

Julie A. Vincentsen

January, 2019

Dear Dr. McFall:

I would ask that you accept this letter of application for the position of Elementary Principal of the Hanscom Primary School. It is my hope that upon reviewing my materials you will find that my teaching and leadership experience make me an ideal candidate for this position.

In her book, The Death and Life of the Great American School System, Diane Ravitch writes, *"If we want to improve education, we must first of all have a vision of what good education is. We should have goals that are worth striving for."* I would like to take this opportunity to share with you my vision for a vibrant community of learners. A myriad of educational experiences shaped this vision and confirmed my unwavering belief that every student can succeed. This belief combined with a strong work ethic, enthusiasm and a team approach are the characteristics of an exemplary instructional leader. It is these qualities, as well as a deep and abiding commitment to fostering a dynamic school culture, that I will bring to the Lincoln Public Schools.

When I was a teacher, a seasoned colleague with whom I worked regularly stated, "Anyone and everyone is an artist in my room." Whenever I heard this, the struggling artist in me retorted, "Clearly, you have not had a student like me! I can barely make a stick figure." She never faltered in her belief that each and every child can learn stating, "Julie, join my class and, I promise you; you too can be an artist." It was clear from the student work adorning the halls that all students achieved under her tutelage, and at high levels.

Every child can learn – everyone can find the artist inside! I carried this philosophy into my classroom and then into my leadership roles as well. As an instructional leader I understand that our students' success is not as simple as professing that each will succeed. In addition to this core value, a classroom environment is needed where it is safe to experiment, to try new things, and, most importantly, one where it is safe to make mistakes. In so doing, teachers like my colleague create a culture where all children can meet or exceed expectations.

My vision for an ideal community of learners is one in which all teachers are skilled artisans in the craft of teaching and learning. Teachers are expert at creating a community in their classrooms where students are eager to learn and believe that with effort, they will succeed. Equipped with reliable and meaningful professional learning opportunities as well as sound knowledge in childhood development, teachers work to ensure that all students grow as learners and citizens in the school community. Students come to school each day and learn in an environment committed to the whole child. A strong home-school connection solidifies this work and children are truly supported.

To create a masterpiece an artists' palette needs to have many colors, so too does that of a school leader. My vision brings all of those colors together – students, teachers, parents and community members – to blend the appropriate hue for this community. As an instructional leader in the Lincoln Public Schools, I will take out my palette each day and mix the colors. I will learn new things, I will collaborate with others, and I will take risks. I will model what I expect of educators and students and, in so doing; I will help to foster a vibrant, active and engaged community of learners.

I believe my vision matches that of the Lincoln Public Schools. I look forward to the opportunity to meet with you to further discuss my philosophy and experience and how they will complement this community of learners.

Sincerely,

Julie A. Vincentsen

Julie A. Vincentsen

Education	<p>Master of Science in Education in Organizational Management 2005-2006 Endicott College Beverly, MA</p> <p>Leadership Licensure Program 2005-2006 MSSAA, MASCD, Teacher's 21 Franklin, MA</p> <p>Master of Science in Education in Secondary Social Studies 2000-2001 University of Pennsylvania Philadelphia, PA</p> <p>Bachelor of Arts in Political Science, Minor in Urban Studies 1994-1998 The College of Wooster Wooster, OH</p>
Administration Experience	<p>Principal, Ruggles Lane School, Quabbin Regional, Barre, MA 2014-current</p> <ul style="list-style-type: none"> • Responsible for the administration of a PK-6 elementary school (505 students, 80 staff). • Implemented What I Need Know (WINN) blocks for reinforcement/extension blocks as part of redesign of the school's Rtl process. To see a parent presentation on this work visit https://rlesnews.files.wordpress.com/2015/03/winnpresentation.mov • Designed and facilitated professional development on topics including Rtl, trauma informed schools, understanding the impacts of poverty on children, data analysis to improve instruction, school culture, and various Responsive Classroom topics. • Evaluated teachers utilizing the MA DESE rubric. • Encouraged student voice by establishing a student committee to craft a Constitution and to create our new Code of Conduct, as well as all-school community meetings. • Implemented student led all-school assemblies to celebrate living up to our Constitution. • Utilized a tiered discipline policy with emphasis on assisting students to have an opportunity to learn from their mistakes. • Worked with a Leadership Coach to build my leadership capacity. • Created a transition plan to welcome pre-school, two NECC Partner Program Classrooms, a life skills classroom and a language-based classroom in Fall, 2017. • Trained the QRSD administrative team on how to use social media to tell a school's story. • Coordinated MCAS testing including organizing the day-to-day test administration, creating a developmentally appropriate schedule, and assuring that all student accommodations were implemented. • Created the master schedule for the district and for the school working to have the greatest impact on student learning, to meet the needs of each team, to increase teacher efficacy, and to maximize resources. • Managed the school budget. • Certified by the Crisis Prevention Institute (CPI) and as an ALICE trainer. <p>Principal, Helen Keller Elementary School, Franklin, MA 2011-2014</p> <ul style="list-style-type: none"> • Responsible for the administration of a K-5 elementary school (497 students, 65 staff). • Redesigned Response to Intervention process. Created a faculty study group to become experts on Rtl and use that knowledge to analyze and redesign the school's Instructional Support Team Process. • Worked with consultant Kathy Porcaro to train staff in collaborative teaching to increase opportunities for inclusionary practices and differentiated instruction. To see a School Committee presentation on this work visit http://tinyurl.com/HKEScoteachSC. • Designed and implemented a three year long professional development plan focusing on defining consistent academic and behavioral expectations. • Participated in Leading Together: Building Adult Community in Schools training through the Center for Courage and Renewal. Worked directly with Chip Wood in the capacity of coach. • Participated in DESE two-year pilot of the new evaluation system. Responsible for training staff for full implementation in 2013-2014 school year. • Implemented all-school community meetings to celebrate our learning community. • Co-facilitated Student Council with Assistant Principal with an emphasis on providing leadership opportunities for representatives as well as lifting student voices.

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	<ul style="list-style-type: none"> • Created a Bus Buddies program partnering 5th grade students with students with intensive special needs in our sub-separate classrooms. • Worked with a Leadership Coach from Teacher's 21 to strengthen my capacity. • Coordinated the implementation of 504 Individual Accommodation Plans. • Spearheaded efforts to create increased consistency in the elementary handbooks across seven schools within the district. Facilitated the writing of a common section shared by all schools. <p>Principal, John A. Crisafulli Elementary School, Westford, MA 2009-2011</p> <ul style="list-style-type: none"> • Responsible for the administration of a 3-5 elementary school (410 students, 60 staff). • Encouraged student voice by establishing Student Council committees to craft a Constitution and to create our new Code of Conduct, "PAWS 4 Peace". • Designed a yearlong strategy to inculcate PAWS 4 Peace into the Crisafulli community. • Facilitated weekly Community Meetings modeled after <i>Responsive Classroom's</i> morning meeting concept. Certified in Responsive Classroom Level I. • Established an anti-bullying task force of parents and teachers charged with analyzing current school culture, and creating a vision and action plan for the future. • Designed yearlong professional development entitled "Moving Toward a More Consistent, Clear, and School-wide Approach to Behavior Management" linked to <i>Responsive Classroom</i> philosophies of school-wide behavior management. • Participated on Response to Intervention (RtI) Committee to plan for district-wide adoption. • Reorganized child study team process to prepare for district-wide adoption of RtI. • Established Safety Team. Redesigned Crisis Management Plan and trained staff and students in new elements. • Coordinated the implementation of 504 Individual Accommodation Plans. <p>Assistant Principal, Stony Brook Middle School, Westford, MA 2007-2009</p> <ul style="list-style-type: none"> • Supported Principal in the administration of a 6-8 middle school (670 students, 80 staff). • Assisted in designing training to implement Professional Learning Communities at two district middle schools. • Co-chaired Student Services Strategic Plan Committee with Director of Pupil Services. • Chaired Child Study Team and reorganized process to prepare for RtI implementation. • Supervised the implementation of 504 Individual Accommodation Plans. • Designed and facilitated professional development training for teacher web site creation. • Created district-wide middle school attendance policy and monitored student attendance accordingly.
<p>Leadership Experience</p>	<p>Presenter at NAESP Conference, Summer 2019: Are You Ready to Disrupt Edu? Massachusetts School Administrators' Association, Second Vice-President, (2017-present) National Association of Elementary School Principals, Resolutions Committee (2018-2021) Presenter at MSAA Summer Institute, Summer 2017: Disrupt School Admin 3.0 (Ignite Session) Massachusetts Elementary Schools Principals Association (MESPA), Board Member (2015-2017) MESPA, Professional Development Committee Chair (2016-2017) Presenter at NAESP Conference, Summer 2016: Using Voxer to Develop Your PLN Presenter at MESPA Conference, Fall 2016: Storyteller in Chief: Using Technology to Tell Your School's Story Presenter at MESPA Conference, Fall 2015, Spring 2016: Using Voxer to Develop Your PLN Massachusetts Association for Supervision & Curriculum Development, Board Member (2009-2012)</p>
<p>Teaching</p>	<p>7th & 8th Grades Social Studies Teacher (2001-2007) Assistant Head Counselor, Unit Leader, Head of Sailing Department, Camp Counselor Summers 1995-1999, 2002 Camp Arcadia Casco, ME</p>
<p>Licensure</p>	<p>Massachusetts Licensure #370081 Superintendent/Assistant Superintendent, Principal/Assistant Principal PK-6 & 5-8</p>

unofficial transcript
 Endicott College
 Beverly, Ma. 01915

Name: Julie Anne Vincentzen

Student ID: 

Gender: F

Degree: Master of Education

Degree Date: 08/31/06

Class: Graduate

Major: Organizational Mgmt

Conc:

Minor:

Minor2:

 Summer Term 2005

OM 500	LEARNING AS STRATEGY	3.00	A
OM 502	PROF DEV & TRAINING	3.00	A
OM 510	LEAD IN TRANSITION	3.00	A
OM 564	LEVERAGING TECHNOLOGY	3.00	A

	Attempt	Earn	Pass	Quality	Points	GPA
SES	12.00	12.00	0.00	12.00	48.00	4.00
CUM	12.00	12.00	0.00	12.00	48.00	4.00

 Fall Term 2005

OM 503	MEASURE & EVALUAT	3.00	A
OM 537	OPERATL & FIN STRAT	3.00	A-
OM 547	MARKETING OF ORGANIZATIONS	3.00	A
OM 563	RESEARCH STRATEGIES	3.00	A

	Attempt	Earn	Pass	Quality	Points	GPA
SES	12.00	12.00	0.00	12.00	47.10	3.93
CUM	24.00	24.00	0.00	24.00	95.10	3.95

 Spring Term 2006

OM 507	CONSULT PROC SKILLS	3.00	A
OM 571	RESEARCH SEMINAR I	1.00	A-
OM 572	RESEARCH SEMINAR II	1.00	A-
OM 573	RESEARCH SEMNR III	1.00	A-

	Attempt	Earn	Pass	Quality	Points	GPA
SES	6.00	6.00	0.00	6.00	23.10	3.85
CUM	30.00	30.00	0.00	30.00	118.20	3.94

 Summer Term 2006

OM 504	ORG STRATEGY & DSGN	3.00	A
OM 585	HUMAN RES/ORG POTENT	3.00	A
SPN534	PROJ READ:WRTN EXPR	2.00	A

	Attempt	Earn	Pass	Quality	Points	GPA
SES	8.00	8.00	0.00	8.00	32.00	4.00
CUM	38.00	38.00	0.00	38.00	150.20	3.95

 End of Transcript

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**The Commonwealth of Massachusetts
Department of Elementary & Secondary Education
Educator's License**

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Julie Vincentsen

Congratulations on completing the requirements for licensure.

You have worked diligently toward this goal and should be proud of your accomplishment.

It is people like you who help to enhance the quality of education in the Commonwealth. I wish you the best in your future endeavors.

Mitchell D. Chester

Mitchell D. Chester
COMMISSIONER OF EDUCATION



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Educator: Julie Vincentsen

SSN:

Certificate #: ***370081

Original Certification Date: 07/23/2001

Issuance No: 1344015

FIELD(LEVEL)

- Social Studies (5-9)
- Social Studies (9-12)
- Middle School Humanities (5-8)
- Principal Assistant Principal (5-8)
- Principal Assistant Principal (PreK-6)

Mitchell D. Chester

Mitchell D. Chester
COMMISSIONER OF EDUCATION

CATEGORY	TYPE	ISSUED	EXPIRES
ACADEMIC	Initial	07/23/01	**
ACADEMIC	Initial	07/23/01	**
ACADEMIC	Initial	03/08/05	**
ACADEMIC	Initial	07/10/06	**
ACADEMIC	Initial	01/28/10	**

NO ENTRIES BELOW THIS LINE

** Valid for five(5) years of employment.



QUABBIN REGIONAL SCHOOL DISTRICT

Dr. Maureen M. Marshall, *Superintendent of Schools*

872 South Street
Barre MA 01005
Phone: 978-355-4668
Fax: 978-355-6756
Web: www.qrsd.org

November 13, 2017

To Whom It May Concern:

I know Julie Vincenten to be a highly skilled educational leader and I am honored to write this letter of recommendation for her. I have had the privilege of working closely with Ms. Vincentsen for several years in my capacity as Assistant Superintendent for Curriculum, Instruction and Assessment in the Quabbin Regional School District and I feel well qualified to address her personal and professional strengths.

As principal, Julie has encountered numerous challenges at Ruggles Lane School, the most significant of which was a faculty highly resistant to change. Despite many obstacles, Julie has never lost sight of the vision, has maintained a positive outlook, persevered and most importantly, inspired her faculty to make significant changes to benefit students. In a few short years, Julie has successfully shifted longstanding beliefs about student achievement and behavior in the Ruggles Lane school community, an accomplishment that many before her could not achieve.

Julie is a champion for students. She makes all decisions with the best interests of students in mind. At the district level she advocates for her students and her staff to ensure that our resources are appropriately allocated to meet those needs. That being said, Julie is also a team-player. She truly cares about the success of all students and when faced with the need to prioritize or share our very limited resources she can always be counted on to view a situation objectively and to compromise when necessary.

Julie's leadership extends well beyond the four walls of her school. In addition to her leadership in local and state educational organizations, Julie is a leader among her peers in our district. She has brought many new and innovative ideas to our leadership team and is well respected by her colleagues for her creativity, her advocacy for students and her thoughtful and reflective manner. In her time at Quabbin there has never been a challenge that Julie was not willing or able to take on. Her strong interpersonal skills have been instrumental in creating a sense of trust and unity among our once divided elementary principal team.

Ms. Vincensten epitomizes the term lifelong learner. Whether she is listening to a podcast or participating in a virtual book club during her commute, hosting a principal job-alike group, or meeting with a member of the district-leadership team, Julie is always reflecting on her practice and striving to implement evidenced-based strategies that will improve outcomes for her students and her school.

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In addition to being a conscientious and dedicated educational leader, Ms. Vincentsen is also a fine person. She exhibits high moral standards and ethical behavior. She is honest and trustworthy, poised and self-confident, fair and consistent. Julie possesses an incredibly strong work ethic, and a willingness to devote whatever time is necessary to perform the myriad of tasks required of a school leader.

Ms. Vincentsen has consistently demonstrated superior leadership capacity, enduring commitment to student success and strong motivation to advance her leadership capacity. I am confident that her commitment to excellence and her drive to succeed will ensure her success in any professional position that she holds.

Should you require any additional information, please contact me.

Sincerely yours,

Sheila A. Muir, Ed.D.
Assistant Superintendent
Quabbin Regional School District

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November 13, 2017

To Whom It May Concern:

I had always hoped that Julie Vincentsen would never find an occasion to request a letter of recommendation from me...why...because that would most likely mean that she was contemplating leaving the Quabbin Regional School District for another professional opportunity. While I have written many letters such as the one she requested, I have seldom, if ever, written one with such sadness and concern. My concern is that she will be impossible to replace. My sadness is for the children for whom she has so effectively advocated and in whom she has recognized so much potential.

Without equivocation, I rate Julie Vincentsen as one, if not the best school administrator with whom I have worked during my 35 years as a school administrator. I can say this (not only) because I have worked and learned around many highly competent leaders with whom I might compare her work, but also because of her tireless efforts to improve student achievement and the school life of every student in her school.

During her first year, few believed she could accomplish goals never before realized at the school. How wrong they were. Before very long, the school staff understood that her "student first" attitude was for "real" and knew she was willing to work harder and longer than other administrators who preceded her. She asked no member of the Ruggles Lane staff to do more than she was willing, ready, and able to do herself. She "won over" the staff members by convincing them that poor children from dysfunctional families were capable. She did so by developing, with their assistance, a K - 6 intervention program that was "informed" by data gathered from a school wide student assessment program (also developed during her brief tenure).

Julie also invested considerable time improving teacher performance in the classroom. Her use of the evaluation program was fair and honest. She did not shy away from difficult conversations and developed individual growth and/or improvement plans when needed. Her focus on developing a high performing teaching staff was clearly visible. When she had the chance to hire new teachers, she organized a district wide rigorous and collaborative process for all elementary hiring. The process proved very successful, attracting some exciting new talent to the district. This effort represents just one of the ways Julie eagerly and effectively took a leadership role among the

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district administrative team. Her leadership was welcomed and proved effective at completing this and other administrative tasks.

Julie's influence on the education of the students at Ruggles Lane did not end at the schoolhouse door. Through the effective use of social media and interesting new activities, she managed to greatly increase student and parent engagement in the work of the school. As a result, parental support for the school significantly increased.

I could go on and on highlighting her many successes. However in closing, I can simply state that I have tremendous respect for the integrity, skill, and talent of this individual. She has done so much to improve the quality of both Ruggles Lane School and the district as a whole. I guess the most significant reference I can give is that I am hoping against all odds that you will not hire her so she can remain here. However, after you meet and talk with her, you will simply understand why I hate to imagine our district without her.

Best wishes in your search and do not hesitate to contact me should you desire more information about this individual.

Sincerely,



Maureen M. Marshall, Ed.D.
Superintendent of Schools
Quabbin Regional School District

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33 Forge Parkway • Franklin, MA 02038

October 2017

Reference for Julie Vincentsen

It is with great respect that I write to recommend Julie Vincentsen as a principal and educational leader. I have worked closely with Julie over the past 18 months at both MSAA and the former Massachusetts Elementary School Principals' Association (MESPA). She currently serves as third Vice President in the newly unified MSAA and last year was a member of the MESPA Board of Directors and the chair of a dynamic Professional Development Committee.

What first strikes me about Julie is her thoughtful and reflective approach to the work of being a principal. She is able to articulate a clear vision for schools that includes a strong commitment to meeting the needs of all students and to providing a vibrant professional culture for teachers.

During MESPA's final two years and now at MSAA, Julie has played a leadership role in efforts to revitalize a professional association for principals. Julie is a strong proponent for using social media to build a professional learning networks for principals. She initiated and coordinated a weekly blog at MESPA that continues in the new association. She is an active participant in our monthly Twitter chats and initiated a support group for principals using the Voxer platform. As the chair of MESPA's Professional Development Committee, Julie took the lead in planning a successful fall conference ("*The Connected Leader*") in which she led a concurrent session entitled, "*Storyteller in Chief: Using Technology to Share Your School's Story.*" She also took the lead in planning our final Spring Conference "*Leading Innovation and Change,*" that featured 3 keynotes and 21 concurrent sessions.

Given her colleagues' respect for Julie's contributions and commitment, it should come as no surprise that the MESPA Board of Directors nominated her to represent elementary principals as an officer in the new MSAA.

Julie Vincentsen is an instructional leader with a clear and strong vision, a knowledge of curriculum and instruction, and a reflective approach to the work. As someone who served as a principal for 27 years and who has taught both aspiring and experienced principals, I can say with confidence that any school would benefit from having Julie as a leader. She is someone I would want to have as a colleague. If you would like more information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Rick Rogers".

Rick Rogers
MSAA Assistant Director
rrogers@msaa.net

