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To whom it may concern:

I have worked for five different principals during my teaching career:

████████████████████ and Randall Beard

By far, head and shoulders above them all is Randall Beard.

Why? He supports his teachers, more than any other principal I have had.

This adds to learning. It adds to their ability to teach by the structure and backbone it gives the classroom. It adds to the teacher's spirit and thus helps "retain" the good teachers who like the environment he creates by his support. It creates a backbone without which a school's structure is lacking.

How does he do this?

He came by my class often, usually three to four times a week, to see how I was doing. Thus his time and his actions (rather than idle words or fluffy ceremonies) represented his support. All other principals I have worked for came by my class maybe two or three times a month, at most, and acted like they were in a hurry when they did come by.

When Mr. Beard came by my class, while he was privately critiquing me, he was outwardly supporting me. If he saw me in the hallway, he would always and without exception, ask me how things were going. He would remind me that if I had any students causing disruptions to the classroom's learning environment, to remove them and send them to him. All the other principals, instead of making "learning in the classroom" their priority, made "the case of their job" their priority and thus insisted I handle all the disruptive students myself until it nearly broke the backbone of the class...and only then, send them out.

Finally, Randall Beard exercises corrective measures without any negative energy, only "matter of fact" and "lets get this done" energy. This is a perfect model for the student and the teacher to emulate, as it takes away the "bad" feeling of discipline and creates a space for the "good" to come out in the students and staff.

Please feel free to call or write me for verification or elaboration.

Sincerely,



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