Reflection on Team Meetings to Discuss BAT Results

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Preparation for Task

As the sixth grade interim assistant principal I was asked to conduct meetings with the each team to discuss the results of their student’s scores on the first and second benchmarks tests. Prior to meeting with each team, I had my secretary determine a good time to meet with each individual team. I also had to review the SIP to familiarize myself with the school vision and identify the objectives that the school would be utilizing to meet its goals. Lastly, I had to disaggregate data from both tests to pinpoint where each team needed to focus to improve for the upcoming FCAT.

Description of Task

For each meeting, I began by presenting the data which I had from the first and second benchmark scores. I then allowed each team to discuss the scores and any information that was relevant to the situation. Some teachers discussed how the test was not an indicator of how students would perform on FCAT and others complained about the overall performance of their students in the classroom. I made it clear that the principal wanted these meetings conducted and I was not questioning their instruction but merely showing them what the data showed. Using the SIP, I suggested certain instructional strategies that the school wanted to utilize and noted which area of concern each team should focus on.

Result of Task

This meeting was done mostly to appease our principal who was worried about benchmark results. Each team was upset about the meeting and felt it was something they go through every year. The teachers all felt that benchmark testing had absolutely no bearing on how students would perform on the FCAT test. I feel that the principal used these meetings to
fire up the teachers who consistently have low scores. The teachers knew that after this meeting, there would be little follow up. The teams that performed well on the FCAT last year let their scores speak for themselves. The other teams were at least aware of where they needed improvement and that the principal was concerned about their students’ performance.

**Analysis of Task Performance**

This was a task that gave me the opportunity to truly be on the administrative side of the learning environment. I was worried about discussing my co-workers performance and since I knew that I would eventually be evaluated the same way, my mentor and I determined it was in my best interest to let the teachers know that I was following through on the principal’s directives to his administrators. Overall, I believe I did a good job in conducting the meetings. The meetings were planned out, brief, and the teachers were encouraged to express their feelings about the scores and the meeting itself. These meetings gave me an idea of how I will be viewed when I become an administrator. The staff will not agree with all the decisions that I make but if my decisions are thought out and I treat every staff member fairly, I can live with any negative feedback I encounter.

Mr. Smith reviewed the notes from each team meeting and discussed the importance of dealing with teacher issues as an AP designee. He thought that this was experience that not many designees have the opportunity to get and I handled the task in a professional manner.

**Task Impact on Individual, School, and Community**

The meetings that I conducted with all sixth grade teachers had an impact on instructional focus in the classroom and working towards a school wide vision. It was timed after Christmas break and put teachers in back into the swing of things. The teachers, parents, and community stakeholders all work together on a school vision and this meeting focused on instruction that
would reach our school’s vision and goals. Our school earned an A rating for the 2006-2007 school year and I would like to think that these meetings helped direct our staff to concentrate on areas of concern and improved student achievement.