

Staff Professional Development Portfolio

Randi-Louise Peterson

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Core Competencies

Gains subject area/domain expertise and knowledge

One goal I have had for years is to pursue my Microsoft Certification, a.k.a Microsoft Office Specialist (MOS) certification. This past May, I could finally commit to a yearlong study program and start the process of achieving this goal.

Microsoft Office Specialist (MOS) certification is the world's most recognized computing qualification for proving a person's skills and abilities in Microsoft Office applications.

Here is a breakdown of what that entails:

MOS Certificate	Study Time Period	Date of Exam
PowerPoint Associate	Study Time: May/June 2023	Completed 6/28/23
Word Associate	Study Time: July – mid Sept. 2023	Completed 9/22/23
Outlook Associate	Study Time: Oct/Nov 2023	Completed 11/17/23
Excel Associate	Study Time: Dec – Feb 2024	Completed 2/2/24
Word Expert	Study Time: Feb – May 1, 2024	Completed 3/18/24

My goal is to obtain my Microsoft Certification with 5 completed exams before May 1, 2024.

Here are the MOS Badges that I have earned:



I have always harbored an insecurity when it comes to tech programs. I could be more naturally intuitive when it comes to engaging with technology. Some people possess the natural ability to sit down with a program and fiddle around with it for hours, learning about its capabilities. That is not me - it is not my nature to do that.

However, there are specific programs I use daily that I desire to master: Word, Excel, Powerpoint and Outlook.

The average user uses only 10% of the capabilities of these programs. With MOS Certification, I will be able to demonstrate upwards of 80% of their applications.

In order to study for and take these exams, I needed guidance and accountability. I signed up for a year-long course with Red Cape Academy, which provides training software, study guides, and check-in meetings.

Overall, I'm so happy I started this certification process; it has already made me light years more confident in my abilities. An example of this is when I opened the program 'MS Projects' for the first time. I instantly understood the structure and how to navigate throughout the various features. In addition, I want to share my knowledge with others as I plan to present an 'Outlook Tips & Tricks' course to other staff in the Fall. The hugest lesson I have learned is that it's really about just getting curious. Developing a knowledge baseline so that I can solve scenarios & problems that I come across in the programs. I know where to start to investigate and solve a problem. For example, with new programs like 'MS Projects' I'm excited to deep-dive into learning about how I can use the program to best suit my needs and tasks. I've already decided that I will seek out tutorial courses to expand my skills when using that program.

My greatest challenge with achieving this goal has been time. I have so little of it to spare, and it's taking me months to complete just one exam. It can be discouraging to see others in my program whip through these exams in a matter of weeks or months. I have to give myself grace and remind myself that there are reasons I'm taking a more extended timeframe: full-time job, family life, and general life curveballs thrown in my direction. It's okay if I take the entire year to complete the program - it's not a race.

Manages and prioritizes professional tasks and responsibilities

Attendance & Sub-Coverage are two tasks that I have prioritized and managed every school day. These are certainly not glamorous tasks; however, they set the entire groundwork for the functioning of the school.

If there are no teachers in classrooms, then there is no school. If attendance is not managed, then student safety is at risk.

For these reasons, I have prioritized working strategically and efficiently to ensure they are complete each day.

Sub-Coverage:

Handling sub-coverage each day is a mammoth of a job. Even if only two teachers are out, that could lead to 6 classes needing coverage. Sub-coverage requests start coming in at 6:30 am, and I have until the deadline of 8:30 am to complete the coverage. I'm power-moving through the mass amount of emails, text messages, sub plans, calendar invites, etc., to achieve this goal.

Back in the day, when we had a smaller faculty population, a simple email would have been enough to confirm coverage. Now, with 69 faculty with an average of 4 classes each, we needed a better way to house all the sub-coverage needs. That is when the Upper School office and I created the 'Coverage Calendar' through Outlook. We could then send out sub-coverage invites and sub plans directly through that. The other advantage to the calendar is that we could share it with the Business Office or Division Heads in case they wanted to track the amount of coverage that was happening.

Attendance:

Attendance has changed from multiple formats over the years. However, as the school population grew, we shifted to managing attendance fully through Four11.

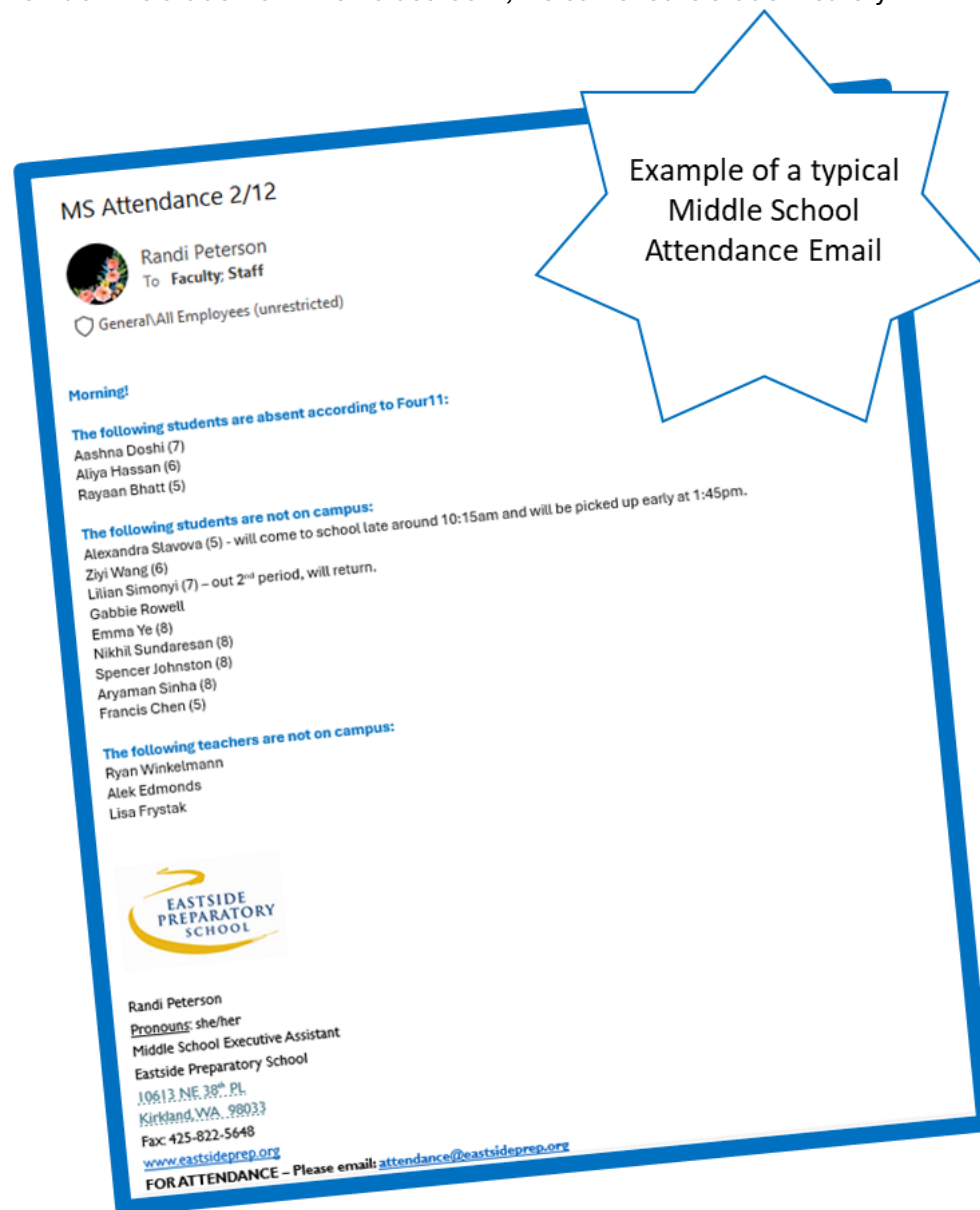
The biggest challenge with attendance is accurately accounting for 560 students on any given day. I have learned that combating this challenge comes first from Faculty support. Faculty need to focus when it comes to attendance tracking. As long as faculty can accurately report who is and isn't in their classrooms, the goal of attendance has been achieved.

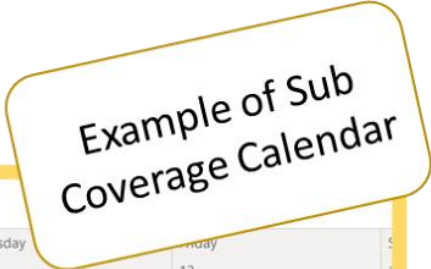
Having faculty be on the front lines of reminding their students/parents of the requirement to sign-in & out of the TALI front desk, emailing or calling when they are out sick is vital.

I have made it a point to work with the Middle School Head to constantly remind faculty of their obligations when it comes to attendance.

Unfortunately, attendance will never be perfect. However, as long as faculty do their best each day to track the students in their classroom, we can ensure student safety.

Example of a typical Middle School Attendance Email





For every event I'm organizing, communicating and responding to various constituent groups in a timely and constructive manner is imperative for the event to be successful. There are many different events that I help organize, where I have demonstrated how my communication skills ensure events run well.

Every Spring, new & returning students start course registration for the coming school year. Though returning families are used to the system at this point, new families can easily be confused by the overwhelming amount of information sent their way. I work with the Middle School Head to compose a division email that clearly outlines the various steps to register for courses. This email includes links to our website, contact emails for different departments, and a summary that indicates future communications coming around the bend. As much as I try to make this division email as clean and straightforward as possible, there are always questions that come back from families wanting to ensure they register for courses correctly. I prioritize responding as soon as possible with detailed explanations and examples of what a typical student schedule looks like. It's

important to me that our new families especially don't feel lost or frustrated by the amount of information coming their way.

Parent-Student-Teacher Conferences:

Parent-Student-Teacher Conferences are hosted 3 times a year: Fall, Winter & Spring. These events require two different communication paths: 1. Faculty and 2. EPS Families.

Each of those groups of people requires different details and logistics that are most relevant to them. I manage 2 different sets of details so that families know how to sign-up for conferences and faculty know how to implement them.

Faculty is required to know the theme of the conferences and what the best focal point should be when addressing students & parents. Are these conferences about introducing them to the school year? Are they about academic performance? Or, is the conference about a student highlighting what they are most proud of? The faculty needs a schedule for dates & times when they are required to be present, and they also need families' names and information. All this information is organized with the Middle School Head in collaboration with the Upper School Division Office. I need to be present during conferences, ready to assist faculty with any questions they might have as the event runs.

Families require sign-up information and dates for conferences. They also need to know where conferences will be hosted (either in-person or online). They also need to know a general outline of the conference's purpose and goals (academic focuses, intro to the school or student-led progress). In addition, I often ensure a specific time frame is communicated well to families so they know if they have 8 or 30 minutes to talk to a teacher.

Field Trips:

At first, Field Trip planning is the responsibility of the faculty member who wishes to have their students experience education outside of the classroom. Once the faculty has decided on a date and time for the experience, they need assistance making sure that all faculty, students and parents know what is happening. I work with the faculty to make sure they are communicating their transportation needs to facilities. I also assist them with ensuring that the kitchen is aware if they need sack lunches or not. One essential item is communicating to the kitchen if students will be off-campus for lunch. That way, they are not unnecessarily making additional lunches when they don't need to.

I also ask the faculty member planning the trip to please email parents in the class about the day's logistics. This is communicated to various departments to ensure students have the best experience possible on their field trip.



Enrollment News

from the Middle School Head

Dear Newly Admitted 5th-Grade Families,

Welcome to Eastside Prep! We are thrilled that you will be joining our community for the 2023-24 school year; the following information is specific to your child's course registration for the coming year. All 5th graders will be enrolled in the following courses:

- Introduction to Historical Thinking
- Introduction to Literary Thinking
- Introduction to Scientific Thinking
- Math
- Spanish
- Arts
- PE
- Study Hall

Students are placed at the appropriate level in their **math** classes. Specifically, our math teachers take time to review each student's admission file as well as conduct a placement interview to determine a student's class placement. Instructions and sign-up for the math interview will be communicated by May 1.

If you would like more information about our Learning Support and Guided Study Hall programs, please contact Jamie Andrus, Learning Support Coordinator, at (jandrus@eastsideprep.org)

Students are automatically enrolled into **5th-Grade Spanish**. If your child is a heritage student, a placement test may be arranged. The definition of a heritage student is someone who is raised in a home where Spanish is spoken and who is to some degree bilingual. Please contact Randi Peterson, Middle School Executive Assistant (rpeterson@eastsideprep.org), to arrange for the test.

Below you will find a link & instructions to your **Course Registration Request Form**. Please review this with your child and complete the online registration by **Friday, April 14**. A separate email will be sent with your student's username and password to access course registration. With your child, you will be requesting Arts & PE courses. To simplify the process, we automatically register your child for their grade level classes (History, Science, etc.).



Student-Led Advisor- Parent/Guardian Conferences

Greetings Middle & Upper School Families,

Spring Student-Led Advisor-Parent/Guardian Conferences are scheduled for **Friday, April 29 from 7:30 AM to 4:00 PM**. These conferences are structured so that students will lead their Advisor and parent/guardian(s) through a reflection that they prepare during an Advisory session in the week leading up to the conference. Conferences are 20 minutes in length, and will be held on campus.

Note that classes will not occur on April 29 in order to allow time for advisors and families to meet. For the graduating Class of 2022, conferences are optional. As a reminder, families only need to make one appointment with their student's advisor.

We ask that all parents/guardians, students, and faculty wear a mask while on EPS campus during their conference. If unvaccinated, please take a rapid test the morning of your conference before arriving on campus.

To sign-up for a conference time with your student's advisor, please click the following link: <https://www.eastsideprep.org/april-conferences/>
Password to the EPS website: Eagles2122

If you have any questions, please reach out to [Kristine Berg](#) (US) or [Randi Deterann](#) (MS).



7th grade on a field trip to the
Wing Luke Museum (Feb. 2023)

Develops from a problem identifier to a problem solver

Each year, during the Spring trimester, the Middle School office begins to prepare new & returning families for the coming school year. Since this is an innovative school, the onboarding of families has changed numerous times over the years.

Without a consistent model to follow, each Spring feels very laborious. Instead, when taking on this Spring project, I can build a framework or map to refer to each year. Here are some problems and solutions that I have identified for resolving this issue:

Problems:

- No clear timeline or schedule for when items/projects are rolled out. Deadlines & information are ever-changing.
- Since there is no clear pathway to navigate these changes, I can't pass on the relevant information to families.
- I often find myself being blindsided by various departments' expectations.

Solutions:

- Identifying a project management software that can layout a timeline when items/info need to be gathered and when these items are communicated to families.
- Having the resources and information available to the MS Office to assist families with questions.
- Prompting various departments (Spanish, Math, Advisory etc.) to think about what they need to prepare for the coming school year.

My goal for Spring 2024 is to have a project management software program ready to help me manage the hundreds of details that come my way. I want this software to help me create a timeline that will layout when items/resources need to be gathered.

Here are 3 'Project Management' systems that I explored and considered using to help me solve this issue:

Project Management Software:

1. Microsoft Project

- > Attached to Teams
- > It can automatically invite team members and is already integrated into EPS systems.

2. SmartSheet (smartsheet.com)

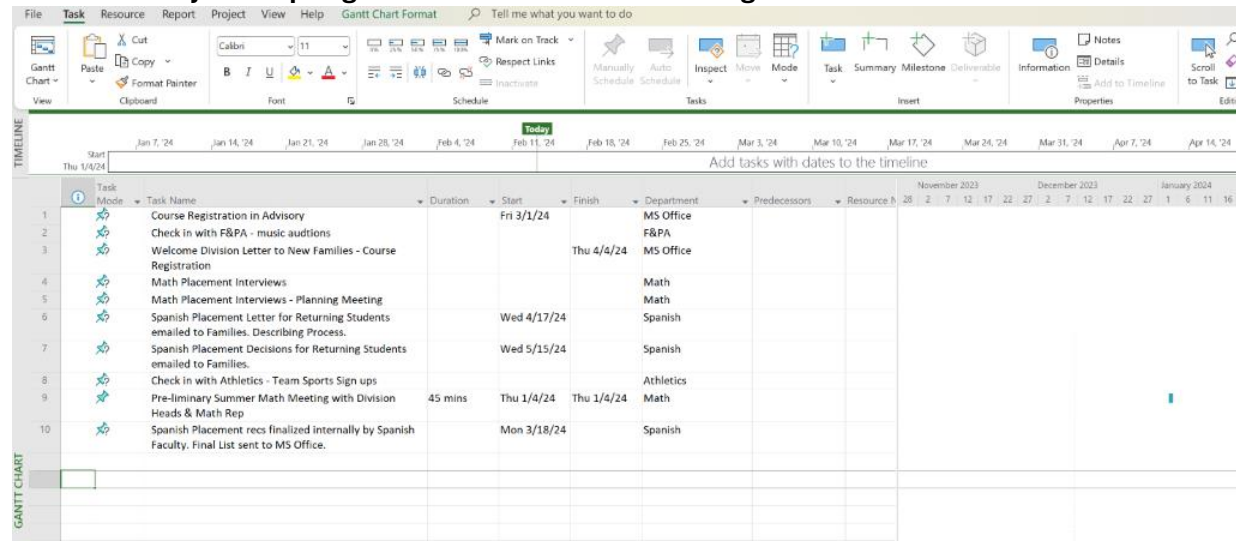
- > A project management software that I'm exploring.
- > So far it seems a little more user friendly than MP.
- > Subscription based, can invite collaborators.

3. Wrike (wrike.com)

- > Another subscription-based online project management tool

After consulting my Professional Development Portfolio team, it was determined that I move forward with using 'Microsoft Projects'.

Microsoft Projects: Spring Outline for Middle School Registration



Progresses from a project participant to a project manager

For many years the school has offered a space for students after school where they can complete homework or socialize until their parents pick them up. The After School Study Hall (ASSH) has run through the gambit of different times, locations, proctors, and managers. I would sometimes cover the ASSH myself or find coverage for the odd time a proctor was unavailable. Even though ASSH was under the umbrella of the Middle School Office, I was always on the outskirts of this program as it seemed that other departments were organizing it.

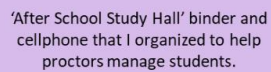
At the beginning of the 23-24 school year, Sarah Peeden (MS Head) let me know that ASSH would fully be run and owned by the Middle School Division Office. I took this as an opportunity to shift from a project participant to a project manager.

I decided to organize ASSH like I handle sub-coverage requests: with an Outlook calendar and clear communication with the proctors. I analyzed the challenges ASSH had faced in the past and worked with the MS Head to create a statement of guidelines that proctors could follow. One of those challenges was having consistent coverage. Since this is an after-school gig that lasts until 6:00 pm, it can often take a lot of work to find people willing to stay into the evening hours. Along with the MS Head, 5 proctors were identified to each take a day of the school week. I then identified 2 additional people who would be willing to be subs. I created an Outlook calendar and invited all the proctors. By scheduling each proctor one day a week, proctors were less likely to cancel.

Other items that I took charge of for ASSH:

- Streamlining the sign-in process with a paper binder.
- Finding a permanent secure location for the ASSH phone.

- Example of After School Study Hall Calendar

[illegible]

Receives feedback effectively, approaching recommendations for improvement receptively and positively

The 8th Gr. Continuation Ceremony is one of the school's major end-of-year events. EPS hosts all 8th-grade students and their families in a ceremony where we celebrate our 8th graders continuing to the Upper School.

This milestone event has structurally remained the same for the past 15+ years, with small variations along the way to improve the flow of the ceremony.

The main focus has always been to highlight each student through a personalized speech and gift them with a book uniquely chosen for them.

As with any major event, there has always been feedback from faculty, staff, students, and parents on how the ceremony can improve or change. Here are some examples of feedback that I received from the event and how I worked with the recommendations for improvement:

Live vs. Pre-Recorded Speeches:

Various faculty members are assigned an 8th-grade student to write a speech about. They then read this speech at the Continuation ceremony. For many years this speech was read live during the ceremony. When Covid hit, we were forced to transition to a pre-recorded video of the speeches. Even after Covid was done, the pre-recorded video continued because faculty feedback suggested that most of them enjoyed not having the pressure of reading live in front of an audience. Though having a pre-recorded video proved to be convenient for the execution of the actual ceremony, more feedback suggested that it had lost a bit of its personalization from being live in the theatre. For the 2024 ceremony, we will revert to a live ceremony and place the video on hold. I'll be taking notice of the live speeches this year and will see if implementing this feedback will bring back the intended result of personalization.

Format of Speeches:

Another aspect of the speeches I received feedback on was length and content. As we grew to a class population of 54 students, it became apparent that we needed to shorten the word count of each speech written. We aimed to have the ceremony clock in under an hour and 15 minutes. For a live event, our biggest time eater was the transition from walking up to the podium and back down to the seats. I'll be working with the Middle School Head this year to find solutions to keep the ceremony on time. As for content, any speech that involved a prop or song was very well received by the audience. It also provided a bit of a breakup from the regular speech formula. From this feedback, I will continue encouraging faculty to think outside the box while keeping within the time constraints.

Streaming of Ceremony:

The first time we were allowed to have an in-person ceremony after Covid, we were conscious that masking and social distancing needed to be implemented. Even after these protocols loosened up, feedback showed that some people still do not feel comfortable being in a large crowd. We decided to continue hosting a secondary viewing location in the TMAC where the ceremony was streamed. We also gave the option to view the ceremony from home from a live YouTube link.

Various Changes to Improve the Event:

There were some other smaller details that I made adjustments to based on feedback. One of these details was the floral gift for students. We would always give boutonnieres to the boys and

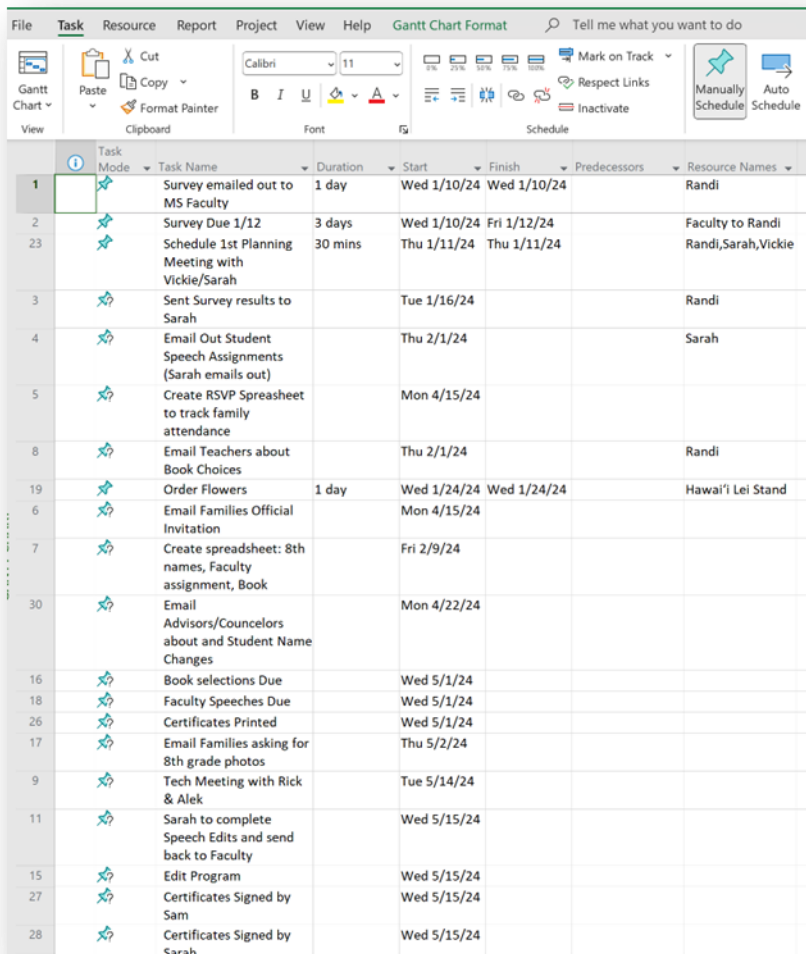
corsages to the girls. A student voiced their concern that this was too gender-specific and did not provide room for those who do not strictly identify as either. I know EPS cares to be sensitive to these situations, so I moved to a more gender-neutral option of flower leis. Every student received the same flower gift no matter how they identified.

Another small detail change was discontinuing the celebration breakfast. Years ago, we hosted a light breakfast before the ceremony began. This involved a complete catering set-up with a buffet-style situation. There was additional clean-up as well after the breakfast. It became apparent from feedback that this was putting a lot of strain on the Kitchen and Facilities staff who were already clocking in multiple hours due to other school events. I decided to request that we no longer host a breakfast and only make cupcakes for the 8th graders themselves.

As the years go on, I will continue to re-evaluate and respond to feedback concerning our Continuation Ceremony. This event belongs to all faculty & staff and our 8th grade students. It's important to me that the theme and nature of the event reflects the celebration of our students and what they have achieved.



Layout of Continuation Tasks in Microsoft Projects



	Task Mode	Task Name	Duration	Start	Finish	Predecessors	Resource Names
1		Survey emailed out to MS Faculty	1 day	Wed 1/10/24	Wed 1/10/24		Randi
2		Survey Due 1/12	3 days	Wed 1/10/24	Fri 1/12/24		Faculty to Randi
23		Schedule 1st Planning Meeting with Vickie/Sarah	30 mins	Thu 1/11/24	Thu 1/11/24		Randi,Sarah,Vickie
3		Sent Survey results to Sarah		Tue 1/16/24			Randi
4		Email Out Student Speech Assignments (Sarah emails out)		Thu 2/1/24			Sarah
5		Create RSVP Spreadsheet to track family attendance		Mon 4/15/24			
8		Email Teachers about Book Choices		Thu 2/1/24			Randi
19		Order Flowers	1 day	Wed 1/24/24	Wed 1/24/24		Hawai'i Lei Stand
6		Email Families Official Invitation		Mon 4/15/24			
7		Create spreadsheet: 8th names, Faculty assignment, Book		Fri 2/9/24			
30		Email Advisors/Counselors about and Student Name Changes		Mon 4/22/24			
16		Book selections Due		Wed 5/1/24			
18		Faculty Speeches Due		Wed 5/1/24			
26		Certificates Printed		Wed 5/1/24			
17		Email Families asking for 8th grade photos		Thu 5/2/24			
9		Tech Meeting with Rick & Alek		Tue 5/14/24			
11		Sarah to complete Speech Edits and send back to Faculty		Wed 5/15/24			
15		Edit Program		Wed 5/15/24			
27		Certificates Signed by Sam		Wed 5/15/24			
28		Certificates Signed by Sarah		Wed 5/15/24			

Team Culture

Develops mutually respectful relationships with team members

I have noticed that there is so much talent among my co-workers. I can see each person's strengths and what they bring to this school. It's through identifying each person's skill set that I can zero in on their aptitudes when working on a project or problem-solving a situation. I make an effort to know what people's strengths are, and this fosters a mutually respectful relationship.

Another way I develop mutual respect among team members is to listen to everyone's opinion actively. I frequently ask others to share their ideas when it comes to planning an event. I often ask: 'What do you think?' or 'Do you believe we should go with plan A or B?' Allowing others to voice their

opinions fosters teamwork and helps to solve problems. I respect other people's views and ideas, and I hope that translates back to them that I care about their participation in a project.

Here are some examples of when I tune into co-workers talents & ideas:

- When I need help organizing data quickly and effectively, I know Kristine Berg is the person to turn to. She knows data systems well and has a background in sorting through info with Excel.
- When I need someone to brainstorm with to come up with ideas for events, Angie Sharp has a way of coming up with great ideas that are practical and fun.
- When I need a word-smith to help phrase a communication towards a specific target audience, Vickie Baldwin always knows the best way to express ideas.

Participates actively and constructively in team collaborations and meetings

As a senior administrator, I know it's my responsibility to set an example when participating in collaborations & meetings. I make it a point to attend the meeting and help organize content that may be presented.

I can't always make the assumption that participation in meetings comes naturally to everyone. Since I have been here for 13 years, I have gotten used to participating, and I never expected anyone else to act differently.

After the pandemic, there was a massive shift in employees, and many new faces joined our team. When we resumed staff meetings, many would not attend because they had experienced a different culture in their former workplaces. I realized that as a senior admin, I needed to do more groundwork to encourage participation.

To encourage participation, themes that I emphasized to others were:

- Participation establishes community. We worked in different departments and don't get to spend much time with each other. Attending a staff meeting allows us that time together.
- It's a learning opportunity to find out how others may need help and learn about different events around the school.
- The ASC works hard to ensure the meetings have worthwhile content so participants feel like their time is valued.

I'm pleased to say participation in the staff meetings has changed, and a better understanding of their purpose has emerged. We now have active engagement among all departments.

One goal that I have for the future is to be able to attend more Middle School Division Meetings. Due to the nature of my job, sub coverage and attendance does not allow me to attend these Division Meetings as they happen in the morning hours. However, if the workload is light, I would like to make more of an effort to attend Division Meetings. When I have attended, I have found that

I'm more aware of what activities are happening in the middle school. This awareness has allowed me to get ahead of any projects or scheduling conflicts.

Summary:

- As a senior admin, I need to set an example for participation and encourage others to do the same.
- I want to participate more in Middle School Division Meetings in the future.

Seeks out diverse opinions of others for guidance

Every single project or event that I am planning involves the input of others. I am aware of the changing nature of EPS and how events need to reflect new procedures. This is an innovative school; therefore, I need to be on top of seeking guidance from others to ensure I align with the school's mission. I usually start with my original plan for an event, analyze it to see what needs to be improved or changed, and then I seek the diverse opinions of others for guidance.

One project that needed diverse input was the 'Math Placement Tests'. This was an event that happened each Spring to onboard new students to ensure they were enrolled in the correct math class for their level.

First, the placement tests involved inviting 40-50 students to one testing event to write a math exam. Though this method was efficient regarding time and resources, it served outside the school's culture. It presented new families with the idea that we were somehow a math-obsessed school where competing to get into the highest-level math course was all that mattered.

To pivot from his perception, I worked with the Middle School Head to set up meetings with our Math teachers to determine their ultimate goal with math testing. The Math teachers expressed their opinions and desires to have more of an 'interview' process rather than a testing one. From their perspective, they wanted to know how a student thought through a math problem instead of just getting correct answers. A one-on-one interview with a teacher and student discussing math was the best approach.

The next challenge to implementing this math interview project was to find the easiest way to schedule mass amounts of individual appointments. I went to Mr. Briggs in the IT Department to see what suggestions he could provide. At the time, he mentioned 'Microsoft Bookings', which would send automatic Teams meetings to teacher and parent calendars. I then went to Mr. Clarke in IT, and he suggested I link the 'MS Bookings' program to a sign-up link on the Eastside Prep website for easy access.

The next opinion I sought was from the Middle School Head to determine their communication goal to families about why we were moving to an interview format. We wanted to compose an email with clear instructions and an overall theme of what our Math programs means to EPS and how it will best serve students.

We are now entering our 5th year of implementing the 'Math Placement Interviews'. Though there will always be some adjustments along the way, it was through my seeking the opinions of others that we were able to host a Math placement process that more clearly aligned with our school's culture.

Summary:

- I learned through the opinions of others that there is always an easier way to proceed with a project.
- We aligned the school's math program more closely with how EPS views itself as a school.
- For other projects that come about in the future, I will be able to use this model to improve the details of other events.

Middle School Math Letter to Newley Enrolled Families

Greetings new 6th-Grade Families,

I hope this email finds you well; I am writing to you to share details about your student's Middle School Math class for next year. Our program begins with Mathematical Foundations 6 (MF6). This is a course designed to serve students arriving from a wide variety of math programs and approaches.

We have learned over the years that an absolutely solid foundation in basic operational concepts is key to future success at more complex levels of math. As such, students are assessed in each concept before the lessons begin. Students are given enrichment opportunities in class to extend their knowledge on the topic if their conceptual understanding is strong. This type of instruction, known as *differentiation*, along with our software called ALEKS, allows us to understand where each student is in their progression. Please understand that the name of the class only refers to our EPS 6th graders; the content of the course is derived from the skills found in Common Core Levels 6-7.

At the conclusion of 6th grade, students will be placed in the Pre-Algebra.

It is helpful to understand the full sequence of our program. A student entering 6th grade is on track to take Calculus in their senior year, should they desire to do so. Other course options also include Statistics and Advanced Calculus, Advanced Topics.

6 th Grade	MF6
7 th Grade	Pre-Algebra
8 th Grade	Algebra I
9 th Grade	Geometry
10 th Grade	Algebra 2
11 th Grade	Pre-Calculus
12 th Grade	Calculus

In the coming weeks, we will complete our review of students' files, as there are rare occasions in which students will have experience in math that may make placement into a different class appropriate. We will contact you for a placement interview if we feel it necessary. If you feel your student fits this profile, please contact us.

Please do not hesitate to contact me with any concerns or questions!

Best,
Sarah Peeden, Head of Middle School

Mathematical Foundations Grade 6

The instructional approach in this course is differentiated to meet the mathematical needs of each student. Prior to each unit of study, students take a pre-assessment to identify which topics they have mastered and which topics they need to work on. By the conclusion of the course Fractions, decimals, and percentages are mastered and applied to the concepts of ratios, rates, and proportions. The use of variables and algebraic concepts is introduced. Topics covered include graphing and data analysis, operating with fractions and mixed numbers, inequalities, the coordinate plane, negative numbers, and introductory algebra. Some Geometry and Statistics concepts are also taught. There are multiple projects and inquiry activities embedded in each unit.

Pre-Algebra

In this course an investigative approach is used to extend understanding of mathematical concepts, and broader, more abstract, mathematical thinking. Variables, equations, and expressions are introduced, while practice substituting, evaluating, and solving equations is explored in the context of algebraic problem-solving. Course topics include but are not limited to: operations on exponents and radicals, scientific notation, distributive property, and factoring. The intentional and collaborative approach to problem-solving in this course prepares students well for success in Algebra I.

Math Placement Interview sign-up on EPS website for newly enrolled families.

The screenshot shows the Eastside Preparatory School website. The header includes the school's name and a navigation bar with links like Canvas, Calendar, Webmail, Current Families, and Alumni. Below the header is a yellow navigation bar with dropdown menus for WHO WE ARE, ADMISSIONS, ACADEMICS, STUDENT LIFE, ARTS, ATHLETICS, and GIVING AT EPS. A table lists various school resources under seven categories: Communication, Curriculum, Co-Curriculum, Parent Engagement, Services, Policies/Procedures, and Contact. The main content area is titled 'Math Placement Interviews' and contains text explaining the interview process, its purpose, and how to sign up. It includes two links to schedule an interview at different times: 3:15pm & 4:00pm, and 7:00pm.

Communication	Curriculum	Co-Curriculum	Parent Engagement	Services	Policies/Procedures	Contact
Back-To-School Info	Advisory	Arts	Family Education	After School Study	Emergency Procedures	Attendance
Calendar	College Counseling	Athletics	Parent/Guardian Site	Bookstore	Financial Aid	School Contacts
Kirkland PSH	Course Catalog	Clubs/Academic Teams	Sibling Admissions	Laptops/Tech	Handbooks	Family Directory
EPS Weekly News	EBC Week	Health and Safety	Suicide Prevention	Food Service	Tuition Billing	Employee Directory
Inspire		Outdoor Education		Transportation		Maps and Directions
		Service		EPS Logowear		

Math Placement Interviews

As part of our scheduling process, we would like to invite your student to take a 'Math Placement interview' with one of our math teachers.

This interview will help our math teachers assess what the best math class will be for your student entering into the 23-24 school year.

This 30-45 minute interview will be conducted over a Microsoft Teams video call with your student and one of our math teachers. The math teacher will have a chat with the student regarding their math experience and what they have been recently working on at school. The math teacher will have the students solve some math problems to see how the student works and communicates their mathematical thinking.

Please sign-up for a Math Interview.
A Teams link will be automatically emailed to you.

[CLICK HERE TO SCHEDULE AN INTERVIEW - 3:15pm & 4:00pm Time Slots](#)

[CLICK HERE TO SCHEDULE AN INTERVIEW - 7:00pm Time Slots](#)

Presents/shares knowledge during staff meetings and conferences

Quite a few years ago, I attended the 'NWAIS Administrative Support Conference' where there was a presentation from Vickie Sokol-Evans, author of the book '100 Microsoft Tips'.

Her presentation went through the various Microsoft programs providing quick new tricks that would help make one's daily workload more efficient.

I found many of her simple lessons extremely useful, and it inspired me to share similar tips with co-workers.

At staff meetings, I would share one or two tech tips I had learned, hoping they might help others save time in their work day. Integrating quick tech lessons into staff meetings made sense since we were trying to find other PDD avenues for staff.

Since I'm no tech expert, I wanted those in our community with high-end tech skills to share their knowledge. This led me to ask other co-workers like Angie Sharp and Jonathan Briggs to provide staff with lessons in Excel, Four11 & Teams.

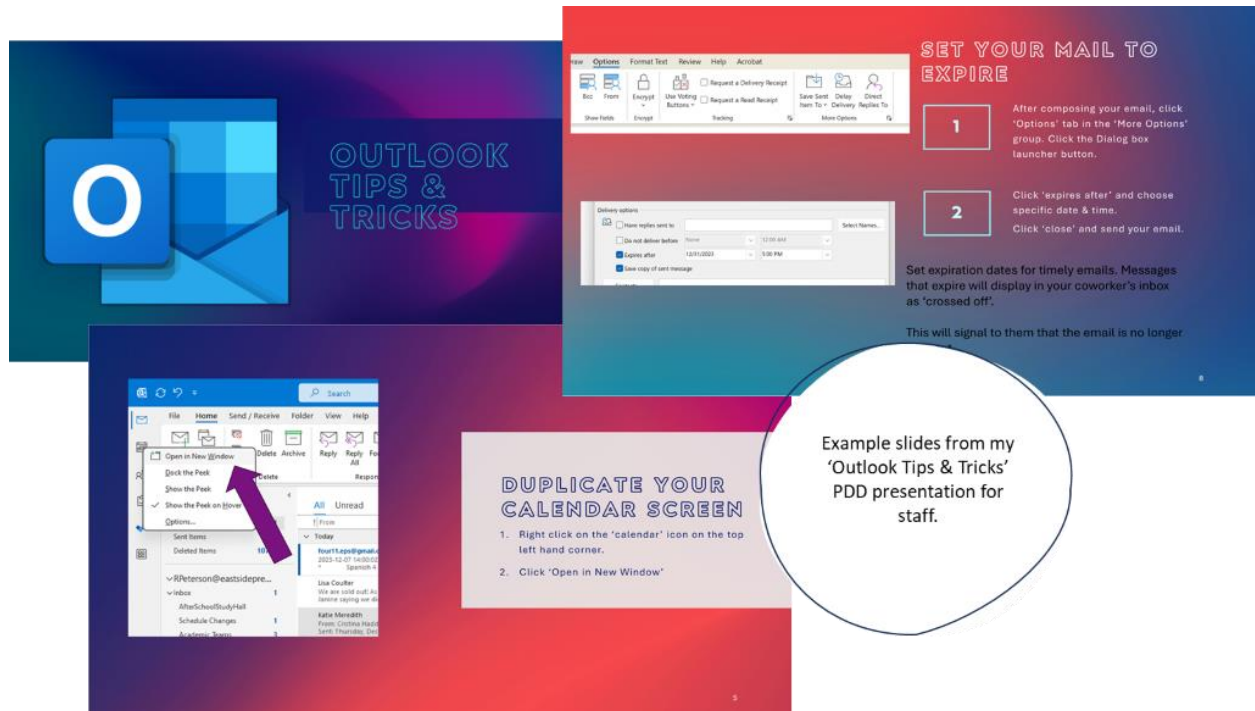
To this day, we continue to plan PDD opportunities for staff to enhance their knowledge of tech programs. Through the ASC, we send out surveys on a yearly basis asking, 'What tech program do you want to learn more about?'. This year, staff said they were interested in diving into the Microsoft Outlook program.

Since I'm studying for my Microsoft Certification in Outlook, I let the ASC know that I will present a workshop on 'Outlook Tips & Tricks'. I plan to teach this class in the Fall of 2024.

When other tech needs arise, I will work to identify other knowledgeable staff members who can present new skills.

Summary:

- I identified a way to present practical tech skills to staff during PDDs & staff meetings.
- I plan to continue recruiting EPS staff members who can share their tech knowledge to others.



'100 Life Changing Tips' by Vickie Sokol-Evans.

Takes advantage of professional development offered by the school (i.e., PDDs)

Over the years, there has been a wide variety of PDD offerings. Here are some sessions that have stuck with me:

Skillpath Training Session (October 2023)

Most recently, we hosted a 'Skillpath Training Session' which focused on time management, planning workflow, and boosting communication. From the planning workflow event, I learned to plan not just for the day but also for the week ahead. That will allow me to conquer the list of items that I need to handle in more of a timeline fashion. This was in sync with my upcoming 'Middle School Spring Project Management' that I plan to launch in the Spring.

Communications Workshops with Kelly Moore (2017 - 2019)

- Learning to set boundaries in the workplace. Increase your confidence and reduce your stress and potential for burnout.
- Expressing validation to others' emotions & learning about your own emotional responses.
- The idea of simply listening to others who are stressed and repeating back to them their concerns so they know you heard.
- Knowing the difference between empathy and sympathy.

Tough Conversations with Vickie Baldwin (August 2023)

When initiating a tough conversation with someone, consider the CORE framework:

C: Content (cite the specific situation)

O: Observation (Describe what was said or done)

R: Result (What is the most meaningful consequence to you and them?)

E: Next Steps (What are the expected next steps?)

Choose Your Own Adventure (February 2022)

Though this event would have been considered more social than educational, this gathering allowed me to see the talents of other coworkers. We were divided into groups to explore either painting, gardening, Maker Space or cooking. Each session was led by either a staff or faculty member. Before this session, I didn't know that one coworker was artistically gifted and another had gardening knowledge. This allowed me to get to know my coworkers and see another side of them that I didn't know of before.

Summary:

Each PDD session I have attended and participated in has allowed me to gain knowledge and skills. I have taken away at least one or two items that I have applied to my daily workflow.

Community Values

Engages with compassion and trust, developing respectful and productive relationships with community members

When it comes to students & parents, I strive to be a resource for them when navigating their various questions about the school. I'm often asked about schedule changes, attendance, broadcasting, where to locate information, and dozens of other items. Students and parents can see me as a go-to person when they need help. I may only sometimes be the person to resolve the issue, but I can always lead them in the right direction. As a parent, I understand how hectic the average school day can be when navigating the daily loopholes of illness, attendance, assignments, appointments, etc. I'm compassionate towards parents, knowing they need support to get to the next step. If they can trust that sending me an email or phone call can help their student with something like broadcasting, then that's developing a respectful and productive relationship with them.

One example of this is at the beginning of the school year when families decide what after-school activities they want to join. They are often over-enthusiastic about joining everything and want to know how they can manage their schedule to do that. They ask me about time commitments and dates. I know the underlying motivation is that there is almost this fear of missing out - they literally don't want to miss any of the fantastic opportunities that EPS has to offer.

This is an opportunity for me to develop a productive relationship with them. I guide them in making only 1 or 2 choices - I know that the student will be more fulfilled if they are not being stretched in every direction. I start by letting them know their sports choices will involve 3 to 4 after-school games a trimester. I then let them know that this is often linked to their academic PE class and is required. If the student has their heart set on the Middle School play, I suggest joining a regular PE class instead. If they want to play chess on top of all this, I let them know there is a casual chess club that happens during the middle band on Wednesdays & Fridays. Beyond that, I also bring in the perspective that the student will have their *entire* middle school career to try out everything. Maybe this year they will join the soccer team, but next year it'll be the play instead. I love their enthusiasm for participation, but by guiding them in the right direction, I know I'm developing a compassionate and trustful relationship with the family.



Activities sheet that we send to newly enrolled families to help them gauge a better understanding of commitment times.

After-School Commitment Levels for Middle School Activities

Extracurricular activities are an important part of an EPS education, and while we encourage students to participate in *something* we also recognize that they cannot participate in *everything*. We have created this table to aid students and parents as they make decisions about which after school activities to participate in. Please note, that while this table highlights the time investment for each activity, there is also an assumed dedicated commitment with most of these activities. Which is to say, students cannot simply drop in and out of activities easily and should carefully consider if they are willing to commit to the entire season for any given activity.

Please look over the time commitment required for each after school activity that you may be interested in and plan accordingly.

	Fall Trimester	Winter Trimester	Spring Trimester
High Time Commitment Meets 4-5 times each week	<ul style="list-style-type: none"> ➤ Rowing 7-12 ➤ Middle School Theatre Production 5-8 	N/A	<ul style="list-style-type: none"> ➤ Rowing 7-12 ➤ All-School Theatrical Production 5-12
Medium Time Commitment Meets 2-3 Times Each Week	<ul style="list-style-type: none"> ➤ Boys Soccer 7-8 ➤ Girls Soccer 7-8 ➤ Cross Country 5-8 ➤ First Lego League Robotics 5-8 ➤ Soccer 5-6* ➤ Girls Volleyball 5-6* ➤ Girls Volleyball 7-8 <p>*Practices take place during the school day, but games are in the afternoon.</p>	<ul style="list-style-type: none"> ➤ Boys Basketball 7-8 ➤ Girls Basketball 7-8 ➤ First Lego League Robotics 5-8 ➤ Basketball 5-6* <p>*Practices take place during the school day, but games are in the afternoon.</p>	<ul style="list-style-type: none"> ➤ Tennis 5-8 ➤ Track & Field 5-8 ➤ Girls Ultimate 7-8 ➤ Boys Ultimate 7-8 ➤ Ultimate 5-6* <p>*Practices take place during the school day, but games are in the afternoon.</p>
Low Time Commitment Meets 1 Time Per Week	<ul style="list-style-type: none"> ➤ Debate Team 5-8 ➤ Math Team 7-8 ➤ Chess Team 5-8 	<ul style="list-style-type: none"> ➤ Debate Team 5-8 ➤ Math Team 5-8 ➤ Chess Team 5-8 	<ul style="list-style-type: none"> ➤ Math Team 5-6 ➤ Chess Team 5-8 ➤ Climbing Club 5-12

*Sixth grade students may have the opportunity to play with the 7-8 Soccer, Basketball, and Ultimate teams on a case-by-case basis.

Fosters true belonging of all community members, leading with understanding and grace

My goal as a senior administrator is to create and foster an environment of belonging for all staff members.

This not only contributes to staff retention but also allows staff members to feel positive about their working lives. If we come here for an average of 40 hours a week - we want to enjoy our work and feel a sense of community with our co-workers.

It has undoubtedly been people like Vickie Baldwin, Tina Hadden & Sam Uzwack who have greatly influenced me in this community culture. I have worked in other organizations where the social environment was highly negative. Coming to EPS and reminded me that it doesn't need to be that way.

People that I consider mentors (Vickie, Tina, and Sam) have led by example to show me that creating opportunities for employees to engage with one another creates a positive work environment that trickles down to how students & faculty function in the classroom each day.

My involvement in the 'Administrative Support Council' (ASC) is an example of this.

For the past 3 years, I have taken on a more significant role in supporting the ASC. This is a group of administrators here at EPS that come together to make decisions that will help create community & opportunities for all EPS staff.

For many years, this council did not exist, and only staff members who carried 'administration' in their job titles were invited to attend meetings & social activities. However, this structure no longer worked as the school's staff grew. It excluded a vast number of employees who were neither faculty nor administration (Kitchen, Facilities, Tech, etc.).

School leadership started to recognize we needed to be more inclusive of all staff, and the ASC was implemented. I saw the ASC as an opportunity to continue the atmosphere of inclusion through organizing social activities.

Through the ASC, I have worked with Tina & Angie to create social activities that allow staff to spend quality time together: Paint & Sip, Rage Room, Flat Sticks Pub, Escape Rooms, Mini-Golf, Choose Your Own Adventure activities, etc., just to name a few.



Admin Tea Party - 2017



Paint & Sip Staff Team
Building Activity - 2022



Staff Activity @ the Rage
Room - 2019



Understands and incorporates the school's mission and vision

Think Critically

Thinking critically is about analyzing events and situations and how to streamline them to reduce the amount of people, energy, and time it takes to have an event be successful.

Example:

Back to School Night is a yearly evening event where parents attend their students' classes in 10-minute blocks. This event requires a lot of energy and time from faculty, facilities, and various staff. I noticed through the years how difficult it was to be present and energized for this 14-hour day. Faculty were required to teach their regular classes and stay for the evening event. The kitchen staff was cooking 3 major meals to feed everyone. Facilities was here setting up for the event and re-setting for school the next day.

I decided to streamline as much of this event as possible to reduce the amount of resources and people that were needed. Instead of the kitchen staying to cook dinner, we opted to order pizza.

Instead of facilities being solely responsible for cleaning every classroom, we recruited Faculty to do this. Instead of having 2 BTSN events, I advocated bringing it back to 1 night.

Act Responsibly

Acting Responsibly is knowing that others are relying on you to complete a task without questioning whether you finished it.

Example:

I discussed earlier how my position is centered around the morning attendance tasks and sub coverage. These job duties are the bedrock of the entire school day. I am responsible for being present, on time, and ready to take action when faculty cannot be here to teach classes. It's also my responsibility to note which students are out sick, will be late or are leaving early. I enter this data in Four11 and turn on broadcasting for students who need to be remote.

Lead Compassionately

Leading with compassion means having patience with students and others as they learn. Providing advice and information and then sit back a bit to let them figure it out.

Example:

When I was assisting Mr. Stromberg in the 'Intro to Strings' class, numerous students needed help figuring out their finger and bow placement. I would demonstrate the proper hand technique for bow holds and then let them figure out the placing. Having patience was key so that they didn't feel discouraged. If they still could not get it, I would show them again until they felt like some adjustment had occurred.

Innovate Wisely

Innovating Wisely is about taking a project or event and seeing how you can pivot when a challenge is thrown your way.

Example:

October Parent-Teacher Conferences for a very long time were hosted in-person. This involved having the entire LPC & TALI Theatre set up with multiple desks and chairs for teachers to sit at and talk to parents. Parents & Students would line up behind a teacher's desk and wait for their turn to have a 5-minute discussion. Once Covid hit, we could no longer host these conferences in person. Around this time, we were introduced to a new Microsoft Program called Teams. We made the decision to transfer the whole conference event to online meetings with Teams. Parents & Students could have a conference with their teacher without the logistics of coming to the school for the same experience.

Partners consistently with colleagues on projects outside of team responsibilities

I previously discussed my participation in the Administrative Support Council (ASC). The ASC has allowed me to partner with colleagues on projects outside my primary responsibilities.

One aspect of the ASC is creating 'Professional Development' opportunities for all staff.

I have been working with Tina Hadden & Angie Sharp to find learning opportunities that support staff members' careers. Tina Hadden is the main lead of the ASC. She already has a lot of responsibilities as the Director of Administrative Services. I wanted to support her in helping implement meeting agendas, scheduling, socials, and Professional Development Day (PDD) activities.

We wanted PDD activities to reflect the needs and wants of Eastside Prep staff. We created a survey of ideas and presented them to the ASC. Through the ASC, specific themes emerged, and Tina, Angie, and I went ahead to implement them.

PDD Activities that we created for staff include:

- How to Handle Tough Conversations
- Four11 Navigation
- FMX Refresher
- Word, Outlook, PowerPoint Excel Tips & Tricks
- Teams Tips & Tricks
- Time Management Skills
- Project Management Skills
- Kelly Moore Well Being Workshops
- Chair Yoga & Mindfulness
- Canvas Workshop

I will continue to work with the ASC to evaluate these PDD offerings and if they meet the staff's learning desires. It's important that the PDD activities pertain to staff's careers here at EPS as much as possible.

One of our challenges is finding PDD activities that are not necessarily 'tech' based. Not all staff engages in technology, and we need to be aware of that - what can we continue to implement that allows non-tech staff to grow in their careers? We will continue to explore more of the soft-skills training opportunities and present that to staff in the future.

Schedule Planning for the Administrative Support
Council/ Staff Yearly Activities.

Date	Time	Location	Attendees	Activity	Facilitator	Next Steps
Thu, August 10	12pm to 3pm	Flatstick Pub in Kirkland	Optional	Mini Golf		Make it an annual event every August Ensure vans and carpools available
Tue, August 15	1pm to 2pm	EPS MS-103	Required for staff who request rooms, catering	FMX Training	MH, JL	<ul style="list-style-type: none"> Individual training as soon the person is on campus Ask mentor to train new employee on FMX and Guest Management Every July, email from MH to staff (reminders on expectations) ; schedule group meeting as needed) c/o Angie
Tue, August 22	1:30pm to 2:30pm	EPS	Staff PDP participants required	Radical Candor (Giving & Receiving Feedback)	CS	<ul style="list-style-type: none"> For new people: 1 session for 90 minutes every summer Returning employees: communication session topic from a survey
Wed, August 23	1pm to 2pm	EPS	Optional	Handling Tough Conversations (Radical Candor, part 2)	VB, CO	<ul style="list-style-type: none"> Merge with Radical Candor session
Thu, August 24	1pm to 2pm	EPS	All non-teaching staff required	Working with Students (for non-educators)	JS, SP	<ul style="list-style-type: none"> Make an annual required for staff Tweak approach every year or

Effectively communicates the function of the position/work to be accomplished to other constituencies, engaging in mentorship (both formal and informal)

One fact about working at an organization for 13 years is that you acquire a plethora of information and history that you are often called upon to dispense to others. It's true that I can teach someone how to complete a task and tell them 'why' the school prefers to do a project in a certain way.

As an administrative personal, I've been asked to show a new employee the ropes and where to find information. We have multiple databases and protocols, and I definitely want them to know

where everything is so they can succeed in their job. Two examples of this are when I was helping to onboard our new Middle School Head and our new Upper School Executive Assistant.

The Upper School Executive Assistant position is similar to my job in many ways, with a couple of variants. It helped that when I was training Kristine Berg in this job position, the Middle School building was being renovated, and I had the opportunity to sit next to her. We discussed everything from attendance to sub-coverage to conferences. I was able to show her every database that we use. Every time she received an email from a parent, we were able to discuss how we respond in the 'EPS way'. One time, she received an email from a parent asking how their 10th grader could eat lunch separately from others due to COVID concerns. I let Kristine know that at that grade level, we encourage the students to self-advocate for themselves and that the student needed to talk to her directly to make arrangements rather than going through the parent. What I also found interesting about this mentorship opportunity was that it allowed me to evaluate all the various tasks we complete daily. Was there a better way to do them? Could we maybe eliminate a tired practice? Were we hanging onto something just because it was always there? Kristine had several great ideas on how to be more efficient with a task, and it allowed me to refresh many things in my daily job duties that needed reinvigoration. This mentorship position was two-fold. She learned from me, and I learned from her!

Our new Middle School Head, Sarah Peeden, started the summer of July 2022. Sam Uzwack, Head of School, suggested that I gather all middle school projects and events into one document to help show her the landscape. We created a OneNote page that laid out everything for each month. I dug into past emails and communications, copying and pasting everything into OneNote. If an event was listed like 'Fall Harvest' (which the MS Office doesn't organize), I would still include it but have a short description of typical expectations and who to contact for more information. It was interesting to see the visual timeline of all the projects. I noticed everything happened in September and May but nothing in December.

As the year went on, I would continue to update the OneNote with each event to see how it evolved. It really turned into an archival project, which I wish I had started ages ago! This OneNote was able to show the functions and responsibilities of the MS Division office and provide guidance to our new MS Head.

As I alluded to before, these mentorship opportunities also allowed me to learn. They allowed me to summarize 100% of all my yearly events and daily tasks. I was able to analyze each of them to see if they still aligned with the school's mission and made sense with our current goals.

Participates in the life of the school as able (i.e. school events and student performances)

Way back in the day (before I had a child and had a ton of extra personal time as a result!) I participated in the 'All School Musical' orchestra. It was a great experience to play my violin with EPS student musicians and get to know them. We spent hours engaged in rehearsals and would get excited for the upcoming performances. This is where I got to know some of the students. As

someone who is not a faculty member or even an advisor, it's rare for me to be engaged with students and foster relationships with them. Being involved in the musical allowed me to do that.

At present, my time needs to be concentrated within the workday hours. I no longer have extra time or space on evenings or weekends as my personal life is quite busy. However, that being said, one way I've suddenly found myself engaged in the life of the school is through Luke Stromberg's 'Intro to Instrumental Music' classes.

I have visited his music class several times to introduce the students to fiddle music. Fiddle playing has long been a passion of mine, and it's so much fun to play for the students and introduce them to a genre of music they don't usually play. I've talked to them about how the violin doesn't need to stay in the box of classical music, and it's an actually easy instrument to cross over to folk, jazz, pop, rock, etc.

I often stay for the entire class, helping to correct bow holds and finger placement. I will play with a student over a music section they may need help with.

This has allowed students in the music class to see another side of me that they didn't know of before.



'Once Upon a Mattress'
All-School Musical.
Spring 2013.



Acts as a strong and positive ambassador for EPS in the wider community & communicates and models behavioral expectations that are appropriate.

It is important to me to always be a strong and positive ambassador for EPS. I continue to communicate and model behavior expectations that best represent this school to the broader community. I apply these characteristics to 2 different groups: externally to the greater community of students/parents and internally to those I work with.

Greater Community:

Once the Admissions department has completed accepting students to our school, they pass the baton onto me to onboard families. I become the first connection to the school beyond Admissions. One of the first interactions families have with the Middle School Division Office is our Math Placement Interview and the Course Registration email in April/May (which I discussed in the Team Culture domain section). The second interaction after this is our August 1st 'Getting Ready for the School Year' email. This August 1st email is quite extensive, and I spend a lot of time answering individual questions from families trying to navigate what it means to be a part of EPS. Such details include joining a sports team, who to contact for the bookstore, what possible changes they can make to their schedules, etc.

Yes, it can take a lot of energy and time to provide this individualized experience and attention. However, if it means that a family can walk onto campus feeling confident, then the extra work I put

in is worth it. As a whole, EPS provides a lot of individual care to families, and I'm often the first person to set that positive interaction with them.

Within EPS:

Internally, I strive to work as a team with my co-workers to ensure their daily tasks are easily completed. As a senior administrator, I need to model certain behavioral expectations to others. I'm conscientious to ensure my interactions with them are well thought out before I ask for their assistance. For example, when filling out requests in the facilities database FMX, I ensure I have 100% of all the correct information before entering in reservations. I abstain from entering in half-filled requests that don't serve the facilities team well. To make their jobs easier, I provide maps, times, dates, suggestions, etc., and will often follow up with a check-in meeting to ensure I can answer any questions. I'm willing to partner with the facilities team to ensure an event runs smoothly. I genuinely believe that if you are the owner of an event, you follow through with it until the very end. I must model the behavior of responsibility when running an event - one should never expect others to fulfill the obligations of their event. It's yours to complete.

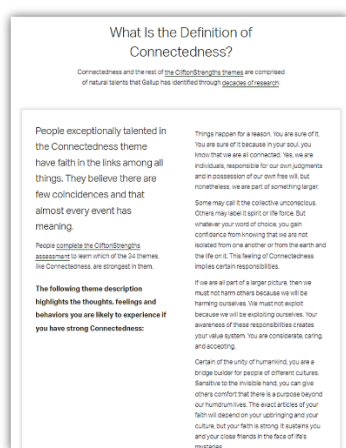
I also want to recognize that being a positive ambassador for the school happens in all the small and uninteresting details in each moment of the day. Every time I answer a quick email I double-check the spelling of names and that I have used proper grammar. When I pick up the phone to a parent about after school pick-up, I kindly remind them about attendance procedures. When looking after an Advisory, I have the students straighten out chairs and desks before leaving. All these small moments and details matter as I'm a representative for the Middle School Division office and EPS.

solution will suit my needs but also the ripple effect on other people and departments. Everything is connected one way or another, and I like to be able to analyze that before resolving conflict. Unity among the different departments and people here at EPS is important to me. Before deciding to sort out a puzzle, I like to seek the opinions of others and gather as much intel as possible. I want to work with the Division Head to find common ground and figure out the mission or purpose that everything should be aligned towards. This allows me to sketch out a map where I can make sure that each person or item in a situation has a solution.

One example is when a faculty member creates an event but doesn't always have the necessary logistical details in place. The faculty member is often hyper-focused on achieving a meaningful learning experience for their students and needs help seeing the bigger picture. Does a room need to be reserved? How many tables are required? Does furniture and walls need to be moved around? Is food being served? Are parents being notified that they must sign-in to the front desk? Etc.

The facilities team will come to me to help bridge that gap between achieving the teachers' goals and setting the logistical pieces in place. I automatically see the patterns and connections of what needs to happen. I immediately understand that the teacher is serving the purposes of their curriculum, and I try not to undermine that. I also know that facilities have limited time and resources to make every event on this campus happen. I analyze the problem before me and devise a couple of solutions that might work for everyone. This will often involve discussions with the faculty member to see if some adjustments can be made to their project. I will also ask facilities what their limits are so that I can pass this perspective on to the teacher for greater understanding.

In the end, what really is happening is that there is a breakdown in communication when a conflict occurs. I see the organization as a whole and how the pieces fit together. I look at a problem from other people's perspectives, and I strive to find a solution that can work for everyone.



YouTube Link: [Connectedness | CliftonStrengths Theme Definition](#)

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