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Fabienne Pierre-Maxwell: <https://forms.gle/qoyZYS9YEn6crwdk8>

Rochelle Rubino: <https://forms.gle/x7bMfz9rCKUknT549>

Wendy Salvatore: <https://forms.gle/VWpmyUKuueh8gd9A8>

Matt Kuklantz: <https://forms.gle/iHdD8RPpcQEZW8RSA>

1)

[Wendy Salvatore Resume](#)

**Intro:** Gibbs current Asst Principal. Want to take Gibbs to the next Level. Been in education for 20+ years looking to get back into the administrator role at a larger school. Current Ottoson Asst Principal.

**Ques: re taking Gibbs to the next level:**

A: Would like to link the Gibbs up more vertical alignment with Ottoson. We have the best of intentions of doing that 1st and 2nd year but the 1st yr Meringer was new. Would also like to do more community involvement. Kids come in pretty tech savvy, would like to do some things with kids socializing with Seniors at the Senior Center, tutorial on how to use ipads and chromebooks.

**Q: Heard from parents re challenges of the Learning Centers coming together at Gibbs any thoughts on this?**

A: What we have done is included them where we can include them in Gen Ed and try to support them in their classroom, w teaching assistants. Goal is to have the students included as much as we can. Instead of having sp ed teachers working w 4 diff content areas, we have had them work w two. More proficient in the content. We have sm group learning communities, those are set up w 6-7 students in those classrooms. It's been pretty successful

**Q Lynette M: regarding Bullying?**

Answer: I know that open circle is similar to responsive classroom which we have done. We have a robust advisory program, they will have it every day next year, last yr it was 4 days, but everyone likes it, coming in and having that home base, that teacher they can connect with.

That is the go-to for the kids. Students come in transition, work on their academics and be seen and heard through a social emotional lens. Its really how we stay connected. Bc we have that advisory and work on growth mindset, that is why we haven't seen some of the graffiti and more hateful things that had been reported at the Ottosan at the Gibbs we have the advantage were smaller, they don't have to pretend to be a 7th or 8th grader, they're not bullying as much as they were at th Ottosan compared to have they are at the Gibbs.

**Q Julia:** How does Gibbs stand out/ be unique from other middle schools?

Answer: Only 2nd 6th grade school in state of MA. Also, all of our staff are trained in responsive classroom and working on SEL w their students and project based learning. We have twice in a cycle the students go to their proj block and are working solely on the executive functioning skills. Realt team work planning, long term projects, essential ques, focus groups. Really makes us stand out.

**Q Heather:** How have you foster culture and community in a 1yr school and especially next year w possible covid restrictions?

Answer: It is hard that it's only a 1 yr school.. We don't get to see the kids grow. What we do at Gibbs we have assemblies monthly in the gymnasium and show slide shows of the students and the work they were doing and sometimes the chorus would sing, Bringing us together once a month as a community and celebrate what we had been doing in the classroom  
Our media center work, doing book clubs and shares. Also all of our teachers are really working on the SEL wellness, and to be self aware. We have an advisory think tank and are thinking about how to create videos to introduce those, and once the kids are assigned we will send out more to introduce them to those students. We are going to really plan how to make the kids feel connected if we can't be in the school. Were going to look at the kids through a trauma lens. We are going to have to do a lot of interactive modelling, part of responsive classroom, what it means to be in a classroom, in a hallway, if online what it means to be in google hangouts? We are starting to think about that now in preparation for Sept.

**Q Marybeth Welkes:** About the SEL wellness of the students, those coming from the schools that have separate programs, I think that Gibbs has been doing a great job w the kids that are tier 1 but I'm concerned about the at risk / high risk tier 2 and 3 kids. What are your plans for what you are going to do differently than what has been going on the past years I fear the tier 3 kids were not getting what they needed. What is your thinking?

Answer: One of the things we put in place was a multi tiered support team. Looked at all the data coming out of the elementary schools We started to observe the students right away and put together a check in /check out protocol. It started to be successful but we didnt get to do it though w fidelity bc covid happened, so we would MTSS team is already starting to look at the data, figure out who those kids are and as soon as they walk in the building next yr we will start observing those kids. Geared for students to get positive feedback from teachers. We didn't have that in place this fall, would use this moving forward.

**Q:** Can you talk about your approach to handling discipline and how do you use it in a responsive classroom?

**A:** Logical consequences and Break it Fix It. I like to refer to impact vs intent. Sometimes they understand that their words have the impact that they have. So I will use those phrases when I'm talking w kids. They don't think first, they are impulsive, I think that this is really simple terminology that they can get. I also always call home. I try to partner w home that way if I'm calling home they are hearing what I'm saying to the child and sometimes consequences at home have a greater impact than what's happening at school

2)

**Candidate 2: Fabiane Pierre Maxwell** (note she is a woman of color as an immigrant)

Personally I thought she was way and above WAY stronger than the other three candidates, she exuded leadership, emotional intelligence and professional knowledge. I hope others will agree and will send [feedback](#) for her candidacy. Feedback form:

<https://forms.gle/qoyZYS9YEn6crwdk8>

[Fabienne Pierre-Maxwell Resume](#)

**Intro:**

Have been an administrator for 15 yrs. Passionate about middle schoolers. Truly appreciate the challenges of this transition founded on SEL. I bring a deep understanding of the importance of social emotional learning. I am multilingual. Looking forward to this conversation.

**Q:** What is your perspective on homework help from families and how much support the require? vs students being independent and solving their own problems at their own level?

**A;** I believe HW should be assigned but the students have anything from 7-8 classrooms so the first part is to have an understanding of how much we are giving, coordinate so the kids don't get heavy hw from every teacher Should be assigned for a purpose to activate knowledge, could also be bc we are studying a topic and now giving kids an chance to go deeper and explore on their own. Needs to be purposeful, they need time to go home and recuperate and get back to school the next day

**Q Claire Abbot:** How do you cultivate strong instruction, recruiting and retaining teachers?

**A:** We find ourselves to truly pause and focus. Th social emotional learning is crucial for everyone to have the pulse of my staff readiness, on how they are ready to attend for their children. Clear and effective communication for both the staff and the children. I want to be aware of the strengths of my staff, what does everyone bring to the table. During our prof dev we want to make sure we are creating a culture of collaboration. Used to listening to each others ideas, coming up w the best innovation, interesting engaging learning. Want to make sure the curriculum is aligned. A strategy that works well in English can work well in math or science. So when students are transitioning there is consistency. How are we differentiating

instruction? Balanced that is also diversified where the kids see themselves in the reading in the problems, to discuss and debate and understand their learning. I regards to remote learning we will be brainstorming about where we are going to be able to assess which are thriving at home and which are struggling and how are we going to move from SEL to the academics.

**Q:** How will you help students who need more advanced material?

A: When we analyze our data at the end of the year. Our children who are above grade level, we provide enrichment for them, project based material so they can go deeper in that subject, Also want to give them choices. To give them access to grade above material so we are not holding them back. Effective differentiation, for all levels. Take more than one subject, take into account the child's interest, giving them an opportunity to truly extend their learning and not be bored.

**Q Steven Key:** What is cultural proficiency and how will that be taught to the kids

A: Creating an environment where we are teaching children empathy, How to accept each other. I believe the vision of Gibbs school already speaks to that. Being clear about what makes us each unique, Helps us unify under one goal. Having proficiency in a school ask us to truly appreciate what is different, embracing diversity To listen even when you don't agree.

**Q C Simmons:** Given that we are not likely to fully open school in the fall, thought on how to engage kids with online learning? My kids both have IEPs

A: This is a challenge . Most parents are struggling to find a way to keep their kids engaged. That said many schools are finding a lot of social emotional activities that kids can do between assignments . Also giving short assignments based on things that are interesting right now. Creating a menu of things kids have already learned and going deep into it. Modify the plan bc many of the parents are not experts they cant deliver the same way we could. We will still use hangouts to have that 1on1 engagement. A lot of mindfulness, making it interesting. Short but very engaging in areas the children are very interested in. And celebrating their effort. Compliments, feedback keep them encouraged. Let them see their classmate so they don't feel isolated. Consistency in the time of day in what we do. So the kids have guidance and expectation.

**Q** Could you give us a specific example of something in your most recent position that you are proud of?

A: I was in this school for just one year to close the school. So it was a very short amt of time so when I took the position I was very clear about the level of anxiety the staff was going through. They were losing that shool after 30 yrs. It has a very emotions effect on the staff also having to transition with all the children, My job was to find a way to help them deal w the situation and to celebrate everything that had done and to keep the anxiety away from the children, keep people staying positive . was very proud to start and finish three initiatives have the parents feel connected to what has happening when, Giving people clear transparent communication w all the constituency. I met w the parents on a monthly basis, everything I could do to cut down on

the anxiety, I was visible and I spent a lot of time in the classroom. (note: there was a lot more but I couldn't get it all down)

**Q:** How do you handle discipline

**A:** Something sometimes we have to do guided by the State of MA policy, the district handbook. Communicate the expectation That said discipline is minimized based on how well we set expectations and model those expectations and having teachers and students collaborate on what to expect, Important that the students feel they have a say in the rules we are putting down for them to follow. How to have compassion, how to have empathy? Using a growth mindset, we all are learners and learn from mistakes. It minimizes discipline. That said I will hold children accountable for their behaviours. Make sure the consequence fits the behavior. That they can learn from the mistake and that they can come back to us.

**Q:** What new ideas and vision do you want to bring?

**A:** Excited about being in a building with all 6th graders. Going into a place where emotionally they are finding themselves. What I bring to kids is my passion for advocating for children. Creating an environment where adults are supported. Creative in how we are teaching our children, Make sure we know our students, their background and their interests. They are excited, want to make class exciting to celebrate our kids. Bring mindfulness to really teach adults and children to have a good sense of their awareness, their feelings to be confident to assess their feelings. To celebrate the arts, the importance of foreign languages I want to see intercurricular activities, excellent field trips when it's safe. Think about the different learning styles for our adults. Want to understand how my adults learn how they are at their best. When our students leave Gibbs they are ready to tackle middle school. To have a voice. I want to bring diversity, I came to this country in the 9th grade, I have a sense of how challenging it can be, to have grit, what it is to be motivated. How to find their interest, how to motivate themselves. To push through to accomplish their goals

### 3) [Matt Kuklantz Resume](#)

Intro:

My name is Matt, I am an asst principal in Westwood, been there 3 yrs prior to that I was a school psychologist at Deerfield. Why Arlington? I see my experience both as a unique match between my experience and what Gibbs has to offer. My background as a psychologist and my knowledge of SEL learning and Special needs.. I am an Arlington resident. I would like to be here have my work truly benefit my community.

**Q:** Julia- May I know your thoughts about making Gibbs a unique school?

**A:** Gibbs itself is very unique, a one yr slice of educational life. I think we have a real opportunity to take students coming from all the elementary school and develop cohesiveness and a team

feel. Develop that burgeoning independence. Focus on the SEL learning and development of kids at this age level. They are starting to struggle w some of the independence. In addition to a high quality educational experience having them prepare for the future.

Q: Heather - How will you foster a building community in a one year school esp next yr if they can be together:

A: Starts before they actually come to Gibbs. Begin in the early spring mid spring time. We have connections..important that they begin to foster that. Small group building opportunities. Teaming activities w smaller groups in the building so all kids would be able to meet all kids on their time, will take real creativity and thoughtfulness.

Q: Can you talk about how you handle discipline?

A: I was the only mental health support in the building when I was the school psychology, it really informed what I do currently as an asst principal; I view behavior as an indicator or language to us. I look at it as a learning opportunity and a misstep.

(missed some notes here)

Steven - Q: Cultural Proficiency

A: We are starting to use the term cultural literacy, starting to understand lived experiences . having humility understanding I don't understand what thats like. How do we talk to our kids about that? What kind of training have my staff had? Prof Dev goes align with that. We have a peer leadership program, value having students being able to talk to other students about this. To find some way that mimics that at Gibbs. True social change occurs among the student culture.

C Simmons: Given that we are not likely to fully open school in the fall, thought on how to engage kids with online learning? My kids both have IEPs

A: This is a struggle for all students. We are reaping some benefits right now form al the PD. The typical one size fits all work is not as effective during this experience. One of the things we have toyed with is that project based learning block, shaped more ability for teachers to take some swings and finding our engagement is much higher in those clssrms where they are doing this. Competitiveness, teacher had made a game and every student was genuinely engaged. Having those experiences more engaging approaches with students having that culture built up where they are looking to engage with one another. Free blocks throughout the day where the teacher is accessible if they need it, found that to be pretty helpful. A lot of outreach with families who are struggling. Being proactive in noticing when students are not engaged or are having more difficulty.

**Rowan M - Q:** How will you help students who need more advanced material?

**A:** Element and middle school teachers are exceptionally adept at differentiation. Teachers are masters at this. When students are bored they are going to look to not be bored.

**Q:** Could you give us a specific example that you are proud of?

**A:** Not seeing any intervention for struggling students outside students that are on IEPs. We have all the support at the elem school level and then it dropped off. We piloted a reading intervention program w benchmarking data... he succeeded. That's why he does this to help all kids grow. Thats something Im really proud of. Its now a process that we do, no longer a pilot

**Q:** What new ideas and vision will you bring to Gibbs:

**A:** I was struck by their project based learning block. I am very interested in this. Ways to harness this into the future and make it more of a staple at the day. Help the community, we do comm service projects to help at the local level. Would like to start and foster that.

4)

#### [Rochelle Rubino Resume](#)

**Intro:** Currently Asst principal at Ottosan. Prior to that I was a 6th grade ELA teacher. Also an adjunct professor, aspiring educators looking to work in administration. Also was a journalist, have two small kids lives in Wakefield.

**Q:** Perspective on appropriate level of prenatal involvement in HW at the 6th grade level?

**A:** Coming into a new school learning about diff teachers, important that there is a balance so less hw at the beginning of the year. Also should not be given as busy work.

**Rowan M - Q:** How will you help students who need more advanced material?

**A:** Push the students that need to be pushed and help the others, can be done in the classroom. What does the student need how can we push them at the level of learning they are capable of

**Q:** How will you ensure rigorous instruction in a one year school

**A:** Again working w teachers curriculum coordinators, what are they expected to know and understand.

**Q:** Example of something proud of

Build a sense of community and culture. I started a monthly community mtg. I asked each learning community to gather in their aspire period. Highlight a student of the month, a positive person and then we would highlight other things going on, birthdays, upcoming events. Celebrate their success

**Q** What new ideas and vision will you bring

Look at project based learning, and community partnerships that they can bring along to 7th and 8th grade. The advisory period. See how we can use that so students really feel connected to at least one trusted adult in the building.

**Q** Motivating students through remote learning:

Understand why its not working for them and then come up w approaches to fix that, developing more community through the google meets.

**Q** Discipline:

Restorative justice model. Goal is to learn form the mistake so its not repeated. Develop contracts, create conversation and dialogue w peers.

**Q** Cultural Proficiency

An understanding of other belief systems. I rally value how much APS values the needs for diversity. Are our program offerings diverse enough? The socratic method of dialogue. Teaching the students that maybe they are nt going to win an argument but thats ok more about understanding where the other person is coming from . Having diff conversations

Had to stop taking notes before her interview was over.