

As a Special Education building leader, I have strong core values, the ability to exercise good decision-making, and the ability to delegate tasks effectively. Effective leaders need to promote positive culture, team collaboration, and be a leader of change. Effective leaders are responsible for the changing demands of their buildings and the followers within it. I am very passionate about making decisions in the best interest of both students and staff members. I have a strong knowledge base of the rules and regulations behind Special Education, including policies, procedures, and laws in New York State.

With the background of a Special Education teacher, where it is imperative to make student based adaptations in the classroom, I am able to transfer those skills to leading teachers and staff at the building level through change. Productive organization proves to play a role in effective leadership. I frequently prioritize daily needs and organize over the long term. It is imperative that I be as flexible as possible, especially in challenging situations. It is always important to begin with the end in mind, and have a broad sense of the changes and results we are working towards as a building and district. Organization and prioritization makes effective leadership a little easier when life interrupts the daily plan.

Effective principals will rely on their core values and beliefs to guide their daily practice. When leading, I understand and exhibit my personal core values, which help to build relationships amongst staff, students, parents, and the community. Effective leaders need to understand their core values and use them to communicate effectively with all of their stakeholders. Open communication fosters a learning environment for both students and teachers by providing a foundation built on honesty, trust, compassion, and courageousness. As an

effective building administrator, I need to understand my own core values to communicate effectively with my district's stakeholders in their schools and communities.

As an effective administrator, I am able to listen to feedback, admit mistakes, and communicate successfully with staff as well as students. Open lines of communication, both accepting and providing, enable stakeholders to feel connected and empowered in the school community. Providing opportunities for community members, staff, students, and parents to provide feedback and insight into initiatives proves worthy of effective administrators. Providing opportunities for two-way communication between the members of the administrative team and the faculty is important for ensuring ethical behavior from all involved. For example, when updating procedures during the COVID-19 closure, I provided a memo with prospective changes and updates, in conjunction with expressing the traits of a change agent, showing and explicitly telling the staff of the new ideas and asking for feedback, staff interacted with the administrative team and were open to trying more new ideas.

It is my vision that each of our students' receives a quality-individualized education that includes opportunities for success and fun. As leaders, we have the opportunity to provide authentic learning in our district for our students' futures. I have seen far too many students passed by, under-represented, or just not stood up for. It is time for all students to have the chance to become their own unique collection of experiences, dreams and spirit.

We must fill our students' day with a fair opportunity to embrace their own education. It does not always appear evident that we select certain students to succeed, or provide only opportunities for a select number of individuals throughout their career; however, it does happen. It is my goal in an ever-changing system to implement and sustain programs that reach all of our students.