

Reflection on my Leadership Challenge

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In my leadership challenge, I was implementing the use of Standards-Based Grading. I shared my leadership challenge with the other Peer Coaches for feedback. The Peer Coaches are a group of teachers at the school who work with implementing new best practices for instruction, work with teachers on developing best practices for learning, and are a group of teacher leaders who help to communicate the administration's views on instruction and learning. I felt these peers were the best to examine my leadership challenge since it focused on instruction, learning, and assessment.

As they reflected on my plan, they felt that the timeline was appropriate. I had said that it would be a two-year process. The first year was working to develop the knowledge standards that all courses will address and implement professional development to help the teachers understand the process with standards-based grading. In the second year, it would be a rollout of the process in the classrooms. They worked with the teachers to provide specific feedback to the students based on the content knowledge standards. They highlighted a consistent template of how the content knowledge standards need to be written and that time to reflect on the standards by the administration, curriculum director, and the teachers would need to be provided. It would be important that everyone needs to be on the same page, or implementation could be challenging.

Secondly, once implementation was to begin, tools should be provided to help teachers understand the expected feedback. Sample assessment with designed rubrics and student feedback forms should help get teachers thinking about the set-up and process. Suppose the focus of the implementation of standards-based grading was to create continuity. In that case, it will be essential to collect samples of the work that teachers are doing to check that they are completing the guidelines. Teachers who share similar courses will need to be given shared prep

and planning time; also department-focused time to discuss how their standards are working within their discipline and their courses.

Finally, their final suggestion was to have an open discussion about the difference between formative and summative assessments. Conversations should focus on (1) what are the purposes for formative and summative assessment for instruction and learning, (2) how should the feedback from formative and summative assessments affect learning and instruction, and (3) how do you re-assess summative assessments. I had thought about the need to establish a plan that outlined the requirements for re-assessment on summative assessments. First, relearning opportunities will be available to allow students the opportunity to demonstrate the content knowledge standards.

I agreed with their feedback about my plan to implement standards-based grading. I will take more time in year one to establish a clear view of how formative and summative assessments will be used for learning and instruction. During professional development, we will discuss the purpose of both formative and summative assessments and establish a general expectation of how to use these within each discipline. It will be essential that I provide those templates and samples for the staff during year one. This information will help give the teachers a direction for standards-based grading. It will also offer the opportunity to open up discussion for improvement and how each discipline can alter the templates to meet their needs. Finally, during year two, I will take the time to work with each discipline to establish consistency among the teachers' assessments and feedback. I will collect samples to gauge how the work is progressing throughout the school year, but I will do this as informal observations of teachers and allow volunteers to share their work.

As an adaptive assertive leader, it will be essential to keep my need for high organization and uniformity in check. As I re-examined the leadership challenge, I found that my leadership style may not match my goals. As for adaptive assertive leaders, they do not want to be on the main stage or wish to make complete system changes (Glanz, 2002). My leadership challenge is looking to make an entire school-wide change to increase learning and provide students with equality. Making large-scale changes is often seen as a path of a dynamic, assertive, or dynamic, aggressive leader (Glanz, 2002). However, as an adaptive assertive leader, I am willing to change the status quo, focusing on instructional practices and student opportunities. Every leader needs to integrate other characteristics from the different leadership styles to become a well-rounded leader.

References

Glanz, J. (2002) *Finding your leadership style: A guide for educators*. Alexandria, VA: Association for Supervision and Curriculum Development.