



Week 5: Reflection

(ELCC 1.1 k-i, ii; 1.3 k-i, ii, iii; 1.4 k-li, ii, iii, iv; 2.1 k-i, s-i, ii, iii, iv; 3.4 k-i)

Part 1: Site-Based Decision-Making

At the campus level, site-based decision making (SBDM) is a collaborative effort among professional staff, parents, and community members to improve student achievement by addressing the outcomes of all students and determining goals and strategies to ensure improvement. Under state law, the Site-Based Decision-Making Committee establishes and reviews campus educational plans, goals, performance objectives, and major classroom instructional programs.

Prior to completing this assignment, you will conduct two interviews—one with a member of the Site-Based Decision-Making Committee at your selected campus and the other with the campus principal. Your interview questions should address:

- The committee's makeup
- The use of formal agendas
- Topics typically discussed
- Level of perceived teamwork (group dynamics)
- Specific decision-making strategies
- Conflict-resolution techniques

Part 2: Next Steps

As we stressed in this course, campus improvement is an ongoing, continuous process. When a campus receives its summative data reports, then the improvement cycle should begin again immediately.

In your second reflection, you will reflect on the action plan you developed earlier. Use the following scenario to think about your action plan and how you can move that plan to another level.

“Move forward in time to the end of the school year. Imagine that you and your staff implemented the action plan, which resulted in increased student performance on the latest Academic Excellence Indicator System (AEIS) reports. Your campus has moved a step closer to becoming Exemplary, and you want to maintain the momentum. What will you do now?”

Directions

1. Record your reflection in the form of two 150-word essays.
2. Use the guiding questions in each section to stimulate your thinking and guide your writing.
3. Write reflectively instead of in a question-and-answer style, and follow the guidelines for writing listed in each section.

Rubric

Use this rubric to guide your work.

(ELCC 1.1 k-i, ii; 1.3 k-i, ii, iii; 1.4 k-li, ii, iii, iv; 2.1 k-i, s-i, ii, iii, iv; 3.4 k-i)

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
Reflection	Completes both reflections assignment using a minimum of 150 words in each reflection. (10 points)	Completes both reflections assignment using fewer than 150 words in each reflection (8 points)	Completes one reflections assignment using a minimum of 150 words. (7 points)	Did not submit reflection assignment. (0 points)
Responses and Mechanics	Few errors in grammar, spelling or punctuation. (5 points)			Multiple errors in grammar, spelling or punctuation. Responses lack clarity and depth. (0 points)

Reflection One: Site-Based Decision-Making

Remember, this is a journal entry. However, as with any scholarly writing, you should use:

- citations from the research when applicable.
- professional writing protocols.
- professional language.

- **What important information did you obtain about site-based decision making from your interviews with the SBDM member? The campus principal?**
- **What information from the interviews aligned with your understandings of site-based decision making?**
- **What surprised you about the information that was shared?**

Type your response in the space below.

Maypearl High School's Site Based Decision Making committee is formed from department heads, parents, students and the administration. The committee is required by law to meet once a year, usually at the end of the school year or during the summer. The principal sends out an e-mail of when the meeting will be and suggest that ideas and concerns be e-mailed to the group so they can begin to gather research on the topics to be discussed. Typically the topics include changes that are need to the campus improvement plan as well as school safety, learning environment, and student dress code. At the meeting the Site Based Decision Making committee goes over topics that have been shared via e-mail and decisions are set into place based on agreement of the committee. The committee also decides on some of the funding that the school uses to help improve the education and facilities of the school.

I really did not know much about the site based decision making committee except that the teachers usually met toward the beginning of the year to discuss the campus improvement plan and decide what changes we felt needed to be made to it. I did not know there was a committee that included students that met at the end of the school year to help make improvements as well.

Reflection Two: Next Steps

Remember, this is a journal entry. However, as with any scholarly writing, you should use:

- citations from the research when applicable.
- professional writing protocols.
- professional language.

• **Think about your action plan from the Application assignment. What have you learned in this course about the continuous campus improvement cycle that will dictate your next steps?**

• **What will be your next steps in the continuous improvement process? How will you carry the action plan forward and maintain momentum? Outline and reflect on your next steps in this process.**

Type your response in the space below.

When I think about the continuous campus improvement cycle I feel that it needs to be more continuous than it currently is. Our campus is small and we are very limited in the amount of what we do. Our staff development sessions are short and often limited to a few hours at the end of each six weeks, with a few half hour sessions thrown in here and there. As a technology leader for the campus there are ways in which we can improve on learning cycles that can increase the continuity. By offering online training, or online follow-up sessions to regular meetings we can provide a better opportunity for teachers to refresh themselves at their own pace. Systems such as Moodle, a free course management system can be utilized to keep track of teachers as they review material, learn new topics and even observe what they are choosing to learn and how many hours they are spending learning new information. It can also be used as a gathering place to share ideas, post lessons for other courses and even develop curriculum that can be used by the students.

My goal is to implement a teacher based learning tool that allows teachers to share ideas and provide an ongoing forum and environment to share ideas and topics. A majority of this process will take place over the summer months with training to take place in the fall.

E-portfolio assignments:

At the end of this course, you should have completed the following Course-Embedded Internship Logs:

- I-001 Vision and Campus Culture” Course-Embedded Internship Log 2
- II-004 Curriculum, Measurement, and Alignment of Resources” Course-Embedded Internship Log 1
- II-007 Decision Making and Problem Solving” Course-Embedded Internship Log 2
- III-008 Budgeting, Resources Allocation, and Financial Management” Course-Embedded Internship Log 2
- I-003 Integrity and Ethics“ Course-Embedded Internship Log 1

EDLD 5333 Leadership for Accountability

Continue to complete and post Campus-supervised internship reflection logs in the e-portfolio. **All course-embedded and campus-supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.**