**ELP 551**

Titus Pollard, DPLA Fellow

*Implications for Instructional Improvement Reflection*

*April 13, 2018*

As I reflect on this course, the instruction received and the materials used link to previous courses that I’ve taken and retained for my work as an instructional leader.

In the case of curriculum and data audits, this work is relative to the work that Dr. Mubenga required as we had to select a ‘failing school’ in order to gather what he states is, “a compilation of qualitative and quantitative data.” With Dr. Mubenga, we were required to collect this data. With Dr. Riddick, the same data was not only extracted from sources, but it was put into tables and included in interpretive narratives.

Earlier in my MSA coursework, we had classes under Monica Headen, who used a textbook entitled *Leadership* (Northouse), where varying styles of leadership were described in detail, the most memorable being the chapter entitled Servant Leadership. Under Dr. Riddick, the *School Improvement for the Next Generation (White & Smith),* outlines steps for manageable school transformation, regardless of the leadership style that a person chooses.

Under Dr. Champion, we analyzed documents that can be utilized for school transformation and improvement, such as the TWCS or the school improvement plan. Under Dr. Riddick, I learned to equate these same documents as scorecards; types of documents that help to move a wildly important goal or WIG, according to *The Four Discipline of Execution (Covey).*

The change model that’s made the most indelible image in my mind is the Satir Change Model, because of its relevance to where I currently work, and the cultural state that I see the majority of the staff is in currently – Status Quo.

This course has solidified my understanding of the need to gather and analyze data for school improvement. The data mining must be deliberate, with an accurate analysis of its results. I have increased my knowledge of the many data points there are, and how they can be categorized: student, teacher, cultural, assessment, etc.

The knowledge gained from the reading sources, cohort presentations, and the writings that I’ve had to produce have allowed me to internalize several things relative to school transformation:

1. How to recognize when people are engaged in certain stages of change
2. Steps to make change as comfortable as possible when leading people; there has to be awareness, a desire, a degree of knowledge, increased capacity or ability, and a structured reinforcement of the steps – ADKAR
3. Analyze and focus on one or two changes at a time, and that ‘biting off more than you can chew’ will set you on a tailspin.

For all practical purposes, my tenure at Lakeview has started out to be a challenging one, but a tenure loaded with promise. I will be able to use and reference all that I’ve learned from this course to move what many would say is immovable: a failing, alternative setting to a school filled with successes.