Reflection: ISLLC Standards

Standard I
As an educational leader I see relevance in having a school vision and clearly articulating this vision in my building. I also recognize the need to provide opportunities for all stakeholder to see my vision and buy-in to it to ensure its realization. Personally, I have a vision and believe that this is an area of strength for me. However, I believe that my struggle would be getting all persons on board with my vision or at least determining what to do with those individuals who do not support my vision.

Standard II
I believe in the concept of success for every student. I believe that this can be realized in a setting where nurturing and respect takes place. I also think that this is possible in every setting where instruction is prioritized by the leader. I personally believe that my strength lies in this standard because I see the need for rigor in the classroom. Simultaneously, I believe that staff development is necessary to improve student outcomes and craft a genuine culture of learning that can permeate over time.

Standard III
Management of the school organization is in my belief secondary to instructional management. For me this is an area of weakness. However, I recognize that I need to work at this more diligently to enable a balance to be struck in the interest of student learning. Consequently, I am continuing to delve into the requirements of this standard to ensure that my priority (academia) can flourish within my building. I see relevance in the tenets that a safe, efficient, and effective learning environment can guarantee the educational accomplishments of the school leader. Hence, management of the organization, operation, and resources is a necessary focus for me as a leader.

Standard IV
I concur that collaboration is a vital piece that educational leaders need to embrace. This is an ongoing practice for me. As a global citizen, and a student and a teacher in both British and American based educational systems, I value diversity. I believe that this should be celebrated in every building. I see the need to embrace multiculturalism in communities and engage their resources to advance the school’s program. I believe that the school should actively engage the human capital and economic capital of a community whilst serving as a resource for the said community. Schools should embrace afterschool learning programs for adult and children and be the safe haven within the community. I am strong in this area and passionate and about this standard.

Standard V
Acting with fairness and integrity is evident in my daily work life as a leader. As an advocate for special education students, I root for their individual and collective successes. I believe that if more leaders would focus on this particular area within their buildings, positive result would be forthcoming. However, the act of integrity, fairness and ethical behavior should be evident in every school regardless of disability code, color, class or gender. As I continue to work with special education students and other diversities, this standard is indicative of another passion and strength for me.
Standard VI

It is my opinion that navigating the political social economic, legal and cultural sphere is a very difficult but necessary to ensure that my school has what it needs in order for every student to be successful. I deem this to be a learning exercise for me. The fact that I am expected to leverage systems and people to realize my vision and promote the success of every student is still being unpacked. I need to discover who I am working with for and against in order to respond in context. I also need to know rules and regulations governing school behavior and response. However, I have proposed to familiarize myself with these systems and gain a better understanding of them in order to be more equipped to take on this challenge as a building leader.

Reflection: NCATE Standards

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

I believe that given my background knowledge and classroom accomplishments that I am prepared to meet the requirements for this standard. Having taught at every level within the different school systems, including general and special education classrooms, I believe that I am prepared to take on the challenge of unraveling pedagogical content knowledge and skills within the classroom. I consider this to be an area of strength for me and I am prepared to embrace this challenge as a school leader. In essence my passion for education lies within the realm of academia and I believe that the primary focus of the educational leader should be instruction. Whereas this does not discredit the importance of the other areas, I concur that classroom success found in data and observation accredits the school more so than the other areas of focus.

Standard 2: Assessment System and Unit Evaluation

It is my understanding that the University has and assessment system and the tenets of this standard is encapsulated within those requirements in the Prince Georges’ County-Bowie State Program in Educational Leadership.

Standard 3: Field Experiences and Clinical Practice

In this regard, I have and I am actively participating in leadership activities in preparation for active leadership. I have collaborated with and have been evaluated and supervised by building leaders and University personnel. I believe that in my capacity that I am demonstrating the professional dispositions necessary to help all students learn.
Standard 4: Diversity

The University had a comprehensive program that encapsulates the requirements of this standard. They have specifically employed the services of two professor/contractors to address the diversity in education component. I believe that the information and issues conveyed in their presentations are pertinent and applicable to my practice. The experiences provided for candidates include working and evaluating schools with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Standard 5: Faculty Qualifications, Performance, and Development

As I evaluate the Educational Leadership program, this is undoubtedly an area of strength for Bowie State University. I believe that the faculty is qualified and model best professional practices in scholarship, service, and teaching. I also believe that the faculty assesses their own effectiveness as related to candidate performance. Given their skill within program component, I recognize that they are all competent and the actively collaborate with colleagues in both local, regional and international disciplines and schools in order to broaden their scope and disseminate meaningful information to candidates.

Standard 6: Unit Governance and Resources

From my knowledge of the program, I concur that the unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.