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A: You wouldn't ask anybody to do something you wouldn't do yourself. So in attending all the workshops that I attended, side by side, with all of my teachers, and coming here, [they are sitting in a 3<sup>rd</sup> grade classroom) sitting at a teacher table – while they were at a teacher table I was at a teacher table – trying to implement what we saw [at a recent workshop], it makes a huge difference -- *huge* difference ...when they see I'm not just top down making demands. I want to be part of this cause I just can't wait to see where this takes us.

*Interviewer: So for the principals in our course your message would be that they need to be participants and they need to be part of instruction.*

TARA: My message for principals is you definitely need to be hand-on, and you need to show what's important to you. If you want data to improve, if you want instruction to improve, if you want student achievement to reach its highest level, Then you have to be part of that solution. And that means you have to be in there working with the teachers in the professional development , making sure that as you evaluate teachers you're using the common language around these implementation strategies, making sure you're using the instructional language that everybody knows, but you actually know what it means and how to implement is. You know what they're doing and how they're doing it. that's how you're going to find success. I wouldn't do a thing differently. I'd go to every workshop even though I spent a lot of hours outside my building and work piled up, wouldn't change a thing.

What you pay attention to will grow, negative and positive.