

## Ep.18 Teacher and Principal of the Year.

FULL TRANSCRIPT (with timecode)

00:00:10;08 - 00:00:29;19

**M1:** Welcome to Episode 18 of the What's Up PAPS podcast I'm your host Frank Bellavia. And today we're talking to our 2018 principal and teacher of the year. We'll be back in just a second to introduce them and talk to them about their careers. So.

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**F7:** I guess I'm just Abby buddy. I love my job. You love driving the bus. I really do. Well. I love riding your bus Mr. Dan. So tease me. And I'll listen.

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**M9:** To all buddy here. Krabat fishier. Arlington public schools is looking for bus drivers. If you're interested go to AP vitæ dug us for more information. Arlington public schools one hire at a time.

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**M1:** Welcome back to what's up APS. I'm your host Frank Bellavia. Today we're talking with our 2018 Teacher of the Year Tim Cottman from Jefferson Middle School and our 2018 principal here Kimberly graves from Hofman Boston elementary school. Congratulations to both of you and welcome to the podcast. Thank you. It's probably been exciting we announced these in your schools about a month or so ago but we've had to keep it quiet. So I bet your schools are going kind of crazy to get this information out there. Family members members we were joined by your dad wanting to post that and stuff like that just a minute ago so that can it's out there now it's Bill at the board is what he wants. So we just want to get started with you Kim. Tell some listeners about yourself. Where are you from how you came to apx kind of your background.

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**F4:** Sure. Let's see I'm a native of the Thai border area I grew up in Virginia Beach so I actually miss my Taiwanese roots. I have been in education for over 20 years. I started my Korean Williamsburg James City County as a classroom teacher high school teacher history. And from there my path is just been working with students making certain that they have the best.

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**F2:** I came to the Northern Virginia area when I came to our Alexandria City Public Schools and I started as a history teacher there. Met me anyhow. And from there just really worked with I worked on an alternative team when I when I began teaching here. And I fell in love with working with that population of students. And actually it was through that work had that kind of sparked my interest in wanting to be in a position that I would have a larger influence and be able to make certain that all students are going to be able to be successful. So that was my very abbreviated path to Arlington County.

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**M1:** And you started with high school and you worked in the Howard which is a ninth grade center dangerous. Why the transition to elementary school.

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**F2:** So when I was I I was a high school teacher. And then when I was given the opportunity to begin administration I had the pleasure of being an assistant principal at middle school. So I spent a few years at the middle school when an opportunity became available where in elementary school was opened and my superintendent at the time encouraged me to explore that option. And I haven't gone back since. So that transition from high school to middle to elementary school I think is really has been really key and my my path from my career because I've had the opportunity to see that and continue on and Elementary is where it starts. And being able to take my experiences from working as the kids or older to know fully what they need when they get to high school and so Elementary has been that place where I feel I can have the most impact. And goodness.

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**M1:** Tell us a little about yourself where you are from your background how you came to Arlington public schools and even here for 20 some years.

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**M6:** Yes. Twenty two years. I'm originally from Charles City County Virginia which is a small town between Richmond and Waynesburg. My graduating high school class was a grant. Fifty five students. Wow. After I graduated I went to George Mason University which is really my introduction to Northern Virginia. I've been here ever since.

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**M2:** It's been almost say almost 30 years or so now. Arlington when I was in college I worked for as a tutor with a George Mason early identification program which was a college prep program for students will be the first family to go to college. I actually fell in love with working with students. I was an English major at that time so I thought well I'll become an English teacher. And actually the supervisor of minority achievement at the time Richard Powell knew me through the George Mason bee program and he helped me to get a job in early. I was a teaching assistant at Swanson for about four months early on in 1996 and then in May of that year the position at Jefferson opened as well for my achievement coordinator and I got the position.

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**M1:** What was going through your mind. The superintendent came in to Jefferson to announce you were the teacher of the year. There was a standup staff meeting bunch of executive leadership team members.

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**M6:** Right. We were told that it was about the construction of a school and I was actually late getting upstairs. I was downstairs doing something I looked at my phone I said oh you know what you're seeing right now. One of the steps that I saw that my principal had said had called me about three times that three missed calls from his Bogum. So it's I don't know what's going on you know the shape needed to do something for the to get in there and it wasn't until I saw my colleagues who nominated me. Amelia black and Aaron Binnington standing up with everyone else it is OK. I know what this is about.

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**M2:** Which was a total shock to me. Dr. Murphy shared some some words kind words about me. I really thought about my father who's my hero and always just so encouraging. I'm thought of all my former supervisor Cheryl Robinson and just her knowledge and skills. And you know I feel like she always does what's right for kids and I've always been inspired by that. I thought about my whole army family.

Awesome underachievement people work with for some almost 20 years and the work that we've done and the work I've done Jefferson with colleagues parents who you know sacrificed so much not only for their own kids but for all those kids. All of that was around our mind as I was sitting up there trying to figure out what I was going to say.

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**M1:** Kim but you seem to have with you as a meeting in your school right before I started and similar to what Tim was just sharing.

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**F4:** Yeah. You have all those those those things that go through your mind. I think for me initially I didn't think anything was necessarily array when I think the first person that I saw was John Chadwick says the facility's assistant superintendent.

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**F11:** And I was like wow jocks in the building today was John here so I think going on air to say he was the one that kind of put it when I saw him and I was like Oh OK.

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**F2:** And I think at that point when because we were having a faculty meeting and as everyone started to enter it is kind of taken back and I kind of at that point maybe knew that something was going on. I didn't quite know that that announcement was being made. I thought that something may be coming out with the individuals there. But yeah just filling a tremendous amount of humility for being recognized for something I think we all do and we do well and almost just being you know purely just kind of taken aback by that recognition. And I was I was happy happy for my school community near Boston to be recognized in this way was something that I felt very proud of.

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**M5:** Let's talk about Jonathan in Boston community. Jennifer nominal job is bring that community around. Talk about some of the challenges you faced early on and what you did to turn the school around.

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**F2:** Sure I would have maybe call them challenges just maybe opportunities for growth taking positivity there. But you know I think that the light was always there within that community. And I I was able to come in and try to bring some of that light out for everyone else to see some of the opportunities for growth that I experienced when I first came was really bringing the community together as one. Having has focused around what's most important and that's making certain that kids are performing at the very highest level and that they are being nurtured and supported in every possible way. I think like everything when you're coming into a new environment taking the opportunity to get to know the people who work there get to know the needs of the community in terms of the students the parents really just putting myself in the position of what I want from my children. And when this school is a school that I feel that I can put my children in. That's what my job is done and don't stop until that. So that was some of those things that I think I kept in mind for me and what was the impetus to kind of push me to do the work.

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**M3:** Did she ever give a great community of brawling around the school like fatsos great work that you've been doing. Jim I want to talk to you about some of the activities that you're involved with outside

of the classroom the family and community and getting things like that. One thing that comes to mind is still Lego robotics and why is it important for you to be involved in those activities and how does it help students. It's important for me because when we think about the achievement gap I think about that as an opportunity gap and I feel like the more we can expose students to different opportunities opportunities they may not.

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**M2:** Have access to or had access to before it gets better for everyone if they get to see what they possibly can be. And with the robotics team. We have one that is sponsored by the Arlington chapter of the links Incorporated. And that's an all girls team. We have one star sponsored by Futuro. So these both these teams are students who are traditionally underrepresented in STEM fields. I think that it is important that they are exposed to and gain experience in those areas.

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**M3:** Good. And there you helped bring in some partnerships to with the community into the school what kind of partnerships have you helped bring into the school. Oh we have had everything from the Real Madrid foundation comes in and mentor students through soccer skills National Coalition of 100 Black Women has a monthly Materne program.

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**M2:** For middle school girls in the county Chiquito martial arts center. They come to school and they do a weekly martial arts to also talk about conflict resolution and awareness with bullying to reach for our foundation is actually executive director is a parent and school. De McCray. And she has a program for sixth grade black boys reading literacy program. So every week at lunch time there are two of her staff members come in and they work with the boys take them on field trips. There they mentor them and help to increase their ability and literacy.

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**M3:** It's great.

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**F1:** And I see Kim's face and I come to see some of those awesome things that Mr. Scott about.

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**M1:** So I notice reading some of your bio that your family is in the education field your dad was a teacher and he worked with the Virginia Department of Education. What was it that brought you into the education field what made you want to mention earlier an English teacher.

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**M2:** Yes I was not going to go into education without my parents. They love their jobs. I did talk at one point he was the baseball coach who drove the bus. My mom was a kindergarten teacher and she was a reading teacher and the county for over 42 years. And I just I just felt like that wasn't something that I wanted to do. And I think I also thought that it was a lot of money in it to be honest with you. And I thought I was going to be an engineer too. When I was at college and again working with students I just developed this passion right away and it led me to want to have a career. Seeing students that I've known out in the world and are happy and are living the lives that they want to live now and are doing this

especially when they doing things they're passionate about that it's very rewarding to me to feel as if I played some small part in that. And that's something that really it just keeps me going.

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**M5:** You wanted to be an engineer too.

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**F2:** I did. I mean everything took all of the engineering courses and high school calculus. I went to Virginia Tech for a summer program and thought that was going to be my path as well. But you didn't know anyone who knows me knows. I'll talk to a wall. I mean I'm a very engaging person. And so when I went to the Virginia Tech program I recognized wow I'm not going to be able to talk to a lot of people and I'm not going to have that engagement. And so that was one factor that caused me to believe I knew what was going to be a good engineering. But I did love solving problems. I love being able to bring different things together to come up with a unique way of looking at opportunities and so I always worked with kids through church through our youth group also through tutoring and even throughout as I went into my Korean college. Same thing. And so it finally hit me that wow this must be something that I'm being driven to do. This must be my calling. This must be my path and I stopped finding it and went ahead and embraced that and the rest. I think your sister gave me the teaching was always an easy decision for me administration. You know we say all the time administration is sometimes going to the dark side but not literally the dark side.

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**F4:** The dark side meaning you know many of us as educators go into this career because we want to make a difference with kids that you want to be in the classroom. Exactly.

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**F3:** And so as an administrator as you move into those positions to some degree you're moving further away from that direct contact the students each and every day. And so one of the things I think as an administrator that was you know pushed me to pursue that was wanting to be in a position that I would have a difference or impact more than the 30 50 75 kids that were fortunate to be on our team. I wanted to be in a position that the same types of components and things that we foster with our students. I wanted that to happen from more than just the kids who happened to be assigned to be in this great classroom. And so that's what kind of pushed I think for me the decision to take my step back from seeing my kiddos every single day to be in a position to have a larger impact on kids.

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**M3:** When you look at your own philosophy whether it's teaching in the classroom or being an administrator what are some of the things that you look at and that help guide to the work that you do on a daily basis.

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**F5:** What are some of the things I look at my philosophy or your philosophy. For me I think at the very holistically I think every child. Should be valued and should have the opportunity to establish what their path is going to be in life. Oftentimes for some groups of students whether we want to acknowledge it or not that path is not always as clear as we would like it to be. And I see myself and see the position that I have as an opportunity to help students they don't always have that clear path whether it's environmental from the environment they come from whether it's from other obstacles that may be placed in front of

them that they have no control over to allow them to know that they still have a path that they can take back and ultimately change their environment or create opportunities for them to access things that they never could have imagined. So I almost feel like our job is to be those dream makers. Kids who don't always have the opportunity to.

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**M3:** Do best her all the time every day. Do you see yourself going back to that classroom.

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**F5:** You know I keep saying that I'm going to win the lottery and I'm going to go back to teaching you know. But I think you know like everything I think that there's a path that we all take. And right now my path is directly where I need to be and that's being in a position to work with teachers to facilitate environments where every kid is going to be successful. They work with students and parents to help them maybe navigate the situation that they may not have a sense of what to do. So ultimately yes I think my wife will always involve working with kids to some capacity so even when I retired I see myself knocking back on doors saying you know this is what I used to do.

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**F4:** Do you know that I can cover your room your building and read a book. Help with kids. Yeah I think I don't see myself doing anything else.

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**M3:** To talk about your teaching philosophy what do you do in the classroom and how you engage the kids.

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**M2:** See my teaching philosophy is that education should excite and inspire. It should empower and affirm should be relevant to students lives. It should develop critical thinking skills and good education prepare students for the future and it allows students to see the humanity in others. I want students their family members my colleagues to be able to be their authentic selves. I don't want people to have to leave part of their identity at the door when they come to school. I think that we should be embracing and I think that we should you know the students should feel good when I think about students who drop out of schools that don't like school. I feel like something that should not ever be something has happened it cause that because you should be curious you know the curiosity that kids have when they are when they first come to school. We should be able to maintain that throughout. So they want to be there that they see themselves that they secure and who they are. They appreciate who other people are. The activities of others are being such a diverse place. I think that is very important.

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**M3:** Middle school is a tough time for kids a transition between elementary and high school and they're starting to get into their preteen years. How does that factor into the way you teach in the classroom and the way you work with students.

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**M2:** I think it goes back to letting the students know that who whoever they are they they are that's fine that they because they're trying to find what they're trying they want to know you know what friends don't have. What does this mean to me. What are the different aspects of my identity. Me at this time of them of

course they're dealing with puberty and all those other types of things as well. So we try to create a inclusive environment an environment where you don't have to feel like you have to be anything other than who you are. And I think that comes through you know students themselves in the curriculum the people who are in the building the opportunities that they have the expectations that we have for them. Letting them know that they can make mistakes and that's not the world that you learn from those kinds of things that we're inundated with so many messages about different it's about different people and a lot of those messages are negative. So being able to shore themselves up so that they don't take all those messages about who they are and they're able to you know push through those and excel.

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**M3:** Do you see yourself anyplace other than in the classroom.

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**M2:** I truly enjoy the energy of being around the students at times in my career when I've thought about moving away from the school building possibly. It was very hard for me. When I first started out as a tutor and I saw students in the George Mason program said These kids some of these kids don't really need tutoring as much as they need consistency and know that people care about them. I saw that was one year later her name is Carol Lima and she was doing a creator of the program. She would come into tutoring once a week and you know she would have to you know get her encourage her to do her work. You know she's taking most social things she just you know wasn't as focused. After a while that year she would come in and show us her papers. Her grades. I got it. I got a on this quiz you know. So now she's coming to us and actually she's engaged and she said that we were there every week and we're working with you and even though when we start off you seem like you want to be somewhere else and you're not as focus as we would like you to be. She got the message that we were there for her. We cared about her. And you see the difference that it made in her performance and the interactions between us that has to do is a consistency of the people that are around her and encouraging her. Yes I think we all need to know that that people care about us you know and kids kids need to know they need to have consistency. They need to know that they can make mistakes and you're still there getting you know that you're encouraging to them. All of that support network is very important. That program students in that program often describe it as a family and that that means a lot to me and the people I work with a burger I feel are a family because we just become so close. But when you think about what it means to be family that is so powerful. And helping you to reach your goals and just be secure. You are know that your loved ones you are encouraged to care about and just what that gives you to to face obstacles and keep going.

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**M3:** What do you both see is challenges for educators nowadays. You know that in Arlington we have a lot of the resources that some school system in the country don't have.

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**F6:** What do you what do you see as some of the challenges.

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**F5:** You know I think my immediate response frankly is based on being able to unite a community and bring together individuals in very difficult times. And right now we're living in a country in a world that there are so many competing things that are happening in terms of looking at the diversity within our community looking at just the diversity of thought in our community and schools are the place where all of those things come together as one. And so for me when I think outside of we can all talk about the

challenges with different things in terms of the populations of students we serve or the challenges that are sometimes related to parental involvement or the all the the true consequences that happened as a result of working in the communities that we serve. But for me the biggest challenge this year serving as a uniting force that although there are differences that we each come with in this school and in this community. You know we're all united by the fact that we're in Boston all stars. We're all united by the fact that we're parents or that our children all attend the school. And you know I often sit back and I look at the students and the students serve as the best example of how I think we as adults can navigate some of these differences that we have. Because the students see each other as each other and have no problem speaking directly with each other to say why do you do this or why did you you know why do you believe in this and why do you believe in that. So I think for me when you look at it in terms of the climate the culture that we're living in the school remaining that place or the school community remaining that place where despite where you are and your beliefs in terms of your ethnicity in terms of how much money your parents make or don't make here in the school we are one that's been a challenge for me the sheer Jim Yeah I would I would echo some of those comments.

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**M4:** I think that when you are in an environment where you are trying to instill the idea that this is an inclusive place where we're different and in many ways that's how we talk about diversity. I think people think about racial diversity right. You know we have different religions. Different sexual identity class all these types of things that make up who we are. And with the rhetoric of you know the past couple of years that targets groups and disparages groups and whether they're racist thing. Comments made or homophobic or what have you. It's difficult to tell kids you shouldn't say these things you shouldn't think that way. You should appreciate folks even if they are different from you and get to know people because we are more alike than we are different. And when you hear these things that you see on the news or this comment was made by this person it just makes it more difficult because the kids are looking to the adults as role models and if we are not loving one another and appreciate one another even though beyond our differences then how do we teach the kids to do that. Right.

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**F5:** And I think to you just to piggyback on what Tim is saying I think for the most part all of us as individuals that go into that education feel you know we're serpents we we want to be we want to make a difference. We want to do something to make a difference in the lives of kids. And I think another challenge that I often find and I don't know others feel this way as well. But I want to make certain that every kid is successful in that every kid has what they need. And oftentimes those are the things that keep me up at night where if I feel that there's a kid one kid that you know I let down or one kid that I didn't follow up with or one family that I didn't follow up with. Those are some of those things that you know keep me up at night and I don't know if those are challenges or more part of the job that we do. But for me my job isn't done until every kid is performing where they need to be and that's a huge task and that's a huge job to take on and that is what keeps me up. That is what keeps me pushing. That is what keeps me driving until every kid at Hoffman boss and 100 percent of the students and this isn't about test performance. This is about every child feeling valued for who they are.

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**F2:** Every child being able to have a clear path of what their strengths are. These are the things I'm really good at. And these are the things I need to work on. You know but until every child feels that way. That's what my job is done. And I'll go one to the next. Next time the next opportunity to bring that light out.

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**M5:** Tim you talked earlier about a student that you worked with through the George Mason program. And seeing that she turned round asking is What are some of the farm memories you look back on and the things that say you know I'm glad I stuck with this. I'm glad this worked. Do you have other stories like that.

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**M4:** Yeah. In our office. When I started documentary some minority achievement and the things we did say was that our jobs were kind of a fix to fix the student model and like the student. You know we need to work directly with the student and you work with students but you also recognize that our kids and our families whereas we're working with them as well that the school system also needs to work on how to better engage better work with. You know it's not just one a one way street. So we started doing workshops with parents we started doing workshops on staff in the county mostly affirming teaching strategies that seeing the cultural competence initiative knowing that years ago 20 years ago folks of office were doing these works up we felt like you were preaching to the choir the people that came really got to go into a countywide initiative has been very rewarding for me. And then seeing how it's gone into the community they're challenging racism seminars on the community right about parents and community members that started from something that was associated with the school system. So watching them grow and thinking about the impact that can be had with that growth is exciting to me. And it's proud to have worked with individuals and played a small part and having that happen.

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**F3:** And I think for me when I was a classroom teacher in the immediate rewards that I receive came from the accomplishments of my students. You know I can tell you many study halls students that you work with back to school and you're like in that pride and joy you would feel when that kid accomplished it meant a light bulb goes off. Yes. And those are things that we would sit here for days. I could tell you many of those stories but as you transition to ministration you get those same rewards there just a little bit further in between. In terms of that daily affirmation but those moments when meeting with the parents and it's been a challenging situation whether it's through teacher engagement student and then for that situation to ultimately result in something very positive. And those are those moments. And I grab them and I keep them on when you're having a conversation with the staff member you're engaging in the learning team and they're having a conflict and you're able to assist or play a role in addressing that that issue. Those are those moments that become reticent to me now. I think the the bigger challenge sometimes is making certain that those moments are the ones we hold onto tightly when times are difficult. And so I have a feel good folder. It's called the film that folder I should trademark it but it's a feel good and it's exactly what this call is to make me feel good. And remember those moments when sometimes the walk of an administrator is dark. We need to remember why we're doing the things you're doing or what's the purpose behind this particular situation. And that's when I pulled that folder out and that's when I could pull a note from a student that's written to me and say you are the best principal ever or a no from a parent or more importantly a note from a colleague a staff member someone you supervise that takes the opportunity to share with you a difference that you've made or a decision that you've made that has impacted them in a positive way. Those become my reinforcements it's become the rewards that I so easily received when I was a classroom teacher for my students those now become those replacements.

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**M5:** It's just not as quick as I have a story that I've wanted to share with you for a while going back at beginning of the year we had walking back to school day all day and half in Boston. And fire truck was

there and they were going up to take a picture of your students forming a star on the ground. And there was a student who a youngster probably four or five years old that was just not having it. He was scared. He was just not happy crying. And I saw him was talking to you I think and I saw a staff member walk over to him and pick him up and just start putting him on the back and caressing him and telling him it's OK you'll be OK. It's quiet and it just kind of walked off with him. So he was away from that thing. And that moment stuck with me because I looked that back for me. That comes from you down. That's something that you still want your staff is to be that compassionate caring Herson and that stuck with me and as the kid walked away finally started to calm down and I did see him back in the Star ready for take that picture so something that I saw.

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**F5:** And you know I think it takes so little to do something so insignificant that's going to have such a significant impact on parents whether we acknowledge it or not. Parents have to have a lot of trust to be able to send their children to us because in essence they're with us longer than they're with them. You can't count the hours they're sleeping. So those hours that they're awakening actively engaged there in the school. So I try to model to pride myself on creating environments where again going back to that reference of is this a place that I would want my children to go and how would I want an individual to interact with my child. And so in doing that you kids tell us exactly what they need and what they want. We just have to be willing to listen.

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**M3:** So I would talk a little bit more about the cultural competence that you've been involved with for you. How important is it for that for the school system in the community to to be a part of that have that conversation and do that work.

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**M4:** It is extremely important. One of the with the theory of change that is underlying the initiative is we are the system and that means that the decisions we make on a daily basis at every level determine whether or not our students believe in themselves.

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**M6:** See those cells are all they can be students should be able to as I said you know be them be their authentic selves and that takes looking at policy that takes looking at practice it takes looking at what I'm doing and I include myself in this on a daily basis of the decisions that are making if their biases that I have how are they impacting what I do.

00:35:01;05 - 00:37:17;10

**M2:** Because when we see the results or we look at data look the achievement gap data. I'm thinking you can look at this one or two way at least one way to look at it and say these are students who are not achieving a certain level as other students about the way I see it as these are students who we are now effectively meeting their needs. And depending on how you look at it it's going to determine your actions and what you do. If I see parents who are of color for example who don't show up for meeting the schedule. And I think what these parents don't care then that's going to affect how I engage if I think there may be things that are going on maybe it's difficult to get off work. Maybe this why there's so many things that can happen. But try to get folks who are in the initiative to think about their own reflect on their own experience particularly with race and racism. And this initiative and how they can impact what we do. But that's difficult because you kind of get you know this issue is out there. No we make up the

system. The people who work for it and so we are responsible for what happens in the system we can change. We can make changes when we meet we need to make changes. Boys who are sent to the office. Kids of color are Hispanic and black boys. When you look at discipline data a lot of times they are the ones who are disproportionately sent to the office for. And if you think about the messages that I hear mostly about men of color a lot of them are they that a lot of them that you know were violent you know were criminals these messages they receive get filtered down to how we interact with kids of that same group. And then if we look at that the category is a lot of them can be subjective and. Subordination. Those types of things. And we asked people to look at what could possibly be happening here. And if I'm not treating white students the same way as a color or the color of white students are doing the same thing but the students of color are getting more disciplined for that than we need to look at what that means. And and those are difficult conversations to have right.

00:37:17;22 - 00:37:57;03

**M3:** And things that look at the same conversation with Michelle Carl Williams last year teacher of the year and we were talking about the same thing and then that's something that she's passionate about too. And I've gone through the cultural competency training and I can say it was it was really eye opening. You know make sure you put your biases anxiety and you're able to look at everybody the same thing. So one last question for you Kim. Last month the school board appointed you as the new principal of your model. So you're you're going to be leaving Harlem Boston. What are you going to miss most about Boston and what are you looking forward to with this new opportunity.

00:37:58;05 - 00:38:12;24

**F3:** Wow that's tough because to be able to quantify what I'll miss most about half in Boston as someone is very difficult but I will miss Hoffman Boston dearly.

00:38:13;11 - 00:40:22;20

**F8:** I'll miss the warmth the parent community is so very strong and so very loving and welcoming. They are a great group. I'll miss the teachers tremendously. I have grown to love many of them. We began our journey six years ago and to see the work that we were able to accomplish in that short period of time is amazing to me. So everything. I can't even describe it right now. What I'll miss about that school community what I'm looking most forward to in terms of going to do is I'm not going to do a fixture and I'm not going to do to make it another Hoffman Boston. I'm excited about the opportunity to be at a school that for a very long time has not been able to reflect the greatness that's going on there. And. I want to be in a position to help bring that out. I think my predecessors who were there before me have done a great job of laying some of that foundation. And now. I'm being rewarded with the opportunity to kind of come in and take that path with them. But I want to say that to the Jewish community that this is not an opportunity for me to be placed there to fix this school because it's not broken. This is an opportunity for me to go to this school and take some of the greatness that's already there that may or may not be what others are seeing and bring that up out so that it is something that is highlighted so that the community there in the same way that Hoffner Boston stands proudly. I want that school community to stand just as proudly with the students that are there with the staff that is there and with the community that is so I'm excited about it. I think for me whenever there's going to be a community that's going to be in need I'm going to go.

00:40:23;08 - 00:41:05;18

**F5:** And so I don't see myself in any place to very long because when I feel that my job essentially is done I'm going to go to the next place to do that as well. Hoffman Boston is probably now one of the

highest performing Title 1 schools and it's a great place to be. And so people now want to be a part of that school community they do they want to go there. Staff members want to be a part of the great things that are going on there and I want to have that same change in that same approach or that same shift to reimagining whatever we want to call it.

00:41:05;18 - 00:41:37;12

**M3:** You have to happen in one thing. There is it's school in transition. The Montessori programs coming out it's becoming a true neighborhood school. So you're helping guiding them through that through that change. Certainly they would be lucky to have you. So I'm excited. I want to thank you both for being on the podcast and again I want to congratulate you to our wonderful educators and our like to public schools and the students here are lucky to have both of you be part of educating their students. Thank you very much.

00:41:37;18 - 00:42:19;24

**M1:** So if you want to come out and celebrate Tim and Kim May 8th is our celebration of excellence where we honor Tim and Kim for their work and also the 34 nominees teacher the nominees from all of our schools our support employees of the. It's a big celebration that we have at the end of May 8th at 6:30 Washington Lee High School. Again thank you both for being here. Thanks for tuning into this episode of What's Up. AP.S. You can download us on iTunes and Google Play. Please Subscribe to us and let us know what you think and you can always send us an email at [apsnews@apsva.us](mailto:apsnews@apsva.us) or send us a tweet @APSVirginia. Thanks again. Have a great day.