17 18 19
From being a psychology major, I became interested in working with students on a one to one basis and getting involved with the total person, not just the instruction piece.	21 22 23 24 25 26
So, when I continued my schooling , I did it in the area of counseling and student personnel.	28 29 30
Then I stayed at the same University and changed majors.	32 33
And, decided because of the types of things I could get into in counseling, always questions about legal issues and that kind of thing, and	35 36 37 38 39
made my program or designed my program to fit into administration. I had so many courses that I put them into a program which led to administration.	41 42 43 44 45
I have been in education 28 years.	47
Just a few years as a teacher, and the majority of time in counseling; and as a guidance coordinator, at two different schools.	49 50 51 52

Then I went as an assistant	54
principal at the same school where	55
I had been the guidance	56
coordinator.	57
And, that happened in 1983 right	59
after I finished my doctorate.	60
Then, after two years, I was	62
assigned as a junior high	63
principal: grades 7, 8, and 9. And,	64
was there for two years, and then I	65
was changed here.	66
I did not apply for the position. I	68
was just transferred to the high	69
school because of the successes.	70
At least that was what I was told,	72
at the middle school. It is now	73
middle school; it was a junior	74
high.	75
LWW: Did you grow up in the Rockworth	77
area?	78
P: No, I came to Rockworth when I had my	80
first teaching position which was	81
in Rockworth County and taught in	82
Rockworth County one year and a	83
summer session.	84
And, then I took a maternity leave	86
of absence and came back two years	87
later and came into the city and	88
was teaching English and was a part	89
time counselor.	90
Then the next year, I became	92
guidance coordinator. So, that is	93
kind of my career path.	94
LWW: Tell me a little bit about your	96
experiences as a high school	97
principal, the leadership role you	98
have had to assume. It is a pretty	99
powerful position.	100
P: The experiences have been many and	101
varied.	102
When I came to the school, I	104
indicated that I was moved here	105
because of, I guess, the leadership	106
style I had in the junior high	107
school.	108

This [high] school was in the newspaper and on TV because of upheaval with a lot of teacher grievances;	110 111 112 113
that because of the counseling background,	115 116
the superintendent, I think, believed that I might be able to bring calm to that.	118 119 120
So, the initial thing that we did to make the transition was to have a retreat.	122 123 124
And, every faculty member here that wished to participate in the development of the school process for next year, they were all invited to attend a retreat.	126 127 128 129 130
And, for the most part, I think most all of them did.	132 133
We had a three day retreat at Rainbow Valley and started to design a program and look at the things which had been troublesome.	135 136 137 138
And, also things that were challenges for the direction we wanted for the school.	140 141 142
So, we had a summer planning session before we opened school and that was in 1987.	144 145 146
LWW: During the summer?	148
P: Uhm, uhm,	150
LWW: And you just basically looked at what improvements you wanted to make, the faculty	152 153 154
P: We sort of looked at a school improvement plan, but we set priorities for the school: instructional goals, whatever goals that we needed to attend to have the best instructional program.	156 157 158 159 160 161
But also, the real issue was setting a positive school climate and attending to the climate at that time.	163 164 165 166

Because kids were beginning to feel	168
the negative impact because of the	169
disgruntled faculty,	170
and the media was on campus	172
constantly involved with the issues	173
of people not getting along with	174
people.	175
LWW: That must have been hard; how did	177
you feel about the retreat?	178
P: Well, the retreat was a real neat	180
experience for me; simply, because	181
it gave me access to the faculty	182
without waiting for the opening	183
day.	184
So, I had a chance to design the	186
workshop where they worked in small	187
groups. They would come together to	188
process things.	189
But in that process, we could start	191
to see, I could see, the dynamics	192
of group interaction.	193
And, people had a chance to vent	195
and then rethink how they wanted	196
the year to go.	197
LWW: And, ugh, how did you feel about	199
the plans after they came up with	200
them?	201
P: Well, I guess they had investment	203
in the plan so pretty much the fact	204
that there was a lot of upheaval	205
going on and then the fact that	206
they had the input: they had	207
ownership.	208
That got the year off to a pretty	210
good start.	211
And then we started the year off	213
focusing on their goals which you	214
meshed in with the school board	215
goals so it was kind of a blending.	216
And, then the fact that we put the	218
history behind us and started	219
fresh.	220
You may want to bring me back to	222
your original question. You were	223

	talking about leadership?	224
LWW:	Right, and your thoughts about leadership and the experiences you had in doing that. So, certainly you led the retreat.	226 227 228 229
P:	And, this school needed a people to people kind of relationship.	231 232
	The rapport with the people business people seemed to be an issue.	234 235 236
	People did not feel that they had been treated fairly.	238 239
	Faculty members were pitted against one another.	241 242
	So, it was the people skills, the communication skills that helped me survive for the first year as principal at this high school.	244 245 246 247
LWW:	And what kind, just tell me about the communication skills that you used.	249 250 251
P:	The open door policy is one major change, where people could come into this office without having a set appointment if time permitted.	253 254 255 256
	If I were available at the time, that they could get and talk with me about things that were on their mind.	258 259 260 261
	They did not have to wait to get an appointment.	263 264
	The other thing that there was, on the faculty agenda, we always had a communication piece where people could share.	266 267 268 269
	We called it "Sharing" and people basically tried to set the climate;	271 272
	so, that they would be comfortable to bring about or bring to the table any issues of concern.	274 275 276
	The one thing that I did require is that they be professional about whatever issue they wanted to talk	278 279 280

about;	281
and, they be respectful of one another.	283 284
That it was not a time to bash out at each other if they had disagreement;	286 287 288
but that, we could work through it and to try to deal with issues and programs rather than people.	290 291 292
It was, I guess most of all, creating the climate to talk about whatever was on their mind in a professional manner.	294 295 296 297
That was not only the climate, but also the avenue.	299 300
We did it through the bulletin, we did it through the open door policy, we did it through small meetings, and we did it through listening groups.	302 303 304 305 306
We established whatever channels would come to our attention as one more mode of people to people exchange.	308 309 310 311
LWW: What is a listening group?	313
P: We had, Mental Health came in and trained some of the teachers to be listeners to other faculty members and to be listeners to kids.	315 316 317 318
It was giving us a skill so that we could gather information without being judgmental about it.	320 321 322
But then to be able to sort through the issues.	324 325
When someone is upset, whether it is a student or a faculty member, you have to work through a lot of irrational pieces.	327 328 329 330
And, in that process, the listeners, that is what they called it, the listeners group, were trained to pick out the issues and sort out the emotion;	332 333 334 335 336

so, we could deal reasonably with	338
whatever happened to come to the	339
table.	340
LWW: And so, certain faculty members	342
were selected?	343
P: No, it was by choice.	345
That was one more avenue to improve	347
communication.	348
And those faculty members which had	350
chosen to be listeners, because	351
they wanted open communication on	352
campus, their symbol was an ear.	353
So a picture of an ear would be at	355
their door, which meant to the	356
faculty that if you wanted to come	357
in and have someone listen to you,	358
"I am a communicator."	359
LWW: Then, what would they do with that	361
information?	362
P: Bring it to me.	364
LWW: Okay.	366
P: If it was something I had total	368
control over, then I could deal	369
with the resolution of it.	370
If it was something that involved	372
other significant people in the	373
solution, those people were brought	374
into the sharing process.	375
Again trying to clear up	377
communication.	378
Sometimes rumors would get out :	380
information that was not being	381
processed completely that would	382
cause unrest and cause people to be	383
uncomfortable.	384
LWW: And these communicators came one on	386
one to you to discuss what they had	387
heard.	388
P: Uhm.	390
And, we would try to put out a fact	392
sheet; or, in some cases, it might	393
have been just one or two people	394

	involved with the issue.	395
	And, we would try on a one-to-one basis to resolve it.	397 398
LWW:	So, let me see if I have this right. In trying to change the climate from what it had previously been to one where communication was more open and understood and so forth, you had listening groups as a component. You listed about four or five of them for me and I lost part of them. Having an open door policy?	400 401 402 403 404 405 406 407 408 409
P:	Open door policy, then having time on the faculty agenda for sharing information.	411 412 413
LWW:	And, communicators. Do those folks still exist now--those listeners?	415 416
P:	We have them. But, we have not had recent training.	418 419
	For example, we have extended the group.	421 422
	We have communicators still that are selected by their peers. Some of them also communicate with the central office.	424 425 426 427
	They might, let's not get confused between central and the high school or school.	429 430 431
	So those communicators can take issues from faculty members that might impact on some vague communication between central and the school.	433 434 435 436 437
LWW:	I see, so those people can report to central as well?	439 440
P:	And in the faculty meeting, they can have a time on the agenda too if they need to share feedback from the meetings that they attend and that all comes under that communication or sharing or announcements piece.	442 443 444 445 446 447 448
LWW:	With an open door policy, have you experienced challenges with	450 451

	management of time since there are so people?	452 453
P:	Well, the given is, if I am available.	455 456
	But, the previous given was that you do not see the principal without an appointment.	458 459 460
	And, sometimes if the person is standing right there,	462 463
	and, I am not encumbered at that moment with someone.	465 466
	It is much easier than having to work through the process [scheduling appointment].	468 469 470
	If I can take phone calls when they are coming in.	472 473
	I really, in terms of communication, hate for much gap to occur between getting messages and returning calls.	475 476 477 478
	It is not always possible, but it is one of the things I really try to attend to	480 481 482
	because the sooner you can respond to a person, no matter how large or how small the concern might be,	484 485 486
	it takes away a lot of anxiety that doesn't need to be there.	488 489
LWW:	On the part of the person that is expecting to talk to you: practices that you found successful as a high school principal. The open door policy, and getting to people as soon as you possibly can, are there other things?	491 492 493 494 495 496 497
P:	I sort of talked about climate and climate comes with the communication.	499 500 501
	The next factor that I needed to attend to as a high school principal is the organizational facets.	503 504 505 506
	There are so many activities going	508

on a campus of this size.	509
And, since it is a comprehensive campus, the next thing in terms of the organizational piece is to match the administrative team with the areas where they have the skills.	511 512 513 514 515 516
Each principal has the management of a building and certain clientele: faculty and student clientele.	518 519 520 521
But then the broad campus activities, the broad programs that we supervise and administer to, they have choice in that.	523 524 525 526
And, have I given you an organizational chart of who does what for each year?	528 529 530
That piece we must have a master plan in terms of organization pieces to deal with, with the multiple activities that we have.	532 533 534 535
LWW: And how did you go about setting up that organizational chart?	537 538
P: I built on some [organizational chart pieces] that were in place when I was not here.	540 541 542
I can remember looking at some of the things initially that the [hall] principals had to do before [I came].	544 545 546 547
And, I thought, gee, what does the principal do if all these other things [were taken care of by hall principals].	549 550 551 552
It did not take long to find that the principal deals with all of these issues plus any of them that get to controversial points,	554 555 556 557
or at the point of a real challenge,	559 560
or wanting resolution.	562
I built on what was existing;	564

and then we looked at other	566
positions such as a team leader	567
position: how to mesh that it.	568
We looked at responsibilities of a	570
building such as the drama teacher	571
and scheduling events to be in the	572
auditorium.	573
We just looked at the whole campus	575
in terms of what happens here from	576
7:00 in the morning until 11:00 at	577
night	578
and had someone who knows something	580
about everything that happens here.	581
LWW: And when you say we, you are	583
referring to [whom]?	584
P: The administrative team.	586
LWW: So, you all sat down and looked at	588
all of this?	589
P: We looked at what existed and then	591
we looked at things [events on	592
campus].	593
And, each year annually we go over	595
the existing needs that we now	596
have,	597
or responsibilities,	599
and look at what things have	601
happened this year that had not	602
been specifically assigned to	603
anyone that we might have to attend	604
to.	605
LWW: And how is it decided who does	607
what?	608
P: They volunteer.	610
We sort of take turns.	612
If no one volunteers, we go to the	614
first stage of selection process.	615
We just sort of leave that item and	617
come back to it.	618
And, then what we do is do a	620
balance.	621

If one administrator has taken 15	623
things to do or administer to, and	624
another one has 6, the person who	625
didn't volunteer as we were going	626
through the items knows that the	627
things that are left over are.	628
We are going to have to divide	630
those out too.	631
But it works pretty well.	633
And what one person likes to do a	635
lot, another person is indifferent	636
to.	637
And, there are just some things	639
that are not our favorite thing to	640
do but we know they have to be	641
done.	642
LWW: Right. Do you find working as a	644
principal with the administrative	645
staff any different than working	646
with the teachers when they come to	647
you?	648
P: Well, with the administrative team,	650
the one thing we have to work on is	651
consistency in managing policy and	652
procedures.	653
That is probably the hardest part	655
because you want each one to be an	656
individual leader	657
and develop their own leadership	659
style.	660
We are not asking anyone to copy	662
another;	663
but, that is one of the things	665
about the Monday meetings or weekly	666
meetings that we have is that	667
if anyone has handled a particular	669
issue, and it looked like there	670
might have been some inconsistency,	671
from one person to another,	672
we really try to go through those	674
policies and procedures and look at	675
that we are all doing the same	676
thing	677
to try to keep fairness from one	679

student to another. 680

And then they [hall principals] 682
 have a responsibility to work among 683
 themselves to make sure that they 684
 administer the things that apply to 685
 the teacher level consistently and 686
 the students. That is the point. 687

But as a team, I am responsible if 689
 one acts in one manner and one 690
 handles something in another 691
 manner, is to try to look at the 692
 reason behind it and be able to 693
 justify. 694

Or if we can't, we talk about what 696
 we need to do to tighten the policy 697
 so we all try to handle it the same 698
 way. 699

LWW: And you do that through your 701
 meetings? 702

P: Team meetings 704

LWW: You were mentioning developing 706
 leaders and you are looking at 707
 developing your hall principals as 708
 leaders? 709

P: Actually, we speak of leadership as 711
 the first line of leadership is the 712
 instructional leader in the 713
 classroom which is the teacher. 714

And we do empowerment; and we call 716
 them our instructional leaders. 717

But there is an administrative 719
 team, although we get so involved 720
 or embedded in the administrative 721
 part that some days it might be 722
 hard to realize that we are an 723
 instructional leader for that 724
 faculty. 725

So we really do try to find time to 727
 make sure we know what is going on 728
 in all of the classrooms most of 729
 the time. 730

You had a chance today, I guess, to 732
 go with an administrator in[to] a 733
 classroom. 734

So, you get a sample of what's 736

going on.	737
Now tomorrow if you have a chance to visit with Judy, and to go into a field, special education classrooms, again you will see that they have to administer in a different manner because of the needs of the teacher.	739 740 741 742 743 744 745
What a technology teacher might request is, would be very different from what a special education teacher might need.	747 748 749 750
LWW: So the teachers are the instructional leaders in the classroom at first level.	752 753 754
P: And the administrators are; and the department chairpersons are the next level of instructional leadership for each department, then the administrators are instructional leaders in their buildings and then we all are all for the whole school.	756 757 758 760 761 762 763 764
But instruction is our primary focus assuming everything is safe.	766 767
But safety is probably the very first thing, because without a safe environment; and, we have had to deal with a lot of issues of violence in the schools.	769 770 771 772 773
You know we pay attention to what is going on nationally; and,	775 776
we have had some tough issues to deal with on this campus in terms of safety.	778 779 780
But then issues within community and we have had guns that we have had to involve the police with.	782 783 784
LWW: How would you go about developing a hall principal into a principal. What are some of the things you do in that regard? You mentioned that	786 787 788 789 790
P: Okay, the first example would be is to have them sample almost	792 793

everything that I touch upon as a principal.	794 795
For example, budget, no one of us is assigned specifically to do the budget.	797 798 799
But, in the budgetary process I like the involvement. All of us do some phase of the financial piece such as whether they are signing the purchase orders, writing the checks, checking the statement or reconciling the bank statement.	801 802 803 804 805 806 807
So all of them are doing a piece of it.	809 810
And, then after we look at, for example, purchase orders, because that is when you can get into some real trouble if you don't adhere to the financial policies that govern that;	812 813 814 815 816 817
[I] like to make sure that they all have a sample of that.	819 820
And the development of goals.	822
We start with the school board goals; and then we are all responsible for dealing with instruction, guidance.	824 825 826 827
Those happen to be the ones that we have issues with: instruction, guidance, and discipline.	829 830 831
And, they [hall principals] each have their personal goals.	833 834
They have a faculty within their own rights that they are responsible for the supervision or the observation process, the legal documents, in terms of [their] evaluation each year that they have done everything according to the standards.	836 837 838 839 840 841 842 843
Trying to think of: they are responsible for safety in their own building as well as campus wide.	845 846 847
They each have their building set up as though it were a school	849 850

within a school.	851
And they have a secretary and counselors.	853 854
The only thing they don't have is an assistant principal.	856 857
But they rely very heavily on the exchange among themselves as they do their buildings.	859 860 861
That is why we changed the title to "hall principal" instead of vice principal because, they are indeed, they have the principalship responsibilities of one of the halls.	863 864 865 866 867 868
LWW: And how do you like to work with them in terms of, since you are overseeing the whole organization?	870 871 872
How do you like to work with them in terms of being sure that you know what is going on in Madison Hall and that you know what is going on in Parker Hall.	874 875 876 877 878
P: A good bit of that exchange happens during the team meeting.	880 881
But when there is, and I mean probably there has been a phone call, or something from central to alert me to something in almost every building each week and those teachers become involved.	883 884 885 886 887 888
The other thing is they, anything that might have someone else make a judgement about it, or anything that might be a sensitive issue, anything that might be challenged, they know immediately to brief me on that so that I am aware of what is going on in their building.	890 891 892 893 894 895 896 897
LWW: Just verbally.	899
P: Verbally and then as I walk through the buildings, I make my own judgement about things I need to talk with them about.	901 902 903 904
Personal observations are involved: getting away from the phone and	906 907

calling about something.	908
LWW: In leadership, you know power and sharing of power is a big component of it. What are your thoughts about that power and the management of that in your organization.	910 911 912 913 914
P: Power. Actually for me it translates into responsibility.	916 917
I am ultimately responsible for what goes on here.	919 920
But in terms of power, if there is any power about this position, it is probably perceived power by people other than myself.	922 923 924 925
I don't think of it as being a powerful position.	927 928
I have had people say to me that it is, but I like to empower others to get the job done.	930 931 932
And, when things happen and happen well, it doesn't make any difference to me who gets the credit as long as the kids get the services.	934 935 936 937 938
When things become questioned or troubled, then they definitely belong to me.	940 941 942
At that point, I am the one in power at that point to have to resolve the issues and to deal with it.	944 945 946 947
We have a site based council which is the organization which our school system has gone to site based management.	949 950 951 952
And, we are into a lot of issues right now about power.	954 955
What do we have the authority and the legal, I guess authority, to delegate or give someone else that power.	957 958 959 960
And those are issues that we are still debating.	962 963

If it is school board policy, we	965
know that the site will not have	966
any decisions that should over-ride	967
that.	968
Back to what does power mean:	970
different things to different	971
people.	972
LWW: And so yours is more of a sharing	974
of that power?	975
P: Yes, as a site based	977
[organization].	978
It is empowering others to do the	980
job really, but ultimately being	981
responsible for whatever happens.	982
But, I believe that the best	984
decisions are made when you have	985
collective kinds of input. When	986
you have team, team-kind of	987
decisions.	988
LWW: And then if there is trouble, then	990
you feel responsible?	991
P: Not only do I feel responsible, I	993
am responsible for the resolution	994
of whatever has not been resolved	995
at another level.	996
LWW: And that is when you take a more	998
proactive role?	999
P: Right. And you have to look into	1001
the legality of some of the things	1002
that are being challenged. You	1003
have watched us work through some	1004
of those pieces.	1005
LWW: What qualities do you feel serve	1007
you best as a leader--and I know	1008
you mentioned the open-door policy	1009
and the listening, the empowerment	1010
of other people, building a lot of	1011
communication among groups.	1012
Are there any other qualities, the	1014
strong instructional component and	1015
emphasis there?	1016
P: Are you talking about the qualities	1018
of leadership?	1019
LWW: Yes, or just personal qualities	1021

	that have served you well as a leader.	1022 1023
P:	In addition to what we have already talked about. Well, maybe saying it a different way: people skills.	1025 1026 1027
	And in that is building trust relationships.	1029 1030
	I guess getting people answers based on the best facts;	1032 1033
	the decision-making skills;	1035
	problem-solving skills;	1037
	dealing with issues of equity: making sure that everything from resources to staffing or whatever that you try to be equitable.	1039 1040 1041 1042
	Again, that impacts on decision have and how you distribute it to the total population.	1044 1045 1046
	Another, I think, valuable skill is networking with other professionals to come up with the best thing for your site.	1048 1049 1050 1051
	You don't need to reinvent the wheel.	1053 1054
	Determination: If you had some goals and objectives that are based on sound research.	1056 1057 1058
	But again, you can only move with those goals and objectives to the extent that you can move your clientele with you.	1060 1061 1062 1063
LWW:	And you added some things. That pretty much covers it at this point. Unless there are some closing comments or anything on leadership that you, or maybe on women in particular, that might be issues that focus with women in leadership.	1065 1066 1067 1068 1069 1070 1071 1072
P:	Well, I guess if you have never had, let me see how I can say this. I have never really felt that it mattered whether I was female or not.	1074 1075 1076 1077 1078

I like to believe that I am a principal who happens to be a female;

but I don't think that is an issue.

However, I guess I shouldn't be blind sighted by the fact that there may be some constituency out there that has preconceived notions about what female leaders may or may not be like.

The first time I ever was approached I guess or even thought about it or had reason to discuss it

was my first principalship assignment was with a male who had always worked with a male principal and had a lot of anxiety.

But within a few days he had the trust relationship to communicate with me that he didn't know how it was going to be having a female boss as he put it.

And I was just joking with him.

And, I said, well you have a wife and it is pretty much like that.

She tells you what to do, kidding with him.

And it sort of, it opened the air.

Then what we did was we looked at skills we had.

Some things I could do better, and some things he could do better.

And when there was just two of us teaming, it was more of a bonding necessary because we had to have a united front for the faculty.

And he needed to be reassured that the skills he had been very successful with in the past would still be utilized.

Not a great deal would change but 1136
 that we would just be a different 1137
 team. 1138

And that was the year, within two 1140
 years, we had a nationally 1141
 recognized school. 1142

And that was what the team pointed 1144
 out; when they came down to do an 1145
 investigation of the report is that 1146
 we had done such a good job of 1147
 meshing the skills, not duplicating 1148
 the same kinds or do the same 1149
 things in the building. 1150

But then I am sure that there may 1152
 be some pieces out there that the 1153
 perception; but again, you earn 1154
 that respect. 1155
 And I don't think it makes a 1156
 difference whether you are male 1157
 or female. 1158

If there is someone there with a 1160
 preconceived notion that something 1161
 will be better and not as good, 1162
 because of the gender of the leader 1163
 that through a period of time, if 1164
 you build that trust relationship 1165
 that you can discount any of those 1166
 fears that might be there. 1167

I do not have the situation where I 1169
 have been denied access to a 1170
 leadership role. 1171

In most cases, I was taken from 1173
 where I was and reassigned because 1174
 they had given me a job to do which 1175
 in each case was a promotion. 1176

But, had I had a history of not 1178
 getting something I had applied 1179
 for, you know, my perspective might 1180
 be different too, the perceptions 1181
 of it, but I have had very positive 1182
 experience in administration. 1183

But I work very hard; and I have 1185
 always tried to school myself on 1186
 the issues that, that is how I 1187
 ended up with a doctorate; 1188

simply because in counseling, I 1190
 never wanted to not be informed 1191
 about what the clientele needed. 1192

And I would take courses and I 1194
would take courses: legal issues, 1195
public relations issues, and that 1196
is another skill a principal needs. 1197

Maybe I missed that and it is so 1199
obvious. 1200

But you are constantly, and maybe 1202
that's into the networking, but you 1203
are having to deal with a public 1204
all the time dealing with others 1205

and sometimes the others are not 1207
happy when they come to see you; 1208

and, it is resolving things to 1210
again building trust and being 1211
fair, and being open. 1212

For a female leader, the first 1214
thing you need to discount yourself 1215
is that the gender is not an issue. 1216

I think once you get rid of the 1218
notion; because I guess looking at 1219
the teachers out there, I was the 1220
first female here. 1221

I was the first female in the 1223
other, the junior high school; but, 1224
we have changed the perception now. 1225

But it is based on having a pretty 1227
good history that you can make a 1228
difference; and, it doesn't make 1229
any difference which gender you 1230
are. 1231

LWW: And if you had to give some advice 1233
just in closing to aspiring females 1234
in terms of their desires to obtain 1235
positions of leadership 1236
specifically in high school, what 1237
kind of advice would you give to 1238
them? 1239

P: First of all, school yourself so 1241
that you are competent and have the 1242
confidence that you are competent 1243
and those two should go hand in 1244
hand. 1245

If you are competent, you should 1247
have confidence and you usually 1248
have it because you are. 1249

Then go for what positions you 1251
want, but also be aware, just like 1252
for any position of your strengths 1253
and your weaknesses and look for a 1254
good match. 1255

Because if you are looking into a 1257
system that has not moved 1258
historically with accepting women 1259

then you probably won't do yourself 1261
a lot of good by pushing a system 1262
past what they are able to accept 1263
at a given point in time. 1264

The readiness of our system because 1266
of the leadership of our 1267
superintendent was ready. 1268

And, he had the trust and the 1270
confidence in the leaders that he 1271
appointed to the system. 1272

So he knew he had that support, but 1274
also had a person who didn't want 1275
to fail, because I didn't want to 1276
let him down. 1277

Plus I knew that in this particular 1279
era, we could make a difference 1280
positively or otherwise for other 1281
females that would come after us. 1282

And, then we were on high profile 1284
in the two high schools: the first 1285
two female principals for the city 1286
system ever. 1287

I can recall going to Rochester to 1289
meeting; and it was a state meeting 1290
on technology and the appointments 1291
had just happened. 1292

And people were looking; I mean I 1294
felt that there was something odd 1295
about me because they wanted to see 1296
what a female principal of a high 1297
school would look like in Rockworth 1298
at that time. 1299

So, it's a real, but I felt I had 1301
the confidence because I had 1302
success at the junior high as I 1303
came in. 1304

And, also I was coming into a 1306

system which, that I felt competent 1307
 that the skills I had could change 1308
 that climate. 1309

I think that is what the 1311
 superintendent was speaking to me 1312
 about is to restore confidence into 1313
 the climate and positiveness. 1314

And with that charge, I felt I had 1316
 the skills at that time to do what 1317
 the mission was. 1318

And that was to bring order and get 1320
 rid of the chaos and get people 1321
 comfortable again and build the 1322
 trust relationships. 1323

That is, and I guess if you school 1325
 yourself, you are competent and you 1326
 are confident, you will find the 1327
 right match. 1328

And, you need to use your energy 1330
 working for kids and the political 1331
 piece sometimes will involve you 1332
 but again you don't have to yield 1333
 to it. 1334

You need to be aware of it because 1336
 there is a lot of political, a lot 1337
 of informal networking going on all 1338
 of the time. 1339

The informal grapevine or 1341
 communication system probably is 1342
 more powerful than the formal 1343
 network that you set up in any 1344
 system. 1345

And you have got to have people who 1347
 trust you enough to give clues 1348
 about what the informal network is 1349
 carrying out there too. 1350

LWW: How do you deal with the informal 1352
 network since it seems to be kind 1353
 of a gray area? 1354

P: Well that is where you deal with 1356
 someone will say. 1357

An example, Mary was dealing with 1359
 an informal network piece. 1360

You may have been here when she 1362
 came in and said can you tell me 1363

whether the number 10 came from. 1364

It had to do with some, actually 1366
when I sized together: pieced it 1367
together, there was some 1368
professional jealousy going on 1369
among some of the faculty members 1370
being promoted by one faculty 1371
member. 1372

And, somebody latched onto the 1374
number 10 but they took it out of 1375
context. 1376

And because she came in; she had 1378
picked up on it on the informal 1379
network, but she brought it to me. 1380

And, again that is having those 1382
leaders out there that you trust 1383
that want the best for kids. 1384

And, she was not willing to see 1386
teachers upset teachers. 1387

So she came to me to see where the 1389
facts were and how they got the 1390
misinformation. 1391

I don't know but the fact that we 1393
were able; that she could go back 1394
and say, this is what is. 1395

The 10 your right on, but this is 1397
what it hooks to and then you start 1398
to straighten it out. 1399

But, you have got to have people 1401
that will come and share. 1402

And those are the people who are 1404
vested in the organization; they 1405
don't want to see kids get caught 1406
in the middle of it. 1407

They want the best for the school, 1409
for kids. 1410

LWW: So, that is definitely where you 1412
keep the open door and the right 1413
away. 1414

P: That is right when she walked in, 1416
she did not need to have an 1417
appointment, 1418

But, she was going to take her 1420

chances on seeing me. 1421

And, the inconvenience of that far 1423
 outweighs dealing with what could 1424
 happen if you don't stifle things 1425
 when they are happening. 1426

LWW: Are there any other ways besides 1428
 working with people one on one who 1429
 will come to you in dealing with 1430
 the informal network? 1431

P: We have had things like suggestion 1433
 boxes. 1434

We have had survey kinds of things. 1436

But, the best pieces are when you 1439
 can hook it to a specific 1440
 individual and fix that person. 1441

When a person is anonymous and has 1443
 no name, you are really looking 1444
 sometimes for a fix that has no 1445
 need. 1446

Because if people don't have to be 1448
 responsible for your charges or for 1449
 your concerns, it is kind of like 1450
 an anonymous person calling up and 1451
 saying that the kid had a gun in 1452
 his class. 1453

So you may check it out and found 1455
 out that the kid had a cologne 1456
 bottle that had a handle that was 1457
 shaped like a gun or pistol. 1458

I went to talk to the kid that had 1460
 it. The administrator got highly 1461
 upset because anybody who even 1462
 thought he brought a gun. 1463

And, because of me he went back and 1465
 told the teacher how bad the 1466
 administrator had interrogated him; 1467

and, the teacher said I told you to 1469
 put that away yesterday. 1470

I told you that someone would think 1472
 that is a gun. 1473

And, at that point that is how the 1475
 kid became aware that he had 1476
 something that others were taking a 1477

reading on. 1478

But going back to the anonymous 1480
call: because it was anonymous, I 1481
found out the answer but had no way 1482
to get back to the person to say 1483
yes, this is what I found out, 1484
thank you for sharing with me. 1485

Anything that impacts on safety, 1487
you check it out no matter how 1488
anonymous the tip is. 1489

But in terms of dealing with [the] 1491
professional staff on issues of 1492
concern to professionals and to 1493
kids, if you don't have a person, 1494
it probably doesn't have a lot of 1495
substance to it. 1496

And that way we know how to get at 1498
you and tell you what we did to 1499
help kids. 1500

LWW: Or clarify what really was 1502

P: And that is the meetings that I 1504
routinely hold with the department 1505
chairpersons. 1506

Anyone sitting in here can pick up 1508
a different piece and apply it to 1509
their department and so you have to 1510
really be careful. 1511

I try to put most of that on an 1513
agenda with more definition of what 1514
we are talking about. 1515

Because the interpretations there 1517
vary so much. 1518

But, if you have a question and 1520
answer time, that helps you know at 1521
what level they are receiving the 1522
information. 1523

And again that's in communication, 1525
simple. 1526

LWW: Do you have a faculty advisory 1528
committee? 1529

P: Those are the communicators 1531
probably. 1532

LWW: That would be that group. 1534

P: Yeah, they sort of come in. 1536

Plus each faculty member, I mean 1538
each hall elects a site council 1539
representative: that is a faculty 1540
person from their building. 1541

And, a lot of what we heard in the 1543
site council came from their 1544
buildings. 1545

Like the unencumbered planning 1547
period, the field trip issue. 1548

They use the council as a point to 1550
air issues sometimes that. 1551

Now they can come in with an 1553
anonymous piece there, they only 1554
leave it to the messenger which is 1555
there elected person. 1556

But what I do with the site 1558
council, if it is something that 1559
needs more than an answer we can 1560
come up with there, we would bring 1561
it to committee. 1562

LWW: And, get other people involved. 1564

P: But again, put it on the table, and 1566
I usually put it with a person, 1567

and in the case of the field trip, 1569
it was Nonye; 1570

unencumbered planning period with 1572
Rosemary, 1573

that is right on the bulletin, on 1575
the agenda so they don't think you 1576
are trying to talk them out of 1577
bringing anything to the table. 1578

LWW: Now if something goes from site 1580
council to committee, does the 1581
committee study the issue and come 1582
back to. 1583

P: Right, an example of that, that was 1585
on this past agenda, was the 1586
foreign exchange program. 1587

The issue came up on the table; we 1589
were having too many foreign 1590
visitors to do a good job with all 1591

of them and finding the homes was 1592
getting to be a problem. 1593

So, committee met and decided to 1595
alternate the years where we could 1596
do four countries one year and four 1597
countries the next year. 1598

And, that was placed in committee 1600
between the last two meetings. 1601

And then all persons who would have 1603
something to do with that, like 1604
foreign language teachers, guidance 1605
coordinator, program director, hall 1606
principal of that program: we all 1607
met. 1608

But then you can come back with a 1610
proposal or come back with 1611
something that has some research to 1612
it; 1613

not just let us sit around the 1615
table with no information and try 1616
to solve whatever you do. 1617

Plus the time element too. 1619

LWW: Does the council get involved with 1621
financial issues? 1622

P: Right, we get donations from some 1624
places. 1625

We have. 1627

It is basically the responsibility 1629
of the student going abroad who 1630
finances his own trip. 1631

LWW: And then finances in general: 1633
finances for the school outside the 1634
foreign committee. Does the site 1635
council have 1636

P: It has input on budget priorities. 1638

If we have to establish those we go 1640
through a rank order not only for 1641
this school but the school system 1642
which this council would submit and 1643
everything is listed on it from 1644
small classes in elementary to . . 1645
. 1646

then the committee, and all of the 1648

department chairmen become a part 1649
 of that committee, 1650

would come in and prioritize like 1652
 things that impact on safety would 1653
 be highest priority and 1654
 instructional essentials the next 1655
 highest priority. 1656

So it has a category in a way to 1658
 look at each item and decide if it 1659
 is highest, high, not so high. 1660

And then we also go through and try 1662
 to balance to make sure that 1663
 English gets something, Math gets 1664
 something, Social Studies. 1665

We don't go English, English, 1667
 English, Math, Math, Math and make 1668
 it go down. 1669

It is alternating. 1671

And then the council makes the 1673
 final approval. 1674

Again it is done more in committee 1676
 and brought to the council in terms 1677
 of being school wide instructional 1678
 supplies: 1679

how we are going to spend that 1681
 money? 1682

LWW: And the council ultimately okays 1684
 the final budget 1685

P: Yeah. 1687

LWW: Are there any areas of school 1689
 management which the council does 1690
 not deal with? 1691

P: We chose, we had a list, I need to 1693
 get you a copy of that. 1694

We can select from which side we 1696
 want to prioritize to have input. 1697

Each year we look at it. 1699

We piloted site council the first 1701
 year; the first year we did not 1702
 take on the building management 1703
 piece of it, we wanted central to 1704
 continue to do the custodial help 1705

and manage that help. 1706

We didn't take on transportation in 1708
terms of deciding when buses 1709
rolled; 1710

we didn't take on the cafeteria. 1712

We took mainly instructional 1714
issues, staff development issues, 1715
and just the general operations of 1716
this school. 1717

LWW: What about personnel? 1719

P: Personnel only. 1721

Well we took it on to the extent 1723
that the observation process and 1724
selection that we are involved in, 1725

but we know we are part of the 1727
system 1728

that sometimes we may have to take 1730
people on campus that are under 1731
contract because someone else is 1732
being cut: fewer students. 1733

It is collaborative. Actually we do 1735
it in three categories: totally 1736
site based, totally central, and 1737
collaborative. 1738

LWW: Okay. 1740

P: That is how we line up the 1742

LWW: So were you saying that site 1744
council gets involved in personnel 1745
selection? 1746

P: No, well the school does, but not 1748
the council; the council does not 1749
get into personnel issues. 1750

They sometimes, for example, a 1752
parent might be part of the 1753
selection committee depending on 1754
whether we are hiring coaches, we 1755
have somebody from the boosters, 1756
but in terms of the actual hiring 1757
practices, I've only had one 1758
occasion that was with an athlete, 1759
I mean with a coach teacher 1760
combination. 1761

And if we are hiring a man teacher, 1763
we probably would have a man 1764
supervisor assist us in the 1765
process. 1766

LWW: In the selection process? 1768

P: Yeah and then someone from central 1770
office, personnel office, would be 1771
involved to be sure that the 1772
interview process is consistent 1773
from one person to the next. 1774

LWW: It has been very comprehensive and 1776
I have learned about the site 1777
council a little bit more after 1778
seeing that in action. 1779

P: This morning I had the PTSA board 1781
meeting but I knew I couldn't stay 1782
with them the whole time. 1783

That is when I had like a room full 1785
of white female women. 1786

LWW: White female? 1788

P: Those are the ones who don't have 1790
jobs and they have time to come. 1791

And they definitely are another 1793
cross-section of the population. 1794

But you can get; and I have tried 1796
to move their meeting every year, 1797
even when I was at Adams, the 1798
same thing happened; same type of 1799
clientele. 1800

The more affluent mothers are the 1802
ones who have the time to come in. 1803

And we tried to move the meeting to 1805
after school and the evening; 1806

and the President would come back 1808
and say well these people can't 1809
serve in the evening, because they 1810
have to be home with their 1811
children. 1812

And the others say they can't come 1814
in the day because they have to 1815
work. 1816

So, and then last year, we tried 1818
alternating. 1819

We had some meetings in the morning 1821
and some in the evening. 1822

And the evening ones were not 1824
attended at all. 1825

So, at point, I didn't force that 1827
issue any more. 1828

And I could always say to the 1830
central if they saw that it was a 1831
heavy white board that we tried it 1832
the other way and we put black 1833
people to make sure and they still 1834
didn't come. 1835

LWW: Have they been active in the 1837
school? 1838

P: They do things for the faculty; 1840
right now they are planning our 1841
luncheon. 1842

They were active with the peace 1844
fest; one of the parents directed 1845
the peace fest which was an evening 1846
activity to celebrate cultural 1847
diversity. 1848

We have one committee that is 1850
interested in the environment in 1851
working with beautification, 1852
cleanup, they are working Saturday 1853
and Sunday a few weeks ago, 1854
cleaning, clipping, and doing 1855
things. 1856

They are active in central council 1858
PTA on issues of a legislative 1859
nature and they go to Rochester to 1860
deal with those issues. 1861

They do a really good job. 1863

It is just not good representation 1865
in terms of the total population. 1866

But what they do is today was their 1868
last meeting for the board this 1869
year. 1870

We talked about the contributions 1872
they had made and we could never 1873
afford them were not volunteers for 1874
the services they give. 1875

The booster president for athletics 1877
sits on council and the PTSA board. 1878

They raise money for scholarships. 1880

So they do multiple things, they 1882
have. 1883

I will give you one of their 1885
brochures too and show you the 1886
different committees that function 1887
through their board. 1888

They do some fundraising but mostly 1890
money for their scholarships. 1891

LWW: And they have a representative on 1893
the site council? 1894

P: Yes, they have Mary Music and 1896
she was here that day and 1897

she reports back to the PTSA board 1899
to tell them what went on. 1900

She has the agenda and was going 1902
through that with us this morning. 1903

And that is better than for me to 1905
have to go through that. 1906

LWW: Linking pin operation with the site 1908
council. 1909

I think you have covered all of my 1911
questions at this point. This has 1912
been delightful. (The End) 1913

Meeting with SGA: C2 Doc 2

ETHAN ALLEN HIGH SCHOOL	1
Date: May 12 AM	
Code: b:\Notes\May12.not	4
File: C2 Doc 2	5
Gayle Grant (G) Meets with SGA	6
(Difficult to hear due to fans and open window)	7 8
G meets SGA [15 students] in Tim Brown's room, sports medicine man and SGA sponsor, and government teacher; topic G speaks on is Leadership during zero period (which is the optional first period of the day, students choosing classes at this time must provide their own transportation)	9 10 11 12 13 14 15 16
This group has hosted various speakers from positions of leadership within the community, for example the mayor. While G presenting experience based lesson on leadership, Tom Brown fills out referral forms on students	18 19 20 21 22 23
G erases board; notes that fans are very noisy	25 26
G: do you need that fan early in the morning?	27 28
G: on board writes Mayor/Superintendent/School Based Administrator	29 30 31
Skills you need as a leader; clientele you respond to	32 33
G about the fans: is it possible to turn them off a little bit would they [students] smother	34 35 36
Teacher turns down the fans (claims hot)	37
G: the mayor, who is his organization? the city, did he talk to you about who his people are?	39 40 41
G: what organization is the superintendent responsible for? within the school system	43 44 45
G: if you would get out a piece of paper that would be a draft working paper	47 48 49
Name Leader	51
Position	52
Public Served	53
Estimate your public served, how many	55

are you responsible to as their representative?	56 57
EAHS (Ethan Allen High School)	58
SGA public served	59
Leadership is not done alone; can't be one if no one will follow you	61 62
One leader said to you that you should have vision forward	63 64
what do you want to do as a leader?	65
See the total picture?	67
Did you make speeches?	68
How do you gather information?	69
Next key component is communication	71
Tell me how you communicate with the person you serve, meetings, networking	72 73
As leader with vision, you must sort through what you hear and make the best decision	75 76 77
Example is junior class band selection for Levine	78 79
How do you keep people reasonably satisfied or neutral?	80 81
Site based council here at EAH for input from constituent groups	82 83
Officers meet on Thursday; on the site based council, we try to deal with building consensus	84 85 86
Student asks question about consensus	87
G: to arrive at consensus, you must secure agreement	88 89
G gives students handout on consensus building	90 91
G explains levels of consensus handout, level 4 3 2 1 0	92 93
4 means full support to 0 indicating you will block this change	94 95
As a leader, you may not just decide [on an issue]; you must represent your group	97 98 99
Does that make sense?	100
Now let's talk about what you do and how you do it	101 102
Now I would like for you to write on your paper, your overall org goals	103 104
now what you want to keep at all costs in the organization	105 106
What is the one thing you want to be still here; one thing that really matters that stays a part of this culture	107 108 109 110
8:15 a.m.	112

Next thing, as a leader of PHHS, please	114
list what if you were empowered, what	115
would you like to change about the	116
culture for the students at PH. What	117
would you want to change?	118
G writes on board, "Leadership by	120
Consensus"	121
Now we talked about vision; now work on	123
the skill of communication by using	124
decision by consensus	125
G grouped students by grade level and	127
students changed seats to accommodate	128
the grouping, seniors, juniors,	129
sophomores/freshmen, three groups	130
Are you so that you are in a working	132
cluster (using her hands to	133
demonstrate)	134
I would like you to use the notion,	135
what you would like to keep; each	136
person may come to the table with	137
information; then build consensus and	138
come up with decision	139
Students proceed to meet in group	141
G then polls students for responses and	142
writes them on the board:	143
Keep Change	145
African Am Culture class	146
Foreign Language/Diversity	147
Exchange program	148
Clubs	149
Understanding teachers	150
G gave background information on African	152
American club and the teachers' vision	153
for it who proposed the course and wrote	154
the curriculum	155
Clubs, do you know how they come about?	157
Through interest, not just by anyone; I	158
had a request for a club "Respect for	159
Female Students"; issue was male/female	160
alienation on campus	161
Then, once you have interest,	162
you need a sponsor	163
Student asks question	164
G: ok, when you reached the bottom, did	165
you [continues]	166
B: do you want to go lower than that	167
[number of items already on board vs.	168

their priority ranking].	169
G: students have been very active in athletics here; you started first swim team, LaCrosse, girls soccer; other students want to come here because we had these things	170 171 172 173 174
G explained how swim team started and about VHLS letter recognition	176 177
I need the communication from you and I want to set the stage for communication; this is your school, and I need for you to talk with me. You are leaders and much goes with that; you must have respect	179 180 181 182 183 184
You must be responsive to be re elected Quickly before you stop me, can I come back another day One thing I will say, I will not lecture	186 187 188 189 190
Sometimes we expect you to do things we have not thought out You have learned consensus Mr. Brown, can I come up again; okay, we will finish this later	192 193 194 195 196
Mr. Brown invites G to come back and teach all of his classes (jokingly)	198 199
As G returns to main office, meets Jane Wilcox, PTSA President and stops to talk with her about the resistance encountered (particularly yesterday) about moving to restructuring. Parent waits anxiously in background for G who has stopped to talk in front of Cora Blake auditorium.	201 202 203 204 205 206 207 208 209
G to Jane: focus is on the negative ones; I told the [English] department be positive G confiding: I hear more negatives G confiding: I don't know how creative we can be if we meet another year	211 212 213 214 215
Pat, Secretary, comes out to get G's attention G acknowledges and continues to talk to Jane Parent motions to G and comes to get her	217 218 219 220 221

Meeting with English Department: C2 Doc 3

File: C2 Doc 3

Topic: English Department Meeting
Principal Gayle Grant meets to discuss
Restructuring (12 teachers attending (T)
Department Chairperson (DC)

Upon returning to building receives call 978
from English Dept chairperson confirming 979
3:00 meeting with English Dept about 980
restructuring 981
G to Secretary: trying to catch my 982
breath before the next one 983
G to DC: got some proposals? 984

3:00 p.m. English Department Meeting in 986
Conference Room using agenda on portable 987
blackboard 988
One dept member wanted coffee and there 989
was none made; G went to look for some 990
but returned without any and no 991
explanation 992

G: Let's call our meeting to order; 994
thank you for calling this meeting to 995
talk about your vision; the focus will 996
be the student; I am really here to be a 997
listener 998
 one thing since we last met, we will 999
be having the principal and some 1000
teachers from Crown HS to visit EAH to 1001
see if there is anything you want to 1002
replicate and we will bring more people 1003
in to share 1004
 how many of you have read the 1005
literature as to what is going on [in 1006
education] and taking whacks at 1007
educators; teachers want to know the way 1008
 we need to discuss about what we want 1009
and don't want 1010
 in the summer we requested inservices 1011
to have what we plan 1012

Teacher 1 (T1): strictly my opinion; I 1014
am open to change; life is a school; we 1015
all make mistakes; plan sounds negative 1016
to students; concerned about attention 1017
span [of students]; with English it is 1018
difficult; also concerned about timing 1019
of situation, no goals and objectives 1020
and no serious investigation; also not 1021
site based, here is a plan; we were 1022
asked for opinions, but we did not 1023
propose it; and fourth, in summary, 1024
experience at Andrew Lane with modular 1025

scheduling was not positive; it was not 1026
human centered, up in air; change not 1027
happened for progress but regress 1028
make a proposal to administrators and 1029
faculty, intensive summer study; delay 1030
one year and make site based decision 1031

G: in terms of planning; snow day was 1033
you vision day; then you talked about 1034
what was going t on in department 1035
meetings; what have you talked about 1036
doing; what is good for kids? or are you 1037
doing what you have always done; what 1038
have you looked at, time as a resource, 1039
[continues], nothing in place, cuz not 1040
off go 1041
we are not going unless ready but not 1042
going to stop cuz some are not ready 1043
you need to get out of the building at 1044
look at things 1045
negative experiences Catherine had; look 1046
at the dept chair packet 1047

Dept Chairperson: I get mixed messages; 1049
Donald Parsons says we are going to do 1050
this 1051

G: have I told you this 1053

T2: heard at Paine it is a done deal 1055

T1 (Catherine): what is a last minute 1057
thing 1058

T2: these are concerns from all of the 1060
faculty 1061

G: they don't like governor school's 1063
blocks 1064

T2: you have them for 20 minutes 1066

G: what about summer school where 1068
working with large chunks of time 1069

T5: show films and write 1071

T1: center experience with bright kids; 1073
kids stressed out; more is not better; 1074
enjoy and teach to think; modules are 1075
not the answer 1076

T2: English is versatile; options in 1078
English; other departments don't have 1079
Fred: Administration is trying to put in 1080
place; it is out of reality; we are foot 1081
soldiers; administrators don't know 1082

reality; Malcolm X couldn't do it 1083

T3: we are not the only teacher for two 1085
hours; why not share? 1086

T2: time in exams 1088

Fred: questions 1090

T4: there is no time to implement now 1092

Fred: how does this address the needs of 1094
our kids; a two hour class 1095
don't need to teach grammar cuz 1096
computers will do it 1097

T2: how is this pertinent, relevant 1100

G: how do you explain it, commit to kids 1102

G: perhaps I team when they go to home 1104
[I team works with at risk students and 1105
control with blocks of time; they visit 1106
parents at home, especially when parents 1107
do not have a telephone] 1108

T2: you need one building to do it 1110

T1: utilize mini courses instead 1112

T5 from I team: we have proximity, 1114
planning time, and the same kids 1115
as long as we are going to make change, 1116
make it so it works 1117

G: what do you want to happen 1119
[continues] group of students given to a 1120
group of teachers 1121

T7: every kid should be put on a team; 1123
we know the students 1124

G: you realize I team students are 1126
academically handicapped 1127

T5 from I team explains how I team works 1129
with these students and they move as a 1130
group 1131

T1: statistics to show this is good; 1133
read growth 4th through 6th; 8 years to 1134
10 years; really how does this differ; 1135
read teacher, no difference 1136
Department Chairperson: have 2 questions 1137

G: focus on kids achievement 1139

G: what are you looking at proof that 1141
what you doing is good 1142

G: what is your D/F rate 1144
T1 (Catherine): I don't, we have site 1145
based 1146

G: it didn't seem like a mandate 1148

T: kids are saying they don't like it 1150

G: what are kids saying they are doing? 1152
how do they know? 1153

T4: I can't stand some kids in class 1155
for 45 minutes [let alone a block of 1156
time] 1157

G: listen and then share what you are 1159
doing; these students are hard to teach 1160

T8: no concern about academic kids; but 1162
some kids attention span is 20 minutes; 1163
we need to phase in block scheduling and 1164
provide training to manage it; we need 1165
to start before mid May to plan 1166
something like this; we need a pilot 1167
group, an academic group; if I were 1168
stuck with some groups of kids for 2 1169
hours, it would kill me 1170
Department Chairperson: according to 1171
handouts, Crown had 7 period day and 1172
extra planning period; had 104 minutes 1173
for block vs. 120 minutes 1174

G: that is point of our dialogue; we 1176
must start somewhere; we examine what we 1177
have in place; if it good then we can 1178
buy into it; we need to examine and re 1179
examine; Paine [sister school] is 1180
committed 1181

T3: examine is the key 1182

G: need to examine with minds open; more 1184
negative comments; change means fear 1185
All teachers yell in unison: NO 1186

T: I resent that; no want change if what 1188
we have is good 1189

G: you need your support, and we are not 1191
going to do it unless everyone is 1192
committed. 1193

T: are you in central meetings? 1195

G: yes, I am in on all meetings; but I 1197
am not going to go unless you are ready 1198
with some blocking or teaming 1199

T10: I feel insulted; we were asked for 1201
vision and changes during the summer, 1202
address some of the visions we have 1203
already expressed 1204

G: I did not accuse you, but I said open 1206
your minds 1207

T10: I know it can work, it did at 1209
Jasper High 1210

G: I was listening to I can't; I think I 1212
opened the meeting with share your 1213
vision, can we start with you. 1214

T10: I think we need to hear form those 1216
who have done it well; start where they 1217
are and move on from there 1218

G smiling and nodding 1220

G: what has happened there [at Jackson]; 1222
talk to me more about it 1223

T10: where is that to stop meeting 1225

G: if there is something we [continues] 1227
T10: it wasn't my place to change a 1228
student is the only thing; program 1229
changes yes 1230
DC: we don't have an opportunity to 1231
sit down and to do any planning; middle 1232
school had central planning; get feeling 1233
here [at EAH] getting message, here this 1234
is what we are going to do 1235

4:00 G adjusts her earring 1237

Frank: we bond students through theater; 1239
how will electives fit into all of this 1240

G: any other visions 1242

DC: I am constantly thinking about 1244
change; just one step at a time though; 1245
feels like it is thrust on us; let's not 1246
bring up 20 days; this is enough 1247
[referring to the possibility of a 20 1248
day interim period between semesters]. 1249

G: everything involves change in some 1251
way. 1252

Donald (dept chairperson)if I may close 1254
[meeting], been one hour 1255
thank you for your time 1256

G: I have not said that we are moving 1258
from anything and I know you are hearing 1259
that from down town, but Mora talking 1260
about academic; we need to move on some 1261
of it before school closes; request 1262
through department chairperson 1263

G: listen to what some of the pieces are 1265
Katie's proposal 1266
Mora put academic kids together 1267
Think about how want to match your 1268
talents to the needs of kids 1269

G: what is best for them to respond to 1271
me; you meet on Wednesday; hone in on 1272
the visions of the teachers 1273
I have only seen one paper what you 1274
have seen; at Atlee on paper 1275
Donald Parsons [continues] 1276
Crest County and Crown HS 1277

+Meeting adjourned

Meeting with Math Department: C2 Doc 4

File C2 Doc 4

Topic: Math Department Meeting
Principal Gayle Grant meets to discuss
Restructuring (10 teachers) attending (T)
And department chairperson (DC)

2:20 G travels to Math Department 670
Chair's classroom for meeting with Math 671
Dept. (depart) 672
A teacher was hit by an angry student 673
in his class who did not want to return 674
to her desk this morning 675
G to teacher: Are you okay; did you 676
have a confrontation this morning? 677

G opens up meeting with: Tell me about 679
your vision; no decisions [about 680
scheduling] have been made; we cannot 681
continue to do things in old ways 682
It is a time to examine and re examine; 683
we must look at things another way 684
As I look around here, I see blocks; in 685
the discussions, these things seem to 686
be needs, June 1 Crown HS will be 687
visiting EAH [Ethan Allen HS] 688
If there is something you would like to 689
try, get first hand information so on 690
the 1st, principal and teachers will be 691
here. This has been in operation more 692
than 1 year 693
G: we can look at lots of ways to go 694
about working with any part of our 695
population; students are our customers 696
because as a service agent [continues] 697
and we don't know yet where we are 698
going 699
getting past the time frame is not easy 700
[block scheduling] 701
G: I want to hear what you want to do 702

T1: explains questions 704
G: those are valid questions; you said 705
about content 706
G smiling at teachers as they ask 707
questions and seems to hook on common 708
ground 709
T2 asks question 710
G: time is the resource 711
have you seen the research piece; these 712
are the kinds of things we need to ask 713
the schools who have done this 714
G: did you have some more questions 715
T3: textbooks help us with this new 716
idea, will we have to drop back in 717
content 718

G: that is an excellent question for our visitors	719 720
G: and there are some schools doing a four day week; 5th day, different things are scheduled for kids who have options	722 723 724 725
G: another plan is the staggered plan	727
G: explains plan	728
G: time is what we are looking at; it is time to examine what we do, imagine what we want; nothing is in place; we have only showed you materials from our work ; no one at this school has made any decision yet; strengthen	730 731 732 733 734 735
[continues]	736
stretch your vision; think about how it would be different	737 738
G: afterwards, at some point, we must come together and decide; each department is diverse and has its own vision	739 740 741 742
I would like to schedule meetings; don't want department to feel forced upon; want to do what is good for kids	743 744 745
T3: brings up issue of reassigning rooms and teaming across buildings	747 748
G: teaming cannot be done across buildings; happened you have good leader in your department	749 750 751
G: I appreciate your optimism; if I leave you with one thing, nothing will be forced on you but we have a lot at stake; this concerns the system; suppose that at times seems like bizarre proposal but let's not be afraid of failure	752 753 754 755 756 757 758
T4: unencumbered planning time	760
G: I want you to have common planning time; what is happening with I team (cross disciplinary team for at risk	761 762 763

students)	764
T5 explains planning time and grouping	765
Two math teachers share examples of schedules	767
G smiles when explaining and when controversy	768
G: you are dealing with new textbooks and a new teaching schedule	769
	770
	771
	772
One math teacher suggests a pilot: I am not in favor of going wholesale; do some part and do it well	774
T3: we need training for teaming	775
G: we need to make way possible for anyone who wants to do teaming to make those things happen	776
G: help me clarify the position of this school	777
look at the practical part and know what is possible	778
generate your questions and approach in professional and cautious way	779
	780
	781
	782
	783
	784
	785
	786
G: if you decide, we will meet together throughout to be ready	788
	789
Another math teacher brings up problem with access to copy machines and time efficiency. Copy machine is located in library which closes at 3:15 or so and hard to get to during the day	791
	792
	793
	794
	795
G: what is the time which is the hardest time	797
T2: closes up at 3:15	798
G: let me get back to the copier; xerox has given us a proposal; do we need to replace that one?	799
Teachers respond, discussion ensues	800
	801
	802
	803
Another teacher brings up kids taking field trips	805
G: how many have taken field trip? I was asking for information to kids	806
Are kids breaking the rules or the sponsors?	807
	808
	809
	810
One teacher asked G if she knew there were cigarette butts by Mr. P's room	812
G related her story from the other day, she approached those students and asked them if they knew their fellow students cleaned up the area and to try to keep it that way	813
G: did you know that some of your classmates cleaned up this area?	814
	815
	816
	817
	818
	819
	820

please keep it this way	821
G: anything else	822
I really appreciate your optimism.	824
You put concerns on the table, but	825
you also put solutions there. We	826
don't want to feel like prison	827
wardens. We want a positive	828
school climate and respect and to	829
create a climate that has peer respect.	830
We do it in the handbook and we always	832
have to put that policy back in front	833
of them.	834
G: Thank you; I did not mean to spend	836
so much of your time, but issues are	837
important	838
End of faculty meeting; G travels back	840
to Main administration building	841
+End of Math Dept Meeting	842
+End of Day 4:30 p.m.	843