



Increasing time in the classroom.

Principal Name: Melissa Whitehead

School Name: Twin Lakes High School

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Background Leading to My Inquiry (Slide 2)

Getting into classrooms has been a struggle. I wanted to make time to get into classrooms more than the minimum observation time to see all the wonderful lessons our staff was teaching and see our students engaged in the learning process. My assistant principal and I needed to be in classrooms on a more regular basis to increase visibility, accessibility and our presence within the building.

I share the responsibility of evaluating 50 teachers with my assistant principal. We split up evaluating our teachers so that we can be in every classroom at least once a year. That was the problem, we were only getting into every classroom two times a year. We would visit classrooms throughout the year, but we were only intentionally making sure we were in every classroom two times a year.

The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action inquiry was to get into every teacher's classroom three to five times this year and see what difference that made in my overall leadership.

My Wondering (Slide 4)

With this purpose, I wondered how I could be more intentional about getting in classrooms. I then wondered how can I improve as a leader through increased classroom visits.

My Actions (Slide 5)

To gain insight into my wonderings, there were several things that I did to help improve my ability to get into classrooms. First I started creating calendars this year to write down my daily schedule. Then, I was able to go back and look at some of my daily schedules from the previous year to compare and see where most of my time was going to. I also had weekly administrative meetings with my Assistant Principal, Dean of Students and Athletic Director so we could share our individual schedules with each other.

My assistant principal and I sent out a survey to our staff at the end of the 2018-2019 school year. The survey indicated that our teachers would like us to be in their rooms more often to see the great things that they are doing.

We also created a “Pineapple Chart” that is in between our offices in the main office hallway for teachers to write down when they have something going on in their classroom that they would like to showcase.

This year I wanted myself and my assistant principal to get into every classroom 3-5 times. I split up our staff so we each had about half. Then, I made goals for us by breaking down the year into quarters:

First quarter, we get into every classroom at least once for a walk thru.

Second quarter, we focus on doing long evaluations and some short evaluation.

Third quarter, we finish our long evaluations and our short evaluations.

Fourth quarter, we get into every classroom at least once for a walk thru.

My assistant principal and I meet weekly to go over our schedules for the week. We regularly talk about which teacher’s rooms we will be in during that week. We try to get into as many different classrooms as we can. We also share our calendars so we can see which rooms we are going in during the week.

We will be sending out another survey at the end of the year to get feedback from our teachers about our increased presence in their classrooms. (Have not collected yet).

Data Collection (Slide 6)

My data collection includes: surveys, chart showing evaluations, teacher reflections daily notes, weekly schedule, and monthly calendars.

My Data (Slides 7-14)

Surveys – looked at end of year survey data from last year and then survey data from the end of this year. (Have not collected yet).

Calendars – looked at ways we could block out time so we could be in classrooms.

Standards for Success helped us track our walk through visits in classrooms as well as our sheets we used to divide the staff up.

Talking with teachers and asking them if they noticed we were in classrooms more this year and if they felt we were more visible and accessible. My qualitative data includes reflections from some of my teachers (See teacher reflections).

My Discoveries (Slide 15-18)

Learning Statement One: Scheduling evaluation and walk through times on our calendars has increased our ability to get into classrooms. We are getting into classrooms more regularly throughout the school year and more often. Previously we were getting into most of our classrooms during the third and fourth quarter. Now we are getting in classrooms throughout the year (see spreadsheet by quarter).

Learning Statement Two: Teachers like having us in their classrooms. Our visibility and accessibility increased with our presence in classrooms. Through our surveys and conversations, we learned that our teachers wanted us to increase our time in their classrooms. Our teachers wanted us to see the great things that they are doing. They felt that we were more accessible when they saw us in their classroom or going into another teacher's classroom. Our teachers felt more supported by us being in their classrooms on a more regular basis.

Learning Statement Three: Our teachers' overall anxiety of us going into their classrooms has decreased. Our teachers have shared with us that their anxiety level of seeing us in their classrooms has gone down this year because they are used to seeing us in their classrooms.

Where I Am Heading Next (Slide 19)

My assistant principal and I will continue to have weekly meetings so we can share calendars and discuss which classrooms we will be visiting. We will continue to make an intentional effort to get into every classroom at least once the first 9 weeks, get our short and long evaluations completed during the 2nd and 3rd 9 weeks and then get back into everyone's classroom at least once the 4th 9 weeks. The increased presence in classrooms makes us more visible and accessible.

Next year I want to have a more intentional presence with my students. I am planning on setting up a schedule next year to make a deliberate effort to attend all student club meetings at least one time each semester. Our student clubs meet every Thursday and Friday on a rotational basis twice a month.

Increasing Time in the Classroom



Twin Lakes High School

Melissa Whitehead
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A red speech bubble graphic with a white outline, containing the text 'Background Leading to this Inquiry'. The bubble has a tail pointing downwards and to the right.

Background Leading to this Inquiry

Getting into classrooms has been a struggle. I wanted to make time to get into classrooms more than the minimum observation time to see all the wonderful lessons being taught and see our students engaged in the learning process. My assistant principal and I needed to be in classrooms on a more regular basis to increase visibility, accessibility and our presence within the building.

I share the responsibility of evaluating 50 teachers with my assistant principal. We split up evaluating our teachers so that we can be in every classroom at least once a year. That was the problem, we were only getting into every classroom two times a year. We would visit classrooms throughout the year, but we were only intentionally making sure we were in every classroom two times a year.

A red speech bubble graphic with a white outline, containing the text 'Purpose of This Inquiry'. The bubble has a tail pointing downwards and to the right.

Purpose of This Inquiry

The purpose of my action inquiry was to get into every teacher's classroom three to five times this year and see what difference that made in my overall leadership.

A large red speech bubble graphic with a white outline, containing the text 'My Wondering'. The bubble has a tail pointing downwards and to the right.

My Wondering

I wondered how I could be more intentional about getting into classrooms.

I wondered how I can improve as a leader through increased classroom visits.

A large red speech bubble graphic with a white outline, containing the text 'My Actions'. The bubble has a tail pointing downwards and to the right.

My Actions

Calendars/Daily Schedule

Planning Meetings

Survey/Pineapple Chart

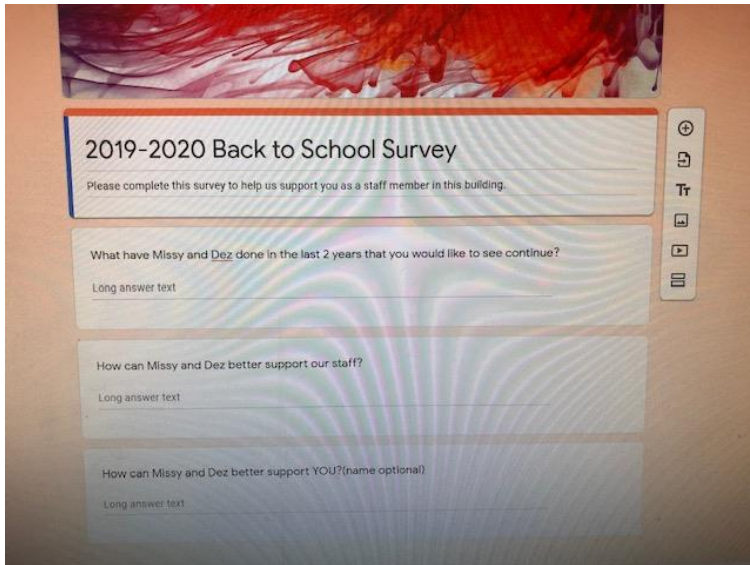
Evaluation Schedule

Feedback

Data Collection

I collected data through a survey we had our staff complete, evaluation charts my assistant principal and I kept our evaluation data on, teacher reflections, daily notes, weekly calendar and monthly calendars.

My Data



The image shows a digital survey interface. At the top, there is a header with the title "2019-2020 Back to School Survey" and a sub-header "Please complete this survey to help us support you as a staff member in this building." Below this, there are three questions, each followed by a "Long answer text" input field. The questions are: "What have Missy and Dez done in the last 2 years that you would like to see continue?", "How can Missy and Dez better support our staff?", and "How can Missy and Dez better support YOU?(name optional)". On the right side of the survey, there is a vertical toolbar with icons for back, forward, home, and other navigation functions.

Question 1: What have Missy and Dez done in the last 2 years that you would like to see continue?

I really enjoy the positive notes in the office. The feedback on evaluations is very thorough. I appreciate that you attend music department events and take the time to talk to us about them. It means a lot. I like the TL Magazine, it helps me know where to go for tons of info. I really enjoy the positive vibes and kudos to a variety of people in the building. It helps with a sense of community.

Because of the tone you two set, I feel valued and I feel like you've got my back. That's incredibly valuable in terms of making me want to come back to work every day!

I LOVE how supportive and encouraging you are. You truly care about our students, staff, and our building- that is very evident!

Supporting and having the teacher's backs.

I don't feel like you are evaluating me, but elevating me. I see you as a resource for me when I need help, not someone I am constantly worrying about looking good in front of.

Supporting staff both personally and professionally; comforting personalities
Have supported us 100%. Always ready to listen.

Missy and Dez have always been Super Stars in many aspects of administration and leadership.

I love how much support they have given us and the encouragement to try new things!

My Data

Question 2: How can Missy and Dez better support our staff?

Doing a great job from great experience!

You are both awesome - I sincerely mean that!!

continuing to assist staff in improving their teaching

I think you already do a great job of this.

Be more available. The dean position should help.

Be more accessible.

Always communicating everything and the reason why we are doing particular tasks.

I think you do a fantastic job of this.

Come to part of our department meetings occasionally so that we can ask questions

The Dean position will help with the students so you can get into more classrooms.

Question 3: How can Missy and Dez better support YOU?

Keep reminding us to give you feedback or suggestions? Thank you for doing this! I have to tell you that you two are great. I feel really lucky to work with the two of you. I'll confess here that I've been offered two different jobs since last spring, but I've chosen to stay here, largely because of the tone you two set in the school. Thank you for that.

I have been supported superbly thus far!

I really appreciate your willingness to get excited about choir with my kids. They see it and love it.

Thank you for all you do.

I feel very supported by both of you.

Continue to be patient with me as I try to adapt to new technology and other changes in the classroom.

Stop by my classroom at least once a week.

Be more present in classrooms/hallways.

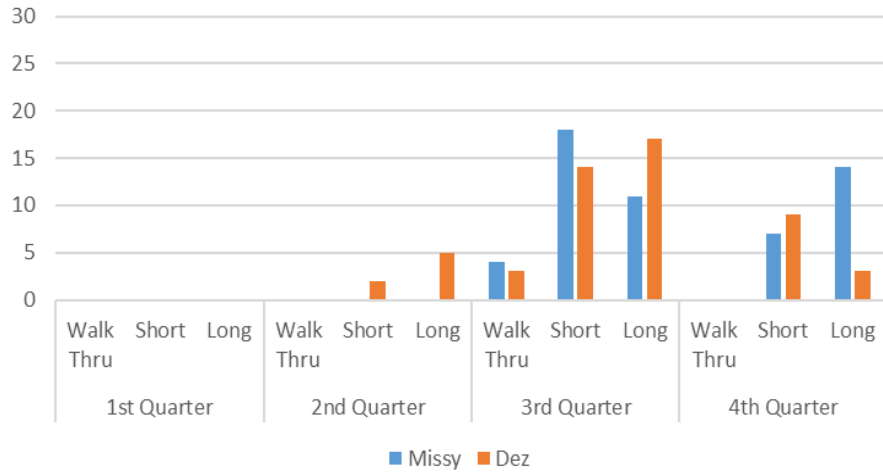
The support has been unbelievable. Just keep doing what you are doing.

Really you are both supportive so thank you.

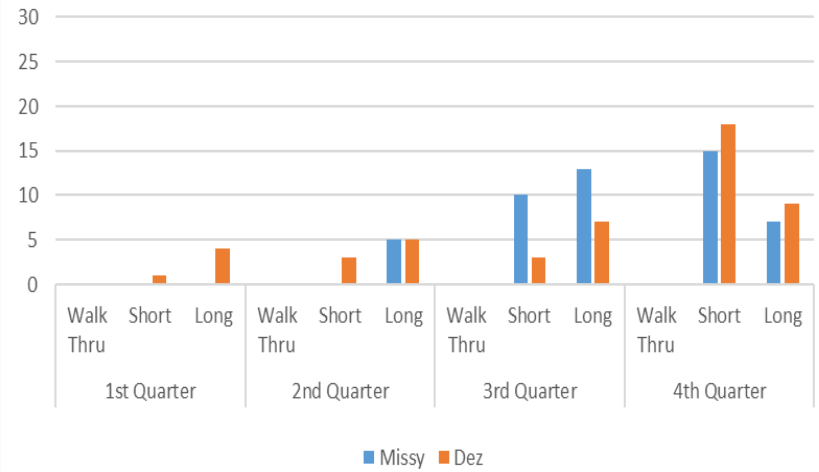
Keep supporting/encouraging me when I try new things!

My Data

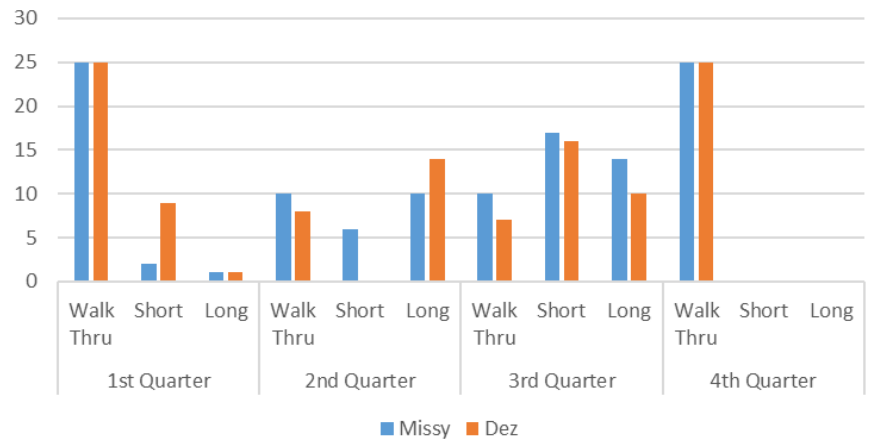
2017-18 Evaluations by Quarter



2018-19 Evaluations by Quarter



2019-20 Evaluations by Quarter



Teacher Reflections

My Data

Over the past several years, administrators were not very present in the hallways or classrooms. It wasn't because they didn't want a presence, but because their workload did not free them up to be in classrooms.

This year, however, there has been a major increase in the presence of our principal and assistant principal. They visited my class room in the first few weeks of school and then completed both my long and short evaluation later on. They have instituted a pineapple chart that we write on to say, "please come visit my classroom, cool things are happening today!" This has also increased their presence in our classrooms.

Carol, Social Studies

I appreciated the effort this year by our administrative team of Dez and Missy to be more visible in our classrooms and hallways. They frequently sat with us on our teacher benches during passing periods to show their support and to answer questions if we had any. In the classroom, their frequent presence was also noticed by students who felt empowered explaining what they were working on in my classroom. My students felt at ease with them, and I feel positive relationships were built as a result.

Laura, Business Teacher

Mrs. Whitehead and Mrs. Swaim visited my classroom many times this school year. They seemed to be quite interested in what my students were practicing in labs. I saw them more this year than in years past. It was nice for my students to see them. Also, they are both available any time when I need them. I got a reply or meeting the same day. I could really feel their support this year.

Emily, Culinary Arts

Teacher Reflections

I absolutely felt like you and Dez were visible in the hallways more this year, as well as stopping by classrooms. I appreciate seeing you ladies in the hallway and as we pass through the cafeteria each day. It was nice of you to stop by my classroom and check out the fun going on during lessons, as well as for special science buddies meetings. It means a lot to me that you and Dez are so supportive of me (and the whole staff!) and my science buddies initiative.. and any project that I'm doing for that matter. The positivity that you and Dez and Dan have brought to our building is amazing. I absolutely LOVE having you 3 as our administrative team- it really sets the tone for a positive, caring, uplifting environment in our building.

Thank you for all that you do- it's VERY appreciated!

Jill, Science

My Data

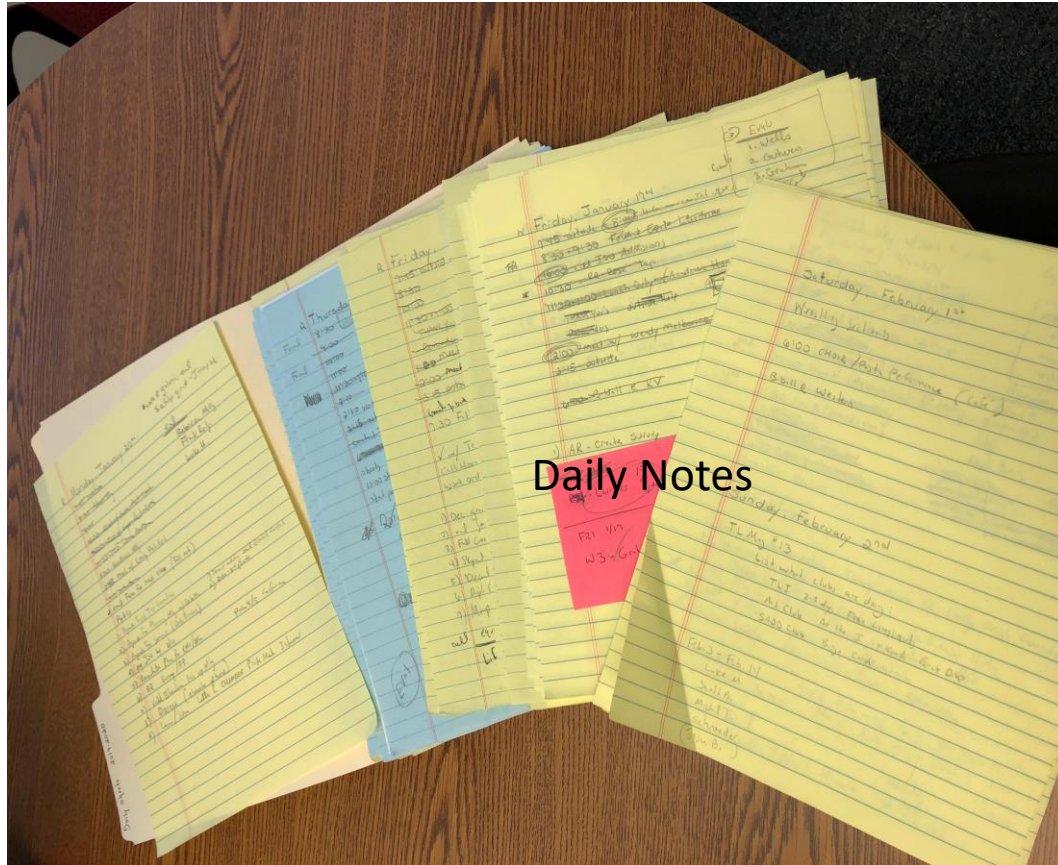
Looking back at this past school year, I definitely noticed that Missy and Dez were in my classroom more than previous years. It was really nice to see them join my class and see the great stuff I was doing with my students. I felt more comfortable asking them advice on what was going on in my room since they already knew what was going on in there. I also felt if I needed them for any reason, I was able to see them more this year compared to previous years. Last year if I popped down to the office for a quick question, but it seemed they were always busy with various tasks/students/meetings. This year they definitely were more available for help and support. I've gone down to the office numerous occasions this past year and have been able to quickly meet with one of the administrators. Overall, I think that both Missy and Dez have been in my classroom and available to me more than in previous years which has helped me personally and professionally.

Rebecca, Science

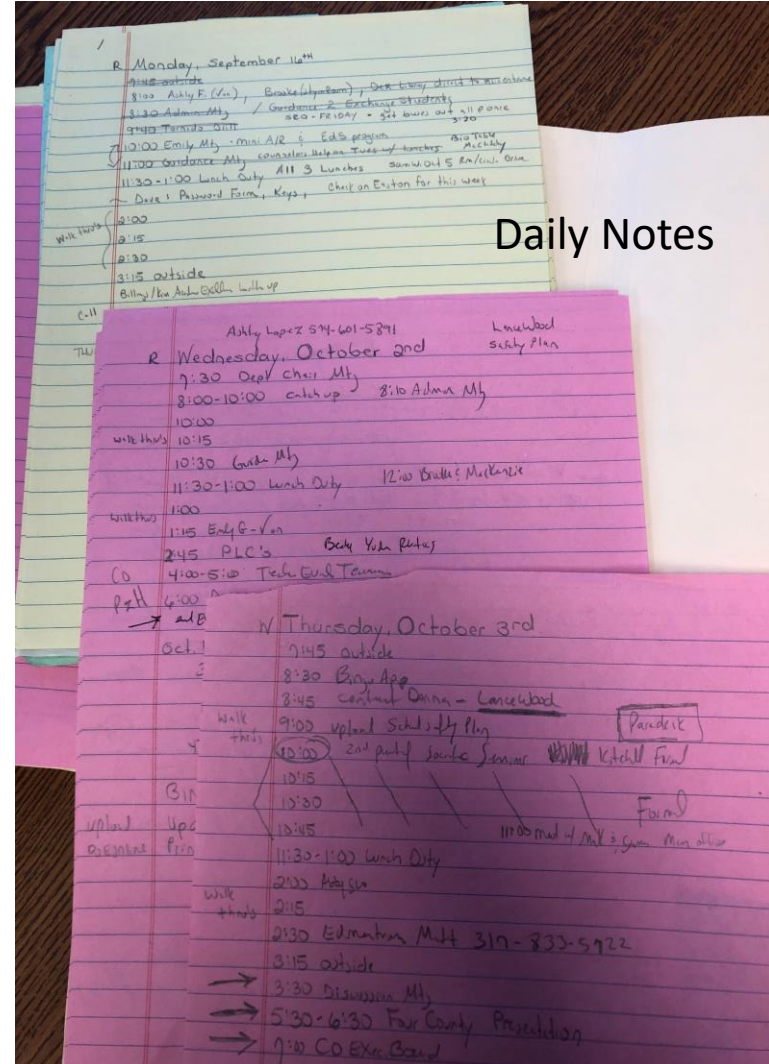
I really enjoyed being able to see Missy and Dez more in my classroom this year. Their presence always helps kids to see how much they really care about everyone in the school. It's always nice to feel important, and I think that kids felt that they were taking an interest in what they were doing. Many of the kids, unfortunately, might only see their principals during a time of trouble; I think that it made those same kids proud of the fact that their principals got to see them during a time of accomplishment. Missy and Dez have always wanted to spend more time with the teachers and the students, but until our school obtained a Dean of Students, that just wasn't possible. I'm really glad that it is possible now.

Mandy, English

My Data



Daily Notes



Daily Notes

My Data

TLHS Administrative Meeting: Monday, January 13, 2020

Missy's Schedule:

- Monday, January 13: **9:45 Admin**
 12:00 W3 Wells Formal Eval
 1:50 Fire Drill
 2:00 Meet w/ Galvin
- o Tuesday, January 14: 8:30 R1 Gutwein Formal Eval
 7pm School Board Mtg
- o Wednesday, January 15: **7:30 School Safety Mtg**
 8:30 W1 Larimer Formal Eval
 2:45 Staff Mtg
- o Thursday, January 16: 9:00 AP-TIP Conference Call
 10:00 R2 Graham Formal Eval
- o Friday, January 17: **Academic Honors Lunch**
 2:00 Mtg w/ PAX Coordinator
 6:00 B-ball @ KV
- Saturday, January 18: Show Choir Invitational

Dez's's Schedule:

- o Monday: **8:10 Drug Testing**
 9:45 Admin Meeting
 10:00 W-2 Harter Formal Eval
 1:50 Fire Drill
 6pm After Prom Meeting
- o Tuesday: 10:00 R-2 Gilbert Formal Eval
 11:15 Mtg
 3:30 work on scoring Formal Evals
 7pm School Board Meeting
- o Wednesday: **7:30 School Safety Meeting**
 8:30 Vought W-1 Formal Eval
 2:45 staff meeting
- o Thursday: 8:30 R-1 Broedel R-1 Formal Eval
 10:00 work on scoring Formal Evals
- o Friday : **9:00 Burden Formal Eval**
 6pm B-ball @ KV

My Data

January 2020					
Monday	Tuesday	Wednesday	Thursday	Friday	
30	December 31	January 1	2	3	
6:00 AM Christmas Break	6:00 AM Christmas Break	6:00 AM Christmas Break	6:00 AM Christmas Break	6:00 AM Christmas Break	
11:30 AM Lunch w/ Teri			4:00 PM wv1	6:00 PM Bball vs Frankfort	
6	7	8	9	10	
6:00 AM Red Day	6:00 AM White Day	6:00 AM Red Day	5:00 AM email Sandy, Shelby & Jason for 1	6:00 AM Red Day	
8:00 AM TLHS CHOIR - Auditorium	8:00 AM TLHS CHOIR - Auditorium	7:30 AM Department Chair Meeting	6:00 AM White Day	8:00 AM TLHS CHOIR - Auditorium	
10:00 AM Start on digital Handbook 2020-	10:30 AM email Leah Red/White Days 2020	7:30 AM Dept Chair Mtg	8:00 AM TLHS CHOIR - Auditorium	8:00 AM Interview Questions w/ Jill Coan	
3:15 PM Meet w/ Laura & Susan (Godlove)	3:30 PM Discussion Mtg	8:00 AM TLHS CHOIR - Auditorium	6:00 PM G Bball vs Central Catholic	2:00 PM Jennifer Moore - potential sped te	
	6:00 PM G Bball vs Frontier	10:00 AM Admin/Band Meeting	7:00 PM Exec Session - School Board	6:00 PM Bball Vs Benton Central	
13	14	15	16	17	
6:00 AM White Day	6:00 AM Red Day	6:00 AM White Day	6:00 AM White Day	6:00 AM White Day	
8:00 AM TLHS CHOIR - Auditorium	8:00 AM TLHS CHOIR - Auditorium	7:30 AM School Safety Committee Meeting	7:30 AM School Safety Mtg	7:30 AM School Safety Mtg	
8:00 AM Drug Testing	8:30 AM Gutwein Formal RT	7:30 AM School Safety Mtg	8:00 AM TLHS CHOIR - Auditorium	8:00 AM TLHS CHOIR - Auditorium	
8:00 AM D Swaim - Main Office Confer	10:00 AM Gilbert Formal Eval R-2	8:00 AM TLHS CHOIR - Auditorium	8:00 AM TLHS CHOIR - Auditorium	8:00 AM TLHS CHOIR - Auditorium	
9:30 AM Call ISU Admissions	1:50 PM S Johnson - Main Office Conf	8:30 AM Vought Formal Eval W-1	8:30 AM Vought Formal Eval W-1	8:30 AM Vought Formal Eval W-1	
20	21	22	23	24	
6:00 AM Red Day	6:00 AM White Day	6:00 AM Red Day	6:00 AM Red Day	6:00 AM Red Day	
8:00 AM TLHS CHOIR - Auditorium	7:00 AM email staff to tune into Wheel for	8:00 AM TLHS Choir - Auditorium	8:00 AM Kaye G. - Standards Review (5/6)	8:00 AM Kaye G. - Standards Review (5/6)	
8:00 AM 20th - 23rd Teacher Recommenda	7:30 AM Field Trip Committee Mtg (1st Mtg	8:00 AM Kaye G. - Standards Review (5/6)	9:00 AM Meeting with Wireless Technolog	9:00 AM Meeting with Wireless Technolog	
1:30 PM Guidance Mtg	8:00 AM High School Choir - Auditorium	9:00 AM Meeting with Wireless Technolog	9:00 AM AP-TIP IN Affiliates Conference C	9:00 AM AP-TIP IN Affiliates Conference C	
	8:30 AM Conrad Formal Eval W1	9:00 AM AP-TIP IN Affiliates Conference C			
27	28	29	30	31	
6:00 AM White Day	6:00 AM Red Day	6:00 AM White Day	6:00 AM White Day	6:00 AM White Day	
8:00 AM TLHS Choir - Auditorium	8:00 AM TLHS Choir - Auditorium	8:00 AM TLHS Choir - Auditorium	8:00 AM TLHS Choir - Auditorium	8:00 AM TLHS Choir - Auditorium	
9:00 AM Revise School Safety Plan (per Ja	8:00 AM J Harrison - Room 112	9:00 AM IFLI - Indy	9:00 AM E Verters - Main Office Confer	9:00 AM E Verters - Main Office Confer	
11:00 AM Final Walkthrough of Camera Ins	9:00 AM Administrative Team Meeting - C	9:00 AM E Verters - Main Office Confer	11:00 AM Meet w/ Emily (go over project)	11:00 AM Meet w/ Emily (go over project)	
4:00 PM Dentist	1:50 PM S Johnson - Main Office Conf	11:00 AM Meet w/ Emily (go over project)			

November 2019					
Monday	Tuesday	Wednesday	Thursday	Friday	
28	29	30	October 31	November 1	2
6:00 AM White Day	6:00 AM Red Day	National FFA Convention	6:00 AM Red Day	6:00 AM White Day	
8:00 AM HS THEATRE - Auditorium	8:00 AM HS THEATRE - Auditorium	6:00 AM White Day	6:00 AM Red Day	8:00 AM HS THEATRE - Auditorium	
8:30 AM Puppies	9:00 AM Administrative Team Meeting - C	8:00 AM HS THEATRE - Auditorium	7:00 AM FFA - Day trip to Indy w/ Royadon	8:00 AM HS THEATRE - Auditorium	
1:00 PM IFLI Regional Meeting - M Whit	1:15 PM Admin Mtg	2:00 PM Meet w/ Galvin, Danielle, & Alicia	7:30 AM National FFA Convention DAY TRIP	10:00 AM Carol - diet coke	
1:00 PM Regional Mtg - Twin Lakes (snack)	1:30 PM Guidance Mtg	2:00 PM Meeting with Mrs. Wright - Roose	8:00 AM HS THEATRE - Auditorium	10:30 AM S Seltz - Main Office Confer	
4	5	6	7	8	9
6:00 AM Red Day	6:00 AM White Day	6:00 AM Red Day	Walk A Thon - TLHS	6:00 AM Red Day	
7:00 AM American Fidelity - Main Office	7:00 AM American Fidelity - Main Office	7:30 AM Department Chair Meeting	6:00 AM White Day	7:00 AM American Fidelity - Main Office	
8:00 AM HS THEATRE - Auditorium	8:00 AM HS THEATRE - Auditorium	7:30 AM Dept Chair Mtg	7:00 AM American Fidelity - Main Office	7:00 AM Veteran's Day Program - C Cor	
8:00 AM Kaye G. - Standards Review (3/6)	8:00 AM Section 125 Mtg	8:00 AM HS THEATRE - Auditorium	8:00 AM HS THEATER - Auditorium	8:00 AM HS THEATER - Auditorium	
8:30 AM Admin Mtg	8:30 AM 1st Long Eval - Susan Manahar	8:30 AM MD - N. Eubank (Main Office Conf	9:00 AM Field Trip/College Visit to Purdue	8:00 AM Drug Testing	
11	12	13	14	15	16
6:00 AM White Day	6:00 AM Red Day	6:00 AM White Day	6:00 AM White Day	6:00 AM White Day	
8:00 AM HS THEATER - Auditorium	6:00 AM Red Day	7:30 AM Social Committee - build saran ba	7:30 AM Social Committee - Auditorium	6:00 AM Red Day	
8:10 AM Admin Mtg	7:30 AM Table & Chairs outside aux gym (f	8:00 AM HS THEATER - Auditorium	7:30 AM CT Appt	8:00 AM HS THEATER - Auditorium	
8:30 AM W1 - Katie Krawczyk - Formal	8:00 AM World Affairs Conference (Auditor	8:00 AM W1 Carol's AP kids	8:00 AM Senior Meeting - J Horlacher - C	8:30 AM Cyberpatriot Rd 2 - Ivy Tech Mont	
8:40 AM Conrad Informal W-1	9:00 AM Circle Drive Doors - unlock	8:30 AM G Dietz - Main Office Conferen	8:00 AM ISTEP MATH Winter Retest R1 an	11:30 AM 1/2 Day - Personal (Indy Trip)	
18	19	20	21	22	23
6:00 AM Red Day	6:00 AM White Day	6:00 AM Red Day	6:00 AM White Day	6:00 AM Red Day	
8:00 AM HS THEATER - Auditorium	7:30 AM Red for Ed (School Closed)	8:00 AM Red Day	8:00 AM White Day	8:00 AM HS THEATER - Fall Play - Audi	
8:00 AM Doug Kingsley - Auditorium	8:00 AM HS THEATER - Auditorium	7:30 AM Social Committee - Build saran ba	8:00 AM Matinee of fall play for RMS	8:00 AM AP Chemistry Field Trip - Purdue	
9:00 AM Nat'l Teacher Appreciation Week (9:00 AM Administrative Team Mtg - CO	8:00 AM HS THEATER - Auditorium	8:00 AM Matinee of fall play for RMS	9:00 AM Nat'l Teacher Appreciation Week (
10:00 AM R2 - Laura Rogers Post-Conf	9:00 AM Administrative Team Meeting - C	9:00 AM Nat'l Teacher Appreciation Week (9:00 AM Senior Meeting - J Horlacher - C	10:30 AM Meet w/ Nick Mendel (windows)	
25	26	27	28	29	November
6:00 AM White Day	6:00 AM Red Day	6:00 AM Thanksgiving Break	6:00 AM Thanksgiving Break	6:00 AM Thanksgiving Break	
8:00 AM Baseball Call Out - Cafeteria	8:00 AM TLHS Band Trip to NY and Philly	8:00 AM TLHS Band Trip to NY and Philly	8:00 AM TLHS Band Trip to NY and Philly	8:00 AM TLHS Band Trip to NY and Philly	
8:00 AM TLHS Band Trip to NY and Philly	8:30 AM FFA Forestry and Entomology CDE	8:30 AM Theatre - Auditorium	8:00 AM TLHS Band Trip to NY and Philly	8:00 AM TLHS Band Trip to NY and Philly	
8:30 AM Theatre - Auditorium	8:30 AM Theatre - Auditorium	9:00 AM email Carmen mid term grade anc	9:00 AM Theatre - Auditorium	9:00 AM Theatre - Auditorium	
8:30 AM Admin Mtg	9:00 AM IFLI Fall Conference	9:00 AM AP-TIP IN Affiliates Conference C			

A large red speech bubble graphic with a white outline, containing the text 'My Discoveries'. The bubble has a tail pointing downwards and to the right. The background of the slide features several concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of motion or a circular path.

My Discoveries

- **Learning Statement One: Intentionally schedule time for classroom visits.**
- **Learning Statement Two: Visibility in classrooms increased our presence, accessibility and overall teacher support.**
- **Learning Statement Three: Increased classroom visits has helped our teachers anxiety about evaluations.**

A red speech bubble graphic with a white outline, containing the text 'Intentionally Schedule Time for Classroom Visits'. The bubble has a tail pointing downwards and to the right.


Intentionally Schedule Time for Classroom Visits

Scheduling evaluation and walk through times on our calendars has increased our ability to get into classrooms. Weekly Administrative Team meetings every Monday also let the other administrators know what they needed to help cover so my assistant principal and I could get into classrooms. We are now able to get into classrooms more regularly throughout the school year and more often (see spreadsheet by quarter).

A red speech bubble graphic with a white outline, containing white text. The bubble has a tail pointing downwards and to the right.

Visibility in classrooms increased our presence, accessibility and overall teacher support.

Visibility and accessibility increased with our presence in classrooms. Through our surveys and conversations, we learned that our teachers wanted us to increase our time in their classrooms. Our teachers wanted us to see the great things that they are doing with their students. They felt that we were more accessible when they saw us in their classroom or going into another teacher's room. Our teachers felt more supported when we were in their classrooms on a more regular basis.

A red speech bubble graphic with a white outline, containing white text. The bubble has a tail pointing downwards and to the right.

Increased classroom visits has helped our teachers anxiety about evaluations.

Our teachers' overall anxiety of us going into their classrooms has decreased. Our teachers have shared with us that their anxiety level of seeing us in their classrooms has gone down this year because they are used to our presence in their classrooms.

Where Am I Heading Next

My assistant principal and I will continue to have weekly meetings so we can share calendars and discuss which classrooms we will be visiting. We will continue to make an intentional effort to get into every classroom at least once the first 9 weeks, get our short and long evaluations completed during the 2nd and 3rd 9 weeks and then get back into everyone's classroom at least once the 4th 9 weeks. The increased presence in classrooms makes us more visible and accessible.

Next year I want to have a more intentional presence with my students. I am planning on setting up a schedule to make a deliberate effort to attend all student club meetings at least one time each semester. Our student clubs meet every Thursday and Friday on a rotational basis twice a month.