

Jamie Richardson

A principal who leads by establishing meaningful relationships, cultivating a culture of trust so all those within the organization are free to take risks and experience failure as an essential part of real learning. A leader who engages staff in a shared vision of looking beyond traditional education, creating innovative, authentic learning experiences for all. A connected learner who actively engages in learning experiences at all levels, modeling and encouraging excitement and passion for learning. A forward-thinking educator with a proven record of thinking and working both inside and outside “the box” so uncommon learning can be realized even within common constraints.

Philosophy

I have a vision and passion for education and deeply believe we need to revamp education to make it relevant for our 21st century learners. Personalized, technology-infused education is essential so each student can experience authentic learning connected to the real world. Leadership is imperative to developing a culture that focuses on ensuring all those within our realm of influence are successful. The challenge for leaders is to think of new ways of doing things so we can move forward and cultivate a hunger for deeper learning through creativity, critical thinking, communication, and collaboration, ultimately equipping students with a mindset of lifelong learning.

Professional Development & Connected Learning

My own professional development and connectedness has been foundational to visionary leadership and systemic improvement. When leaders model real and visible learning, it produces a desire for and actions toward real growth on the part of teachers. As teachers feel safe to take risks and try new strategies, it leads to more meaningful learning experiences for our kids. Then we learn what works from our students. It's a process of connected and shared growth. Authentic learning evolves and progresses as much as the learners themselves.

- ~ Member of [Oregon's Connected Principals Cohort](#) , a network of Oregon principals who mentor and support each other in technology planning and implementation.
- ~ Member of Oregon's first [School Retool Cohort](#), a professional development fellowship where school leaders learn to redesign school culture in small increments that create big change.
- ~ Led sessions at OETC [AcceleratEd](#), a conference for administrators, focused on technology integration strategies for educators and improved learning environments.
- ~ Partnered with [South Metro-Salem STEM Hub](#) to provide STEM leadership teams in Dallas School District. Led the development of a district STEM plan, advocating for STEM education in all our schools, including development of teacher leadership teams. Created a STEM focus at the middle school as a model.

Visionary Leadership & Collaborative Culture

Key to developing collaborative culture and professional growth in teachers is helping them participate in and take ownership of the vision. As it becomes our vision, our purpose, teachers see real value in their own professional growth so they can become true contributors and leaders. The significant outcome of these efforts is development of local building experts skilled in technology-rich teaching strategies who can provide immediate feedback and support, which translates into more timely, directed, concentrated, and individualized learning experiences for our

students.

- ~ Brought [Most Likely To Succeed](#) to Dallas School District. The movie highlighted how we work in an antiquated system and how we need to find ways to educate students so they can be successful in their futures. The conversations and ideas stemming from this experience have ignited a passion for developing deeper learning experiences for students and created a unifying focus for engaging students in meaningful ways.
- ~ Developed and led [Edcamps](#) for our school, which have grown to district-wide inservices and become the model for our district.
- ~ Designed [inservice opportunities](#) so teachers get hands-on practice using digital tools for classroom and professional learning.
- ~ Designed a [Tinker Camp](#) open to district teachers, which is a hands-on learning experience so they can see how digital tools and making work together.
- ~ Supported teachers attending [IntegratEd](#) and have for two years now taken large groups of staff to [Deeper Learning](#).
- ~ Regularly communicate with staff regarding key elements of programs to ensure our vision is the focus. Encourage continual learning and pose questions for reflection through my frequent [Weekly Wonderings](#) vlog posts.
- ~ Initiated a district book study, *Uncommon Learning, Creating Schools That Work for Kids*, with a focus on 21st century skills and how we need to adapt our approach to meet the needs of today's learners.
- ~ Redesigned PLCs, which meet weekly with the specific purpose of strategic, purposeful, candid interactions about teaching methods and integration of technology.
- ~ Model risk-taking and the use of technology and communicate my successes and failures so teachers feel open to taking their own risks and finding ways to use digital tools to further their own learning and learning for their students. 100% of our teachers use some form of technology for instruction, assessment, or their own learning.
- ~ Planning two separate EdTech Google Bootcamps for administrators and teachers to encourage technology integration proficiency for staff and students.

Program Development & Creative Resourcing

Strong programs are essential to strong learning, but securing resources to put those programs in place can be challenging. Our school is a different place from six years ago, and it will be different tomorrow and each day forward because we continue to change and plan for more. Despite challenges, our school continually realizes better results with less because we work together to find creative solutions.

- ~ Developed an innovative, comprehensive school-wide enrichment program in the midst of significant funding reductions that had forced the elimination of all middle school electives. Solicited and secured community monetary and material donations and volunteer support by establishing partnerships with business and community members, bringing them on board to teach elective classes on a regular, rotating basis for two years. The outcome was the district's renewed resolve to make elective experiences a priority and the re-establishment of a full middle school elective program, including technology-rich classes such as Digital Arts, STEM, Robotics, Innovations, and Technology.
- ~ Established a BYOD (Bring Your Own Device) program for staff and students, where devices are used as learning tools, both for digital literacy and digital citizenship, in addition to the applicable technology skills. Development of this program improved students' access to devices, global awareness, and opportunities for personalized, authentic learning. Digital

literacy and citizenship are taught as a natural part of core curriculum and specifically in technology and exploratory classes so our kids learn to use these valuable tools in a safe way. Staff in our building also use personal devices, which provides opportunity to model digital learning and citizenship in formal and casual ways as we encounter learning in a variety of situations.

- ~ Conceptualized and advocated for redirecting traditional computer lab and textbook resources towards a mobile, globally connected, technology-infused culture. The outcome is dramatically increased access to digital tools. Where we once had a computer lab, we now have full sets of Chromebook carts for all core classes, in addition to other digital tools that can be shared school-wide to provide access to technology to meet the diverse needs of all learners.
- ~ Designed makerspaces throughout school, including portable makerspaces, where students can create and collaborate on a variety of projects using digital and traditional materials. Makerspaces include a video/green screen room (and portable green screen and video equipment), engineering and electronics kits, 3D printers, laser cutter, iPads and Nexus tablets, Spheros, and a multitude of arts and crafts and building supplies. The outcome is multiplex opportunities for students to practice 21st century skills.
- ~ Secured grants as part of our membership in the [South Metro-Salem STEM Hub](#), through our CLASS Design Team in connection with our SITE Council, and from the Dallas Education Foundation, all of which provided monetary support to meet classroom needs, including the purchase of learning tools that support a digital age learning culture.
- ~ Initiated and encouraged the use of a Flipped Classroom model, which provides more focused, personalized, and differentiated instruction that contributes to deeper learning for students.
- ~ Designed an innovative master schedule that provides a flexible schedule within a schedule to maximize instructional time and opportunities for students, and to ensure common teacher planning time for each grade level to promote collective ingenuity, collaboration, and leadership among peers.
- ~ Working to creatively repurpose a large storage space into an Innovations Center to provide space for specialized makerspace activities requiring high-tech tools and augment space for our STEM program.

Promotion & Communication

We know from experience that communicating our vision with our parents, district, and community is fundamental to our success, and I make it a priority to share what we are doing every chance I get. Sharing student and staff explorations is a key element to building positive school culture and a positive perception in our community.

- ~ Use social media avenues of [Facebook](#), [Instagram](#), and [Twitter](#) to tell our school's story and to keep our vision of engaged learning at the forefront.
- ~ Develop digital newsletters, the [Cat's Connection](#), to share and celebrate success with families and community, to keep families updated about important events, and help the community understand our philosophy.
- ~ Developing Community Partners' Nights, where students and community members will work on and showcase projects together, providing that community connection and an authentic audience.
- ~ Developed digital displays to showcase student work and highlight events important to our school.

