

Instructional Leader or Manager of People

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Background That Led to Your Inquiry:

In a school of almost 1100 students and 65 certified staff members, I often question my impact as an instructional leader in our building. Feeling disconnected to our students because of the daily grind, I challenged myself (with the help of our front office secretary) to find time every day to walk the halls, visit classrooms, and interact with teachers and students.

Statement of Your Wondering:

How often do I get out of my office to interact with students and staff?

Will walking the halls provide me a better idea of the daily instruction taking place throughout the building?

Will interacting with students and staff change how I feel about my daily responsibilities?

Methods/Procedures:

I spent the first few weeks upon returning from Christmas Break tracking the amount of time I spent in hallways and classes just to try to establish a baseline. I found that 2-3 days a weeks the only time I was able to get out of my office was when I was specifically going to see a staff member with a question or situation that required immediate conversation.

For two months, I charted the areas of the building I walked each day. JCHS has 9 acres under roof and it is tough to get to all areas of the school. During my walks, I made a point to walk through a classroom or two and interact with students when classroom activities allowed.

At the end of each walk, I would document the areas of the building I visited. Occasionally, I was able to make the “world tour” walking the entire building.

Stating Your Learning and Supporting it with Data:

You can take time out of your office to see what’s happening in your building and still complete all the tasks required of you in a given day.

It takes a concentrated effort (and sometimes a friendly reminder from your secretary) to get up from behind your desk.

Our teachers were doing a better job of engaging students than I realized.

Students start to see you as someone who is approachable and available to them, not as just the figurehead of the building.

Providing Concluding Thoughts:

My hopes are that this has become a habit and I can:

- Continue with the walks until it becomes a part of my daily routine.
- Communicate with teachers about the positives I saw in their classrooms on that given day.
- Search for that balance between being available in my office and being out in the building with the students and staff.

References:

N/A

| <u>Date</u> | <u>Locations Visited</u> | | <u>Locations Totals</u> | | <u># of Visits</u> |
|-------------|-------------------------------------|--|-------------------------|----|--------------------|
| 26-Jan | Vocational | | IMC | 13 | 31.71% |
| 27-Jan | None | | Vocational | 10 | 24.39% |
| 30-Jan | IMC and Science | | Science | 10 | 24.39% |
| 13-Jan | World Tour | | Business | 9 | 21.95% |
| 1-Feb | Special Ed/Science/Foreign Language | | Foreign Language | 8 | 19.51% |
| 2-Feb | IMC/Social Studies/Business | | Commons | 8 | 19.51% |
| 3-Feb | None-- Out sick 1/2 day | | English | 7 | 17.07% |
| 6-Feb | Sat in IMC all day to do testing | | Math | 7 | 17.07% |
| 7-Feb | Vocational/Preschool | | Preschool | 7 | 17.07% |
| 8-Feb | None. Preparing for governor visit | | Special Needs | 7 | 17.07% |
| 9-Feb | School Cancelled | | Social Studies | 7 | 17.07% |
| 10-Feb | Vocational. Governor visit | | Radio & TV | 6 | 14.63% |
| 13-Feb | Health/Special Needs | | Health | 6 | 14.63% |
| 14-Feb | Math/Science | | Guidance | 6 | 14.63% |
| 15-Feb | None | | None | 5 | 12.20% |
| 16-Feb | IMC | | Out of Building | 5 | 12.20% |
| 17-Feb | World Tour | | | | 41 Days |
| 20-Feb | New York Trip | | | | |
| 21-Feb | New York Trip | | | | |
| 22-Feb | New York Trip | | | | |
| 23-Feb | None-- Meetings at C.O. all pm | | | | |
| 24-Feb | Music/Radio & TV | | | | |
| 27-Feb | Business | | | | |
| 28-Feb | World Tour | | | | |
| 1-Mar | None | | | | |
| 2-Mar | Florida | | | | |
| 3-Mar | Florida | | | | |
| 6-Mar | IMC/Business | | | | |
| 7-Mar | Vocational | | | | |
| 8-Mar | Vocational | | | | |
| 9-Mar | Social Studies/English/Preschool | | | | |
| 10-Mar | Math | | | | |
| 13-Mar | Science/Commons | | | | |
| 14-Mar | Foreign Language/Vocational | | | | |

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|--------|--------------------------|--|--|--|--|
| 15-Mar | Commons | | | | |
| 16-Mar | IMC/Commons/Business | | | | |
| 17-Mar | Guidance | | | | |
| 20-Mar | IMC/Commons | | | | |
| 21-Mar | World Tour | | | | |
| 22-Mar | Foreign Language/Science | | | | |
| 23-Mar | IMC/English | | | | |
| 24-Mar | World Tour | | | | |