

**Standards-Based Self Assessment - Internship**

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Author Note

This self-assessment was prepared for **EL 630, Internship for School Leaders**, summer of 2014 after year one of the internship, supervised by Assistant Professor, C.L. Carver, PhD.

### **Reflection on Leadership Growth**

I definitely feel like I have grown as a leader in the first year of my internship. I have experienced growth from the readings I have done, the special guest presentations we have had in class, the conversations I have had with others in the cohort, and the writings and projects I have completed. In addition, the internship has afforded me continued support with leadership opportunities at my school, Dolsen Elementary, and South Lyon Community Schools District (the “District”). In addition, I also have been recommended for additional leadership roles and am excited about possible doors being opened because of the leadership roles I have already taken and the experiences I am gaining through the internship. I look forward to next year!.

This year I obtained **241.3** hours in leadership roles. Highlights of my year and the standards they address are as follows:

#### **Standard 1: Articulation, Implementation, and Stewardship of a Vision of Learning**

This year I had the privilege of serving for the 2<sup>nd</sup> year on the Shared Involvement Process (SIP) committee. This building-level committee is made of administrators, parents, teachers, and administrative staff (and students at the high school level). This ensures all stakeholders are represented. This committee embarks on discussion of building level issues and utilizes a collaborative decision-making process. As part of this team, I got to participate in providing feedback to the District and school on the School Improvement Plan. This plan articulates the vision of the District. This opportunity gave me the opportunity to understand how a District and a school collaboratively develop, articulate, and implement a shared vision of learning. In addition to participating on the SIP committee, I was also selected to be part of the Cultures of Thinking (CoT) leadership team. This initiative is also part of the District’s vision. I was able to spend many days in conversations with other building CoT leadership teams sharing ideas for implementing a CoT vision at the building level. This

was my second year on the CoT Leadership team so it was helpful to see how a vision is developed, implemented, and followed through.

### **Standard 2: Sustaining a school culture and instructional program**

This standard is where I spent almost half of internship hours. This is an area that I am very passionate about. In conjunction with the District's vision of establishing a culture of thinking at each building, I was fortunate enough to serve as the lead staff member for the CoT leadership team. Our task was to bring what we had learned in our cohort with Ron Ritchhart and Harvard's Project Zero back to the staff. Accordingly, we planned an entire year of professional learning for teachers. This included 10 staff meetings and one curriculum day. I learned a lot about what it takes to plan an entire year of professional learning and how important it is to create powerful professional learning experiences for staff. Also this year, I work on the Math Subject Area Committee for the District. This year we had the task of mapping the Common Core State Standards to the newly purchased Investigations curriculum and then create instructional maps. At the end of the year, we trained all our other grade level colleagues in the District. Lastly, I supervised and coached a student teacher in the fall. This gave me great insight on what it's like to observe and provide feedback to staff on instructional delivery and best practices for teaching. I also served as mentor for another teacher in the building. Being a leader that promotes the success of every student and staff member by sustaining a school culture and instructional program that is conducive to student learning is one of the most important tasks of the building level administrator followed by the articulation, implementation, and stewardship of a vision of learning.

### **Standard 3: Management of organization, operations, and resources**

During the first year of my internship, I initiated and prepared a proposal to the PTO to secure the funds necessary to purchase iPads for all the classrooms. This was the first time I have ever created a proposal for a large-scale purchase. Our school goals are to layer in the technology to ensure

that students have exposure and the skills necessary to be successful as a learner in the 21<sup>st</sup> century. The first year we purchased document cameras, then Smartboards, then iPads and Chromebooks. As a building leader, it is important to manage the resources and the funds to procure these resources. It is important to forecast large-scale purchases and to budget accordingly. After the iPads were purchased I created and led an iPad safety professional learning session for teachers to discuss policy and procedures. The safety policies and procedures were created to protect the welfare and safety of students as they use the devices. I also was a member of the Chromebook pilot team. Our building was selected to pilot these resources and then give feedback to the District as to what worked well and what didn't on how to manage these resources. I know the management of technology and the funds necessary to sustain a technology program is just one aspect of a building leader's managerial responsibilities, so I look forward to gaining more experience in this year in the upcoming year.

#### **Standard 4: Collaborating with family and community and responding to diversity**

This year I created and led a "Taking Care of Others" initiative (see further discussion under Standard 5) with the goal of encouraging ongoing learning and discussion about social awareness and responsibility, as it relates to developing the social skills needed to create and maintain not only an anti-bullying school environment, but healthy relationships in life. This message of "taking care of others" ties directly into Dolsen's school rules of "We take care of ourselves. We take care of each other. We take care of our school. We are ready to learn!" As part of this initiative, I organized a guest presentation, "Beyond the Face is a Heart," led by a young boy and his mother from the Children's Craniofacial Association (CCA). They came out to speak with 4<sup>th</sup> and 5<sup>th</sup> grade students about the importance of acceptance and respect for all people, no matter what. This gave students and their families the opportunity to discuss what it means to live in a diverse world and the importance of "Taking Care of Others!" Subsequently, our Helping Hands Club sold bookmarks to raise \$175 for the CCA. The PTO then matched our fundraising efforts. I also wrote a newspaper article for the local

paper and made a presentation to the PTO about this presentation to spread this message to the community as well. These opportunities gave me valuable experience in collaborating with the community to promote the success of every student and to encourage the respect and appreciation of diversity.

### **Standard 5: Acting with integrity, fairness, and in an ethical manner**

As mentioned under Standard 4, I created and led a “Taking Care of Others” initiative which included several components. The first component helps students develop empathy, compassion, and acceptance for others through literature. Approximately 40 books were purchased for the staff to read aloud to students. The books have strong themes of compassion, empathy, and acceptance. Secondly, the Helping Hands Club (which I also created and run) purchased wristbands with the message “Taking care of others...by choosing kind.” When teachers noticed a student being kind to others, they are awarded one of the wristbands with a certificate. Lastly, the initiative also has a component for staff. Kindness thank-you cards were provided so when someone in the building does something kind, they can drop a note of appreciation on their desk! This initiative created energy and enthusiasm in our building. This program was also nominated for and won 2<sup>nd</sup> place in the 2014 Oakland Schools Excellence in Education Awards. I think it’s important for building leaders to model and teach students how to act and live with integrity, fairness, and ethics. In addition to this initiative, I served as a “Girls on the Run” coach which is a program that leads girls to better understand who they are and what’s important to them, how to make and create healthy choices and relationships, and how to positively connect with and shape the world. This aspect of education might be deemed the “hidden curriculum” as there aren’t usually lessons built into the curriculum on these ideas, but I feel as a school leader it’s very important to lead and model these traits and skills.

**Standard 6: Understanding, responding to and influencing the larger political, social, economics, legal, and cultural context.**

Teachers and schools cannot teach and learn in isolation. It is important for teachers to branch out to the larger educational community. Even though my log does not reflect any of these hours, I have a very active professional learning network that I have built through Twitter. This allows me to follow what's current in the politics of education. It also allows me to connect with other educators in Michigan, as well as, around the world. I also stay connected to the Michigan Council of Teachers of Mathematics by participating in an online book club every year. In addition, I watched our District board meetings virtually (since they are on Monday nights and conflict with class). Lastly, this year I was asked to fill in for my principal at the MSU job fair. This afforded me the opportunity to network with other principals and other districts, as well as, prospective teacher candidates.