

TRI-COLLEGE UNIVERSITY
PRACTICUM GUIDE
PART VIII-DAILY REFLECTIVE LOG FORM

Name of Student:

Date and Time	Project Activity	Com-petencies and Indicators	Reflection	Hours
1/30/11	Attended various workshops on new teacher induction at the New Teach Symposium	2.4.a	The New Teacher Center Symposium was the start of my research into implementing a comprehensive new teacher induction program. Our current district induction program is well on its way, but there are still a few key components missing. My mission was to listen to other district journeys and struggles, network to gather ideas from other districts, and to improve the support our new teachers need to not only survive the first few years of their career but to also impact student achievement. I know principals and directors attend conferences often to learn about new ideas and try to bring back these ideas and implement them into their schools and districts. I am fortunate enough to be able to attend conferences when needed. I always make a point to synthesize what I learned and create a plan on what ideas I will use and how I will carry them out. My next task is to draft an implementation plan for a comprehensive new teacher induction program.	18
1/31/11				
2/1/11				
2/2/11	Plan research - read articles and materials and create questions for stakeholders	2.4.a	I wanted to synthesize the information learned at the symposium and decide if we could implement this same philosophy with the people resources, and knowledge we already possessed, or if we needed NTC to be our guide and provide the knowledge we needed to still obtain to create a successful comprehensive induction program. What I found is that we do have the people and resources and with time and many hours we could	3

			pull something together. We would have to anticipate bumps along the way. Bumps that may be easily avoided if we consulted with NTC. NTC would also save us from numerous hours of work, planning, and much revising. I am convinced that it is worth the investment to contract with NTC. In talking with others at the institute who implemented this philosophy 5 years ago, their new teachers are increasing student achievement by leaps and bounds. The data and stories are there to prove it that it can work if implemented well.	
2/3/11	Facilitate 1 st Lab-	2.3.a	It is my mission to find a way to make our current lab network more effective. It is only successful in pockets and I want to be able to repeat it. It seems to be successful in the primary grades, but not in the intermediate grade levels. For example, the lab I am running has only one 3 rd grade teacher. There are no interested 4 th or 5 th grade teachers. Even though there is only one participant the day went well. We started the morning discussing where this teacher was at and where he wanted to go. I was careful not to push but nudge him. He wanted a district vision, so we had a long discussion about what's happened in the past 10 years and the plan for the next five. Then we spent the afternoon in a 4 th grade classroom watching both reading and writing workshop.	7
2/3/11	put together draft plan for elementary curriculum team	2.4.a	I synthesized all the information I gathered at the NTC symposium and from the web and created a draft plan of implementation. I included goals, mission, what is currently missing, and how we can show impact from our implementation. I believe it is important to do this for every initiative involved at a school or district. Of course, it seems logical, but it is not done as often as we think-especially at the school level. The only plan that really is ever drafted is the schoolwide plan, but I do believe that sometimes there needs to be individual	2

			plans for each initiative that includes its own goals, purpose, and timeline. The reality is the time it takes to create the plans. There is no time. However, in the end, time would be saved if initiatives were implemented fully in the first place. This usually means a timeline and expectations are established.	
2/4/11	shared plan with elementary curriculum team and discussed possibilities	2.4.a	My first stakeholder meeting was convincing my elementary curriculum team the need to go to a comprehensive program. Actually, they already knew of the need, they just didn't know where we could start. I didn't either until I researched possibilities and put my draft plan together. They liked the ideas and want to move forward. I was careful in what parts of the draft I shared with them. I didn't want to overwhelm them, so I chose the areas that they were interested in and had questions pertaining to the plan. I know as a future principal, sharing critical pieces with various stakeholders (teachers, parents, etc.) is important as not to overwhelm. It is a fine balance and you really need to know who your stakeholders are to do this successfully.	2
2/7/11	research and start campaign	2.4.a	I started working on a PowerPoint for groups of people who will need to be convinced that we need to provide sanctioned time for coaches/mentors to meet with new teachers and provide coaching and reflection to help improve student achievement. I found quotes and various research data to help with this task. Again, this is something principals need to often especially when constantly dealing with change and improvement. A leader must not only show logical evidence but meet the emotional needs of stakeholders in order to achieve consensus on a decision.	1.5
2/8/11	Meeting with university representatives from the Bush Foundation and our Curriculum Directors /research on	2.4.a	We briefly met with university representatives from the Bush Foundation to share our possible plan and see what possible involvement they could have in terms of collaborating and funding. They didn't seem to know and did not want to commit to anything. Our Secondary Curriculum Director mentioned that she would continue	3.5

	collaborating with college pre-service		<p>to meet with them in hopes that they could find a way to collaborate with our district. It is very eye opening to learn how much networking and politics are involved at the district/state level. Relationships are key.</p> <p>Our plan is to involve other stakeholders, such as university representatives from the Bush Foundation, someone from SEEC, and our state New Teacher Director in hopes that they will also support funding. The Secondary Curriculum Director is setting this up. They will be invited to our April 27th consultation with NTC. I researched how other consortiums have collaborated in other areas of the country in hopes that we can learn from their mistakes and copy their successes. I decided not to do anything further until we meet with NTC. They are very familiar with working with consortiums and can start with their advice.</p>	
2/14/11	meeting with Secondary Curriculum Director to go over details of draft proposal	2.4.a	<p>I met with the Secondary Curriculum Director and shared my draft plan. She had also started her own plan as well for purposes of sharing it with the state in hopes of future funding. We took a few pieces of my draft, but ended up using most of hers. She wanted to follow exactly what the state was looking for and in most of my draft, I was too detailed. It was disappointing that we couldn't use more of my draft plan, but I understood that the draft we were creating together was for a specific audience and thus needed to be changed to target the needs of that audience. We did hear back from the state new teacher director and she approved some funding for next year.</p>	2
	Revising Draft	2.4.a	<p>The Secondary Curriculum Director and I emailed back and forth again to revise the draft to be sent out to members of the Bush Foundation and the Southeast Education Cooperative (SEEC). The Secondary Curriculum Director added some final touches and sent it out. It is still in draft form but the goals and mission are becoming more clear. The one thing I am questioning on it is our expectation for teachers to become Expert teachers on the Charlotte Danielson</p>	2.5

			<p>Framework within 5 years. Marzano mentioned that it takes 10 years for teachers to reach this level. With that new information learned, we will need to revise our plan to reflect this and with change 5 to 10 years or change our expectations within 5 years.</p>	
3/3/11	Conference call with NTC and state director	3.2.a	<p>We made a conference call with NTC and the state director to gather more details about the services they provide. I created a list of questions that I started while attending all of my sessions at the NTC symposium. We went through each question and someone typed notes as answers were given.</p> <p>This meeting was rather difficult for me because I already knew I wanted to team up with NTC, but I knew the Secondary Curriculum Director and Assistant Superintendent of Human Resources did not see the need yet. I agreed with the NTC philosophy and working so closely with our elementary instructional coaches, I know their need to become more proficient in coaching others and providing a sanctioned time for them to meet with teachers was critical yet lacking. It was my job to find a way to convince them that we needed NTC services. They would make what we needed to accomplish easier.</p>	1
3/7/11	Facilitate Lab- 2 nd time	2.3.a	<p>It was the 2nd lab meeting and we started the morning in a 2nd grade classroom. We observed the reading and writing workshop. We were very fortunate to meet and talk with the classroom teacher and debrief with her. We then spent the afternoon reading through some writing resources and creating goals to try in the classroom. The trouble I am finding with the things to try in the classroom is the fact that the observer is in a completely different cycle than the classroom lab teacher. Any ideas are hard to implement given the bad timing. My question is can the lab participants plan</p>	7

			around the same cycle as the lab teacher. If treated like a grade level team, it might be possible.	
3/10/11	Met with Steve Dunn to discuss possible lab opportunities for next year/researched further after meeting	2.3.a	Met with the Elementary Curriculum Coordinator and Steve Dunn, literacy consultant, about future lab opportunities. If our budget allows, he is willing to work with our instructional building coaches and administrators to implement a lab classroom in every building. Coaches will work with lab teacher to improve common practices such as student engagement, management, differentiation, etc. before others are allowed to observe or do walkthroughs. I feel this model shows teachers that anyone can become expert teachers with reflection and collaboration with a coach.	2.5
3/13/11	Create budget	3.3.a	To prepare for our next task force meeting, I created a three year budget which shows our investment in NTC. I knew this would be important as this next meeting might be a decision-maker. I also know our Secondary Curriculum Director is very concerned with budgets and needs to know the cost almost immediately before details can be discussed. I created an elaborate budget which included bells and whistles and a bare bones budget which included just the essential components needed for implementation-hoping to finalize somewhere in the middle.	2
3/17/11	Meeting with directors and superintendent - budget and made a decision to hire NTC	3.2.a	The meeting was a success. A decision was made to move forward and contract with NTC. We looked at both budgets and will use most of items on the elaborate budget. I believe the key was to communicate to secondary curriculum director and assistant superintendent of human resources that it is not just about improving our induction, but it is establishing a culture of coaching and reflection that will hopefully carry on throughout their teaching career. Hence making it a comprehensive induction system. I believe that was an "AhHa" for them in knowing that this will	2

			<p>build the foundation of a great teaching career. It is not just a separate piece to accomplish and complete in the beginning of a teacher's career. In reflecting, I know I need to work on articulating my message. The Elementary Curriculum Director knew what I was trying to say and took over which in the end convinced the others to commit to our proposal.</p>	
3/18/11	Research relevant New Teacher Seminar Topics	2.4.a	<p>Our current induction system involves a multi day orientation spread throughout the year over monthly meetings. My goal is to interview a new teacher about the current orientation structure. I emailed a contact in Wyoming about their current monthly orientation seminars. He was a mentor and planned them with his colleagues. I met him when networking at the NTC symposium in January. I also researched other districts whose information was posted on the web. I found great examples of topics that are relevant to new teacher needs throughout the first year. I have learned to do my research first before creating something from scratch. It makes the journey less bumpy when someone else has tackled the problems and worked out the kinks.</p>	2
3/23/11	research Minnesota standards and complete a gap analysis	2.4.a	<p>Dr. Cooper recommended completing a gap analysis of our current induction program to the state's new teacher induction standards. Since North Dakota currently does not have this in place, I used Minnesota's since we work closely with Minnesota's universities pre-service teachers. It clearly showed all of things we currently have in place and those items that we yet need to implement in order to become a full comprehensive teacher induction. What I found missing and can easily be met through our plan with NTC is to provide sanctioned time for mentor and new teacher interactions on a weekly basis, instilling career-long dispositions for reflective practice, and provide ongoing professional development and support for our mentors. The one other indicator yet to be met is collaborating with a higher education institute and regional education collaborative. This will hopefully be started once we meet with them on the 27th.</p>	1

3/25/11	Attend Marzano presentation at ASCD - teacher effectiveness and evaluation - Instructional rounds(lab)	2.3.a 2.4.b	<p>I was fortunate enough to go to the ASCD conference in California. I made sure to attend Marzano's presentation on teacher effectiveness and evaluation. His new book coming out this spring focuses on improving teacher evaluation using walkthroughs as formative assessment before the evaluation. Currently, there is a task force meeting to improve our teacher standard framework (Charlotte Danielson). My plan is share this new information with our assistant superintendent of teaching and learning. He is interested in establishing classroom walkthroughs and Marzano's process aligns nicely with our current practice. Marzano also mentioned implementing instructional rounds which is similar to our current lab network. His suggestion is to have those teachers who perform high on the framework to be the hosts and principals can visit these classrooms as visions of what is best practice. It seems every time I research how we can improve our current lab, it leads back to the instructional coach working with the lab teacher to better improve their instruction before others come to observe. I do like how Marzano's walkthroughs are directly tied to the Teaching Standards. Whichever walkthrough model we go with, I will recommend that it ties with our current Charlotte Danielson framework.</p>	2
3/30/11	Finish gap analysis and plan for tomorrow's task force meeting	2.4.a	<p>I want to finish the gap analysis for tomorrow's meeting. I think our Secondary Curriculum Director is still hesitant in spending this large amount of money and involving so many stakeholders. She wants to take baby steps. My gap analysis results show that we have been taking baby steps and the last step in making a comprehensive induction program is to add the reflection and coaching piece. We cannot do this without proper mentor training and providing the structure and requirement for new teachers to meet with mentors weekly. This gap</p>	2

			analysis just confirms our decision to move forward.	
4/1/11	task force meeting to confirm dates and to do list	3.2.a	Our two hour meeting scheduled was squeezed into 30 minutes due to another important budget meeting rescheduled for some of the task force members. We had enough time to share any new findings and review the future dates. I wasn't able to share my gap analysis finding. NTC can no longer come on the scheduled date, April 27. This is frustrating because everyone's schedules are so full that we cannot find a common date. I will need to work with NTC and convince them to stay with the 27 th .	.5
4/1/11	Total email communication to current date with Lynn, the New Teacher Center Sr. Vice President of Professional Services and Jordan, Director of Program Engagement	2.4.a	I have been emailing Lynn and Jordan at the New Teacher Center about details of the program and setting up a date for consulting and summer training for our mentors. At first it was very frustrating emailing back and forth. My questions were in depth and I preferred to talk over the phone. It was their policy not to give out phone numbers until a contract is created. The process moved slower because of this. I know principals and coordinators spend much of their time going through all their email that they receive throughout the day. The principals I know who are often seen throughout their building and in classrooms, read most email at night. It is a constant battle to find that balance between instructional leadership and managerial tasks.	1
4/1/11	Met with Title 1 Coordinator to discuss mentor for new Title teachers	2.4.a	I was concerned about matching a mentor to all new Title 1 teachers for next year knowing that the Title 1 Coordinator had a full workload. I met with her briefly and shared my concerns. She was very excited that I approached her when I did. She was currently working on a half time role job description for a retired Title 1 teacher and thought mentoring would complement the role perfectly. Reflecting on a future principal or coordinator role, I now realize the importance of not only collaborating with those that I will possibly manage,	.5

			but also other principals and coordinators. You can't do it all alone.	
4/18/11	Facilitate Lab- apply reading and discussion	2.3.a	The 3 rd time was spent reading and discussing the importance of the teacher modeling their own writing in front of students. The participant read and discussed these findings. He struggled again trying to implement some things into his instruction because of the timing of his writing cycle. We then spent the afternoon in the 4 th grade classroom and debriefed.	7
4/21/11	Setting up Conference Call with planning team and NTC consultant over email	2.4.a	I learned that I am still too nice-maybe a pushover. It was really difficult to schedule a conference call with the NTC consultant considering she had a busy schedule as well as each member of the planning team. The major meeting day is next week and I was stressing about how we were going to plan the agenda. Finally, our secondary curriculum director emailed the NTC consultant and told her that we would be meeting at 8am on April 21 st and she needs to call in at that time. It wasn't a question, it was demand. She emailed back that she would rearrange her schedule and call us. My approach with her was that she was doing us a favor, which she is, however, we are paying her lots of money to make this happen. Sometimes you just may need to a bit more demanding to get things done.	.5
4/21/11	Conference Call with planning team and NTC consultant	2.4.a	We talked through our agenda with the NTC consultant. I learned that you need to be very detailed when planning with an outside consultant. You can't just assume they will cover everything that you are thinking. It took the whole planning team to get to the point and share what we really needed. We hope she gets it and will deliver.	2
4/27/11	Planning time with NTC consultant	2.4.a/3.2.a	This was a big day. Our planning team had lots to accomplish. We had the whole morning to look at our draft plan and answer questions. Rhonda, our consultant, had to make sure we all knew the basics and	5

			<p>foundation, before answering our questions. This was frustrating since I had several questions that needed lots of time and discussion. We didn't quite get to them. I really wanted to get down to the details of the mentor meetings and new teacher meetings. Others wanted to talk about the principal connection, roles and responsibilities of the mentor and the details of the academy. We barely had time to talk about any in detail. However, Rhonda tried to answer some of my questions on the side and will email me some information later.</p>	
4/27/11	Meeting with Stakeholders	3.2.a	<p>I helped the elementary curriculum director put the invite together for all the stake holders. This included principals from all levels, an instructional coach, curriculum leaders, special ed, ELL, and Title 1 directors, FEW President, representatives from the three local universities who are part of the Bush Foundation, Laurie S. from the state, and someone from our education cooperative. Other stakeholders arrived around 1pm. My main concern was convincing a few of the elementary principals who would be concerned with the amount of PD and the FEA president because of the weekly coaching. They had lots of questions but walked away excited with no concerns. It was decided to create two different task force teams. One team's purpose is continue planning the implementation while the other one was to provide feedback from all different perspectives and find ways to communicate goals, purpose, and timeline. I will contact the FEA president again to run more details by her. It is important that she is involved and some of the decisions and problem solving.</p>	3
4/29/11	Research Boston's Lab structure	2.3.a	<p>I found a document that explains how Boston's school district runs its lab. I do like the structure and idea, but I am struggling with how this might be adopted in Fargo.</p>	1

			Currently FPS lab network is open and around a wide concept of reading or writing workshop. The Boston lab is around the workshop also, but focuses on particular lessons and strategies. It involves the coach working the each of the teacher's involved. Then it is not focused on a talent of one teacher, but shows that all teachers can be effective when coached. I plan to share this with the curriculum team.	
5/2/11	Facilitate Lab- ask for feedback	2.3.a	<p>We had our last lab visit. Because I had only one teacher, I talked with him about his individual needs and tried to nudge(not push)his new learnings in the subject of writing. It was good practice for me not to tell or share with him everything he should learn, but I really tried to listen to what he wanted and nudge him in the right direction. He is very traditional, so I brought in articles and we talked about what researchers have found works with students in learning how to write well. One thing I would change is the timing. He learned lots from the teachers he observed, but he couldn't immediately go and implement it because he was always in the middle of another project or genre</p> <p>It is a concern that only one 3rd-5th grade teachers was interested in lab this year and yet another reason to revise the lab process. The question we have to continue to ask is why are these grade levels not interested or feel they don't need the PD?</p>	7
5/4/11	Research and plan for New Teacher Cohort class	2.4.a	<p>I am now in charge of providing a 9 hour work session with the new classroom teachers that will be split into the 3 district PD days. I did some research and found a syllabus that an instructional coach used with her new teachers. It is perfect because it is timely and relevant. New teachers will map out their year, plan their first week, and design their classroom arrangement in the first session which is a few days before school starts. I remember that this was the only thing on my mind my</p>	3

			first year of teaching. It would have been nice to have help in that area.	
5/5/11	Attend Principals Meeting	3.2.a	I attended the infamous principals meeting. The curriculum director just happened to be presenting our district PD plan for next year, so it was good timing. It was definitely an informational meeting. The superintendent shared what he learned from the new legislation. The police presented on new behavior/bullying policies. There was also a book study which started the prior to the informational meeting. I wonder if this is the best way for principals to meet and get this information. Their time is precious just like teachers, and it seems that there was too much information presented. Some choose to pay attention and others are on their computer. No visual presentation or document with talking points existed. Because communication is such an issue in a district our size, the one thing I would ask for is a document with talking points of the meeting which can be posted for all teachers to read as well.	3
5/6/11	Planning Team Meeting	3.2.a	Our small group met to draft dates for next year and create a purpose for a steering committee group. Because people's time is so precious, we meet for an hour every week instead of planning for 3 hours in one sitting. This is similar to what classroom teachers deal with. It is interesting that district office personnel deal with the same time issue.	2.5
5/8/11	Create Prezi presentation for principals and strategists	3.2.a	Because part of my job was a technology specialist, I thought I better keep up with the new programs. I chose to use a Prezi rather than a PowerPoint. Because it was my first time, it took awhile to create. I started out with a template which made it a bit easier. I made sure to include our district's current status, the problem, the solution, then the details of the training.	6
5/9/11	Presentation with	3.2.a	I created a presentation that would persuade the need	1

	principals and strategists		for a revamp of our new teacher induction program to principals and building strategists. I got my point across, but it was the first time I used a Prezi. There were a lot of things I would design differently if I had the experience of presenting with a Prezi in the past. It was just too busy.	
5/16/11	Planning Team Meeting	3.2.a	Our agenda for this meeting was to again finalize dates and establish purpose for next year's meetings. My tasks were develop spring survey for new teachers and find an invite to mentor trainings. Again, when you meet with the same group of people several times for a short period of time, the meetings need to run efficiently and goals and tasks need to happen in between or nothing will get accomplished.	2.5
	Create Survey questions	2.4.a	I created a survey and emailed it to all new teachers. Our planning team wanted to find out what topics presented this year were relevant and which ones we need to eliminate. The results showed us no surprises, but the information will still be valuable to compare to our new induction program next year.	2
5/19/11	Interview principal about teacher improvement plans	2.4.b	I learned a lot from this principal. He has worked with many teachers on improvement plans and presently has talked 4 teachers out of the career, all with integrity and respect. I learned it takes hard work to work with an individual teacher, observing, coaching and documenting. I believe this is the biggest job of the principal, but because the system makes it so difficult to accomplish this, principals choose not to do it. I wrote down his process, which is very similar to the process I learned in my supervision class. One principal told me once that he worked hard with a teacher many years ago, but because the district wouldn't follow through on his work, the teacher still teaches in our district. He now chooses not to put in the time to work with struggling teachers knowing that nothing will be done. This is very	1

			disheartening. Someday our school system will have to change and hopefully for the better.	
7/13/11	Meet with principal about school schedule	3.3.a	Before I met with the principal, I was real excited about creating the school schedule. But after talking with her and listening to the dilemmas that she tackles every time she creates the schedule, I realized that it will take me longer to accomplish than I originally thought.	1
7/14/11	Work on school schedule	3.3.a	It is like a logic puzzle. I created puzzle pieces with the different blocks of time in the schedule. The principal would like to see the language art and math blocks at the same time for each grade level. She would like a 30 minute intervention block at the same time for K-2 and 3-5. Her school is split into 2 separate campuses which makes it difficult to share specialists and arrange their schedules. I don't think the public knows how hard it is to run a school with 2 campuses. Not only are people resources scarce, but the principal needs to spend double the time creating the school plan. According to the state, each building needs its own separate plan. Which currently means that the building which is on school improvement is the 3-5 grade school. This money cannot be shared with the K-2 school although it is the same students who come through the doors. There is a lot of wasted money when choosing a 2 campus scenario.	2
7/20/11	Create alternative school schedules	3.3.a	One of the main concerns of the principal is to be able to meet with the grade level teams once a week during one of their planning times. Currently teachers do not have a common planning time. I was tasked with finding a solution to this problem. I came up with 2 drafts. One follows the same current concept where 2 out of the 3 teachers have the same time during PE/music with the 3 rd teacher having a separate plan time. I took the art schedule and plugged it in to accommodate the 3 rd teacher , so the principal could meet with that team	4

			once a week. The 2 nd schedule was what I call thinking outside the box. I had to add minutes to the PE/music daily block (40 to 50 minutes) because students would meet with them fewer times in the week. Students would either have music, art, PE, or library/computer on a ten day rotation. Of course, this would need to be approved by the superintendent, so we will see which one the principal decides to use this next year. I am excited to see how it turns out.	
			Total Hours:	118.5

To reset total, right click (control click on a Mac) on total hours number and select “Update Field” option