Maximizing My Role As Instructional Leader

Southwood Elementary School

Phil Boone

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Background Leading to this Inquiry

- As an administrator, it's all too easy to get wrapped up in tasks that do not have strong correlation to student learning and improving instruction. Being the instructional leader in my building is my most important role.

Purpose of This Inquiry

- The purpose of my action research project is to maximize my time in classrooms observing instruction and engaging in conversations/professional development exercises with teachers that lead to improved instruction. I recognize that there will be organizational and other administrative tasks that will require my time and attention. My goal is to devote the greatest amount of time in each day/week to activities related to classroom instruction.

My Wondering

❖ How can I prioritize my time to demonstrate to my staff that classroom instruction is the most important aspect of my job?

- What is the definition of instructional leadership?
- How much time each day do I spend on organizational/management tasks?
- How much time each day do I spend on on instructional leadership tasks?

My Actions

❑ Defining instructional leadership

  ❑ I asked teachers in my building to provide me with their own definition of instructional leadership.

  ❑ Doing my own research, I created my own working definition of instructional leadership.

  ❑ Using my teachers' ideas as well as my own, for the purposes of this project, I defined Instructional Leadership as follows:

My Actions (cont.)

❑Instructional Leadership is:

❑*Creating an environment whereby student learning is the cornerstone upon which our mission, vision, goals, planning, assessment, and feedback are built.*
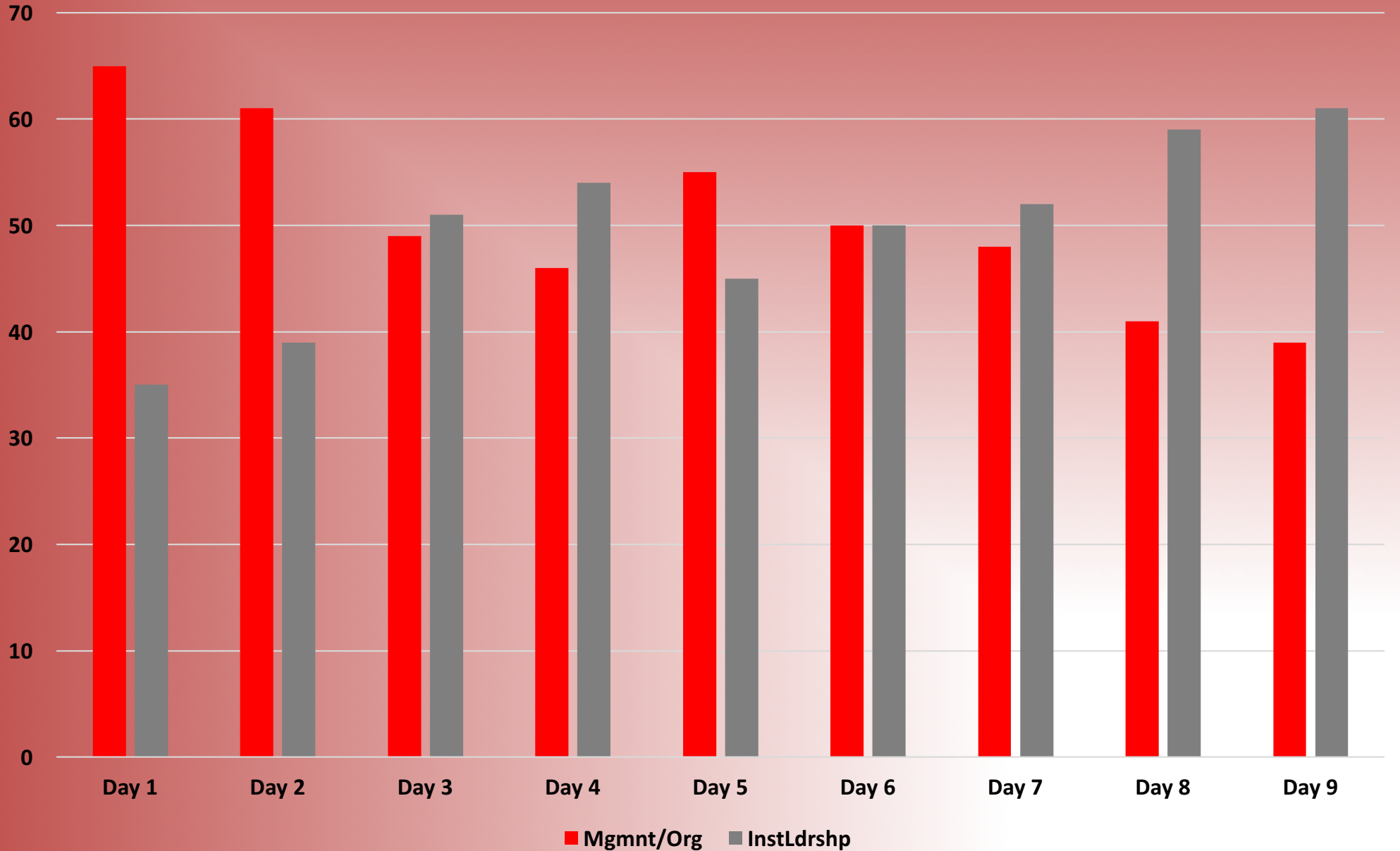
My Actions (cont.)

❑Creating two categories for administrative tasks: Management/Organization and Instructional Leadership.
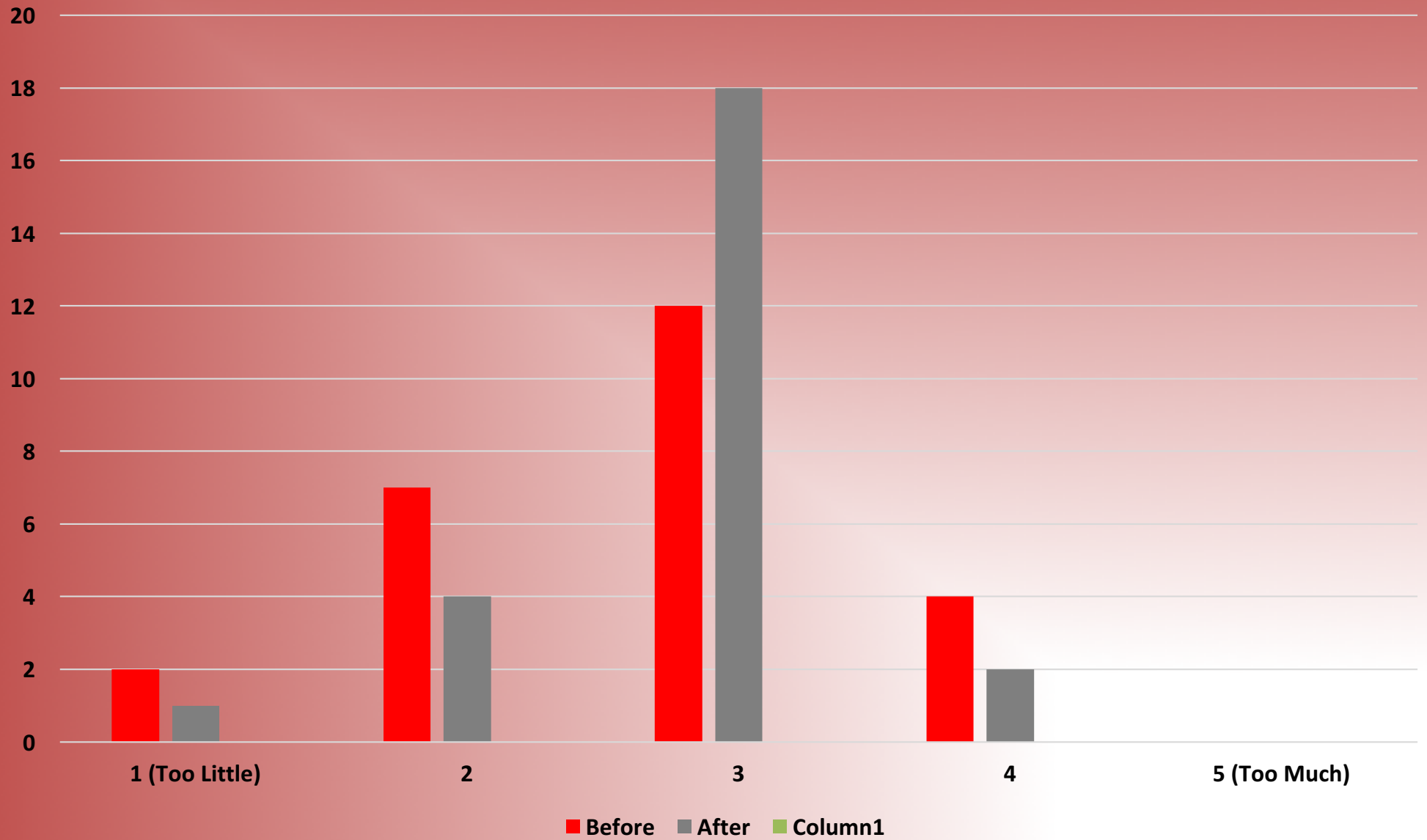
Data Collection

- Teachers provided their own definitions of Instructional Leadership.

- Teachers were surveyed at both the outset and completion of data collection about the amount of time I spend in the classroom setting or engaging staff in activities centered on student learning.

- I kept track of all activities over the course of nine days—activities were categorized as "Management/Organizational" or "Instructional Leadership".

Tracking Administrative Tasks

Legend: Mgmnt/Org (red), InstLdrshp (gray)

Categories: Day 1, Day 2, Day 3, Day 4, Day 5, Day 6, Day 7, Day 8, Day 9

Time Spent On Classroom Visits/Instructional Leadership Tasks

	1 (Too Little)	2	3	4	5 (Too Much)

Legend: Before (red), After (gray), Column1 (green)

My Discoveries

- Learning Statement 1:
  - Tracking my administrative tasks throughout the day motivated me to place greater emphasis on instructional leadership tasks.

- Learning Statement 2:
  - High visibility from the "instructional leader" in the building creates more ownership among teachers in improving instructional practices.

My Discoveries (cont.)

- ➢ Learning Statement 1:
  - ➢ Tracking my administrative tasks throughout the day motivated me to place greater emphasis on instructional leadership tasks.
    - ➢ Over the course of my data collection, time spent on instructional leadership tasks consistently rose above 50% of my time.

My Discoveries

➢ Learning Statement 2:

➢ High visibility from the "instructional leader" in the building creates more ownership among teachers in improving instructional practices.

➢ A greater number of teachers rated my time in the classroom & time spent on instructional practices as adequate at the end of data collection compared to prior to the data collection.

Where Am I Heading Next

"Keep the main thing the main thing."
--Stephen Covey

- ✓ Our students and teachers work hard.
- ✓ Focusing on relationships will leverage my impact as an instructional leader.
- ✓ I will continue tracking/categorizing my tasks for the motivational factor.

Bibliography

- Covey, S. (2013). *The 7 Habits of Highly Effective People, Anniversary Edition*. Simon & Schuster: New York.

- Dana, N. F. (2009). *Leading with Passion and Knowledge*. Corwin: California.

- Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. Routledge: New York.

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Background Leading to My Inquiry (Slide 2)

As an administrator, it's all too easy to get wrapped up in tasks that do not have strong correlation to student learning and improving instruction. Being the instructional leader in my building is my most important role.

The Purpose of My Inquiry (Slide 3)

The purpose of my action research project is to maximize my time in classrooms observing instruction and engaging in conversations/professional development exercises with teachers that lead to improved instruction. I recognize that there will be organizational and other administrative tasks that will require my time and attention. My goal is to devote the greatest amount of time in each day/week to activities related to classroom instruction.

My Wondering (Slide 4)

How can I prioritize my time to demonstrate to my staff that classroom instruction is the most important aspect of my job?
Subquestions:
–What is the definition of instructional leadership?
–How much time each day do I spend on organizational/management tasks?
–How much time each day do I spend on on instructional leadership tasks?

My Actions (Slides 5-7)

❑Defining instructional leadership
❑I asked teachers in my building to provide me with their own definition of instructional leadership.
❑Doing my own research, I created my own working definition of instructional leadership.
❑Using my teachers' ideas as well as my own, for the purposes of this project, I defined Instructional Leadership as follows:
❑Instructional Leadership is:
     ❑*Creating an environment whereby student learning is the cornerstone upon which our mission, vision, goals, planning, assessment, and feedback are built.*
❑Creating two categories for administrative tasks: Management/Organization and Instructional Leadership.

Data Collection (Slide 8)

•Teachers provided their own definitions of Instructional Leadership.

•Teachers were surveyed at both the outset and completion of data collection about the amount of time I spend in the classroom setting or engaging staff in activities centered on student learning.

•I kept track of all activities over the course of nine days—activities were categorized as "Management/Organizational" or "Instructional Leadership".

My Data (Slides 9-10)

Time Spent On Classroom Visits/Instructional Leadership Tasks
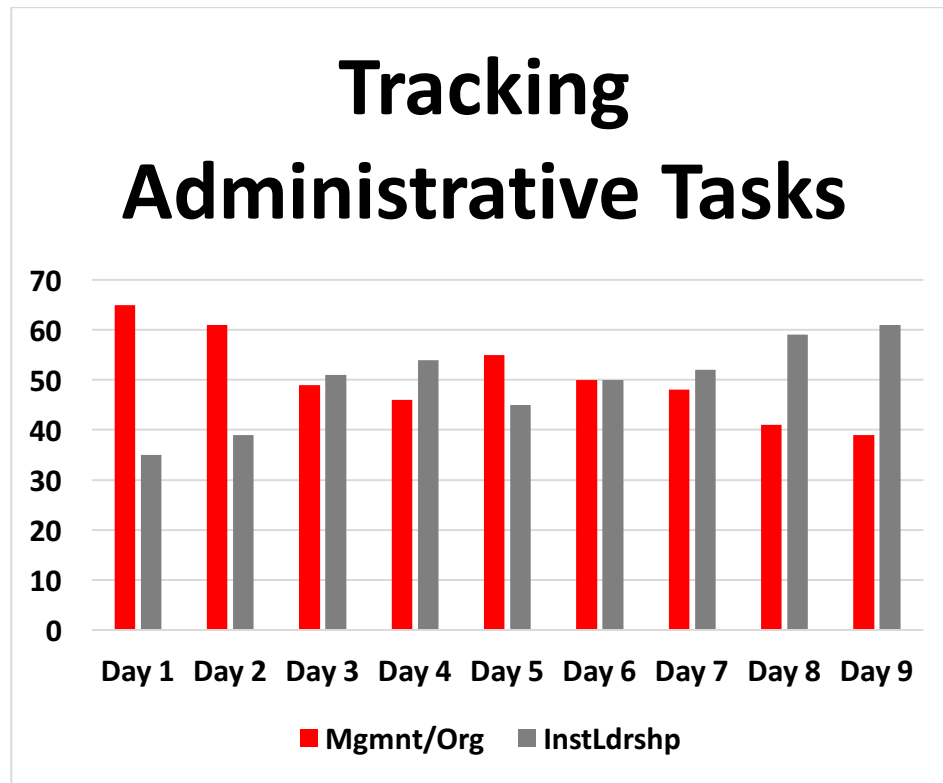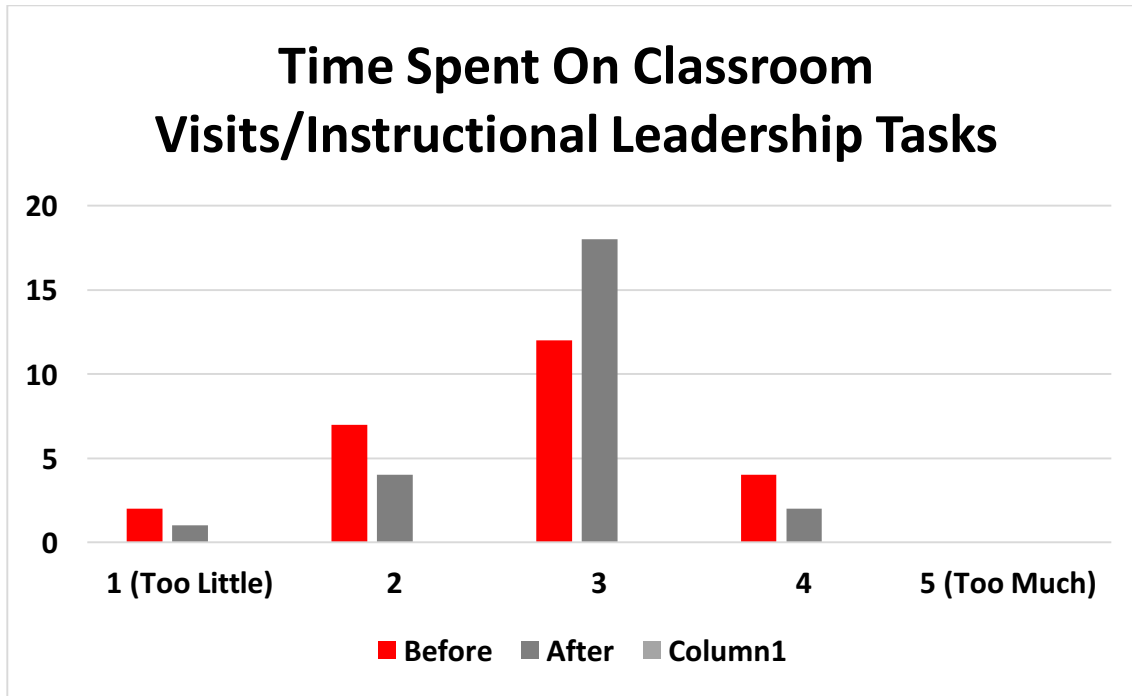
My Discoveries (Slide 11-13)

➢Learning Statement 1:

➢Tracking my administrative tasks throughout the day motivated me to place greater emphasis on instructional leadership tasks.

➢Learning Statement 2:

➢High visibility from the "instructional leader" in the building creates more ownership among teachers in improving instructional practices.

➢Learning Statement 1:

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➢A greater number of teachers rated my time in the classroom & time spent on instructional practices as adequate at the end of data collection compared to prior to the data collection.

Where I Am Heading Next (Slide 14)

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✓Our students and teachers work hard.
✓Focusing on relationships will leverage my impact as an instructional leader.
✓I will continue tracking/categorizing my tasks for the motivational factor.

Bibliography (Slide 15)

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Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. Routledge: New York.