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## Educational Leadership Program Newsletter March 2012

Educational Leadership Program, University of Southern Maine

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## Important Dates

- March 25th–April 2nd Spring break
- April 5th– Advising night
- April 9th-Fall Registration for matriculated students
- April 17th- Registration for certificate students
- May 5th Last day of class
- May 7th-11th Final exams

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UNIVERSITY OF  
SOUTHERN MAINE

# Educational Leadership Program Newsletter

Volume 2/Issue 4

March 2012

## Letter from the Department Chair



Tom Edwards

Dear Colleagues,

**Register Now to Finish Your Degree.** If you plan to do an **Internship in Educational Leadership** and have already taken c. 18-21 credits towards your Masters or CAS, **now is the time to sign up** for the year-long Internship, EDU 685, 686 or 688. You may register by calling Kathie Bickford at 780-5400, starting March 1<sup>st</sup>. The first "Orientation" class will be on Monday, April 23 from 4:00 to 6:00 pm in 301 Bailey Hall on the Gorham campus. Classes will occur at three week intervals thereafter on Wednesdays. During the year of the Internship you may also take up to three additional classes to complete your Masters or CAS. One of these classes is to be EDU 677 Seminar in School Management.

**If you are a Certificate of Advanced Study** student with c. 18-21 credits and plan on completing with a CAS Directed Study, EDU 665, project, **now is a excellent time to talk with your advisor or me to define your project and then register to complete your CAS.** CAS Directed Study projects may be for three or six credits and are often closely aligned with the learning work that candidates do in their professional roles. We are ready to help you begin your Directed Study project.

**Progress in Planning for a Ph.D. in Public Policy, with a Concentration in Educational Policy and Leadership.** At this point the Faculties of the Muskie School of Public Policy and of the School of Education and Human Development are considering a proposed Ph.D. Program in Public Policy, with a Concentration in Educational Policy and Leadership. Assuming the Faculties conclude deliberations affirmatively, procedures for application will be developed and announced. A further update will be provided at the end of March.

### Sign up for Graduation

USM Graduation is richly rewarding for graduates, families, faculty and friends! You will need "to apply to graduate" by logging onto Maine Street; then go to Student Self Service, Student Center, Other Academic, Apply for Graduation. We hope to see you there!

With best wishes for continuing success in your important work,

Tom Edwards  
Assistant Professor and Chair

Please email me or Joline Spence, [joline.spence@maine.edu](mailto:joline.spence@maine.edu), questions, notes you might like to post to colleagues and news!

## Faculty Profile: Andrew Dolloff



Andrew Dolloff, adjunct instructor of EDU 691 - Sports Law and Compliance, is currently the Superintendent of Schools for RSU 21 in Kennebunk, Kennebunkport, and Arundel. Now serving in his third year overseeing this three-town district, Andrew is a 26-year veteran of Maine public schools. After graduating from the University of Maine at Farmington in 1987, he began his teaching career at Dirigo High School. In 1989, Andrew moved on to Lewiston High School, where he taught chemistry and served as the varsity boys' basketball coach for 6 years. In 1995 he earned his Master's degree in Educational Administration from USM and took his first administrative position as the Assistant Principal at Wiscasset High School. With a desire to live in the Greater Portland area, Andrew made the move to Scarborough High School in 1996, serving for four years as the Director of Student Activities before taking the position of principal in 2000.

Throughout his career, Andrew has been recognized for his performance as a school leader, teacher, and coach. While at Lewiston, Andrew received the Golden Apple Award for his outstanding teaching and several Coach of the Year awards at the regional and state level. In 2004 he was named Maine's High School Principal of the Year, the same year in which he was named to the International Advisory Board for the Harvard Graduate School of Education's Principals' Center. He has served in many statewide leadership roles for the Maine Principals' Association, including chairing the MPA Legislative Committee and directing the Western Maine Basketball Tournament.

Andrew describes his interest in the curricular and co-curricular aspects of teaching by saying, "I have always enjoyed having a hand in promoting the development of the whole student – from the academic and intellectual aspect to the social/emotional aspect to athletics and the performing arts. Any time we dismiss any of those components as being unimportant, we are short-changing kids."

Although the stressful life of a school leader is challenging, Andrew encourages prospective and current leaders to find healthy balances in their own lives. "You can't live the job – if you do, you end up resenting it and harming your own health. Too many administrators measure their worth by the quantity of hours worked, rather than by the quality of their effort. I encourage people to recognize the importance of personal wellness – eating right, exercising daily, and making time to do a few things you enjoy each week, even if it's just thirty minutes of reading an enjoyable book. When I hear school leaders say they don't have time for that, I know I'm talking to someone who isn't working as smartly as they could. It's not about working hard – it's about working smart."

Andrew serves as the vice-chair of the University's Educational Leadership Advisory Committee, where he has enjoyed his role in helping to bring a doctoral program to USM. He lives in Gorham with his wife, Brenda, who teaches at the Westbrook Regional Vocational Center. His daughter, Mariah, is a junior at Emerson College in Boston, while a son, Caleb, is a junior at Gorham High School.

# Principals and Technology Survey Results

Joline Spence, a graduate assistant for the Educational Leadership Department (EDL), was curious about how principals use technology. She recently conducted a survey for her Action Research Class with support and guidance from Jody Capelluti and Tom Edwards. The results are a very interesting snapshot of educational leaders and technology.

The Educational Leadership program serves educators throughout Maine and New England preparing them for leadership roles, especially the career path of becoming a principal. Principals understand that technology innovations have created changes in their leadership roles. To further understand these changes the Educational Leadership Department at the University of Southern Maine conducted this study to find out how principals are communicating electronically in schools and what methods they are using to communicate, more importantly, whether technology has enhanced their job performance.

A survey was created using Survey Monkey and an advanced email was sent to principals prior to their receiving the survey. Out of the initial 618 Maine principals, 319 received the survey and 82 responded. Findings indicated that many (more than 50%) principals were provided laptops by their school districts more often than any other equipment and more principals used laptops more often than any other equipment to communicate at work. Interestingly, the results showed that a higher number of principals do not use social networking to communicate at work. Maybe, this is because many schools have blocks on their systems that do not allow staff, administrators or students to use social networking sites. Also, only fifteen principals had smart phones provided to them by their school districts. One recommendation is that school districts consider providing principals with smart phones or other mobile communications technology. This would make it easier and provide more flexibility for principals to communicate when it was more convenient.

Results also indicated that principals receive more than 40 or more emails daily and used email more often as a method of communication at work than any other methods mentioned. Other methods included social networking, instant messaging, texting, blogs, and wikis. The results also showed 45.1% of principals use their home computer to answer work emails. Another finding was that many principals expressed the fact that email communication can sometimes be misinterpreted and face-to-face communication was still preferred over email and telephone communication when dealing with complicated problems. Principals receive a large number of emails daily, the results showed 75.3% of principals are spending between two to three hours daily reading, writing, and responding to work email.

Social networking is a concern for many educators; however, it is becoming popular and can be a great tool for communicating when used properly. For example, many teachers use wikis and blogs to support collaboration but it requires strict rules and constant supervision. This may add up to additional time and resources for many schools. Also, because there are so many different technological ways to communicate today that adding one more could prove to be overwhelming. Setting limits and keeping balance between work and home is hard at times; especially, considering that new technology makes it easier to communicate to anyone at anytime of the day.

Educational Leadership professionals will use this data to better serve their students. Understanding how technology has changed the way principals do their jobs and finding better ways to deal with those changes will only enhance administrator's on-the-job performance. The fact that principals are dealing with large numbers of emails daily can be especially time consuming and learning how to set limitations as far as communication goes is an important part of a principal's job. Educational Leadership professionals could use this data to develop and discuss new and better ways for principals to deal with the changes of communicating with technology.

*By: Joline Spence, Graduate Assistant*

# Alumni Spotlight: Donna Lisnik



I have reached my goal of being the first woman Principal of Presque Isle High School, the school from which my mother, my sisters, my husband and I as well as our three children all graduated. I was a late comer to education having had a career in dental hygiene for many years before deciding that I was ready to enter the classroom. While in the classroom, I worked with wonderful principals who encouraged excellence and were supportive of teachers willing to take a chance in order to improve student learning. Their leadership inspired me to consider becoming an administrator and I have never regretted that decision.

At this point I have been the principal in a very small 7 – 12 school, the assistant principal in a larger school and now the principal of PIHS. The variety has fit my personality and has provided me the opportunity to grow in the many skills needed to be an effective educational leader.

As every principal knows, even the most well planned day will take an unexpected detour at some point but that is what keeps us challenged and growing in our abilities. For me, one aspect that never varies is my being supportive of teachers and remembering that teaching well is challenging and hard work. If I do not encourage my teachers to grow by being involved in their professional organizations, by taking time to read and share differing views, by attending professional development opportunities, and by staying current in instruction and assessment best practices, then I have shortchanged the teachers and certainly the students. My faculty and staff will tell others that I insist on excellence, that they feel challenged to become better teachers and that they know I will support them every step of the way. That is who I am as a principal; that is who I am as a person.

As a new student in Educational Leadership has no idea of the range of knowledge that a principal will need in order to lead a school, I can only say that I was lucky to be able to learn from the team at USM. Each member of the team had an area of expertise from school law to curriculum, assessment and instruction to management skills. Instructors had personal experience as administrators and could share some of the real life situations.

*“Donna was an exceptional graduate student respected by colleagues and faculty alike for her passion for learning, respect for the views of others and genuine integrity. It is no surprise to me that she has become the leader of a high performing school and is valued for her commitment to the growth and well being of all students and staff.”*

~ Dr. Joseph Capelluti

# Summer 2012 Schedule

CRN	COURSE	TITLE	DAY	TIME	ROOM	DATES	FORMAT	CR	INSTRUCTOR	SPECIAL DATES
1145	EDU 600	Research Methods&Techniq	M W	4:00-6:45pm	Glick. 518	5/14-6/21	F2F	3	J. Beaudry& L. Miller	TWR, 6/19, 20, 21, 8:30am- 11:30am
1146	EDU 600	Research Methods&Techniq	M W	7:00-9:45pm	Glick. 518	5/14-6/21	F2F	3	J. Beaudry& L. Miller	TWR, 6/19, 20, 21, 1:00-4:00pm
1159	EDU 600	Research Methods&Techniq	**	**	**	5/14-6/29	Online	3	Johnson, Anne Marie	
1692	EDU 615	Middle Level Curr	M,T,W, Th, F	8:00am-4:00pm	Luther 208	07/16-07/20	F2F	3	Toy, Christopher	
1147	EDU 617	Teaching-Mid Sch Level	M,T,W, Th, F	8:00am-4:00pm	Payson 42	08/06-08/10	F2F	3	Toy, Christopher	
3166	EDU 665	CAS Capstone	**	**	**	5/14-8/24	**	3	Edwards, Tom	
1151	EDU 678	School Law	W	3:30-7 P.	Drummond/Wood	05/-7/18	F2F	3	Drummond/Woodsum—Peter Felmyly	5/09-6/18 3:30-7 pm 6/27, 3:30-7pm, 07/25, 2-7:30 pm
1693	EDU 678	School Law	W	4-6:30 pm	LAC	5/14-8/17	F2F	3	Forster, Sarah	
1152	EDU 685	Intern in School Adm.	W	TBA	TBA	5/16-8/8	**		Edwards, Thomas	Mandatory orientation April 23rd 4-6:30 pm 301 Bailey
1153	EDU 685	Intern in School Adm.	W	TBA	TBA	5/16-8/8	**		Capelluti, Jody	Mandatory orientation April 23rd 4-6:30 pm 301 Bailey
1154	EDU 686	Intern in Special Edu Adm	W	TBA	TBA	5/16-8/8	**		Edwards, Thomas	Mandatory orientation April 23rd 4-6:30 pm 301 Bailey
1155	EDU 687	Intern in Superintendency	W	TBA	TBA	5/16-8/8	**	3	Capelluti, Joseph	Mandatory orientation April 23rd 4-6:30 pm 301 Bailey
1623	EDU 688	Intern in Curriculum Adm	W	TBA	TBA	5/16-8/8	**	3	Capelluti, Joseph	Mandatory orientation April 23rd 4-6:30 pm 301 Bailey
3167	EDU 690	Intro to Athletic Adm.	M, Tu	6:00pm-9:00pm	Gorham	5/14-7/17	F2F	3	Durgin, Gerry	5/14, 21, 29: 6/4, 12, 18, 25: 7/2, 9, 10, 16, 17

# Notes of Interest

## Frequently Asked Questions

### When does the Internship and EDU 677 Seminar in School Management take place?

EDU 685: Principalship, EDU 686: Special Ed. Director, and EDU 688: Curriculum Coordinator Internships are nine graduate credits in total (three credits a semester) that span three consecutive semesters (summer, fall, and spring, respectively). The course meets once every two or three weeks for the whole year. During the summer, the meetings take place during the day, and during the fall and spring, the meetings occur from 7-9:30PM. Individual meetings with you, your mentor, and your instructor are scheduled three times a year.

### I think I am ready for the Ed. Leadership Internship. What do I need to do?

The Internship and EDU 677: Seminar in School Management should be the last set of courses you need to take before graduating from the Educational Leadership Master's. The Internship can also be taken to fulfill the capstone requirement in our post-master's (CAS) in Educational Leadership program.

**Please notify Kathie Bickford at 780-5400 or [kbickford@usm.maine.edu](mailto:kbickford@usm.maine.edu) as soon as possible if you believe you are ready to start the Internship with the next group, which begins at the end of April. Faculty will review your transcripts and contact you to inform you of your eligibility.**

## Advising Night

The next Educational Leadership advising night this semester is scheduled for April 5th 4:00-5:30 pm in Bailey Hall, room 221. Please call Kathie Bickford at 780-5400 in advance to assist us in the planning process. Thank you.

## Summer 2012 Session Dates

### Session I:

4 week: May 14-June 8      7 week: May 14-June 29

### Session II

4 week: July 2-July 27      7 week: July 2-Aug 17

### Holidays:

Monday, May 28, Memorial Day

Wednesday, July 4, Independence Day

Many of our courses do not fit within these session dates. We offer a variety of formats (online, face to face locations, blended) and delivery times, such as one week intensive. Be sure to note your class days and times.

## Jody Capelluti's Blog

If you are interested in reading more about Jody Capelluti's upcoming book, you can access his blog at <http://JodyCapelluti.blogspot.com>.

If you would like to respond he welcomes your comments and feedback at [jodyc@usm.maine.edu](mailto:jodyc@usm.maine.edu)

## Faculty & Staff Program Directory

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