Reflection Journal Template

EDLS 695: Principal Internship

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Date: 4/1/2012

Journal Entry #: 4

Issue addressed (e.g. Student Discipline): Hiring School Faculty

Colorado Principal Standard addressed: **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.

Principals include in their professional development plan explicit reference to the ways in which they intend to address the counts and percentages of effective teachers in the building. They recruit, retain and support high-quality and effective teachers and staff, and implement a systemic process for comprehensive, effective, and research-based professional development, coaching and mentoring that is differentiated for adults to support student learning. As appropriate, principals create school-wide structures that ensure that teacher candidates and other educator interns provide support for students, and increase embedded professional learning opportunities for experienced educators in the school. They demonstrate the ability to dismiss staff members who are ineffective or otherwise unsatisfactory after plans for professional improvement and support have proven unsuccessful.

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| 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?   Over the course of our studies, we have often spoken about hiring good teachers and what to look for in candidates. Many principals and human resources staff have different views concerning what combination of skills and experience good candidates should bring to the table. I know that you want to think about things like teaching experience, depth of knowledge, preparation programs, certifications, etc. I also know you want to think about things like cohesiveness and fit with your school and staff, "moldability", and professional goals.  The one thing I have learned about this process is that I disagree with many seasoned human resources professionals on weeding out candidates who bring no classroom experience to the table. | * How will this impact how I make decisions regarding students, staff, and/or parents?   Many human resources professionals and principals choose to weed out candidates who are fresh out of a teacher preparation program. I disagree with this practice, because these are the people who are not only eager to work, but they also bring an amazing toolbox of the latest classroom approaches and technological skills. These are also the people who you can typically mold into the culture of a school. As far as I am concerned, the beginning teachers have the greatest potential to change education for the better.   * How will this impact those I lead? What will I need to supervise closely and what can be delegated?   For the most part, I think an existing staff would be very accepting of bringing fresh professionals and ideas into the profession. There are those, however, who think "rookies" must prove themselves in order to be accepted into the community of a school. As a principal, I would make sure I prepared my new staff and the existing staff to become accountable for building this component of the culture.   * How will this impact my leadership processes?   I think the biggest thing it will impact is the fact that I am leading the choices in expertise for the school. If I ultimately "pick" the staff, as positions become available, I will need to back up those choices with excellent, consistent and equitable supervision. |
| ***Critical Issues***to remember as I make decisions regarding students, employees, and/or parents and the law:  I guess, in short, I would say these choices always need to be nurtured and grown equitably. Hiring novice teachers is a risk, but I think one that is good for kids. New teachers are hungry, eager to work and VERY knowledgeable about new approaches and technology. | |