

**Oakland University
Galileo/Ed.S Internship Reflection
2015-2017**

by

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Summary of hours:

Standard 1	97 hrs
Standard 2	97 hrs
Standard 3	19 hrs
Standard 4	25 hrs
Standard 5	9 hrs
Standard 6	91 hrs
Standard 7	<u>21 hrs</u>

Total Hours: 359 hours

Internship Reflection

After reflecting on the last two years, the biggest takeaway is being proactive with my mentor as he had much on his plate. The big idea here is that this may be a good opportunity for Fraser to develop an internalized administrative internship program where time is valued and allocated for the development of future internal leaders.

During the second year of my internship I began seeing a transformation as I have now focused on completing the leadership standards with fidelity, targeting specific standards to make sure I had a well-rounded experience. I served in multiple leadership roles at the building level, district level, and state level advocating for student learning in both traditional public school and public charter school settings. Through my Galileo Ed.S experiences and internship I developed philosophical beliefs regarding teaching and learning including:

Leadership - Leadership is a choice! A choice to serve. A choice to learn. Leadership is not about characteristics, but rather abilities. It is the ability to influence and/or lead others to a shared belief, goal, or purpose. It is the ability to move people, not mandates. It is the ability to stay relevant and informed in one's profession. Leadership is permanent conceptual change in behavior and thinking. It's purpose is to create a sustainable future for generations to come.

Growth Mindset - Brain-Based Research informs us that our brain changes, adapts, and rewires itself throughout our entire life. We need to teach kids that it works both ways. Neuroplasticity works both ways, it creates new connections and eliminates connections that are not used very often. Intelligence is malleable and can be improved with effort and encouragement. If we teach children to push beyond their comfort zone and learn something new, the neurons in their brain will make new and stronger connections which is how we learn.

With effort, motivation, perseverance, and the right menu of teaching strategies all students can achieve great things.

Grades/Homework/Formative Assessment - A grade is nothing more than a by-product of student's effort towards mastery of a competency using only high rigorous formative assessments and targeted summative assessments as its gauge. The purpose of grading is to provide students with descriptive, constructive, and immediate feedback to help teachers, parents, and students make an informed decision on their progress and where they must go next. Homework is designed to sharpen skills and practice concepts that students learned in class. It should look differently for students as they vary academically. Practice makes Permanent! If the student is practicing a skill incorrectly, then he or she will have a much more difficult time to correct that behavior later on. Formative assessment must be planned and aligned with the data we want to collect. We use that data intentionally and purposefully to inform instruction.

Creating Collaborative Learning Cultures - Our students and parents deserve an intentionally designed culture of achievement where students and adults act according to ethical standards. Where students learn how to behave as they would learn how to solve a math problem. A culture where our language builds others' sense of agency and identity and leverages errors and mistakes to strengthen the learning process.

Action Research - Action research is about deriving answers to important questions all stakeholders should be asking, such as, how does my school operate?, how do they teach?, and more importantly how do students learn? Action research is the systematic inquiry to gather such information designed to gain insight, effect positive changes, and improve student outcomes.

PBL - Project Based Learning is a systematic teaching method that engages students in learning important knowledge and 21st century skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and learning tasks. PBL changed the way I architect lesson plans shifting the focusing on “The Doing” of learning!

Social Justice - Making sure every child has the resources, attention, and love that they need to achieve success. Fair is not getting the same, its getting what you need. High academic expectations without caring relationships is cruelty. Caring relationships without high academic expectations is racism. There must be a balance. Restorative Practice suggests that we are restoring a relationship that was already established. Relationships are the key to helping kids and adults learn.

In closing, in the beginning of my internship, I thought teacher leadership was about taking on additional roles and responsibilities. To influence change, build morale, and execute vision. I thought is was about perfecting one's own craft, while elevating others along the way.

Now after two years, I KNOW IT IS....Leading from any chair, regardless of one's role. To inspire positive and intentional change and not just build morale, but create a sustainable culture where both students and teachers contribute to the overall morale. Teacher Leadership is about carrying your own weather and establishing the climate. To be a thermostat and not a thermometer. To proactively set the tone of the learning experience and not react to it. Teacher Leadership is about modeling great teaching where kids are engaged, excited, inspired, and learning. Sharing relevant and meaningful ideas with every stakeholder. A teacher leader asks how smart can I make the person sitting across from me?