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Background leading to my inquiry

I am in my 3rd year of principalship. At the end of the 2019-20 school year, the last 7 to 8 weeks of the first semester I found myself spending hours upon hours in my office at my desk. I personally didn't realize how bad it was until my staff started asking me on a regular basis, "Where have you been?" At first, I thought they were teasing me and fooling around, but then my students started asking me the same question. Over the break I had some time to self-reflect. However, I found myself trapped in my office again to start the second semester.

The Purpose of my inquiry

Therefore, the purpose of my action inquiry was to see what positive impact I could have with my staff (relationship building) by being more consistent and intentional with time. Also how can this help with student learning/outcomes.

My wondering

How can I be more intentional in regards to time management and what impact could I possibly have with student learning.

My Actions

Baseline Data

- [Tracking tool for school Administrators](#)
- Feedback from staff
- [Dr. Kafale's self-reflection](#)

Morning walk

- Walk building every morning to greet teachers
 - Virtual learning is taking place
 - We do have about 40% of staff in building daily

Personal planning time

- Every Friday before I leave the office I plan for the following week
- Had to figure out a plan with my admin team to be in every classroom every week

Walk-through items

- a walk-through list for admin team
- Feedback form
 - Google form
 - Wows and Wonders

Teacher support

- Professional development based off data
- Empowering staff
- Focus on school goals

Reflection

- Friday reflection
- More instructional conversations with instructional coach
- Increase in regards to supporting teaches in the classroom

My Data

- Time management over 7 days - professional tracker
- Number of walk-throughs
- Walk-through data
- Weekly planning
- Exact path data

My discoveries

Spending time at the end of the week to prepare for the following week has allowed me to be more intentional and purposeful with my actions

- My morning walks allow me to start each day visible for all to see. It also allows me an opportunity to model positive behaviors.
- Provided me with time to check-up on students that are on our radar and need that extra attention.

- Scheduling time in my calendar for walk-throughs the week before has allowed me to be more intentional in supporting my teachers with instruction.
- Increasing time inside the classroom has allowed me to be supportive of staff which has helped build positive relationships
- Being more visible inside the classroom has helped create a positive learning environment for all learners

What I have learned during this process

- Planning for the week allows me to be consistent and intentional
- Walk-throughs has allowed me to see all the great things taking place in classrooms
- Being visible has helped create positive relationships with students and staff
- Walk-throughs and the feedback from walk-throughs make PD more purposeful and meaningful for all involved

Moving forward

- Continue to plan ahead
 - Be intentional and consistent
 - Continue on with weekly Walk-throughs
 - Continue to monitor using surveys and data
 - Continue to be visible in classrooms and hallways
 - Continue to build positive relationships

Bibliography

Whitaker, T. (2012). What great principals do differently. New York, NY: Routledge.

Kafele, B. (2019). Is My School a Better School Because I Lead It? Alexandria, Virginia: USA