

# Examples of End of Objective Reflections and Readings:

## **Evaluation/Reflection of Objective 1.5:**

The ELCC and PIL Standards for Objective 1 are: facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school and community. These standards were met in Objective 1 via the following topics: school mission, school performance profile, inclusive practices, and technology integration. Both the standards and topics relate to the required readings for EDAD 756 which include: DuFour, Easton, and Wiggins.

Below explains how the standards, projects, and readings coincide.

### **School Mission:**

According to DuFour, principals need “to know and live the school mission” (229). Many times, principals and teachers can get so caught up in lessons and grading that they may forget the mission of their school or fail to reflect upon until it is brought to their attention at a beginning or end of year meeting. By knowing our school’s mission and publicizing it, schools can build their confidence and create a school culture that is unified and focused on achieving student success. See my Objective 1.1.

### **School Performance Profile:**

Easton suggests schools “need to decrease their reliance on testing as evidence of mastery” (393). When tracking our school’s SPP, my district is now not just relying on tests scores to identify us as a successful school, but rather on class offerings, more student opportunity, teacher performance, various assessment types, and SLO creation and monitoring. See my Objective 1.2.

### **Inclusive Practices:**

To “simplify complexities’, a tip from Dufour, can help both principals and teachers stay focused on the goal of educating a student with an IEP. When dealing with students with IEPs, teachers may become overwhelmed by the adaptations and modifications needed in order for the student to excel and for the teacher to provide the necessities for him/her. Creating a chart and using clear language of what these modifications are helped the teachers involved while providing opportunity for the student to meet his/her academic goals. See my Objective 1.3.

### **Technology Integration:**

In Wiggins’ article, he asks, “How well does the high school curriculum prepare all students for their adult lives?” (28). The classes that I observed, particularly Journalism and Computer Aided Drafting, are integrating technology while teaching skills needed in the workforce and outside of a school setting. Students are learning how to use computer software, how to analyze data and create pages and components of larger projects, etc. To add, Wiggins’ suggests “high school needs to be more rigorous”, and I have clearly seen how including technology into the curriculum at my district is doing just that. See my Objective 1.4.

### **Evaluation/Reflection of Objective 2.7:**

The ELCC and PIL Standards for Objective 2 are: advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. These standards were met in Objective 2 via the following topics: differentiated supervision, classroom observations, staff training models, successful instructional strategies, teacher induction models, and a district's interviewing process. Both the standards and topics relate to the required readings for EDAD 756 which include: Monroe, Fullan, Danielson, and the NAESP Executive Summary.

Below explains how the standards, projects, and readings coincide.

#### **Differentiated Supervision:**

The NAESP Executive Summary states that "effective principals create a culture of continuous learning for adults tied to student learning and other student goals" (8). My inquiry into my district's differentiated supervision model allows for this. See my Objective 2.1.

#### **Classroom Observations:**

Danielson believes observations should be done in order to "ensure teacher quality and to promote professional development" (37). In order to do so, Monroe stresses constant observation and follow up observations should be conducted by the principal. I gained a better understanding of the observation process and its importance to creating a successful school. My goal is to be what Fullan calls "a hands-on principal". See my Objective 2.2.

#### **Staff Training Models:**

The NAESP Executive Summary explains that "effective principals set high expectations and standards for the academic, social, emotional and physical development of all students" (6). My district, along with other local districts, provides staff training that better prepares educators to serve students. See my Objective 2.3.

#### **Successful Instructional Strategies:**

NAESP Executive Summary believes, "effective principals must be the lead learners" who are "constantly reading, forecasting scenarios, and analyzing data" (2). Additionally, "effective principals demand content and instruction that ensure student achievement of agreed-upon standards" (7). When speaking with novice and veterans teachers, I gathered that these educators agree with and are supported by their principal. In short, they all strive to meet the standards using high quality teaching. See Objective my 2.4.

#### **Teacher Induction Models:**

In order to, as the NAESP Executive Summary states, share "mission, vision, values, and goals", staff inductions should be well-organized and monitored (3). Monroe also shares the idea of having a dress rehearsal of the first day so all staff, especially new teachers, can feel confident and prepared to be great teachers! See my Objective 2.5.

#### **District's Interview Process:**

Fullan explains schools should hire teachers who have a "high moral commitment relative to the learning of all students regardless of background, strong instructional practice, desire to work collaboratively, and are committed to continuous learning" (74). In other words, when district's interview, principals should focus on building an awesome team instead of just filling a position.

Monroe suggests schools "surround themselves with dedicated people who are or support values and ideals of education" (12). See my Objective 2.6.

### **Evaluation/Reflection of Objective 3.7:**

The ELCC and PIL Standards for Objective 3 are: ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. These standards were met in Objective 3 via the following topics: operation of the school plant, discipline policy, master scheduling, district economics and equity, counseling/guidance, and community agencies. Both the standards and topics relate to the required readings for EDAD 756 which include: Maxwell and Spillane. Below explains how the standards, projects, and readings coincide.

#### **Operations of the School Plant:**

Maxwell believes that great leaders know what they are good at and what others are good at. Learning the operations of the school plant and what each employee does to keep it functioning successfully is humbling to a principal. A principal cannot do it all, nor does he/she know it all. In other words, Spillane suggests “leadership practice typically involves multiple leaders, some with and some without formal leadership positions” (145). To recognize this is of utmost importance. See my Objective 3.1.

#### **Discipline Policy:**

Spillane stresses that “leaders typically have interaction with others” (147). When analyzing the discipline policy, a great principal works alongside the dean of students and a discipline committee. He/she values their input and recognizes, like Maxwell, that they cannot do everything. Suggestions from others on how to make schools safe and respectful environments where students are the focus only comes from using the talents and expertise of your staff. See my Objective 3.2.

#### **Master Scheduling:**

Maxwell believes leaders listen to learn, which leads to better learning. Throughout the scheduling process of an entire school and student body, one must listen to the suggestions of the staff and the needs of the students. Master scheduling is a complex task a principal must tackle and first listening to the staff can better equip you to create a schedule that provides the best for staff and students. See my Objective 3.3.

#### **District Economics and Equity:**

Leaders, according to Maxwell, invest time in planning for and meeting before the meeting. Budgeting requires such extensive thought. Being aware of funds, grants, payroll, and resources, a principal can make better choices and adjust when needed for the betterment of all. See my Objective 3.4.

#### **Counseling/Guidance:**

I enjoy Maxwell’s confession that successful leaders are always continuing to learn how to lead. Counseling departments of schools needs a principal/leader who is open to new ideas. He/she is looking for ways to improve guidance departments so that the personnel can meet the needs of the students in an ever-evolving society. See my Objective 3.5.

#### **Community Agencies:**

According to Spillane, “it is not the actions of the individuals, but the interactions among them, that are critical in leadership practice” (145). Using outside resources and making your staff aware of them proves to be a simple way to create a successful leader and school. A great principal communicates with agencies and teachers to better serve the students. See my Objective 3.6.

### **Evaluation/Reflection of Objective 4.5:**

The ELCC and PIL Standards for Objective 4 are: collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources. These standards were met in Objective 4 via the following topics: new resources, service-orientated project, data project/community stakeholders, and communication with minority/special needs parents. Both the standards and topics relate to the required readings for EDAD 756 which include: Jenkins and Whitaker.

Below explains how the standards, projects, and readings coincide.

#### **New Resources:**

Jenkins stresses that principals should encourage all, staff and students. For this project, I organized and moderated an assembly between graduates of the high school and current senior-high students. The goal was to simultaneously encourage those students nearing graduating, the presenters, and the staff in attendance. See my Objective 4.1.

#### **Service-Orientated Project:**

One of my favorite suggestions made by Whitaker is to build your school like you would your classroom. My classroom rules are “to be respectful, responsible, and ready to reap benefits or consequences of your actions”. A school should also follow those three rules. I chose to complete and improve the The Holiday Door Decorating Project because it proves to be an example of being respectful to all, responsible to all, and ready to reap benefits of helping all! See my Objective 4.2.

#### **Data Project/Community Stakeholders:**

“Asking questions in a larger context”, as stressed by Whitaker, makes a principal successful (79). When I conducted interviews and sought information from locally owned and operated businesses, I learned of what schools can continue to do and should begin to do. Often times, schools do not seek perspectives from the employers around them. When in fact, schools are the ones preparing students to eventually work and lead successful careers once they leave our classrooms. See my Objective 4.3.

#### **Communication with Minority/Special Needs Parents:**

Jenkins teaches that principals establish the climate of a school. If a school places students first, we need to communicate this with their families. Providing easy access to school and student information, reaching out to these families even if no reply is given, and working towards fostering relationships models our care and concern for our students. In turn, a caring climate is created. See my Objective 4.4.