EDUCATIONAL ADMINISTRATION REFLECTION PAPER

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Educational Project

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Master of Science in Education
Education Administration

By
Alaina Michele Sisler
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Abstract
The Educational Administration Certification program at the University of Wisconsin-Platteville is a chronological series of courses that requires individuals to complete assignments that are authentic to the daily and yearly duties of an educational administrator. The administrative certification courses are a group of six sequential courses, with additional courses that can be taken toward a Master’s Degree in Education, M.S.E. In my educational project, I will explain each of the Wisconsin administrative standards to show my competency and professional growth as an educational administrator through reflection and work samples completed throughout the program.
As stated in the American Heritage Dictionary, “Education is the act or process of obtaining knowledge and skills through various processes at progressive levels of instruction.” This definition describes what is taking place in our schools, but it fails to mention who does what and to what degree. Parents and community members are giving knowledge and lessons about morals, rights/wrongs, personal hygiene, and civic responsibilities. The students are teaching each other and adults through their experiences and studies. These two groups are very important parts to the process of formal education because they lay the framework for teachers and administrators to build upon.

It is the teacher’s focus to provide lessons in his/her subject(s) area that educates the students with whom they come in contact. These lessons must follow the curriculum and state standards; they must also attend to the whole student: the physical, intellectual, emotional, and social components. Teachers have the immense task of implementing the day to day instruction of the topics that students need to learn, grow, and develop as a person and learner.

The administrator is the director of education for their school district. It is their job to see that students and staff are in a safe inviting learning environment; that teachers have the proper training; are meeting their requirements; and are improving in their areas of weakness. They are also responsible for the overall education of all students at each grade level and in each course. It is a hierarchal system that overlaps; but it is the administrator who can have the most influence upon the formal education of the students in a school district. In my examination of the first Wisconsin administrative standard, which encompasses the ten Wisconsin educator standards, I will demonstrate how I will use them as an administrator in directing the classroom education of the students within my district and illustrate how I will use them to work with my staff.
Administrative standard 1.1 focuses on the teacher’s understanding of his/her subject area and his/her abilities to teach that subject to all students. It is vital that administrators not only evaluate a teacher’s ability to deliver an effective lesson; they need to evaluate the information that is being provided to the pupils and the instructor’s ability to effectively communicate the information to all students.

I will begin my evaluation of a teacher’s knowledge of their subject area by examining the format of their lessons. Does the educator administer a cohesive lesson, with the key components, effective transitions, and good management skills? This is the first step in showing me, as his/her administrator, that he/she knows how to teach his/her subject area. Each subject area is unique and requires a strong working knowledge of the proper lesson structure. The second area that I will focus on is the type of content that is delivered. Is it simply textbook material? Is it out dated? Is it age and grade level appropriate? Does it connect to students’ lives and life-experiences? It is critical that the information be correct and in a form that is age, ability, and grade level appropriate in order for the most learning to take place. The third item that I will examine in determining a teacher’s knowledge of his/her subject area, are the types of instructional methods that they use. For example, science is the process of learning through investigation. Are students testing hypotheses, making observations and drawing conclusions along with their daily study of the different topics? Are they simply reading the textbook and doing worksheets? The main methodologies that I look for are those that can be tailored to each subject, for example K-W-L-H formats, cooperative group learning opportunities, differentiated instruction, and independent work projects.

I have selected these samples because they are useful models to reach students of various learning styles at all levels. Nonetheless, I know that these are not the only effective methods of
teaching and that each teacher has his/her own style that can work for them. As, an administrator it is my job to ensure that my instructors are able to deliver the content in the best possible manner to maximize student learning and to provide the tools needed to effectively do so. See work samples A, B, and C to view my understanding of these instructional styles.

Administrative standard 1.2 focuses on the instructor’s knowledge of how children grow in their intellectual, social, and personal development. Part of my educational philosophy is that it is the school district’s responsibility to educate the whole student: the physical, the intellectual, the emotional and the social components. This looks different at the various stages of development and education; but all the components are present at each.

In the primary levels students are learning motor skills and becoming more coordinated with their movements. Intellectually they are learning to read and write and socially they are learning how to act in a group, make friends, be away from their family, and are trying to learn to follow rules. At the middle level students are going through puberty and are learning to fit into their new bodies. They are developing a sense of self, are becoming more able to think for themselves and outside the box, and they prefer to work with groups. At the upper secondary level, students are becoming young adults and are looking for more responsibility. They are able to complete complex tasks with direction, and are more able to organize information. It is critical that teachers have a strong understanding of the students whom they are teaching so that they can create an environment and lessons that suit the needs of the whole student.

As an administrator, I will model and work to develop a school climate that focuses on the four components of the student’s education. I will provide appropriate feedback and suggestions from my observations, host workshops to give staff the latest tools, and follow up with my staff to see how things are going in the classroom. Some examples of the possible tools
that address all the needs of the student are the use of learning centers in the primary level, cooperative learning and experts groups in the secondary levels, workshops on gender based education, and grade level instructional methodologies. View work samples B, C, and E to examine my experience with the mentioned examples.

Administrative standard 1.3 centers on the instructor’s ability to understand that students learn differently and that they must adapt their instruction to fit those needs. Administrators and teachers in today’s schools need to realize that one size fits all does not work. Students come from all walks of life with varying experiences and abilities and are mixed together in general education classrooms. It is the school district’s job to see that each pupil is given the opportunities to succeed at his/her highest level.

As a teacher, I use differentiated instruction on a daily basis within my classroom and have gained many techniques through the Differentiated Learning Conference, in Peoria Illinois. The conference centered on teaching to the gifted and talented students, students with learning/physical disabilities, and the different learning styles of students. The presenters gave us demonstrations in small workshops and provided us with a binder with many ready to use lessons. One of the activities that I use on a regular basis is the tic-tac-toe board. The tic-tac-toe choice board is a strategy that that allows students to choose multiple tasks to practice a skill, or demonstrate and extend their understanding of a process or concept. The benefit of this technique is that it is easy to adapt to any topic; the teacher has freedom in how it is implemented (students make a tic-tac-toe, category choices, one common – two choice), the tasks can be tiered for interests, readiness levels, learning styles, and multiple intelligences, and most of all it is a highly engaging format. A second benefit is that students have choice which makes them more invested in the work that they do.
I am very knowledgeable about the topic of differentiated instruction. As an administrator, I will share my expertise with my staff and work with them on developing lessons that fit the needs of our students. I will provide opportunities for my staff to be trained in differentiated instruction at in-service sessions and outside workshops so that as a district we can keep current on the latest techniques. It is also my responsibility follow up with my staff in the classroom to see how they are implementing the tools. Work samples D, E, and F showcase my work in this area.

Administrative standard 1.4 centers on the concept of the teacher knowing how to teach; which ties in with standards 1.1, 1.2, 1.3, and 1.7, however; here the teacher needs to go a step further in knowing how to teach students for the world today and give them real world experiences for their future. Today’s job market is looking for individuals who can work cooperatively in groups, think critically, be innovative thinkers, have problem solving and performance skills, and be tech savvy. It is our job as educators to create a curriculum that does so, yet follows the state standards. I am a firm believer in creating lessons that incorporate multiple skills necessary for success in the work force along with the content. For instance, the famous mouse trap car project done in physics.

The car is complex machine composed of several simple machines. The purpose of the project is to design a car that goes the farthest. To begin, students learn the six basic types of simple machines: their basic structure and use. They then are given a single standard mouse trap to design a car that uses the different types of simple machines. Students work with a partner, are given general instructions, and time and freedom to make adjustments to get the best distance possible out of their vehicle. Through this lesson, the students are not just learning the types of simple machines; they are gaining knowledge on problem solving, cooperative learning, and
design innovation. More often than not these are the skills that students gain from the lesson and will use most in the future.

As an administrator, I will work to provide as much planning time as I can for my teachers because the most effective lessons are those that focus on multiple skills, and they take the most time to plan. However, they are the most rewarding for the student and the teacher in the end. My attitude is less busy work and more authentic experiences. As an administrator, I will be very active in the development of my district’s curriculum. I will work with teachers on creating meaningful lessons and give them the materials and funds to do so. It is fundamental that the instructional leader, the administrator, direct the instruction of school: via leading by example and giving their staff the basic framework and support that they need to shine and move in the proper direction. Refer to work samples G and H to view examples of my work in this area.

The focal point of administrative standard 1.5 is classroom management. It expresses that the instructor must have an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Classroom management can take many forms and still be effective; a teacher needs to use the style that is most effective for him/her. In my experience as an educator, if a teacher has a strong grasp of standards 1.1 – 1.7, the classroom management is already in place. For instance, if a teacher knows how to create diverse lessons that center around students’ needs, abilities, experiences, has a solid grasp of their content and lesson structure; they have classroom management built into their classroom. I also understand that sometimes some areas need to be tweaked, but in general these standards are the framework for good classroom management. As an administrator, I will be a regular visitor to my classrooms. I want
to know what is going on in my school, the positives and the negatives. Through my observations, I will be able to analyze each teacher’s teaching strengths and weaknesses, and help him/her focus on their areas that need improvement. I want to help the instructor correct any management problems as quickly as possible because a poorly run class is not an environment that is conducive to learning. It is my firm belief that by focusing on the best teaching practices, classroom management becomes built into the classroom. View work samples B, C, D, and M for standard 1.5.

Communication, as it is stated in the American Heritage Dictionary, “is the exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior.” Administrative standard 1.6 highlights a teacher’s ability to communicate effectively, verbally and nonverbally, in the classroom. This standard fits into standards 1.1 – 1.5 as well, however; it is deeply rooted in standard 1.4, the teacher knows how to teach. For instance, if a teacher is presenting a new concept they can read, speak, or write the information that is important to the students. They can create visual aides: diagrams and handouts, and give demonstrations to give more details. They can even use gestures or voice fluctuation to help present the information. All of these examples can be used in a lesson to help effectively communicate the message.

However, as an administrator, I have come to learn more and more that communication does not stop at the end of the lesson in the classroom. It carries throughout the school and beyond. Both teachers and administrators must also be able to communicate successfully with parents and other faculty members through various forms: phone calls, written notes, conversations, meetings, websites, newsletters, emails, etc… Another important part of communication is the chain of command. Many times conflicts can arise because people were not informed or misinformed.
As an administrator, just as a teacher, I will need to select different methods of communication in each situation in order to get the information across. Communication is the key to success in a building and in the classroom. Work sample I reflects my knowledge of standard 1.6.

Administrative standard 1.7 examines a teacher’s ability to plan different types of lessons. As stated earlier, standards 1.1, 1.2, 1.3, and 1.7 are interconnected. They all focus on the components used in quality teaching: lesson types, the knowledge of how students learn differently, student growth and development, and strong content knowledge. When I look at the details involved with standard 1.7 I want to see the big picture. Any teacher can have one great lesson, but as an administrator I am looking for the instructor that can make each lesson unique and meaningful. I understand that not everything turns out as planned, however the instructor must adapt and learn from mistakes. I think of it as “Is it good enough for my own children?” As an administrator, I will tell my teachers to ask themselves that question when they are creating plans and units. Teachers, as every other parent, want the best for their children; if a lesson is not good enough for their children, it is not good enough for the rest of their students.

Let’s face it, it can be difficult to continuously come up with new exciting ideas, but as educators we have a special gene; the beg, borrow, and steal gene; in the name of education of course. As an administrator, I want to see my teachers observing each others classrooms, creating cross-curricular units, talking, planning in-service trainings, and just plain helping each other out. This gives staff the opportunity to beg, borrow, and steal from each other and get those new stimulating ideas. It was my job as an administrator to hire the best, so I will let my staff learn from the best. Refer to work sample J.
Knowing how to properly assess student progress is essential in education. Administrative standard 1.8 looks at the teacher’s ability to develop and use methods of informal and formal assessment. It is of utmost importance to assess before, during, and after the lesson. Most teachers fail to assess the students’ knowledge before a unit because they are often in such a hurry to start and stay on schedule. This can actually set them back and cause failure. A teacher needs to know what the students already know about a topic, because it directs their teaching. If the students know the material they can move on or go into greater detail. If they know very little about a subject a basic framework must be laid first. It is simply a matter of knowing your audience and tailoring to them.

Most instructors use questioning techniques, openers/closers, and written work throughout the lesson; and verbal or written exams after the lesson, but many fail to give performance tests. I feel that all too often teachers rely upon a paper pencil factual based evaluation to tell them what the pupil knows or can do. This is not always accurate because if they know how to take a test they can do well no matter what most times and this is not reality. Students need to be able to think outside the box and solve problems using the information that they have learned. To assist my teachers in creating performance based assessments I will promote project based learning and service learning projects.

Project based learning focuses on an open-ended question in which students use their knowledge of a topic to predict the outcome of a situation. For instance, what could happen to Earth if the Sun loses half its energy? The teacher then has the students develop a presentation of their hypotheses and set requirements about what information they need to include and use in their study. Service learning projects involve the student development of a project that helps their peers, school, and/or community using what they have learned in class. For example,
students learn about green technology in class and host a showcase of models that they have created to the community. It is these types of experiences that require students to use and demonstrate what they have learned and creates more meaningful learning experiences. Through these forms of assessment teachers are given a broader spectrum of what students know and are capable of doing. View samples K and L for more details.

All educators need to be able to reflect and honestly evaluate their progress throughout their careers. In the beginning a teacher needs to reflect daily, if not hourly on what went well and what needs to be improved. They must be honest with themselves and know when and where to seek guidance. This is part of the development process of becoming a veteran teacher. A veteran teacher is one that is exemplary in the field and is not just a person who has been teaching a long time.

As an administrator, it is my duty to provide the needed support for beginning teachers. They need to know that help is available and that they can improve. I will follow my district’s PI-34 plan and add to where needed. For instance, sometimes novice teachers need more training in specific areas or several mentors to help them achieve their full potential. Statistics show that most teachers leave the field of teaching within the first five years. These numbers include some of the best educators. It is my job as an administrator to help them through this turbulent time to keep the best of the best working in education, especially my district. I can also be of assistance in supporting the new staff members because I have taken the course on hosting a student teacher and created a number of items that will aid beginning teachers.

It is also crucial that veteran teachers evaluate their teaching. We all know teachers who have been using the same lessons for the past fifteen years. Time to wake up and change the coffee; it is weak. A lesson that has been used time and time again loses its excitement for the
teacher, which in turn loses its effectiveness with the students; and it may also be obsolete. As stated in standard 1.7, teachers must be able to plan different types of lessons that are: diverse, challenging, thought provoking, and *new and interesting*. This is another instance where teachers can collaborate and share ideas to help spark fresh thoughts about how to present a topic. I am a strong advocate of using available resources to their fullest extent. By promoting the fact that I, as an administrator, value the staff’s expertise they will be more willing to work and share with one another. Refer to sample M for details on work with administrative standard 1.9.

A wise person once said, “It takes a village to raise a child.” Over time details of this saying have changed, but the concept remains true. A school cannot create caring, educated, contributing members of society without the aid of family and community members. Schools have a vast amount of instructional material to cover; there is simply not enough time to cover all that is needed. This is where the school needs to use its resources and work with the parents and the community to provide students with a well rounded educational experience. For many administrators this is an uncomfortable area, but I love it. It gives me a chance to showcase what my district is doing and it intensifies the learning for students and adults.

One way to work with the community is to provide services for its members. For instance literacy classes, parent support groups, volunteer projects, etc… A school should not only educate the students it should educate the parents so that they better support their student(s); think of it as a reciprocating wheel, everyone gains something positive.

A second way to work with the community is to have them come in and work with the students. What a wonderful opportunity to give students with connections to people who work in
various fields of study and trades. In my current district we hold C.A.T.S (Communities Actively Teaching Students) workshops three times a year. Each workshop has a theme, careers, health, cultural diversity. Presenters come in for workshops in which students complete hands on activities and rotate through. The workshop is facilitated by the Literature teacher and the students are in charge of finding the presenters and setting up the workshop, excellent service learning project. Another option is through clubs within a school district. I have created a science club that is project-based and we have community members come in to help us on projects and we have also gone to their places of business to work with them on projects.

The possibilities are vast; as an administrator, I need to know what my district is capable of doing financially, structurally, and emotionally. Once the guidelines have been established I will begin working on community involvement within my school district, starting small and then adding over time. I will act as a foreman, guiding my instructors, but giving them the freedom and ownership of the projects. This is important because the staff need to know that they are part of overall education of our students and that they have the knowledge to take learning to the next level. View samples N, O, and R for examples of my work in standard 1.10.

Because of my work with administrative standard one, the educator standards; I have become a better teacher and evolved as an administrator. I have gained an enhanced working knowledge of what is required of teachers in each of the standard areas, and I have gained the knowledge of what an administrator needs to know and look for in the ten educator standards. My view of the educator standards has switched from that of a teacher to that of an administrator. I now want to lead instruction in a district, not just in a classroom. Through this process I have created a vision of how I believe a district’s educational leader should lead and I am ready to take on the challenge.
Administrative standards 2 - 7 focus solely on the administrative duties and their requirements. Administrative standard two focuses on the administrator’s ability to lead by facilitating the development and implementation of a vision of learning that is shared by the school community. As previously stated, I have developed my own vision of what an administrator should do as an instructional leader. I now need to find a district with a similar vision where I can help with their mission.

In the Systems II course I had to analyze my district’s vision and develop a project that worked toward that goal. With the support of administration and staff, I created a reading program to help improve reading skills in grades six through twelve. The program is titled, Life Long Readers because the goal is to give the students the skills and desire to continue to read throughout their lifetime. In brief the program allows students to read material of their choice, yet school appropriate, once a day during the school day. It provides RTI services for students in reading, makes more reading material available in the school library, and recognizes the accomplishments of individuals in reading. The Life Long Readers Program also provides reading workshops for parents and community members.

Through this process I learned the importance of administrative support when implementing a new program to further the vision of one’s school. When I first started the project, I met some resistance from teachers across the board. I had to go over what our school’s vision was with them and show them how this program would help us get closer to our goal. At each step I sought their input and delegated work to give them ownership of the plan. Throughout the creation of this change plan I kept reiterating how this would help take our school a step closer to our vision of education. By continuously supporting them, involving them, and guiding them I learned that teachers are looking, just like our students, for guidance
and support and will be more supportive when administrators work with them and show them what is needed to accomplish the mission.

The Life Long Readers Program demonstrates my ability to create a change plan that focuses on the vision of the school community and my knowledge to see it through. This change plan models my ability to collaborate with families and community members, in response to their literacy needs and interests. Refer to work sample O.

Administrative standard three focuses on one’s ability to create and maintain a positive school culture and instructional program that is conducive to student learning and staff professional growth. It is my educational philosophy that every student every day must be cared for, accepted and appreciated. Schools must educate the whole student: the physical, the intellectual, the emotional and the social. Administration, teachers and staff must have high expectation for every student at every ability level. Schools have the ability to assist all students in being successful productive members of their community. And communities need to be involved in a student’s education and students need to be involved in their communities throughout their education. These have been the common themes of my work throughout this program, and they are what I value in instructional leadership. I will use these beliefs to maintain and foster a safe inviting school culture, instructional programs, and professional development opportunities.

Throughout the administrative program I have attended school climate workshops on promoting social caring, awareness, and responsibility. I have collaborated with the high school and elementary teachers on aligning curriculum and supportive programs. And I have developed and hosted in-service training sessions for fellow teachers. It is with these experiences that I am
ready to take the needed steps to help improve and manage a school’s cultural, instructional, and professional elements. See attached work samples P and V.

The administrator’s top priority is to provide a safe learning environment for staff and students. The second major responsibility for them is ensuring the management of the organization, operations, finances, and resources. Through course work and administrative hours I have had the opportunity to work on school safety, budgeting, and scheduling.

I observed my district’s school safety committee meeting with the district’s administration, school board, and emergency response teams. We discussed procedures and roles of individuals during different types of emergencies and did a walk-through of the school to identify areas that needed more surveillance and markings. I was also given the task of revising our district’s fire drill policy. I implemented a communication system that relayed information about who is missing to the administration, emergency response teams, staff and other personnel. The system also allows directions to be given to each safety station around the school grounds. I also had the honor of working with the school counselor on scheduling both high school and middle school classes and creating student schedules.

During my work with school safety I learned how the administration works with the local emergency response teams to develop plans of action in case of various types of emergencies and their role in emergency situations. In the school safety meeting we discussed exit procedures, chain of command, the importance of building maps and markings, media, and student drop off and pick up procedures. In the development of fire drill policy I learned how the administration utilizes key staff members to ensure that everyone is accounted for and how they communicate between safety areas to carry out each phase of the emergency plan. In my work with scheduling
I developed a better understanding of the conflicts associated with being in a school that shares teachers and trying to make schedule changes and additions or subtractions.

Through these opportunities I have learned how the administrator works collaboratively with community agencies to ensure a safe learning environment for staff and students by using all the necessary resources. As an administrator, I learned vital information about what to look for and add to school safety policies and procedures. When I am an administrator, one of the first things that I will look at will be the school safety plan to ensure that the district is as prepared as they possibly can be. I will then meet with staff to review the plan because they are the key players in making the procedures work in an emergency situation. I also expanded my knowledge of how they work with the counselor to create a schedule that fits into the district’s staff and course availability and that follows contract language. To view the work samples discussed in administrative standard four refer to sample Q.

Administrative standard five focuses on the administrator’s ability to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources. This standard is very similar to administrative standard 1.10, however, the administrator is doing it for all facets of the district not just one area. The administrator is the promoter for his/her school district and by working with the community to provide services and education he/she gains support for the district.

Promotion of your district can take many forms. For instance: soup and sandwich suppers before sporting events, school plays that involve community members who help with creating sets and costumes, parent seminars, academic showcases, open houses, and club events. I have the most experience with academic showcases and club events because of my work with science
Reflection of Professional Growth

Two of our major community events were the science fair and astronomy night. I organized a middle school science fair with thirty five participants with projects of various topics. All projects were inquiry-based, with displays, models, and an oral presentation. I sent invitations to local businessmen and invited them to share in the students work and help judge the projects. I received an excellent response and had ten community members help judge the projects. Numerous parents came in to view the projects, and faculty members walked around and spoke with the students about their projects. It was a very successful and exciting showcase of student work.

The astronomy night was developed in correlation with the middle school science club that I developed. Astronomy night was a community event that invited members of the community to the school to learn about constellations and telescopes and bring their own telescopes to teach the students what they know about astronomy. The club also invited local astronomers to give a presentation about constellations in their portable sky lab. The event drew approximately seventy students and forty community members. I had numerous compliments about the opportunity to come together to exchange knowledge and make new friends.

Through these experiences I learned how the support of administration can create opportunities for staff to develop learning experiences for their students that they would not get a chance to do on a daily basis. Through the support of administration, the school can also educate community members and gain supporters. These two events show my commitment to collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
As an administrator, I will continue to host and encourage staff to hold these special events to work with members of our community to educate students and build relationships with community members. A community is a valuable resource and administrators need to tap into it to maximize opportunities. As an administrator I have the opportunity to not only enhance the education of the students in my building, I have the chance to provide the community and yourself with new learning experiences as well. View samples N, O and R on my work in administrative standard five.

Administrative standard six focuses on the type of person you are. It looks at the administrator’s integrity, fairness, and ethical manners. This can be difficult to show on paper, however; exemplary teachers have examples of this in the form of evaluations, written letters from administration, staff, and parents. The work samples that I am using to show my outstanding character are my previous teacher evaluations and their summaries. They are from the same administrator over a two year period.

Through my evaluations as a teacher I have learned several important lessons when it comes to acting with integrity, fairness, and with ethical manner. In the classroom, the teacher needs to establish an environment where the students feel safe and respected. Students need to feel that the teacher respects them as people and acts with integrity and fairness each day. From these evaluations, I learned that administrators need to look for these three qualities during their evaluation of staff both in and out of the classroom because this shows that the teacher is creating a learning environment that values each student and modeling good morals.

As an administrator, I have learned that conducting detailed evaluation of staff can help administrators notice deficiencies and superior qualities among their staff. These evaluations can
help me work with my staff to help make improvements in their teaching and, therefore, make positive changes in student learning. As an administrator, I will use the proper forms and follow the proper procedures to evaluate staff to demonstrate fairness and create an information trail if so needed. As an administrator, I will use multiple forms of evaluation, and evaluate each staff member regularly. I feel that it is critical for administrators to lead through example; if I act with integrity, fairness, and with an ethical manner, my staff will know what I stand for and be more likely to follow my example. Refer to work sample S.

The final administrative standard, seven, looks at how an administrator understands and responds to the larger political, social, economic, legal, and cultural contexts that affect schooling. In other words all the factors that affect the school district and ultimately the education of the students. Through my administrative hours I have worked with the political, social, economic, and legal aspects of my school district. I have attended school board meetings on scheduling, budgeting, and spending. I attended the law conferences in both Illinois and Wisconsin and I am current on the new laws that are being put into effect. And I have conferred with my superintendent about the social factors affecting our school district.

Through my experiences with school board meetings, budget research, and conferences, I have gained a wealth of knowledge about how the administrator needs to interact with the larger political, social, economic, legal, and cultural contexts that affect his/her school. When working on making changes to any part of the school, curriculum, bussing, funding, or policies, administrators need to make sure that every student’s needs will be met in the best possible manner in order to provide each with the best possible education before making any changes. All of the facets of a school are intertwined, and administrators need to have a solid working knowledge of how each plays a roll in the education and safety of students and staff.
As an administrator, I have learned how making changes in one area can greatly affect many people in multiple areas. I understand that one must weigh options carefully before setting forth. As a new administrator, I will use the resources available to me to help make informed decisions for my district. I believe that one must realize that he/she will not have all the answers, but that he/she needs to know where to find the answers and keep striving to learn more about the district and the field of education. See work samples T and U.

Over the course of the educational administrator program I have gained a vast amount of knowledge about providing quality education to all pupils. In the process I have grown and become a better educator and have transformed from teacher to administrator. My thinking is now district centered as to solely classroom centered. I understand that each part, student, parent, community, educator, and district play intricate roles in the education of students and that without one the circle is incomplete. I am ready to put my knowledge and services to work in a school district and I know that I have the tools to create an instructional environment that is strong and supportive for all students and staff because of the experiences and work that I have done through this cohort.

I would like to end with my philosophy of education and educational leadership that I have developed through my studies because they confirm who I am as an administrator as a result of my work in the program and they encompass each of the administrative standards.

**Philosophy of Education**

*Every student every day must be cared for, accepted and appreciated.*

*Educate the whole student: the physical, the intellectual, the emotional and the social.*

*Have high expectation for every student at every ability level.*
Schools have the ability to assist all students in being successful productive members of their community.

Communities need to be involved in a student’s education and students need to be involved in their communities throughout their education.

**Philosophy of Educational Leadership**

The administrator must continuously strive to move their school from a group of independent contractors to a collaborative group of professionals.

The administrator is the educational leader of the school and must lead by example at all times in all arenas.

The administrator must create an environment that allows all students and staff to learn and work in a safe environment that provides opportunities for all students to be successful in life, while maintaining high standards for all.

The administrator must work collaboratively with parents and the community to work with students to help mold them into successful, contributing members of society.
References:

http://education.yahoo.com/reference/dictionary/
Work Samples

More can be provided upon request

Pages 26 - 60
K-W-L-H Technique

The K-W-L-H teaching technique is a good method to help students activate prior knowledge and serves as a model for active thinking during reading.

**K** - Stands for helping students recall what they **KNOW** about the subject. This can be from other courses, books they have read, or movies they have seen.

**W** - Stands for helping students determine what they **WANT** to learn. This gives each student the opportunity to communicate what “they” want to find out. This activity allows students of all abilities levels to communicate their thoughts without feeling intimidated or influenced by their peers.

**L** - Stands for helping students identify what they **LEARN** as they read. Tells the student what to look for as they are reading; nice guided reading technique.

**H** - Stands for **HOW** we can learn more (other sources where additional information on the topic can be found). The “how” allows students to develop ways to test ideas, evaluate sources of information, and take charge of how and what they learn.

Students complete the "categories" section at the bottom of the graphic organizer by asking themselves what each statement in the "L" section (What We Learned) describes. They use these categories and the information in the "H" section (How Can We Learn More) to learn more about the topic. Students also can use the categories to create additional graphic organizers. They can use the organizers to review and write about what they have learned.

When first using the activity provide as much guidance through questions and examples as possible, even with advanced students. This makes them less overwhelm and more able to think. After they feel comfortable using the technique you can make them come up with the questions.
## K-W-L-H on Dinosaurs

<table>
<thead>
<tr>
<th>What We Know</th>
<th>What We Want to Find Out</th>
<th>What We Learned</th>
<th>How Can We Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dinosaurs came in many forms</td>
<td>In what period of time did they live?</td>
<td>An archeologist has an exciting life.</td>
<td>Research</td>
</tr>
<tr>
<td>Dinosaurs are extinct</td>
<td>Why were they wiped out?</td>
<td>Dinosaurs eat plants and some eat meat.</td>
<td>Museums</td>
</tr>
<tr>
<td>The dinosaurs walked the Earth millions of years ago</td>
<td>How do we know what they looked like?</td>
<td>Some dinosaurs were gigantic, but had small brains.</td>
<td>Field Trips</td>
</tr>
<tr>
<td>Many of their remains have been discovered</td>
<td>Who are the people who study dinosaurs?</td>
<td>Fossils uncover dinosaur traits</td>
<td>Archeological digs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Internet computer research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Class Projects</td>
</tr>
</tbody>
</table>

**Categories of information we expect to use or find:**

- Size
- Career
- Eating Habits
- Fossils
- Etc..
Work Sample B

The Solar System + Expert Groups + Team Teaching = Meaningful Learning

To begin decide what topics you want the students to focus on. To place them into their Expert Groups, give the students a survey to find what areas interest them the most. Try your best to get them one of their top three choices. When creating the Expert Groups, keep in mind that each group needs a leader to keep focus and get the job done on time.

After the Expert Groups have completed their research/tasks, divide the class into Team Teaching groups. When creating the Team Teaching groups place on person from each Expert Group into a different group minding to keep a leader in each group. Once in their groups the students share their information with the other students.

<table>
<thead>
<tr>
<th>Space Travel</th>
<th>Inner Planets</th>
<th>Outer Planets</th>
<th>Sun &amp; Moon</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leader</strong></td>
<td><strong>Leader</strong></td>
<td><strong>Leader</strong></td>
<td><strong>Leader</strong></td>
</tr>
<tr>
<td><strong>Co-Worker</strong></td>
<td><strong>Co-Worker</strong></td>
<td><strong>Co-Worker</strong></td>
<td><strong>Co-Worker</strong></td>
</tr>
<tr>
<td><strong>Co-Worker</strong></td>
<td><strong>Co-Worker</strong></td>
<td><strong>Co-Worker</strong></td>
<td><strong>Co-Worker</strong></td>
</tr>
<tr>
<td><strong>Co-Worker</strong></td>
<td><strong>Co-Worker</strong></td>
<td><strong>Co-Worker</strong></td>
<td><strong>Co-Worker</strong></td>
</tr>
<tr>
<td><strong>Co-Worker</strong></td>
<td><strong>Co-Worker</strong></td>
<td><strong>Co-Worker</strong></td>
<td><strong>Co-Worker</strong></td>
</tr>
<tr>
<td><strong>Group A</strong></td>
<td><strong>Group B</strong></td>
<td><strong>Group C</strong></td>
<td><strong>Group D</strong></td>
</tr>
<tr>
<td>Space Travel</td>
<td>Space Travel</td>
<td>Space Travel</td>
<td>Space Travel</td>
</tr>
<tr>
<td>Inner Planets</td>
<td>Inner Planets</td>
<td>Inner Planets</td>
<td>Inner Planets</td>
</tr>
<tr>
<td>Outer Planets</td>
<td>Outer Planets</td>
<td>Outer Planets</td>
<td>Outer Planets</td>
</tr>
</tbody>
</table>
Cooperative Learning Classroom

Setup/Environment

In my cooperative learning classroom setup my goal is to create an environment where each student feels comfortable, valued, and challenged in their learning process. I have arranged the desks/tables in my room into small teams. Each team is given a name and a leader. The name is chosen by the group, and is rooted in a scientific area of study. The original leader is chosen based upon the person’s ability to work with other students, promote positive learning, and enthusiasm for the topic being focused upon.

The rest of the team is comprised of members that work well with each other and complement one another’s strengths and weaknesses. Each member also has a specific task that they are in charge of. For example, record writes down the findings of the group. I find this difficult to do at times, however, the students get used to working in this format and they adjust beautifully. The teams and leaders change after each unit. This allows for multiple leaders and group combinations throughout the year. Students learn to not only work as a team and use each person’s individual skills, but they learn to work with a wide range of personalities, which mirrors the work force in their future.

Learning Group Sample

<table>
<thead>
<tr>
<th>Team Name:</th>
<th>The Newton’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader:</td>
<td>Austin Wachter</td>
</tr>
<tr>
<td>Recorder:</td>
<td>Ryan Merkle</td>
</tr>
<tr>
<td>Reporter:</td>
<td>Brittany Roberts</td>
</tr>
<tr>
<td>Materials Coordinators:</td>
<td>Brian Hounemberbaum Tori Soat</td>
</tr>
</tbody>
</table>
### Tic-Tac-Toe Choice Board

#### Plants

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Gardener</th>
<th>Florist</th>
<th>Botanist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal-Linguistic</strong></td>
<td>Write slogans for five of the divisions of plants</td>
<td>Create a newsletter, booklet, or brochure on one common in tree in our area</td>
<td>Give a presentation of the effects of global-warming on plants</td>
</tr>
<tr>
<td><strong>Logical-Mathematical</strong></td>
<td>Categorize facts</td>
<td>Make up analogies to explain the process of photosynthesis</td>
<td>Design and conduct and experiment on the best type of soil for corn to grow in</td>
</tr>
<tr>
<td><strong>Bodily-Kinesthetic</strong></td>
<td>Build a model of a plant cell and label each part with its name and function (do not use food)</td>
<td>Choreograph a dance or skit of pollination</td>
<td>Devise a scavenger hunt of 10 trees on the school nature trail using a dichotomous key</td>
</tr>
<tr>
<td><strong>Visual-Spatial</strong></td>
<td>Invent a board game uses of plants</td>
<td>Create a slide show on all of the state flowers</td>
<td>Use computerized graphs to show</td>
</tr>
<tr>
<td><strong>Musical</strong></td>
<td>Sing a song</td>
<td>Write a song</td>
<td>Present three songs that</td>
</tr>
<tr>
<td><strong>Naturalist</strong></td>
<td>Create a dried leave collection of 20 of the plants on the school nature trail</td>
<td>Collect 30 leave samples and create a categorized poster of them based upon their physical characteristics.</td>
<td>Plant your own garden and collect data on their growth and development</td>
</tr>
<tr>
<td>Gardener</td>
<td>Botanist</td>
<td>Florist</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Florist</td>
<td>Free Space</td>
<td>Gardener</td>
<td></td>
</tr>
<tr>
<td>Botanist</td>
<td>Florist</td>
<td>Botanist</td>
<td></td>
</tr>
</tbody>
</table>
Attend the June 2007 ASWA Leadership Conference and had the opportunity to hear Leonard Sax presentation and have read the book
Work Sample F

Attended the December 2005 ISBE Differentiated Instruction Conference in Peoria Illinois. It was a two day workshop that guided you through various techniques to use in the classroom. The above book was provided to each person in attendance.
Work Sample G

Junk Box Wars

Rocket Rally

Create an air-powered rocket that will travel the greatest distance.

**Competition Rules:**

Your team will be provided with a junk box filled with materials that could be used to create your rocket or flying device. Each team will receive only one set of materials. Teams may use all or part of the materials in the junk box and are not allowed to share materials with other teams. All unused materials should be saved in case repairs are needed during competition.

Teams will be allowed time to build and test their device. Each team will be allowed three practice flights during the construction time. Competitors are allowed to bring diagrams to help during the building time. After the time is up, the device will be impounded and no changes will be allowed.

**Machine Requirements:**

Your rocket must be powered by the air pump and may not be aided by a helping hand or other energy source. You may not use your hands to guide it. The rocket must be able to sit unaided on the launching platform or device.

**Testing Procedure:**

Each team will be allowed 5 minutes to prepare their rocket for take-off. Each team will be allowed three trials with 5 minutes allowed between trials for repairs and adjustments using materials left over from construction.

If the flying device does not leave the launching device for any reason, no points will be awarded for that trial. The team with the best distance will be declared the winner. In the case of a tie, the teams involved will be allowed one additional trial. The team with the greatest distance on the tie breaker will be declared the winner.

S. Baker/T. Trimpe 2001
## Work Sample H

### Mouse Trap Car Project Rubric

<table>
<thead>
<tr>
<th></th>
<th>0-1</th>
<th>1-3</th>
<th>3-6</th>
<th>7-10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong> ~Group brought in need materials on time, made adjustments when needed, and did not waste materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Detailed Sketch</strong> ~A detailed sketch of the project was turned in on time and showed what the final product would look like.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Job Assignments</strong> ~ Jobs were divided evenly and were followed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Base</strong> ~ Group adhered to the directions and made changes where needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Back Wheels</strong> ~ Group adhered to the directions and made changes where needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Front Wheels</strong> ~ Group adhered to the directions and made changes where needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mouse Trap &amp; Lever</strong> ~ Group adhered to the directions and made changes where needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Theme</strong> ~ The final product mirrors the theme that was presented in the initial sketch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measurements</strong> ~ The group correctly calculated the: speed, distance, acceleration, and explained how friction and Newton’s First law is involved in the project.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Work Sample I (pages 36 – 39)

March 12, 2009

Dear Parents/Guardians:

The River Ridge staff is pleased to inform you that the annual eighth grade trip to Springfield, IL is set for Wednesday, April 22 and Thursday, April 23. Your student will have the opportunity to walk the grounds of New Salem Park, visit the tomb and home of Abraham Lincoln, walk through the war memorials, take a guided tour of the state capital, and tour the Illinois State Museum. Evening entertainment will include a visit to Kicks’ Family Entertainment Center.

Students will depart from the school early Wednesday morning, spend the night in Springfield and return late Thursday evening. The class will be staying at the Comfort Inn in Springfield and will be going to Kicks’ Family Entertainment Center on Wednesday evening. We have attached an itinerary with times, locations, and contact information to keep you informed of our schedule. The students will be accompanied by school chaperones at all times; please feel free to contact Miss Sisler if you have any concerns while your student is on the trip.

Evening entertainment will be a night at Kicks’ Family Entertainment Center where students will have the opportunity to play video games, bowling, laser tag, bumper cars and go karts. Students will be responsible for $10.00 of the cost. Following our evening at Kicks’, we will return to the hotel where the students may swim in the hotel’s pool if they would like.

This is not a merit trip. All eighth grade students are eligible to attend. The days of the trip count as student attendance days. This means if your student chooses not to attend, he/she needs to be at school where he/she will work on alternative assignments.

River Ridge students always have presented themselves as outstanding young men and women in the classroom and in public, and we know that this tradition will continue. Please remind your student that school rules and consequences apply on this trip. If a situation does arise that your child needs to come home, you will be responsible for making those arrangements. For everyone’s safety, students will be required to check their bags at the school the day before. Bags will be examined for anything that is not appropriate. Prior to loading buses, any carry-ons will be checked.

We have attached a permission slip with a list of items to bring. Please send a sack lunch with your student on Wednesday, and money for the following: breakfast Wednesday, and lunch and dinner on Thursday as well as the $10.00 entertainment fee. Permission slip and entertainment need to be turned in prior to the trip.

Respectfully,

Miss Alaina Sisler
Sisler’s Syllabus Scavenger Hunt

1. What area of science will you be studying this year? ____________________

2. List the three items that you must ALL have *for science only*. ________________, ________________, and ________________

3. List the items that your grade level needs to bring in for the classroom.
   ____________________________________________________________

4. List 2 ways that you can get a message to me or ask a question.
   ____________________________________________________________

5. What is my first name? ________________

6. What are my 4 key rules: ________________, ________________, ________________, and ________________

7. What are the 3 privileges that you have in this room? ________________, ________________, and ________________

8. What will happen if you are removed from class? ________________

9. How many days do you have to make up an assignment if you are ill? _________

10. How do you inquire about missing work?
    ____________________________________________________________

11. What do you need to do about missing work if you are going on vacation?
    ____________________________________________________________

12. When will current science be done? _______________________________
13. When will you have your finals? _________________________________

14. Explain the Bonus Round in 1 sentence.
   ___________________________________________________________________

15. What do participants and winners of Science Fair receive?
   ___________________________________________________________________

16. How will participants be selected for Science Bee?
   ___________________________________________________________________

17. How does one receive a reward for asking quality questions?
   ___________________________________________________________________

18. Explain Homework Passes in 1 sentence.
   ___________________________________________________________________

19. Are you interested in being a recycler during 3rd hour Fridays?
20. When are birthday wishes given out? _________________________________

21. What is the lowest percentage you can have and still get a C-? _____

22. Will I change grades between eligibility lists? _________________

23. Where did Science Club go on their trip last year?
   ___________________________________________________________________

Note: Worksheet goes with course syllabus
Parent Teacher Conference Form

Name: ______________________  Date: ______________________

Parents/Guardians: ___________________  Teachers: __________________

Reason(s) for Conference:
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Course of Action to be Taken:
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Previous Grade: _______________

Current Grade: _______________

Goal: _____________________

Method:  In-Person  Phone Call

Notes:

Teacher Signature:_________________  Parent/Guardian Signature:

Team Leader Signature: _____________  Student Signature:
Work Sample J

Literature + Science = Collaborative Learning

Below are three books that the literature teacher and I team teach during particular units. The Acorn People is used during my genetics unit because it focuses on children at summer camp with genetic disorders. The Killing Sea is used during my earthquake and tsunami unit because it is about the 2004 tsunami. And The is used during my weather unit because it is about hurricanes.
Science Fair Scoring Sheet

(Project-Based Entries)

Participant Number: ___________________   Final Score: _____
Grade Level: _________________________   Category: _______

<table>
<thead>
<tr>
<th>Scientific Method</th>
<th>Maximum Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Topic</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Experimental Approach</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Individual Work</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Thoroughness</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Validity</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total = 30</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Display Board</th>
<th>Maximum Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Neatness</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Title, Intro, Problem, Hypothesis</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Materials, Procedure, Photos, Data</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Results, Conclusion, Application</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Total = 65</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Presentation</th>
<th>Maximum Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye Contact &amp; Appearance</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Topic /Answers Questions</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total = 55</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Report</td>
<td>Maximum Points</td>
<td>Score</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td>Effort</td>
<td>5</td>
<td>______</td>
</tr>
<tr>
<td>Abstract</td>
<td>5</td>
<td>______</td>
</tr>
<tr>
<td>Title Page/Table of Contents</td>
<td>5</td>
<td>______</td>
</tr>
<tr>
<td>Purpose</td>
<td>5</td>
<td>______</td>
</tr>
<tr>
<td>Review of Literature</td>
<td>5</td>
<td>______</td>
</tr>
<tr>
<td>Materials</td>
<td>5</td>
<td>______</td>
</tr>
<tr>
<td>Procedures</td>
<td>5</td>
<td>______</td>
</tr>
<tr>
<td>Data</td>
<td>5</td>
<td>______</td>
</tr>
<tr>
<td>Bibliography</td>
<td>5</td>
<td>______</td>
</tr>
<tr>
<td>Use of Metric System</td>
<td>5</td>
<td>______</td>
</tr>
</tbody>
</table>

**Total = 50**

Total = [Blank]
Work Sample L (pages 43 – 46)

Name _________________________

Sun Closer

Directions: Circle true or false. If the statement is false, change the italicized word to make the sentence correct.

1. True or False  The Sun is a planet that is at the center of our solar system.

2. True or False  The Sun’s gravitational pull is greater than Earth’s because is ________ larger.

3. True or False  The Sun is about 4.5 billion years old.

4. True or False  In about 5 billion years the Sun will turn into a white dwarf and then a red giant.

5. True or False  The corona is the outermost layer of the Sun’s layers.

6. True or False  The Sun is about 93 million miles from Earth.

7. True or False  Without the Sun, life would still be able to survive on Earth.

8. True or False  The auroras are caused by energetic particles coming from the Moon.

9. True or False  A solar eclipse occurs when the moon blocks the path of light between the Sun and Earth.

10. True or False  Sun spots are relatively hot dark spots on the surface of the Sun.
Conservation of Matter Opener

Directions: Using our discussion from yesterday, explain how each of these scenarios represents the Law of Conservation of Matter.

- When you digest a cheeseburger, is matter destroyed?
- When you burn wood, is the result less matter?
- When you bake a cake, do you produce more matter?
- When a building is blown up, do you lose matter?
- When an old car rusts, is matter destroyed?
Volcano Project Choices

Project Choice I - Poster Paper & Torn Pieces of Construction Paper

- Materials gotten from instructor
- Size 18” x 20” (2 dimensional)
- Use the volcano picture from your note page and draw all the details in pencil on to your poster paper. Then choose a different color of construction paper to represent each part. Tear pieces of the chosen color and glue them into place on your poster. Once you have finish you need to label each part of the volcano.

Project Choice II – The Edible Volcano

- Materials gotten on your own
- Size 20” x 20” piece of cardboard (2 dimensional)
- Use the volcano picture from your note page and draw all the details in pencil on to your piece of cardboard. Then choose a different non-rotting food item to represent each part. Glue them into place on your poster, but keep in mind that you will need strong glue. Once you have finish you need to label each part of the volcano. Remember use what you have at home. IT DOES NOT HAVE TO BE MADE OF EXPENSIVE ITEMS, BE CREATIVE.

Project Choice III – Volcano 3D

- Materials gotten on your own (I have pop bottles if needed)
- Size – Base 20” x 20” Height 14” (3 dimensional, these are maximums)
- The 3D Model can be made to explode vinegar and baking soda, which will be provided. The materials are your choice. However, their needs to be a cut out section on the side where the student draws and colors the inside features of the volcano. After completion all internal and external parts must be labeled. Use your volcano picture from your notes.

Have an Explosive Time with these Projects!
The Outer Planets Quiz

Place a J on the line if the statement is about Jupiter. Place an S on the line if the statement is about Saturn. Place a U on the line if the statement is about Uranus. Place an N on the line if the statement is about Neptune. Place a P on the line if the statement is about Pluto. IF YOU FIND A STATEMENT THAT CAN BE FOR MORE THAN ONE OF THE PLANETS, PLACE BOTH LETTERS ON THE LINE.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Letter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The third largest planet in our solar system</td>
<td>J</td>
</tr>
<tr>
<td>The largest planet in our solar system</td>
<td>S</td>
</tr>
<tr>
<td>Has 3 moons, one is named Charon</td>
<td>U, J</td>
</tr>
<tr>
<td>Has no seasons</td>
<td>J</td>
</tr>
<tr>
<td>Rotates on its side and has extreme seasons</td>
<td>J, U</td>
</tr>
<tr>
<td>Its orbit overlaps with Pluto at certain times making it further from the Sun</td>
<td>J</td>
</tr>
<tr>
<td>The only “planet” to not have been visited yet by spacecraft</td>
<td>J</td>
</tr>
<tr>
<td>The second largest planet in our solar system</td>
<td>U</td>
</tr>
<tr>
<td>Has a system of rings around it</td>
<td>U</td>
</tr>
<tr>
<td>Has 5 large moons and many small moons</td>
<td>J, U, S</td>
</tr>
<tr>
<td>Was recently categorized as a dwarf planet</td>
<td>J, N, P</td>
</tr>
<tr>
<td>One year is equal to about 12 Earth years, One day is equal to about 10 hours on Earth</td>
<td>J, N, P</td>
</tr>
<tr>
<td>Has 8 moons</td>
<td>J</td>
</tr>
<tr>
<td>The only planet in our solar system that is less dense than water</td>
<td>J</td>
</tr>
<tr>
<td>Has a large red spot, storm on it</td>
<td>J</td>
</tr>
<tr>
<td>Is named after the mythical god of the sea</td>
<td>J</td>
</tr>
<tr>
<td>One year is equal to about 248 Earth years, One day is equal to about 6 Earth days</td>
<td>J</td>
</tr>
<tr>
<td>Has 33 moons, its largest is Titan</td>
<td>J</td>
</tr>
<tr>
<td>Is named after the mythological god of the sky</td>
<td>J</td>
</tr>
<tr>
<td>One year is equal to about 165 Earth years, One day is equal to about 19 Earth hours</td>
<td>J</td>
</tr>
<tr>
<td>Was named after the Roman God of the underworld</td>
<td>J</td>
</tr>
<tr>
<td>Has 39 known moons</td>
<td>J</td>
</tr>
<tr>
<td>Is blue in color because of the methane in its atmosphere</td>
<td>J</td>
</tr>
<tr>
<td>Has moons named: Io, Europa, Ganymede, and Callisto</td>
<td>J</td>
</tr>
<tr>
<td>One year is equal to about 29 Earth years, One day is equal to about 10 hours on Earth</td>
<td>J</td>
</tr>
<tr>
<td>Was named after the Roman God of agriculture</td>
<td>J</td>
</tr>
<tr>
<td>One year is equal to about 84 Earth years, One day is equal to about 18 Earth hours</td>
<td>J</td>
</tr>
</tbody>
</table>
School Mission Statement

Section One

School Handbook

Section Two

Schedules

Section Three

Master Class Schedule

3a

Bell Schedule Regular/Early Out

3b

Activity Calendar

3c

Extra-curricular Events Selection Assignment School Calendar

3d

Important Phone Numbers

3e

School Board Meeting Schedule

3f

School Board Meeting Selection Assignment

Ms Sisler’s Class Information

Section Four

Ms Sisler’s Educational Beliefs

4a

Syllabus

4b

Curriculum Map/Science Standards

4c

Class Lists/Seating Charts

4d

Study Hall In/Out Sheet

4e

The Merit/Demerit Program

Section Five

Discipline Log Sheet

Note: A complete copy of table of contents can be provided upon request
C.A.T.S
Communities Actively Teaching Students

December 19, 2009 Workshop

Cultural Diversity

Presentations

Mexico       China        Iran        Canada
Holland      Germany      Brazil      Africa

Sign up with Mrs. Thorsen for your top 4 choices by Thursday.
Work Sample O

Life Long Readers Program Proposal

The rationale of the Life Long Readers Program would consist of the following:

- Create readers that are confident and skilled in the skill areas of reading (fluency, comprehension, decoding, predicting…) by teaching reading in all classrooms

- Provide extra instruction for students who are struggling in the skill areas of reading through our RTI program

- Will expose students to various genres of literature by reading to them and various assignments

- Provide a time for pleasure reading each day for all (staff and students)

- Provide workshops to parents and the community about reading

- Reward students for their progress and commitment to becoming a skilled life long reader

The Life Long Readers Program will develop through the following process:

A. A committee of students, teachers, community members, and reading specialists, and administrators will develop the proposal. The life long readers proposal should address the following questions:

1. Who will provide training for teachers on reading skills, when will that take place, and how long will it be?

2. What will the requirements be to receive help in the RTI setting, when will the service be offered, who will administer it?

3. What funds are available to purchase new reading materials for the library and classrooms?

4. Where will the extra time for pleasure reading come from during the school day?

5. What are the needs of the community and parents when it comes to planning workshops? Who will conduct the survey and plan the events?

6. What will be the criteria for receiving achievement rewards and what will those rewards be?
Work Sample P

River Ridge Middle School Science
Curriculum Alignment with Standards

STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Why This Goal Is Important: The inquiry process prepares learners to engage in science and apply methods of technological design. This understanding will enable students to pose questions, use models to enhance understanding, make predictions, gather and work with data, use appropriate measurement methods, analyze results, draw conclusions based on evidence, communicate their methods and results, and think about the implications of scientific research and technological problem solving.

A. Know and apply the concepts, principles and processes of scientific inquiry.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity Used</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.A.3a</td>
<td>6th – Paper Plane Project</td>
<td>September and October</td>
</tr>
<tr>
<td></td>
<td>7th – Bubble Size Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8th – Pop Acidity Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ALL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sponge Bob &amp; Simpsons Activity Pages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• PowerPoint Discussions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other – Science Fair</td>
<td></td>
</tr>
</tbody>
</table>

| 11.A.3b   | 6th – Paper Plane Project | September and October |
|           | 7th – Bubble Size Project | |
|           | 8th – Pop Acidity Project | |
|           | ALL | |
|           | • Sponge Bob & Simpsons Activity Pages | |
|           | • PowerPoint Discussions | |
|           | Other – Science Fair | |
### 11.A.3c Collect and record data accurately using consistent measuring and recording techniques and media.

<table>
<thead>
<tr>
<th>6th – Paper Plane Project</th>
<th>7th – Bubble Size Project</th>
<th>8th – Pop Acidity Project</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Sponge Bob &amp; Simpsons Activity Pages</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• PowerPoint Discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other – Science Fair</td>
</tr>
</tbody>
</table>

| September and October |

Note: Page 1 of document. More can be provided if needed.
Work Sample Q

Fire Drill Procedure Plan

- **Before Drill**
  - Place small bulletin boards near the door of each room to post exit maps, important information, and class lists.

- **Before Exiting the Building**
  - Teachers instruct students where to go outside
  - Exit room: turn off lights, grab the class list folder, and shut/lock the door

- **Outside**
  - Each teacher checks off the students on their list. If a student is missing highlight their name on the list.
  - If a teacher has students from another class in their room write their names at the bottom of the list.
  - Turn lists into area captain (4 areas = 4 captains) and instruct students to stay in their groups and sit down. Area captain then takes the lists to the administrators, other teachers in the area watch their students, where the lists are collected and analyzed to determine exactly who is and is not accounted for.
  - After delivery, area captains return to their areas with a walky-talky to stay in contact with administrators.
  - Administrators relay information to rescue personal and area captains as needed

- **After**
  - Replace all lists and replace batteries in walky-talkies
  - Hold staff meeting to go over what worked well and possible improvements
Work Sample R

Astronomy Night

The River Ridge Middle School Science Club will be hosting an Astronomy Night on May 8 from 8pm to 10 pm on the school football field. The club will be learning how to use telescopes and locate stars and constellations. Community members are invited to join us and bring their own telescopes. The Planetary Studied Foundation will also be doing a presentation on constellations in their sky lab.

For more information contact
Alaina Sisler
asisler210@yahoo.com ext 244
# Work Sample S

**RIVER RIDGE COMMUNITY SCHOOL DISTRICT #210**

**TEACHER EVALUATION FORM**

**NAME**: Alaina Sisler  
**EVALUATION PERIOD**: 2006-2007 school year  
**SCHOOL**: River Ridge School (Hanover)  
**POSITION**: Middle School Science  
**DEGREE OF PERFORMANCE**: Excellent

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<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
<th>E</th>
<th>S</th>
<th>UN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates competency, knowledge and skill in designing and conducting an instructional experience and in carrying out the act of teaching.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates competency, knowledge and skill in organizing the physical elements in the educational setting.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Exhibits evidence of having a theoretical background and knowledge in teaching and commitment to education as a profession.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates an awareness of his/her limitations and strengths by efforts to improve or enhance competency.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrates ability to manage the noninstructional, human elements/dynamics among students in the educational setting.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Demonstrates commitment to each student's unique background and characteristics and exhibits enthusiasm for, and enjoyment in working with students.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) at the elementary and/or secondary level.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Develops and maintains effective relationships with other staff members, students, parents and the community.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Shows an interest in the students and all phases of the school by attending the co-curricular functions or by becoming involved with co-curricular activities</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Is punctual and performs reliably at the extra duties he/she is assigned.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Work Sample T

River Ridge C.U.S.D. #210
Meeting of the Board of Education
Monday, March 16, 2009 – 7:00 PM
4141 IL RT 84 South – Hanover IL 61041

Agenda

I. Meeting Called to Order
II. Roll Call
III. Presentations from Audience
IV. Minutes from February 17, 2009 Regular Meeting and Executive Session, & Minutes from March 9, 2009 Board Retreat.
V. Destruction of Audio Executive Session Minutes from August 20, 2007
VI. Consensus Items
   - Treasurer’s Report
   - Investment Report
   - Activity Report
   - Bills & Payroll
VII. Board Member & Other Pertinent Reports
   - A.V.C. – Mrs. Pease
   - Other
VIII. Board Policies – First Reading
IX. Set April Board Meeting – New Board Reorganization
X. Review of Retreat/Energy Proposals
XI. 2009 – 2010 School Calendar
XII. Sales Tax Brochure
XIII. 2009 – 2010 Budget Expenditures
XIV. Administrative Reports
   - Mr. Scarano
   - Mr. Foltz
   - Mr. Albrecht
XV. Executive Session – To Consider Information Regarding Employment, District Employees & Student Information
XVI. Executive Session Action
XVII. Other
XVIII. Adjourn
Work Sample U

Developing Interview Skills: Reid Nine Steps of Interviewing and Interrogation

When is a student telling the truth?

This workshop will show you how to determine just that!

The program teaches participants the verbal and non-verbal behavior symptoms that are displayed by a person who is telling the truth, as well as those displayed by a person who is withholding relevant information.

Tuesday, December 2, 2008
Kalahari Resort
Wisconsin Dells
Mission Statement

The mission of River Ridge Middle School is to provide our students with opportunities to gain the knowledge and skills which prepare them to meet the academic and social challenges of middle school and the future.

School District Philosophy

The school District, in an active partnership with parents and community, will promote excellence in a caring environment in which all students learn and grow. The partnership shall empower all students to develop a strong self-esteem and to become responsible learners and decision-makers. The School District is committed to developing and using a visionary and innovative curriculum and a knowledgeable and dedicated staff.

2006-2007 Committee Members

Tom Akers, Principal
Jessica Redfern, Physical Education
Robin Harkness, Language Arts
Dennis Downs, Social Studies
Brett Fry, Physical Education

Kim Thorsen, Language Arts
Alaina Sisler, Science
Kevin Ertmer, Math
Susan Miles, Math

Lisa Gunning, Special Education
Tammy Smith, Special Education
Pete Scarono, SpEd Coordinator
Ed Curry, Modern Technology
Jenny Hasken, Computers
Karla Nicholas, Spanish
Kerri Brungraber, Choir
Rhonda Ransom, Art
Crissa Lord, FACE
Lori Thrash, Band
**Summary of Score Results:**

River Ridge Middle School has met the Adequate Yearly Progress for the 2006-2007 school year in the following areas:

**River Ridge Middle School Scores for 2006 - 2007 in Reading, Math, & Science**

<table>
<thead>
<tr>
<th>Test</th>
<th>2006 Results</th>
<th>2007 Results</th>
<th>2007 State Ave.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>79.1%</td>
<td>72.6%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Math</td>
<td>82.0%</td>
<td>78.3%</td>
<td>80.3%</td>
</tr>
<tr>
<td>Science</td>
<td>80.0%</td>
<td>82.0%</td>
<td>79.0%</td>
</tr>
</tbody>
</table>

**6th Grade Scores for 2006 - 2007 in Reading & Math**

<table>
<thead>
<tr>
<th>Test</th>
<th>2006 Results</th>
<th>2007 Results</th>
<th>2007 State Ave.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>74%</td>
<td>83.0%</td>
<td>73.0%</td>
</tr>
<tr>
<td>Math</td>
<td>78%</td>
<td>86.0%</td>
<td>81.0%</td>
</tr>
</tbody>
</table>

**7th Grade Scores for 2006 - 2007 in Reading, Math, Science**

<table>
<thead>
<tr>
<th>Test</th>
<th>2006 Results</th>
<th>2007 Results</th>
<th>2007 State Ave.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>77.0%</td>
<td>61.0%</td>
<td>73.0%</td>
</tr>
<tr>
<td>Math</td>
<td>80.0%</td>
<td>72.0%</td>
<td>79.0%</td>
</tr>
<tr>
<td>Science</td>
<td>82.0%</td>
<td>82.0%</td>
<td>79.0%</td>
</tr>
</tbody>
</table>
8th Grade Scores for 2006 - 2007 in Reading & Math

<table>
<thead>
<tr>
<th>Test</th>
<th>2006 Results</th>
<th>2007 Results</th>
<th>2007 State Ave.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.0%</td>
<td>74.0%</td>
<td>82.0%</td>
</tr>
<tr>
<td>Math</td>
<td>88.0%</td>
<td>77.0%</td>
<td>81.0%</td>
</tr>
</tbody>
</table>

**Improvement Plan:**

♦ The middle school is also using the National Honor Society students to tutor students in academic areas in which the student needs assistance. This is beginning and will continue to expand.

♦ The Resource room is also continuing to support the areas marked for improvement with our IEP students. It will also be available for more individualized help during study hall.

♦ River Ridge has also worked to engage the student’s parents more through the offering of web access to the school. This will better enhance the communication between the school and the home. River Ridge is also working to improve this communication through the issuing of full class progress reports every four and one-half weeks.

♦ The middle school staff will also continue to meet the second Thursday of each month to discuss curricular ideas and to introduce new teaching strategies to assist them in the process of addressing the areas of improvement. They will also be meeting every Wednesday to discuss weekly concerns in the middle school.

♦ The middle school has also collaborated to establish the following goals for school improvement:

  o To improve the quality of writing across the curriculum by the inclusion of a matrix of standards for research papers and posters. All subjects will also incorporate various written assignments in their courses to work on writing one’s thoughts in a logical organized manner.
o To increase the reading scores of students who tested below the state standards by using the third hour study hall to provide them with reading assistance using the Lexia Method. Weekly reading activities will be implemented during team time to work on improving reading fluency & comprehension, vocabulary development, and reading strategies.

o To enhance proficiency in data analysis, statistics & probability, and geometry, the math department will have specialized study halls for extra assistance for all students. The science department will also work on these topics during science fair.

o To heighten students understanding and connection to their world, the social studies department will be having current event assignments, reading newspapers, and creating quarterly project based upon current topics and events.

o To improve the students understanding of earth and space, scientific inquiry, and technological design, the science department will be having an inquiry-based science fair and implementing quarterly projects to focus on the importance and use of design and technology in the field of science.

o To align the middle school curriculum with the high school curriculum in a two year process.

o Improve student performance on a daily basis by increasing on task behavior during study hall, increasing expectation of students on the D/F list’s working on homework during study halls, assigning struggling students to the study halls of the class(es) they are struggling in, and by monitoring the use of the math centers and reading centers designed to assist struggling students.

o Increasing student connectedness to school by continuing the demerit program, utilizing the teen talk sessions to teach social skills, establishment and maintenance of the team approach to sixth hour study hall, connecting students to their futures using the career cruising program, and the use of activities such as Tom Jackson to further increase the team concept.