Reflection Journal-Marcee

**Reflection Journal Template**

**EDLS 695: Principal Internship**

**Date:** March 11, 2012

**Journal Entry:** Gregg-Week 1

**Issue Addressed:** Teacher Evaluation/Implementation of high quality instruction

**Colorado Principal Standard Addressed:** Standard II Principals Demonstrate Instructional Leadership

**What I observed/learned:**

As we began the new school year we implemented a Math Lab as part of our intervention program. The administration hired a first year teacher to instruct this course. As a member of the RtI team we keep record of student as they progress in the Math Labs. As part of our records we requested numerous times in the first quarter for progress monitoring and parent contact forms to review as a team. As the quarter went on I noticed students coming to my room for a textbook to work on homework in this lab. I brought it to the administrations and RtI teams’ attention that this was a study hall. We pulled the new teacher into our RtI meeting and asked her if she had a solid understanding of the requirements for this course and what materials were available to her to progress monitor. She told the team that she was not clear as to the objectives nor did she have any resources to perform a diagnosis of skills or monitor the students. This alarmed me as I was contemplating the process and how the administration made such a big oversight. There were several questions that came to my head, was she made aware of the expectations and just declined to perform her duties or did we neglect to prepare the teacher for the course objectives. It was made very clear to the administration from the team and the school psychologist that the data that was to be collected throughout the year could be invalid. As the year has progressed the situation has not changed. I am beginning to question that situation is twofold, first the administration has allowed for this disservice to our students to continue without guidance and supplying her with resources and training as well as the teacher has not put forth any effort towards instructing this intervention class as it was directed to her.

I have learned through this process that you cannot assume that a teacher, especially a novice teacher can perform her duties without mentoring, training and continuous monitoring from the mentor and administrator. Throughout this process the students are ultimately being the ones who are being affected the most from the lack of attention to this issue. This class is designed to help students who demonstrate a deficiency in one or many skills in math; it is hard to determine where these students began and where they could have been at this time in the school year. We don’t have any sufficient data on them in order to effectively evaluate them, we can only look at the here and now and move forward. As I move forward in my principal courses I am putting together some mental notes on how I would have handled this situation and will take note if this type of situation occurs when I am the leader in the building.

**How will this impact my leadership practice?**

* Set aside funding for materials and training for the program
* Review the current mentor program
* Assign one teacher to be in charge of program, possibly not novice teacher
* Provide technology for program
* Parent involvement and student self evaluations
* Communication with RtI team on data analysis and progress of each student
* Personally putting forth time to evaluate and provide feedback to teacher

**Critical Issues:**

* Inadequate funding and training for materials
* Lack of follow through from administration on teacher requirements
* Data points that is questionable when it comes to tracking RtI students
* Mentoring program that does not permit enough time to effectively work with novice teacher