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Being visible and approachable is a practice that is essential to supporting my school. The position of a leader can be an endless stream of clerical work. While important, it holds little weight in comparison to being present. Beyond visibility, the truly good work of leaders is done through daily interactions. Being in classrooms, working with children, modeling practices and rapport building, having on-the-fly instructional conversations, and discussing issues with parents is what sets a great leader apart from the mediocre.

As a school leader, I support learning goals for my school by understanding the importance of being not only visible but being motivational and inspirational: I am confident that I exude a love of learning and model a respect for the value of education.

I've worked on the forefront and behind the scenes to develop a shared commitment with our staff and families to our children. In order to provide what each child deserves, I've worked to cultivate a culture of collaboration, growth and educational advancement. As a teacher of 14 years and Adjunct professor of nine, I have a deep working knowledge of elementary content far beyond simply understanding scope and sequence. I am well versed in practicing impactful ways to plan and create learning opportunities for children to apply knowledge conditionally, that promotes rigorous problem-solving and requires them to work through a process that is challenging, in a safe environment where academic risk-taking is encouraged. I have done extensive work with prospective and practicing teachers in modeling accountable talk and applying teacher talk-moves. As an administrator, I rely on my experience to have purposeful adult learning conversations to aid teachers in the reflection on and refinement of their practice.

I believe that sharing my own experiences about the time I've spent refining my practices as a teacher, helps people understand that I can identify personally with the challenges that arise in teaching. This creates a sense of social trust which breaks down many of the barriers that prevent powerful conversations and often hinder implementation of instructional feedback.

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