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Assignment 6
12.11.12

Part One: Key Learnings from the Class

Key Messages & Big Ideas	Reason for Significance
1. The big idea of how trust is the nucleus for any group that wants to gain success in the work that they are doing really stuck with me throughout this semester.	The reason why this idea of trust being the nucleus of a successful group stuck with me is because of my current work place. The groups of teachers that have been at my school for some time have a real problem with the current administrator. They are stuck with the idea of an administrator being your friend and wanting to go to the bar with you when the bell rings for dismissal. My current administrator is more focused on student achievement then relationship building and because of that that set of teachers do not want to respect him or do what he asks of them. There is not trust established on both sides and because of that my school is not on the path for success.
2. The big idea of how walkthroughs are to better the teacher and the learning environment and not for finding things to place on an observation sheet to show a teacher being not effective.	The reason this idea of walkthroughs is a tool for success really hit home with me is because our district has really started to implement walkthroughs on a weekly basis. Since this has started teachers have really put up walls because they feel that they are being watched so that administrators can find ammo to shoot them down with. I feel that the "true" message of walkthroughs really needs to be expressed and shared with the staff so that teachers and administrators can work together and find success.
3. The big idea of the changing roles of principals from disciplinarians to success coaches in schools.	This big idea has really been a great confirmer of something that I have preached for many of years. The idea of a principal locked up in an office, suspending trouble making students is a thing of the

	past and now the roll of principals is to yes; deal with discipline but also deal with all students and teachers, to make sure teachers are up to standard on the newest ideas of teaching, that teachers are being held accountable for their actions and that those actions have the best interest of students in mind. Principals are in charge of guiding everyone in the building to success and to do so by being a leader that works with those they come in contact with.
4. The big ideas of if a teacher is not willing to implement a new idea of teaching; whether it be how to deliver the curriculum or the curriculum itself, doesn't mean that they are rebellious it may just mean that they are afraid of failing or may not truly understand what is asked of them.	This big idea is one that really made me rethink some of my thoughts on teachers in my building who are not switching to the new "guided" teaching approaches. I now am trying to decipher if certain teachers are really not using these new approaches because they are afraid and not sure of themselves or if they just do not want to because they are rebellious and bucking the system.
5. The big idea of how the most expensive part of professional development is not the books, seminars or videos, it's the time that is given.	This big idea was a great one for me because it reassured my thinking of how we are wasting so much money in the time that we set aside for professional development, when the majority of the teachers are not on track with what is going on and not paying attention to what they are suppose to be learning. I feel that in our district there needs to be more accountability on teachers to make sure that they are paying attention and learning in these professional development days. At our last professional development day, we were shown a video of how assessments are changing and how we as teachers need to give assessments that really focus on understanding and not recall. The sad part is that the majority of the teachers that were there were off task, having side conversations and grading papers instead of learning. It is sickening on how much money we wasted that day because teachers

	are not required to use the time wisely.

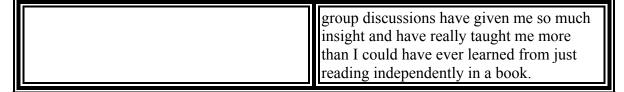## Part Two: Shifts in Thinking, Beliefs and/ or Values

Shifts	Reasons Why
I used to believe that as a teacher there was no way for you to observe another teacher and give criticism without there being conflict.	My thought has changed because of what I learned from the readings and how I actually observed my colleagues and talked to them after about what I saw and what things I felt did not go so well. I feel that if you approach observations in the way that we were taught to do, by going in as a "second pair of eyes", and trying to help the teacher and not going in as a person who is just there to tell them how they are a horrible teacher than teachers will be more willing to accept what you have to say and will then want to find out how they can be better.
I used to think that I could not trust others to do the things that I do as a teacher. I try to do everything perfect and it is really hard for me to let go of things and work collaboratively. This class has shown me that two and sometimes more brains are better than one.	I try to do everything perfect and it is really hard for me to let go of things and work collaboratively. This class has shown me that two and sometimes more brains are better than one. Through the sections on PLC I discovered that others have great ideas too and my working together I may find something that can better me. I am so afraid of what could happen negatively by working and collaborating with others that I never stopped to think of what could happen positively by working and collaborating with others.
I used to think that group discussions in my master's work were a waste of time, where we just went over what we had just read.	Through this class, I have discovered that group discussions can be so much more than just talking about what we read in a text. There has not been one time in this class that during the group discussion that I did not get more than I bargained for. This class has shown me that when you put a group of people together with lots of experience and you let them discuss a topic that great things will come from it. Our

	group discussions have given me so much insight and have really taught me more than I could have ever learned from just reading independently in a book.

Part Three: Application of Glickman's Task

<u>Significant Area of Instructional Leadership</u>

I feel that the area of "Group Development" was the one area that had the most significant impact on my thinking.

<u>How I Might Apply this Area of Instructional Leadership</u>

I would apply this area by working with my 3rd grade team on developing two new ideas. The first would be that we would start doing a book study on a book that we all received this year, that deals with guided reading, We would read the chapters and then journal our thoughts and questions. We will then talk about our journal entries at our team meetings on Thursdays.
The next way that I will apply this area is by establishing the task of looking at student work together and discussing what things that we are doing that are successful and not successful. Based upon that research and inquiry into student work we will plan on what steps to take next to make sure that our delivery of the curriculum is one that sets up our students for success.

Part Four: New Questions to Ponder

- What ways can I create a passion in my building for collaboration?
- How do I gain the trust of ALL of my colleagues?
- How do I get teaches on board when they don't believe in the direction we are going?
- How do I make sure that I stay on track with the ideas that I learned in this course?
- What role can I play in my school's PLC?

Part Five: Summary of Learning

This class has really opened my eyes to what leadership is truly about. In all of my other courses on the area of administration I was always taught that I need to be a leader, but was never given the direction of how to lead and have others follow. The main thing that

I have learned is that before anything can be done as a leader that you need to build trust with those you lead. Trust is key and without that you may lead but others may not follow. I have also learned that as a leader you also can not do everything yourself; this is where I struggle. I have learned through the years that I am very capable of completing tasks and doing them successfully and because of that I have veered away from collaboration. This class has shown me that because of that I have a weakness as a leader and I am not trying to establish collaboration as one of the key goals as my growth as a leader.