**Reflection Journal Template**

**EDLS 695: Principal Internship**

**AnchorDate April 1, 2012**

**AnchorJournal Entry #: Weldele- Week 4**

**AnchorIssue addressed: Curriculum**

* **Colorado Principal Standard addressed:**
* **I Principals Demonstrate Strategic Leadership**
  + **C. Leading Change: Principals collaboratively develop a vision and implantation strategies for improvements and changes which result in improved achievement and developmental outcomes for all students.**
  + **D. Distributive Leadership: Principals create and utilize processes to distribute leadership and decision making throughout the school.**
* **II Principals Demonstrate Instructional Leadership**
  + **A. Curriculum, Instruction and Assessment: Principals enable school-wide conversations about standards for curriculum, instruction, assessment and data on student learning based on research and best practices and ensure that the ideas developed are integrated into the school’s curriculum and instructional approaches.**
  + **B. Instructional Time: Principals create process and schedules which maximize instructional, collaborative and preparation time.**
* **III Principals Demonstrate School Cultural and Equity Leadership**
  + **A. Intentional and Collaborative School Culture: Principals articulate and model a clear vision of the school’s culture and involve students, families and staff in creating acclimate that supports it.**
  + **D. Efficacy, Empowerment and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through innovation, risk-taking and an honest assessment of outcomes.**
* **V Principals Demonstrate Managerial Leadership**
  + **C. Systematic Communication**

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| **AnchorInstructions: Please take time to reflect on your learning during the week or collectively over the course. The two-sided reflection template provides you the prompts for this introspection. Save this electronically and submit in accordance with the guidelines provided by your facilitator.** | |
| * **What I Observed/Learned: Making a budget and program decision based on the Strategic Plan** * We offer Spanish 1 day a week in grades K-5 and 2 days a week in Middle School. Over the past 10 years our Spanish program has been a source of frustration for parents, students, teachers and administration. The problems include discipline, grading, expectations, curriculum, approach and how to address the plethora of student backgrounds with Spanish. * In the past 10 years we have had Native Spanish speaking teachers with little to no pedagogy skills (but great intentions), An English speaking teacher with a background in Spanish and the past 2 years, a proctor facilitating Rosetta Stone. * Our use of Rosetta Stone has created a pleasantly quiet environment around Spanish. Discipline is not a problem, we have changed over to a ‘credit’ only grading and students are able to make progress at an individualized pace. It would seem we have found the answer. * The truth, however, is that our kids are still not really learning Spanish. They still need to take Spanish I in High School and there is so much more we could do with the time being spent on Spanish. Our previous principal felt Spanish was a non-negotiable in that it was critical for marketing. I feel that I can market continuous evaluation of our curriculum and the wise and effective use of classroom time. My biggest concern is for our current families to not feel something important has been taken away from them arbitrarily or even unilaterally. * After consulting with my pastor and School Advisory Council I have permission to send out a letter to parents describing our dilemma in regards to Spanish and requesting their input. The letter is worded to encourage them to open the door to using our time more effectively. It is my hope that by seeking parent input I will have their support in this change of our curriculum. I will time the letter to go out the same day as our next PTCO meeting so that I can also address the topic that evening at our meeting. | * **How This Will Impact My Leadership Practice** * **How will this impact how I make decisions regarding students, staff, and/or parents?**   Though it is my hope that the letter and some ‘side’ conversations I have been having with parents is worded carefully and supported with sufficient research and input from our High Schools to produce the outcome I desire, it is critical to have parents on board and supportive of this change. Communication is the key to the success of most any initiative or change. I started by having small conversations to ‘test the waters’ with a couple of faculty members and then brought it up at a faculty meeting. I followed this by the conversations with my pastor and School Advisory Council. I am finding this to be a successful way to seek input and gain support.   * **How will this impact those I lead? What will I need to supervise closely and what can be delegated?** * I find that the decisions I am making are being well supported and people are more anxious to ‘take on’ pieces of responsibility to implement change. This comes from having been part of the decision making process. It is much more positive than being on the defensive and working retroactively to get people on board. * **How will this impact my leadership processes?**   Success with this process has been its own positive reinforcement. Now it is a matter of refining the process and learning from my mistakes. The key is taking the time up front to communicate. It saves time in the long run. |
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***Critical Issues***

* Curriculum
* Communication