**What is working/not working?**

 **ITEM TO EXAMINE POSITIVE FACTORS EFFECT ON SCHOOL/MY TEACHING MOVING FORWARD**

Admin. team will lead professional development that couples Common Core/Essential Standards with student assessment in grade level meetings. iDeDecember 2015

CMS teachers will be receptive to PD on Common Core and Essential Standards if high quality and linked to results of NCTWC.

Q8. 2 B – 57% of CMS teachers want PD on Common Core and Essential Standards

Admin. team will celebrate teachers’ and students’ accomplishments and encourage a growth mindset for all.

Several teachers have created movies on iMovie and screencast-o-matic and websites via Weebly to facilitate learning.

CMS teachers will have more student and teacher engagement.

Teachers are trying to teach more than “just teach to the test.”

CMS teachers have been receptive to PD that incorporated flipped technology and literacy strategies so far.

Encourage teachers to include lessons on specific standards measured by state assessments in their movies and websites.

Admin. team will discuss what content the teachers are teaching in grade level meetings, PLCs, and administrative team meetings.

Teachers may not be teaching the content they are supposed to be teaching (may not have “shifted” to the new standards)

Q9.1 K – Only 43.9% of teachers agree that state assessments accurately gauge students’ understanding of standards.

Help teachers make data-driven decisions based on their performance on EVAAS and students’ performance shown on EVAAS in PLC meetings.

Teachers may feel distrustful because their results dropped.

Q9.1 K – Dropped from 2012 to 2014 at CMS – In 2012, 70.3% of teachers agreed. In 2014, 43.9% of teachers agreed.

Lead professional development that couples Common Core/Essential Standards with student assessment in grade level meetings in December 2015

Q8.2 - Only 25% of teachers wanted PD on student assessment; however, they may need it to improve Q9.1K

Q8.3 C – In the past 2 years, 53% of teachers have not had 10 clock hours or more of PD in student assessment.

Q9.1 K

State assessments accurately gauge students’ understanding of standards

 **CHALLENGING FACTORS EFFECT ON SCHOOL/MY TEACHING MOVING FORWARD**

Julie Thompson

DLP #2 Homework

Assignment 2.3

November 24, 2015

Personal Reflection on Human Resources Leadership

 Human Resources Leadership is important to teaching and learning because the most important determinant of students’ educational success is the quality of their teachers. A distinguished principal constantly searches for faculty and staff with outstanding potential and provides the best placement of existing faculty and staff to benefit fully from their strengths. Distinguished leaders must be intentional about recruiting, retaining, and inducting personnel with outstanding potential.

 While my husband refers to me as an “eternal optimist,” I continue to believe that people are doing the best job they know how to do. I do not think that any teacher in my building comes to school and tries not to help students. Unfortunately, some teachers are not helping our students the way the need to be. I believe that it is my responsibility to be a coach, evaluator, and quality controller. I must go into classrooms and give teachers honest feedback and show them what to do to improve if something is not appropriate for students.

As an aspiring principal, I want to remember how I felt as a strong classroom teacher. Many times I received evaluations, and I was told, “Great job. Keep it up.” After participating in NELA classes and school visits, I realize that there was much I could have improved on in my teaching; however, I was doing the best I knew how to do. I needed coaching with specific areas to improve. Consequently, now every time I have a post-conference, I try to provide teachers – even strong teachers – with a strategy or suggestion that I believe could improve student engagement or achievement.

To become a distinguished leader, I am trying to implement the language of coaching-based supervision and evaluation including paraphrasing, clarifying, interpreting, meditational questioning, transformational coaching, instruction, summarizing, feedback, and direction. I am practicing these skills as an instructional coach for the Literacy Design Collaborative as well. I am trying to implement authentic celebration and encourage a growth mindset in others.

DLP Does

1. I commit to providing authentic feedback to teachers following observation. I will provide them with a specific strategy to implement.
2. I commit to providing authentic celebration for teachers. I will begin to do this through individual notes following learning walks and through feedback from information they submit following professional development.
3. I commit to implementing the Language of Coaching-Based Supervision and Evaluation: paraphrasing, clarifying, interpreting, meditational questioning, transformational coaching, instruction, summarizing, feedback, and direction. I will implement this during post-observation conferences and in PLC and grade level meetings.

Juliana Thompson

November 24, 2015