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| ­­ | Classroom  Observations | Teacher  Evaluation | Teacher  Meeting | Building  Meetings | District  Meetings | Community  Contacts/  Meetings | Extra-  Curricular  Activities | Management  Tasks | Other |
| Mon | Informal walk-throughs (2) |  |  | Admin mtg. |  |  |  | Emails  Phone Calls |  |
| Tues |  |  |  |  |  |  |  | Emails  Phone Calls | NCSU Class |
| Wed | Informal walk-throughs (2) |  | 6th Grade Level Mtg. w/ Admin |  |  | Parent – Teacher Conferences | Admin in charge - Football vs. Carrington | Emails  Phone Calls |  |
| Thurs | Informal walk-throughs (4) |  |  | Admin mtg. |  | Parent – Teacher Conferences | Admin in charge - Girl’s Volleyball at Home | Letter writing  Emails  Phone Calls | Investigation of locker rm. altercation |
| Friday | Conducted informal walk-throughs (2) |  |  |  |  |  |  | Emails & Phone Calls, Letter writing | Conducted a bus incident and investigation – Student suspensions |

**NAME: Titus David Pollard DATE: October 8th, 2017**

**Instructions for Weekly Log**: Please complete the first chart by tallying the number of times you’ve experienced the listed activities on each day of the week. Then describe your experience with each part of the standards in the tables that follow. The standards charts provide an opportunity for you to document your artifacts that you will post on your Weebly website. Then, you are asked to write a brief narrative about your experience at your principal residency during the week. You will also write about lessons learned during the week. Then, use the “NELA Principal Residency Weekly Log Graphs” document to graph your activities and experiences during the week that are listed in the first chart you completed.

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| **Standard 1: Strategic Leadership** | **Experience with this standard (X)** | **Type of Experience**  **Observed (O) Engaged (E) Led (L)** | **Rate Experience**  **Great, Okay, Bad** | **Description of Activity**  **(including artifact created)** |
| 1. **School Vision, Mission and Strategic Goals:** The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community. |  |  |  |  |
| 1. **Leading Change:** The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students. |  |  |  |  |
| 1. **School Improvement Plan:** The school improvement plan provides the structure for the vision. Values, goals and changes necessary for improved achievement for all students. |  |  |  |  |
| 1. **Distributive Leadership**: The school executive creates and utilizes processes to distribute leadership and decision making throughout the school. | XX | Led | Great | 6th Grade – Level mtg. was an in-depth discussion on lesson planning |

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| **Standard 2: Instructional Leadership** | **Experience with this standard (X)** | **Type of Experience**  **Observed (O) Engaged (E) Led (L)** | **Rate Experience**  **Great, Okay, Bad** | **Description of Activity**  **(including artifact created)** |
| 1. **Focus on Learning and Teaching, Curriculum, Instruction and Assessment:** The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students. | XX  XX | Led  Led | Great  Great | Conducted 2 classroom modeling sessions (teachers watched while I interacted with the students)  Created additional grade-appropriate material packets for use of students in ISS |
| 1. **Focus on Instructional Time:** The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time. |  |  |  |  |

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| **Standard 3: Cultural Leadership** | **Experience with this standard (X)** | **Type of Experience**  **Observed (O) Engaged (E) Led (L)** | **Rate Experience**  **Great, Okay, Bad** | **Description of Activity**  **(including artifact created)** |
| 1. **Focus on Collaborative  Work Environment**: The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school’s culture. |  |  |  |  |
| 1. **School Culture and Identity:** The school executive develops and uses shared vision, values and goals to define the identity and culture of the school. |  |  |  |  |
| 1. **Acknowledges Failures; Celebrates Accomplishments and Rewards**: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school. | XX | Engaged | Great | Administrator on Duty for Extracurricular Activities: Girl’s Volleyball & Boy’s Football games |
| 1. **Efficacy and Empowerment:** The school executive develops a sense of efficacy and empowerment among staff which influences the school’s identity, culture and performance. |  |  |  |  |

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| **Standard 4: Human Resource Leadership** | **Experience with this standard (X)** | **Type of Experience**  **Observed (O) Engaged (E) Led (L)** | **Rate Experience**  **Great, Okay, Bad** | **Description of Activity**  **(including artifact created)** |
| 1. **Professional Development/ Learning Communities:** The school executive ensures that the school is a professional learning community. | XX | Engaged | Great | Had meetings with grade-level on lesson planning |
| 1. **Recruiting, hiring, placing and mentoring of Staff:** The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff. | XX | Led | Great | Continued mentoring two staff members that are having difficulty with classroom management |
| 1. **Teacher and Staff Evaluation:** The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus student achievement. | XX | Led | Great | Continued practice of staff evaluations through formal walk-throughs 4 days this week (called “five a-days”) |

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| **Standard 5: Managerial Leadership** | **Experience with this standard (X)** | **Type of Experience**  **Observed (O) Engaged (E) Led (L)** | **Rate Experience**  **Great, Okay, Bad** | **Description of Activity**  **(including artifact created)** |
| 1. **School Resources and Budget:** The school executive establishes budget processes and systems which are focused on, and result, in improved student achievement. |  |  |  |  |
| 1. **Conflict management and Resolution:** The school executive effectively and efficiently manages the complexity of human interaction so that the focus of the school can be on improved student achievement.. | XX  XX | Led / Engaged  Engaged | Great  Great | Communication to parents for Level I off-task behaviors  Attended a parent – teacher conference to employ techniques for a student’s success |
| 1. **Systematic Communication**: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement. | XX | Engaged | Great | Scheduled time for email, telephone and personal communication to stakeholders, admin, staff, and district personnel |
| 1. **School Expectation for Student and Staff:** The school executive develops and enforces expectations, structures, rules and procedures for students and staff. | XX | Led | Great | Worked with ISS Coordinator on students with recurring discipline problems on classroom expectations |

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| **Standard 6: External Development Leadership** | **Experience with this standard (X)** | **Type of Experience**  **Observed (O) Engaged (E) Led (L)** | **Rate Experience**  **Great, Okay, Bad** | **Description of Activity (including artifact created)** |
| 1. **Parent and Community Involvement and Outreach:** The school Executive designs structures and processes which result in parent and community engagement, support and ownership for the school |  |  |  |  |
| 1. **Federal, State and District mandates:** The school executive designs executive protocols and processes in order to comply with federal, state and district mandates. |  |  |  |  |

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| **Standard 7: Micro-Political Leadership** | **Experience with this standard (X)** | **Type of Experience**  **Observed (O) Engaged (E) Led (L)** | **Rate Experience**  **Great, Okay, Bad** | **Description of Activity (including artifact created)** |
| 1. **School Executive Micro-political Leadership:** The school executive develops systems and relationships to leverage staff expertise and influence the school’s identity, culture and performance. |  |  |  |  |

**Narrative: This week seemed to be devoted toward perfecting my understanding of the procedures for discipline – In-school and out-of-school suspensions. There were fights that spontaneously erupted, student-planned during the school, or video-taped by a bus camera. In each case, there is documentation that must be filled out for a file that will be created:**

1. **Student Incident Report**
2. **Student Demographics**
3. **Student created incident report(s)**
4. **Parental letters**
5. **Teacher emails**
6. **Phone Logs**
7. **Camera documentation (if applicable)**

**The three incidents had to be investigated, documented and the appropriate entities notified in the midst of the course of the day; without a break in the course of the day. My mentor indicated to me that I needed to speed up my procedure in this area, that an investigation cannot take an entire day to get to completion. The task of investigating is very, very daunting, and that the middle school pace is very fast, requiring continuous multi-tasking. She stressed to me that while I might be on the phone with someone, I should be preparing an email, or while I interviewing a student, I should be writing a letter. In essence, multi-tasking has to be perfected.**

**I had more opportunities to observe teachers through walk-throughs and discussions for classroom improvement this week. I met with be the 6th grade team in a grade-level meeting where the main topic of discussion was lesson planning, lesson and unit preparation. We also discussed what a purposeful word wall should have and how to fully utilize an effective data wall. I really had some great opportunities to be an educational leader.**

**I have had some great student contact this week, where students have confided in me in issues requiring counseling, classroom victories and tremendous classwork. Additionally, there has been some positive interaction during the extracurricular activities.**

**Lessons Learned:**

1. **The fast pace of middle school administration requires multi-tasking all during the day**
2. **The paperwork required for student discipline is tremendous and a tedious part of the job**
3. **Administrative time has to be carved out for positive student discipline**
4. **There can be some admin alternatives to ISS and OSS for certain student infractions**
5. **An administrator should find times of the day for quiet contemplation and reflection of the job**
6. **Find time to be an educational leader; one of the most rewarding parts of the job**