

# Focusing on Growth My Journey as an Instructional Leader

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# Background Leading to this Inquiry

- Context
  - What was I good at?
    - High School English Teacher-->Dean of Students-->Assistant Principal-->Principal
    - Discipline and Attendance
    - Safety Drills
    - Management
    - Helping teachers with classroom management and policies and procedures
  - Where did I need to grow?
    - Going beyond the basics
    - Transitioning from a manager to a leader
- The Issue/Tension/Dilemma/Problem

# Purpose of this Inquiry

- The goals
  - Instructional Leadership . . . What is that? What does that mean? Opportunities for kids
  - Leave a legacy--be more like Tim
  - Personal growth and improvement
  - Do something significant

# My Wondering . . .

- How can I grow as an instructional leader?
  - What is the definition of instructional leader?
  - Once the definition is established, what are my deficiencies? What do I need to work on?
  - How much time do I spend on a given day on instructional leadership activities?
  - Based upon the data from the time study (time spent on instructional leadership activities), what can I change to improve?

# My Actions . . .

- The development of a working definition of instructional leadership: The instructional leader's role is to maximize the impact the educators are having on the students in the building (Hattie). This begs the question, how?
  - Foster the exchange of ideas. How?
    - Book studies
    - Self-edification (reading, Youtube, Ted Talks, collaboration with other educators)
  - Helping educators achieve mastery. How?
    - Providing honest, actionable feedback
    - Minimizing distraction during the school day
    - Encouraging, supporting, and caring
    - Creating an environment where innovation is encouraged and failure is a growth opportunity

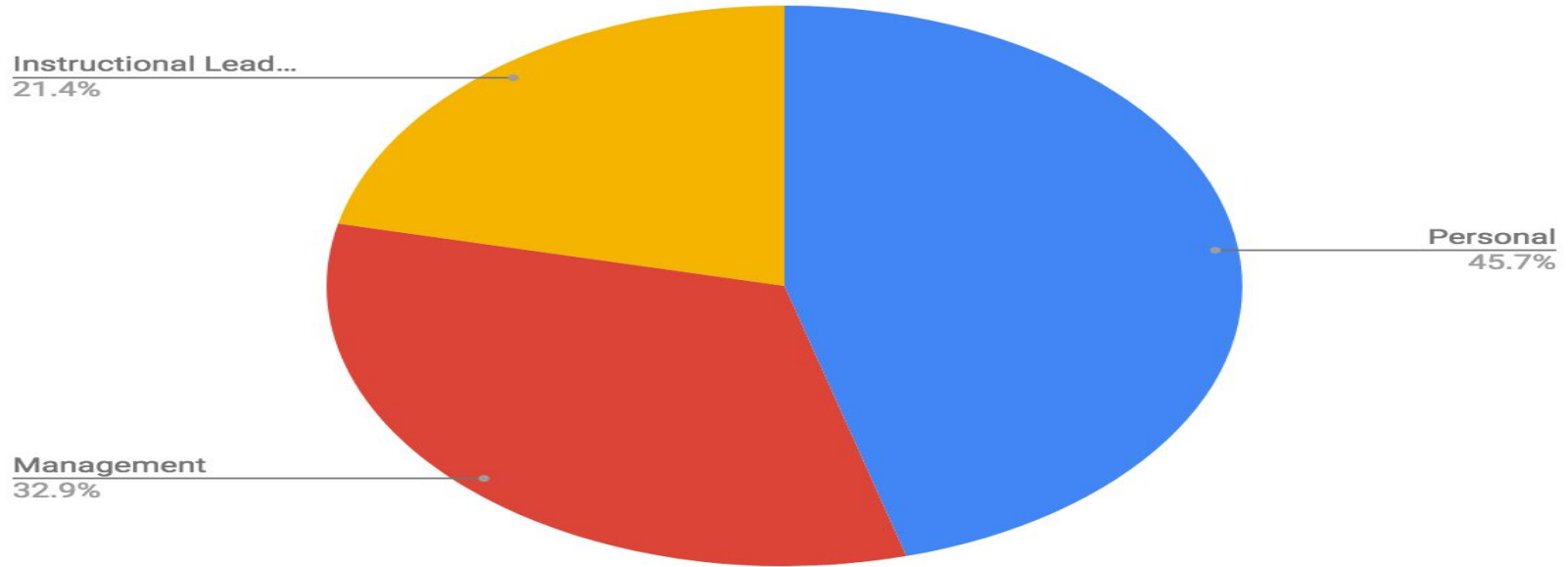
# My Actions Continued . . .

- Instructional Leadership defined
  - In tune with new state and federal initiatives and other issues impacting educators. How?
    - Networking with other administrators
    - \*Learning\* at conferences/meetings
    - Communicating with state representatives and other lawmakers
  - Curricular expert. How?
    - Discuss curriculum issues with teachers
    - Familiarize myself with teacher content and curriculum
    - Conduct walkthroughs and teacher evaluations to create “awareness”

# My Actions continued . . .

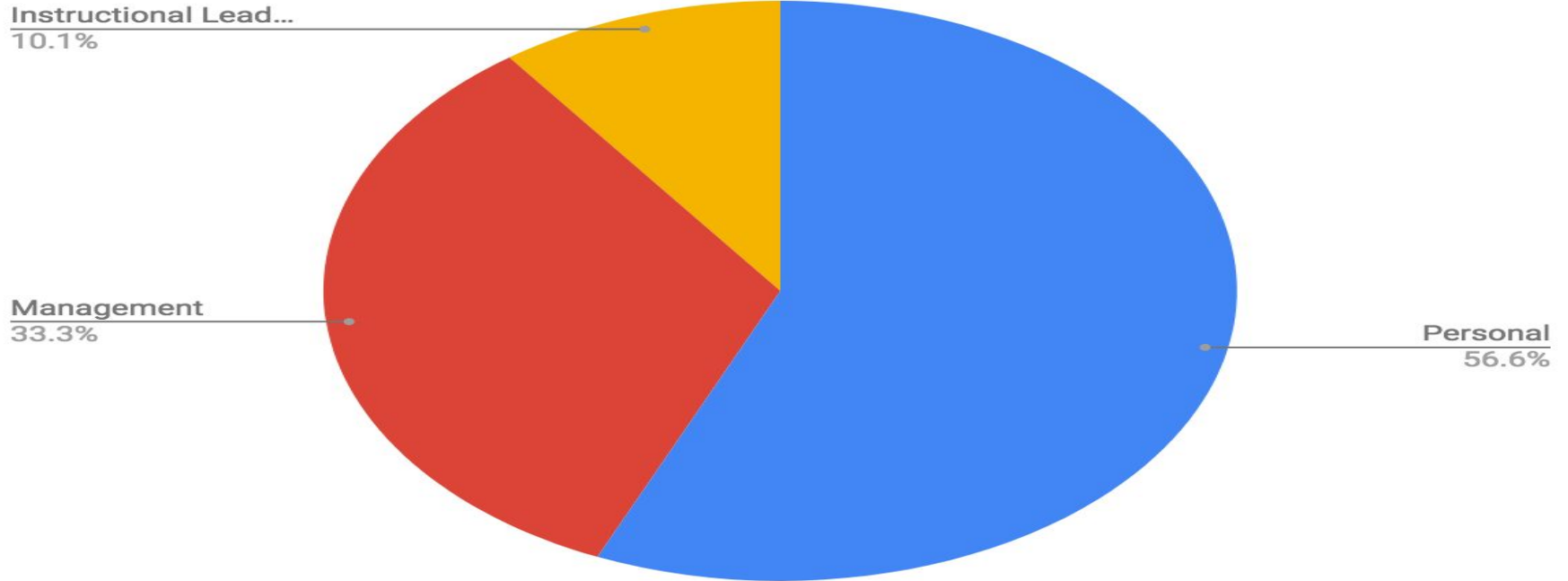
- Development of the Action Chart
  - Wednesday, January 16
  - Thursday, January 17
  - Tuesday, January 22
  - Tuesday, February 19
- Journal/reflection on my strengths and weaknesses as an instructional leader
- Personal improvement plan to address weaknesses

# My Data: Wednesday, January 16, 2019

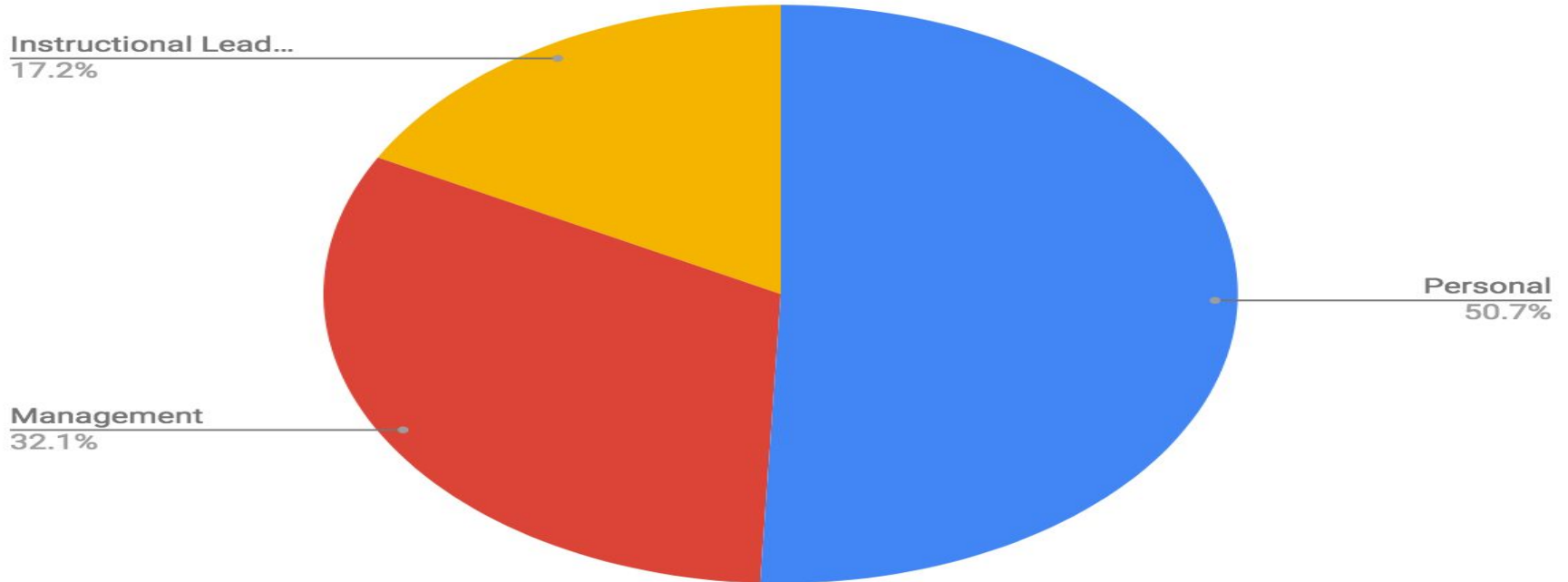




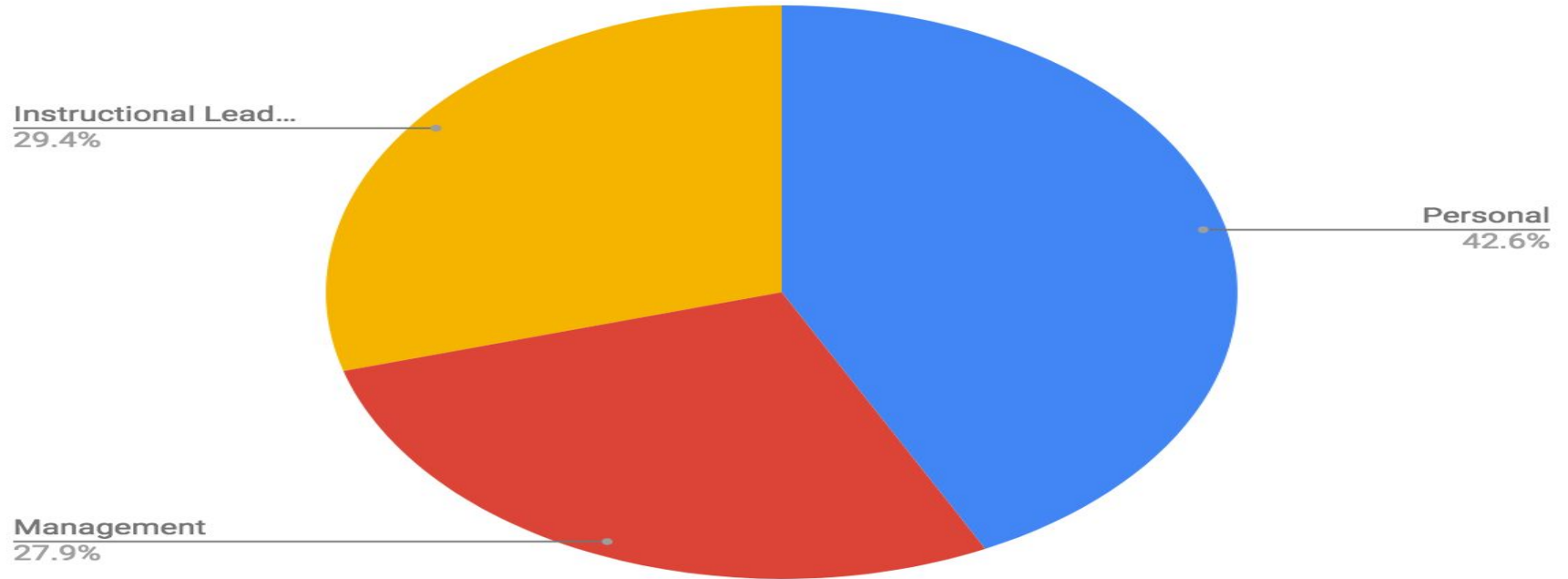
# My Data: Thursday, January 17, 2019



# My Data: Tuesday, January 22, 2019



# My Data: Tuesday, February 19



# My Discoveries . . .

- Action Chart
  - Positives
    - I did some instructional leadership activities each day in my chart
    - 21.4% of my day and 29.4% of my day
  - Negatives
    - 10.1% on one day
      - Are there days when this is lower?
    - Need to be on top of things
    - When do I find the time? How can I create more hours in the day?

# My Discoveries . . .

- Journal of my strengths and weaknesses as an instructional leader
  - Strengths
    - I regularly seek out opportunities to grow, whether it's reading on my own, participating in book studies, listening to YouTube videos/Ted Talks, Collaboration with other educators
    - Honest, salient feedback for teacher observations (Here's What, So What, Now What)
    - Minimizing distraction during the day for educators
    - "Family comes first," "Don't say you're sorry."
    - Encourage them to try, even if failure might happen

# My Discoveries . . .

- Weaknesses
  - There is still so much to learn
    - And, how do people keep it all together, remember everything they have to do, keep their day organized, spend time with family, etc?
    - Drinking from a firehose
  - Need more hours in the day
  - Prioritize (family time, personal time, work time [management vs. instructional leadership])
  - The need for a restorative break (David Pink research)

# My Discoveries . . .

What do I really believe about leadership? What really is my leadership philosophy now that I have been an administrator for nearly ten years?

- My revised leadership philosophy:
  - Help remind educators of their Purpose
  - Help educators Master their craft
  - Give educators Autonomy to do their job

# Where am I heading next?

- What have I learned about my school?
  - The principal is instrumental--the glue that holds it all together
- What have I learned about my teachers?
  - Wide range of skills, ability levels
- What have I learned about myself?
  - Like other administrators, I work hard!
  - My growth is their growth
- What changes will you make or have you made to your practice?
  - Monitor my instructional leadership time
- What new wonderings do you have?
  - I would like to look at specific aspect of the definition of instructional leadership for growth in that area



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