

## **I See You, I Support You**

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### **Background Leading to My Inquiry**

The school year brought many new challenges that led to my days being filled with “putting out fires” and fielding questions I didn’t often know the answers to. It became hard to get out of the office, as students and staff were coming to my door with urgent issues. Because of this I soon found myself feeling out of touch with what was happening daily in our classrooms, which I worried would lead to uninformed decision making. I began to construct the following questions:

- How will being more present in classrooms each day increase my ability to make informed instructional decisions?
- 
- Will visiting classrooms intentionally each day lessen the amount of traffic in the office (student issues, teacher questions, etc.)?
- 
- Will my presence in classrooms allow me to give greater guidance to teachers as they tackle issues/pose questions about assisting students?

### **The Purpose of My Inquiry**

Therefore, the purpose of my action inquiry was to increase my instructional capacity as a leader in my school.

### **My Wondering**

With this purpose, I wondered, “How can I increase my instructional leadership capacity within my school in order to broaden my understanding of student learning, curriculum, and instructional decision making in the classroom?”

### **My Actions**

I began by blocking off time in my calendar each day to be in classrooms. I started simply with just one hour a day, with the goal of completing this at least 3 days a week. I then shared my calendar with office staff to help hold me accountable to the times I had designated to be in classrooms.

I then started tracking the amount of classrooms visited each week, and the amount of time visited. This was in addition to my regular “morning rounds”. It was specifically meant to measure intentional and quality time spent in classrooms.

Finally, I recorded the amount of student and/or teacher visits to the office to see if classroom presence reduced the amount of traffic in the front office.

### **Data Collection**

I collected data quantitatively by tracking the amount of weekly classroom visits. I also collected qualitative data by collecting feedback given to and from staff from informal classroom visits.

### **My Data**

The quantitative data I collected can be viewed in the table below:

	Classroom Visits	Hours in Classrooms	Office Referrals
January	<b>21</b>	<b>15</b>	<b>21</b>
February	<b>65</b>	<b>45</b>	<b>11</b>
April	<b>45</b>	<b>20</b>	<b>39</b>

The collected qualitative data included conversations with staff regarding instruction came more organically, and led to broader conversations and decision making with teams, meetings regarding instruction began to be molded after the conversations happening around the instruction in classrooms, and a greater sense of awareness in the daily instruction occurring in classrooms.

### **My Discoveries**

Through this process, and analysis of my data collection, I found that by designating intentional time in my calendar each day increased my ability to be in classrooms by almost triple the amount of time. This addition of an event in my calendar, as well as sharing with office staff, held me accountable to be out of the office and in classrooms. By visiting classrooms on a routine basis, I provided a presence in the classroom, as well as an opportunity for addressing concerns immediately. This helped to lead to a reduction in office referrals by 50% from January to April. However, an increase in office visits occurred in April, as much of my time late in the month became dedicated to state testing. I also found by being more cognizant of daily classroom practices by routinely visiting classrooms allowed me to have more intentional and informed conversations with staff regarding instruction. It also provided a platform for questions to be answered, or a plan to be made to address these questions with teams.

### **Where I Am Heading Next**

I plan to continue to schedule time to visit classrooms so that it becomes a habit will enable me to make informed instructional decisions a priority. While keeping these visits informal, as well as accompanying conversations, my goal is to instill better questions that will guide me to a deeper understanding of the instructional decisions made in classrooms each day. It is my hope that continuing these practices will energize and empower staff members to take on new leadership positions.

### **Bibliography**

- » Baeder, J. (2020). Now We're Talking! 21 Days to High-Performance Instructional Leadership. Retrieved from <https://dashboard.principalcenter.com/>



# I See You, I Support You

*Increasing Instructional Leadership Capacity through Informal  
Classroom Visits*

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# Background

## What I Noticed

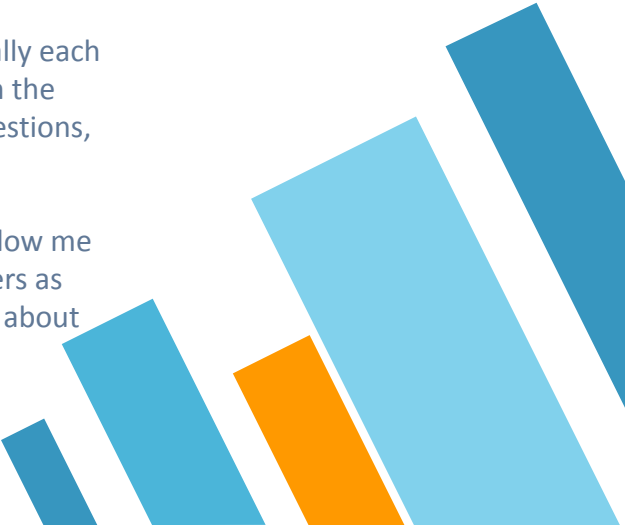
*The school year brought many new challenges that led to my days being filled with “putting out fires” and fielding questions I didn’t often know the answers to. It became hard to get out of the office, as students and staff were coming to my door with urgent issues. Because of this I soon found myself feeling out of touch with what was happening daily in our classrooms, which I worried would lead to uninformed decision making. I began to construct the following questions.*

## Emerging Questions

How will being more present in classrooms each day increase my ability to make informed instructional decisions?

Will visiting classrooms intentionally each day lessen the amount of traffic in the office (student issues, teacher questions, etc.)?

Will my presence in classrooms allow me to give greater guidance to teachers as they tackle issues/pose questions about assisting students?





# Purpose

Increase my instructional capacity as a leader in my school.

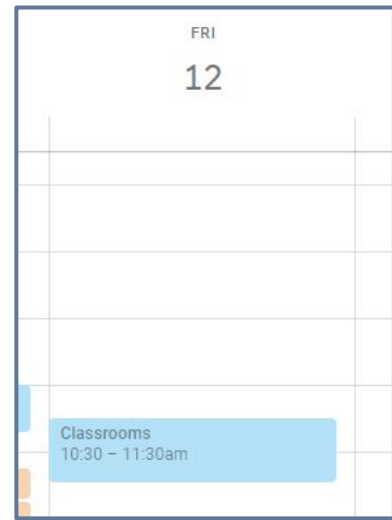


# My Wondering

*How can I increase my instructional leadership capacity within my school in order to broaden my understanding of student learning, curriculum, and instructional decision making in the classroom?*

# My Actions

- Blocking off time in my calendar each day to be in classrooms, and sharing with office staff to hold me accountable. (at right)
- Tracking the amount of classrooms visited each week, and the amount of time visited.
- Recording the amount of student/teacher visits to the office to see if classroom presence reduces office visits.








# Data Collection

## Quantitative

Tracking the amount of weekly classroom visits

## Qualitative

Feedback given to and from staff from informal classroom visits



## Quantitative Data

	Classroom Visits	Hours in Classrooms	Office Referrals
January	<b>21</b>	<b>15</b>	<b>21</b>
February	<b>65</b>	<b>45</b>	<b>11</b>
April	<b>45</b>	<b>20</b>	<b>39</b>

# Qualitative Data

Conversations with staff regarding instruction came more organically, and led to broader conversations and decision making with teams.

Greater sense of awareness in the daily instruction occurring in classrooms

Meetings regarding instruction began to be molded after the conversations happening around the instruction in classrooms.



# Discoveries

1.

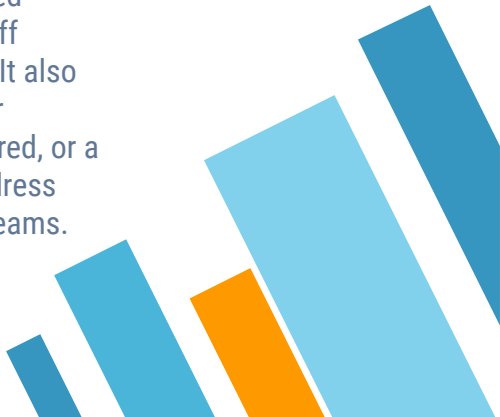
Designating intentional time in my calendar each day increased my ability to be in classrooms by almost triple the amount of time. This addition of an event in my calendar, as well as sharing with office staff, held me accountable to be out of the office and in classrooms.

2.

Visiting classrooms on a routine basis provided a presence in the classroom, as well as an opportunity for addressing concerns immediately. This helped to lead to a reduction in office referrals by 50% from January to April.

3.

Being more cognisant of daily classroom practices by routinely visiting classrooms allowed me to have more intentional and informed conversations with staff regarding instruction. It also provided a platform for questions to be answered, or a plan to be made to address these questions with teams.



# What's Next?

## Enable

Continuing to schedule time to visit classrooms so that it becomes a habit will *enable* me to make informed instructional decisions a priority.

## Instill

While keeping these visits informal, as well as accompanying conversations, my goal is to *instill* better questions that will guide me to a deeper understanding of the instructional decisions made in classrooms each day.

## Energize

It is my hope that continuing these practices will *energize* and empower staff members to take on new leadership positions.

## Bibliography

- » Baeder, J. (2020). Now We're Talking! 21 Days to High-Performance Instructional Leadership. Retrieved from <https://dashboard.principalcenter.com/>

# Questions?

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