**Administrative Journal**

**Administrative Experiences at Winston-Dillard School District (WDSD)**

**DOUGLAS HIGH SCHOOL**

***Acting Administrator at School Events-*** Pre/Post Game management experience is crucial for supervision. A master delegator is ideal, however, a master delegator has been in the trenches, been in the battle, understands that the best motivator is the modeling of high energy, efficient, and respectful leadership. Even then it takes time to earn trust, to earn respect. I have been lucky enough to supervise soccer, volleyball, basketball, and football. I have also coached football and cross country as an assistant and basketball and baseball as a head coach. I am currently the head baseball coach for the varsity and junior varsity teams at Douglas High School. I played four years of college baseball and also played three years in Western Australia. I served as the Head of Player Development for the South Perth Junior Baseball Club in Perth, Western Australia. I coached six straight summers of AAA Legion baseball throughout Oregon (Corvallis, Eugene, and Roseburg) along with serving as the pitching coach at Western Oregon University for two years while I completed my MAT. My playing and coaching experiences have grown out of a lifelong passion for the challenges faced by consistently performing at a high level. This experience is beneficial for the experiences I have encountered as a supervisor of high school athletic events.

***Acting Vice Principal/Athletic Director at DHS-*** I have 20 days of actual seat time as the acting Vice Principal/Athletic Director at Douglas High School. I have also served as the acting Principal at Winston Middle School for a day. The most rewarding part of these experiences is working with staff and students. The “aha” moments I have encountered as acting administrator are numerous. These moments have come at a rapid, consistent pace. An administrator must balance responsibility with a blend of organized, structured task completion with an effective, calming, respectful presence throughout the entire campus. It is so easy to get caught up in the details of policy and procedure and mistakenly lose perspective. Good administration understands the collaborative attitude of the entire staff and student body. Preventative behavior can be influenced by knowledge, understanding, and the ability of responding to and influencing the needs of staff, students, parents, and community members. Objectivity is paramount. Prioritization of essential skills, of essential needs, of essential actions must be made accordingly. I have gained experience at investigating student behavior, understanding adhering to district policy, and delivering effective consequence. I have learned to “be comfortable, being uncomfortable”. Administration is a daily lesson in mental, emotional, and social maturity. Clear expectations and specific goals help make the process smoother. Communication is the game changer. How can you effectively communicate with personalities on a continuum of less effective to more effective? There is no means to an end, just a means, and a process that lies on a continuum of not effective at all to highly effective. There is no right or wrong, merely a unique perspective that has been shaped by a wide range of factors. Administrators, like teachers, hopefully like parents and students have an undying belief in progress. I like the 10,000 hour rule. Get .038% better each day, at the things that matters most. What matters most…attitude and effort, oh yeah, and reading, writing, math, the sciences, the arts, health, physical education, co- and extra-curricular activities and so much more. That’s 13.87% over a year, 55.48% over the life of a high school education. With a little prior knowledge there are large, life changing opportunities for all the people we encounter in the administrative role. The attitude must be positive, the effort must be real, and the perception must be dissected for it’s worth.

***Booster Club-*** Booster club meetings are fun! As an administrator, a chance at assuming the role of supporter, facilitator, and doer should be met with excitement because it ensures success of all students by understanding, responding to, and influencing the larger social context of the school and community. So many positives encompass the actions of booster clubs. Understanding and effectively managing the political arena that is the booster club is also essential. Understanding what truly drives unique individuals is necessary for effectively managing them. At the end of the day, the best interest of the student-athletes is at stake. The ability of a booster club to supply opportunities to individuals and programs is essential.

***Department Meetings-*** While attending Concordia Universities Initial Administrative Licensure Program I have given much thought to department meetings as an administrator. I have gained experience at both the preferred and supplemental learning sites in regard to department meetings. At Douglas High School, department meetings are part of Friday in-service days and at Brockway Elementary, department meetings are held on a weekly basis, either before or after the instructional period. Department meetings provide an opportunity to “get in the trenches” to improve the knowledge, ability, and cultural competence of instructional improvement. A positive school culture is important and can be facilitated by supporting teachers in the management of their classrooms. Secondly, effective instructional programs and best practice in student learning is the “meat” of department meetings. Lastly, the designation of comprehensive professional growth plans for staff provides empowerment. Department meetings are instructional improvement at face value. An administrators chance to work in unison with the most influential parties (teachers) in the improvement of student learning are department meetings. Department meetings should be energetic and enthusiastic. An administrator’s visionary leadership delivered firsthand with a humble, privileged perspective.

***IEP Meetings-*** IEP meetings are fun because of their importance, the importance of diagnosing, understanding, accommodating, modifying, and making a valid connection with a family about the importance of their student’s education. I have been attending IEP meetings for a long time, both as a general education teacher and as an acting administrator. Professionalism is important at all times, but so is being real, being compassionate, having perspective, understanding and meeting needs, smiling, being positive, caring, being objective, being a team.

***School Board Meetings-*** A chance to encounter a “snapshot” of how a school district operates. School board minutes should be written and presented in a manner that ensures community connection. A disciplined approach to the agenda is essential. What is Important Now? How does the school district want to represent itself to the public? Weekly administrative meetings shall save room for the development of “What the district represents” through the actions of each administrator. There are two shades in a school board meeting, the positive nature of daily goings on and the reality of what is needed to progress and achieve higher. Accountability, responsibility, and respect should be on full display in school board meetings. School board meetings should be a chance for administrators to gain some perspective on the thoughts and feelings of the community. School board meetings are the platform to model visionary leadership, ethical leadership, and sociopolitical context.

***Site Council-*** In the state of Oregon, ORS 329.704 states, “Local 21st Century Schools Councils; district site committees”. There are 4 main components of site council committees. The development of plans to improve the professional growth of the school’s staff; The improvement of the school’s instructional program; The development and coordination of plans for the implementation of programs at the school; and The administration of grants-in-aid for the professional development of teachers and classified district employees. This statute requires that one member of a school site council shall be the principal of the building or the principal’s designee. I have attended site council meetings as a teacher. From the perspective of an administrator, it is important to realize how the development and implementation impacts administrative competencies and responsibilities. Visionary leadership, instructional improvement, effective management, inclusive practice, ethical leadership and sociopolitical context-6 out of the 6 competencies and responsibilities- are a factor in a school’s site council. An administrator’s knowledge, ability, and cultural competence of the operation of the district in relation to the school is imperative. What am I trying to say? The site council must be made a priority. There must be a commitment of time that ensures all necessary objectives are met. Site councils need positive leadership. The chance to work with students, parents, and staff members is important when improving instructional programs, and allows for the modeling of both visionary leadership and inclusive practice.

SUTHERLIN HIGH SCHOOL

***Accreditation Panel Member-*** Served as a member of an external review team from Northwest Accreditation Commission (NWAC) at Sutherlin High School. This proved to be a great experience because the ratio of learning/time. The collection of knowledge and data plus reflection equaled insightful energy. The accreditation was another example of understanding the importance of team (only 3 of 5 members showed). Each team member was responsible for passing the Effective Learning Environments Observation Tool (ELEOT) via viewing a classroom video and passing a test. The Accreditation offered experience at preparation, planning, and execution. The professionalism of servant leadership was needed as a school opened up their hearts to you as a guest. I could only imagine being an administrator would lead to the same passionate feelings of humility that comes with the responsibility of making decisions that are “what is best for kids”. Was able to observe classrooms, observe hallways, common areas, and listen to students, parents, and staff members explain why they love their community. I was able to listen to the pride of “how they do it right” blended with the hesitancy of realism and the understanding that nothing less than best practice and continual improvement would be appropriate kids.

BROCKWAY ELEMENTARY

***Acting Principal at Brockway Elementary-*** This was a true experience. 170 hours as acting principal at Brockway Elementary was an experience that brought competencies and responsibilities into the forefront. The safety and well-being of 250 plus students, 30 plus staff members and the attention of parents and community members was exhilarating. Yes, I experienced the parent phone call inquiring “where is my child?” As I settled into an IEP meeting, my eyes gazed up to contact our lead secretary hand signaling phone call for you! This is going to be interesting…little did I know. The other end of the line, a parent consumed with worry. And for good reason, this parent’s daughter did not get off the expected bus, and for 30 minutes that seemed like a full day, I shared the unquestioned worry that only a parent with a lost child knows. What sense to make of this? Compassion, reassurance, support, responsibility, strength, respect, awareness of effective tone of voice, did I mention compassion? After the child made it home, I reassured the parent that this mistake would not happen again. A next day follow up call was effective and making myself available for questioning, comments, and advice was necessary. And…back to the IEP, go quiet, make eye contact, engage, listen, ask relevant, caring questions, be real. The intent of this story was to not be dramatic, nor muddy the reality of the competencies and responsibilities of an administrator. Nor am I trying to undermine the necessity of a strong instructional program and the continual professional development of best practice in improving the learning of children. On that note, an administrator must have an undying thirst for knowledge. Rules, policies, procedures are the absolute necessity of ensuring the safety and learning of all parties involved. Getting the experience at Brockway has given me the knowledge that the six administrative competencies and responsibilities all have an equal amount of importance. Each administrative competency and responsibility represent the colors an administrator will use to paint the picture he or she chooses to represent. The more colors the better the picture looks.

What else? There were many important realizations encountered at my time at Brockway. Visionary leadership is important. Effective management in working with staff members is important. Being organized is important. Handling behavior in a firm, fair, and consistent manner is appreciated.