**Reflection on Dream It Project-Sussan Oladipo**

 My reflection on the Dream It Project has been a meaningful process as a whole. I have had some big moments in the process and have learned a lot doing so. One of the most useful turning points for me was the ability to receive feedback on specific areas that connect to my daily work responsibilities.

 It was useful that I was able to receive feedback from my MSU coach about expanding the inquiry approach, which I had discussed in my first draft of the project. With this feedback, I realized that I had veered off with the more comfort zone of observation and instruction as the major focus of the project. It had been a bit of a challenge for me to balance the project to be what I do everyday as an instructional leader and administrator versus what I would do if I were still teaching. I found out through the reflection pieces that it was beneficial to combine both.

It was also useful to receive feedback from my partner administrator and instructors about my instructional supervision part of the project. One of the big moments of reflection for me was the feedback I received about being very clear to the instructors and myself about the expectations of optimal learning and model classrooms.

Prior to this time I assumed that since we have a district wide observation rubric, everyone should be clear about the expectations. It became clear to me that it needed to continually be explicitly discussed with anyone being observed.

 Additionally, as I documented the project, I was able to reflect on the details of what goes into a good instructional process. For example the step-by-step process, what resources are needed per subject, what pedagogical conversations (among who?), what assessments will be used to monitor excellence and student mastery of skills, what does excellence look like? What specific indicators are used as measure and how often should these be used?

Asking these questions and answering them each time I interact with team members or prepare to observe an instruction helps me prepare both cognitively and mentally about the important work of instructional and administrative leadership.

Another important feedback I have received from my MSU coach was the fact that I needed to stay focused on the inquiry strategy that I discussed in the initial phase of the project. It was eye opening to realize how I losing focus and concentrating on observation and feedback which appeared to be my comfort zone. Although I do not teach students normally, it made sense to still retain the inquiry approach, not only because it sits well with teaching science but because it is part of what our colleagues do in the classrooms. Including it in the project affords me the opportunity to be able to provide support for classroom observation of this strategy.

Therefore inquiry is an area that I am expanding in the Dream It Project updates in order to reflect and align with my initial vision and focus for the project.

Interaction with fellow STEM colleagues around this project has been equally rewarding. Listening to how our colleagues approached their projects gave me the opportunity to see and appreciate the multiple dimensions of individual projects based on everyone’s contexts. I am looking for ward to completing my edits and updates and next steps in this project.