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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. Save this electronically and submit in accordance with the guidelines provided by your facilitator.** | |
| **What I Observed/Learned**  As I look at what I have been involved in over the past 5 months at my school, it is clear that a cultural change is needed. I would describe the student body as complacent, generally undisciplined and not terribly engaged in their own learning. My observations led me to a conclusion that this is a result of the general lack of order in the building but there is much more to the issue. I have had many teachers, community members and students tell me that they don’t like the school culture. All parties speak about culture as if it was something external to them. The first thing we must do as a school and a community is to realize that *we are the culture.* The “economy” of effort to results. Has become false and invalid. What I have done and must continue to do is set a standard of behavior, expectations, and consistency that is apparent from observable practices rather than words alone. | **How This Will Impact My Leadership Practice**  I must visibly model the culture that I envision to my students, my teachers and members of my community. I must be consistent in the application of our discipline and academic procedures and I must exhibit the stamina in maintaining the standards that I am expecting from all. I must be very persistent and persuasive as I make the case outlining the advantages of the changes that we need to make. The case must be made outside of the building even more than it must be made inside the building. My community must be intentionally welcomed into the schools culture and processes. |
|  | **How will this impact those I lead? What will I need to supervise closely and what can be delegated?**  I have never seen any group or institution that does not eventually take on the personality of its leader. With that in mind I will be constantly validating and prohibiting the behaviors that I demonstrate. Our philosophy must be evident in our practices. To effect this kind of change, I must demonstrate a level of trust and that expressly requires delegation of many management tasks. To put it succinctly, the path can be negotiated, the destination can not.  **How will this impact my leadership processes?**  I must and have been meeting and talking with teachers, students, and parents about the responsibilities of each member of the community. In August, I built a schedule that put professional development in the daily schedule. I have met individually or one on two with my teachers every week. This was intended to make thoughtful consideration of our methods a part of daily life rather than a once a quarter event. I meet regularly with community members and have joined the local Lions club. I reworked the schedule to include an activity period once a week that accommodates mentorship groups allowing students the unencumbered time to talk to teachers about their concerns and to let them hear ours. Communication at all levels and in all directions is the key to what I must do now. |
| ***Critical Issues* to remember as I make decisions regarding students, employees, and/or parents and the law:** Politics 101 teaches us that educators, administrators have no real political leverage. All power ultimately descends from the taxpaying voters. If you want to implement change, the case must be made at some point with parents and other community members. If I cannot effectively persuade community members to understand and share my vision, I am the expendable variable. Having said that, I cannot allow concerns for my professional longevity to alter my vision or philosophy. | |

**Reflection Journal Template**

**EDLS 695: Principal Internship**

**Date: 11 MAR 12**

**Journal Entry #: 1**

**Issue addressed (e.g. Student Discipline): School Culture**

**Colorado Principal Standard addressed: III and VI**