Reflection Journal Template

EDLS 695: Principal Internship

Name: Noel Wilson

Date: 3/25/2012

Journal Entry # 3

Issue addressed (e.g. Student Discipline): Recommendations for hiring and placing teachers for 2012-2013 School Year

**Standard IV: Principals Demonstrate Human Resource Leadership**

**b. Recruiting, Hiring, Placing, Mentoring, and Recommendations for Dismissal of Staff:** Principals establish and effectively manage processes and systems that ensure a high-quality, high-performing staff, including an overall count and percentage of effective teachers that reflects the school’s improvement priorities.

|  |  |
| --- | --- |
| Instructions: 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. You can use the return or tab to move between the cells in the document. Save this electronically and submit in accordance with the guidelines provided by your facilitator. | |
| What I Observed/Learned | How This Will Impact My Leadership Practice |
| * What new knowledge did I gain in my observations and interactions?   During this past week, we received our staffing numbers from the district and began to design our staffing model for next year. After sitting with my building administration and going over the initial staffing allocation and plan, we decided that we needed to take a number of things into consideration before informing staff of the numbers and potential plan.  The issues that worried the principal were centered around the problems that could arise from staff possibly "jockeying for position" for the their hopeful placements for the next school year. This seems like a meaningless detail, but it could potentially have an effect on the instruction within this year's classrooms. We would love to be able to tell teachers what their assignments for next year are, but there are just too many factors that are left unanswered at this point.  In essence, this is one of those situations where we cannot put the cart before the horse. | * How will this impact how I make decisions regarding students, staff, and/or parents?   Students need to be guaranteed that their instruction time and general learning designs will not be impacted by teachers and staff being distracted by outside influences.  Staffing designs for the following school year are important, but they still take a back seat to what needs to happen with the current year.   * How will this impact those I lead? What will I need to supervise closely and what can be delegated?   Staff tend to talk as soon as they know something is in the works. As a leader, I will need to be very intuitive about what the talk and mood in the building is around this time of year. I want to place people where they want to be, but I need to imminently do what is best for students. This doesn't and won't always mesh with what staff wants. This is a difficult conundrum and must be handled delicately.   * How will this impact my leadership processes?   This is a problem of simple prioritization. There must be criteria set up in advance to help navigate this issue on a year to year basis. |
| ***Critical Issues***to remember as I make decisions regarding students, employees, and/or parents and the law:  Simply put, what is best for students has to come first in this decision making process. That's it!! | |