Reflection Journal Template

EDLS 695: Principal Internship

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Journal Entry #: 5

Issue addressed (e.g. Student Discipline): Supervision/Evaluation

Colorado Principal Standard addressed: **Standard IV: Principals Demonstrate Human Resource Leadership**

**c. Equity Pedagogy**: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and provide direction in meeting the needs of diverse student talents, experiences and challenges.

Principals ensure that all adults in the school have high expectations for all students, and believe that all students can reach those high expectations. They support the use of a variety of teaching styles designed to meet the diverse needs of individual students. Students’ individual backgrounds are valued as a resource, and principals advocate for approaches to instruction and behavioral supports that build on student strengths.

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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?   We have the unique problem in my school that students are achieving BEYOND district, state and national expectations. The problem that has arisen is not that of high scores on state standardized tests, but that of raising the bar on beating the achievement scores from previous years. Thinking about NCLB, how does a high achieving school continue to raise the bar on higher than average scores on a year to year basis?  This is a dilemma that should not be taken lightly. Schools that are lower achieving, but that show higher growth are in a better position that those schools that show higher achievement and lower growth. This doesn't make sense, but it is the "law of the land", | * How will this impact how I make decisions regarding students, staff, and/or parents?   I will continue to encourage my school community to set the bar as high as they can and to show a continued record of high achievement. If scores drop or remain flat for a year, we will have to learn to live with that while developing a plan to "change things up" from year to year in order to show growth. The government has got to show SOME leeway in the way they show growth and achievement, but we have the charge of meeting and reporting to the standards. I have to find and adhere to the communicative standards which report findings to everybody in the school community.   * How will this impact those I lead? What will I need to supervise closely and what can be delegated?   Basically, my staff will need to be prepared on how to communicate about any type of shortcoming in state test scores. Whether they are small or large in percentages, the staff has to be prepared to talk about test scores at any level.   * How will this impact my leadership processes?   Leading by example and sticking to the script is crucial. EVERYBODY HAS TO BE ON THE SAME PAGE! |
| ***Critical Issues***to remember as I make decisions regarding students, employees, and/or parents and the law:  Test scores are only a snap shot of what happens within a school. This has to be communicated on a daily basis!!! | |