

Missing: Instructional Leader...

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Thea Bowman Leadership Academy
Marisa Simmons, Principal
msimmons@theabowmanacademy.org

BACKGROUND LEADING TO MY INQUIRY



I started my principalship in a K-6 setting in January of 2018. I truly embraced being an instructional leader.



I consistently observed classes, provided coaching sessions, pushed into PLCs, and met weekly with my ILT.



I was promoted to K-12 principal and we combined into one campus all in the course of a year.



I find myself now moving further away from being the instructional leader and becoming more of a manager.

THE PURPOSE OF MY INQUIRY

Therefore, the purpose of my action inquiry was to find balance between being a manager and an instructional leader. In my inquiry I really wanted to:

→ Evaluate my current leadership practices

→ Evaluate how I spend my time daily

→ Determine how I can become an effective instructional leader in a K-12 setting

→ Manage my time to ensure that I fulfill my responsibilities as an instructional leader



**I wondered if I
intentionally plan my
week, will it allow me to
complete my daily
instructional leadership
tasks.**

MY WONDERING



MY ACTIONS

- I scheduled a weekly 1 hour meeting with myself on Fridays.
- I created a color coded system for my Google Calendar so I could visually see where I was spending my time.
- I also created my meeting agenda and daily task list using Google Tasks.
- From there everything was added to my calendar using my coding system.



MY ACTIONS

- Once everything was set up, I followed my calendar for the week and then noted what I completed and didn't complete.
- I attempted to reschedule missed tasks right away. In the event it couldn't, I rolled it over into the next week. I also added any notes to the calendar when tasks couldn't be completed.
- During my Friday meetings, I reviewed the calendar and tasks for the week and planned for the next week.
- I continued the process weekly.



DATA COLLECTION



- I printed out my calendar weekly and then marked off what was completed.
- I counted up all my instructional based tasks and calculated the percentage of completion each week.
- I noted any major events or moments that stopped me from completing tasks and reflected on what could've been done differently.

Simmons Weekly Meeting 21.22

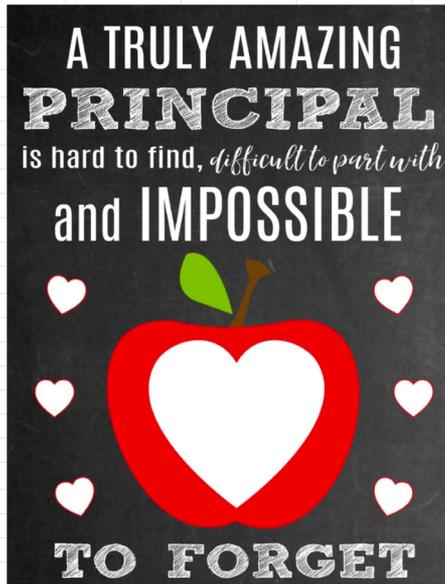
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K21 fx

	A	B	C	D	E	F	G	H	I	J
1	Weekly Meeting Agenda	7th	14th	21st	28th					
2				No meeting						
3	Closing Out Last Week									
4	Put any high priority emails in calendar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
5	Review weekly task list to complete, move, delete	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
6	Review calendar for any follow up communication or action items	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
7	Review Coaching Cycle data & schedule observations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
8	Clean up email inbox, empty junk & trash	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
9	Return any phone calls	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10	Clean off table and desk, file all paperwork	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
11	Prepare for Next Week									
12	Schedule Sunday News	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
13	Complete BLT form	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
14	Schedule ILT email about weekly expectations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
15	Create meeting or huddle agendas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
16	Create and finalize new task list	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
17	Finalize next week's calendar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
18	Prepare any materials for meetings, events, or activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
19	Prepare for Next Week-Personal									
20	Decide personal tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21	Meal plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22	Plan workouts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
23	Schedule appointments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
24		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
26		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

+ [Menu] January February March April May



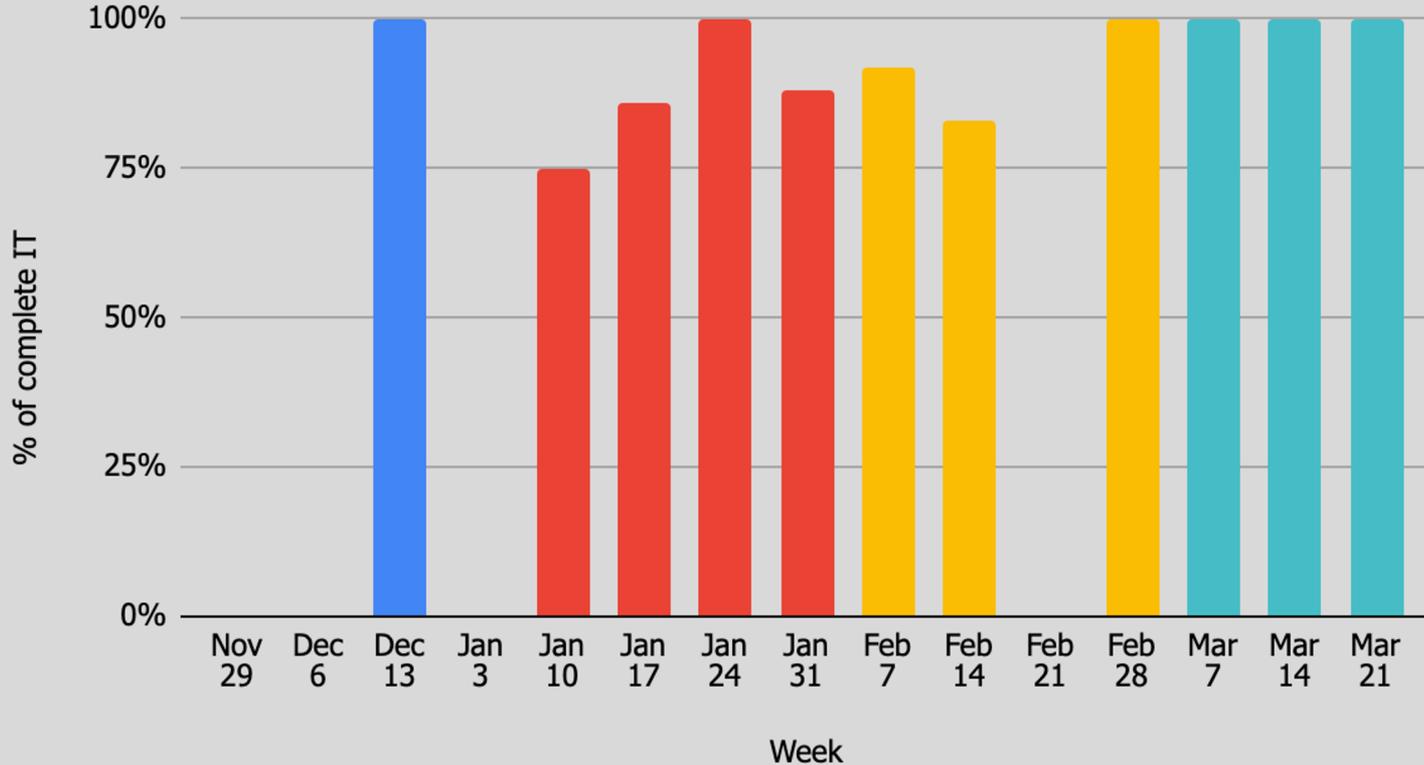
Meeting w/Myself Agenda & Checklist

	Mon 3/21	Tue 3/22	Wed 3/23	Thu 3/24	Fri 3/25
	IN: F&P BAS#3 New Staff Orientation (FYI for				
7am	Mead, Baker & Haggad out				
8am	Morning Arrival (K-8 til 8:00)	Morning Arrival (K-8 til 8:00, 9-12 til 8:30)	Morning Arrival (K-8 til 8:00, 9-12 til 8:30)	Morning Arrival (K-8 til 8:00, 9-12 til 8:30)	Morning Arrival (K-8 til 8:00, 9-12 til 8:30)
9am	Annual IEP ?	Glenn obs. 8:40am - 8:45am		Trine University Field Trip 7am - 4pm	Glenn 8:30 - 8:45 ✓
10am	Hoyles. Combs CTE (Zoom) 9:30am -	Physics Teacher interview	TBLA Site Visit 3401 W 5th Ave, Gary, IN 46406 9am - 2pm	Tillman class presentation ✓	Fenton obs. 9:45am -
11am	Thea	Continued investigation & parent calls	504 ?	Fenton obs. 9:45am ✓	Robinson obs. 9:45am -
12pm	Coney obs. 11:25am - 11:30am ✓		Taylor	NLPS Meeting 11:00am	Staff member in crisis
1pm	Case Conference ?	March Madness Game 12:10pm - 1pm	CTE-TB	TBLA: I-Team & SPED Bi-Weekly	Hines obs. ✓
2pm	March Madness	March Madness Game 1:05pm - 1:55pm	March Madness Game		Case ?
3pm	Dismissal 3pm - 4pm	Dismissal 3pm - 4pm	Dismissal 3pm - 4pm	Counseling Department PLC ?	Robinson 2:55 ✓
4pm	HS Fight - started investigation	Flex Teacher Interview			Meeting with Myself 4:30pm - 5:30pm
5pm					
6pm					
7pm	PTA Monthly Meeting				
8pm					
9pm					

Annotated Calendar

Annual IEP Meeting
 Phone Numbers (US) [Redacted]

Weekly Percentage of Completed Instructional Tasks





MY DISCOVERIES

Learning Statement One:

- I learned that I have to plan everything in order to accomplish my weekly goals.
- My calendar keeps me together. As long as the task was scheduled, I for the most part completed them.
- When I buckled down and implemented the plan in January, I began to see that I could accomplish my tasks.
- By March, I actually completed all of my tasks daily and weekly.



MY DISCOVERIES

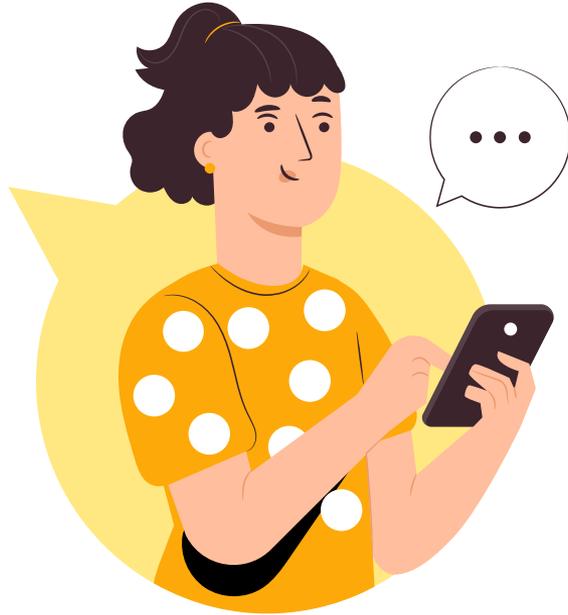
Learning Statement Two:

- I learned that I have to prioritize instructional goals by creating sacred time for task completion.
- During my reflection on incomplete tasks, I noticed that I didn't always respect the time I set in place.
- I really had to condition my mind, and my team, to understand that certain times are non-negotiable and I am not to be disturbed during those times unless it was an absolute emergency.

WHERE I AM HEADING NEXT

- This project really helped me to get organized and be more intentional about using my time wisely. Oftentimes, as school leaders, we spend more time dealing with the day to day operations that we forget about the tasks that help us to meet our instructional goals.
- By scheduling my entire day, I was able to accomplish so much more. I didn't find a perfect balance between instructions and management, but instead I found a system that works for me and is pushing me in the right direction for instructional leadership.



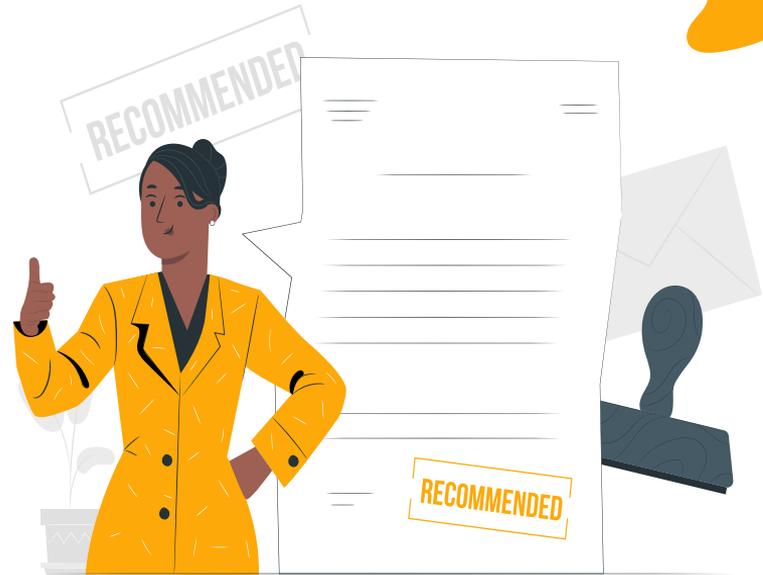


- I will definitely continue the meetings with myself and plan my weekly tasks.
- I will begin my comprehensive calendar for next year this summer.
- I want to dig deeper into The Together Leader text and pull out strategies to help me stay organized.

WHERE I AM HEADING NEXT

BIBLIOGRAPHY

Heyck-Merlin, Maia. (2016). *The Together Leader*. California: Jossey-Bass.





Missing: Instructional Leader...If Found Please Return.

Principal Name: Marisa Simmons

School Name: Thea Bowman Leadership Academy

Principal's Email Contact: msimmons@theabowmanacademy.org

Background Leading to My Inquiry (Slide 2)

Thea Bowman Leadership Academy is a K-12 charter school located in Gary, IN. From 2007 to 2020 we occupied two campuses, K-6 and 7-12, about a mile apart. In 2018, I was promoted to principal at the K-6 campus. I truly embraced being an instructional leader. I consistently observed classes, provided coaching sessions, pushed into PLCs, and met weekly with my Instructional Leadership Team.

In 2019, I was promoted to K-12 principal over both campuses, which was VERY new to me. In 2020, the school board decided to combine us into one campus. Due to the pandemic, this year was our first time together under one roof as we were hybrid the previous school year. I find myself now moving further away from being the instructional leader and becoming more of a manager. The things that I did before I just find myself not having the time to do. I really struggle to split my time between instruction and management.

The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action inquiry was to find balance between being a manager and an instructional leader. In my inquiry I really wanted to:

- Evaluate my current leadership practices
- Evaluate how I spend my time daily
- Determine how I can become an effective instructional leader in a K-12 setting
- Manage my time to ensure that I fulfill my responsibilities as an instructional leader

My Wondering (Slide 4)

With this purpose, I wondered if I intentionally plan my week, will it allow me to complete my daily instructional leadership tasks.

My Actions (Slide 5 & 6)

This past summer I attended a training entitled The Together Leader: Plan, Prioritize and Protect Your Time. The sessions, and book, truly focused on being organized or as they say "together". The key takeaways for me was creating a comprehensive calendar, developing weekly tasks lists, and intentionally scheduling out the day.

Following the PD, I was excited and ready to get organized. I scheduled a weekly 1 hour meeting with myself on Fridays. During this time the goal was to reflect on my week and plan for the upcoming week. I created a color coded system for my Google Calendar so I could visually see where I was spending my time. I also created my meeting agenda and daily task list using Google Tasks. From there everything was added to my calendar (arrival/dismissal, observations, district meetings, training, events, etc.) using my coding system. By using Google Tasks, I was able to create lists with completion dates and times that were automatically added to my calendar.

Once everything was set up, I followed my calendar for the week and then noted what I completed and didn't complete. I attempted to reschedule missed tasks right away. In the event it couldn't, I rolled it over into the next week. I also added any notes to the calendar when tasks couldn't be completed. During my Friday meetings, I reviewed the calendar and tasks for the week and noted what was completed and rescheduled incomplete tasks. I then planned for the next week and continued the process weekly.

Data Collection (Slide 7)

To better understand what I was actually completing, I printed out my calendar weekly and then marked off what was completed. I counted up all my instructional based tasks and calculated the percentage of completion each week. I noted any major events or moments that stopped me from completing tasks and reflected on what could've been done differently.

My Data (Slides 8-14)

My data display shows examples of my calendar (before & after), the printed annotated calendar, meeting with myself agenda, and a reflection excerpt. The chart shows the percentage of tasks completed over a period of four months.

My Discoveries (Slides 15-16)

- Learning Statement One: I learned that I have to plan everything in order to accomplish my weekly goals.
- Learning Statement Two: I learned that I have to prioritize instructional goals by creating sacred time to task completion.

Learning Statement One: I learned that I have to plan everything in order to accomplish my weekly goals. My calendar keeps me together. As long as the task was scheduled, for the most part I completed them. In December, I started the calendar, but didn't follow through with planning or the Friday meeting. I only completed all tasks once that month. When I buckled down and implemented the plan in January, I began to see that I could accomplish my tasks as long as I stuck to the plan as best I could. By March, I actually completed all of my tasks daily and weekly.

Learning Statement Two: I learned that I have to prioritize instructional goals by creating sacred time for task completion. During my reflection on incomplete tasks, I noticed that I didn't always respect the time I set in place. I would push things to the side if a parent showed up, a teacher needed me, a student wanted to talk or even if district leadership asked if I was busy. I really had to condition my mind, and my team, to understand that certain times are non-negotiable and I am not to be disturbed during those times unless it was an absolute emergency.

Where I Am Heading Next (Slides 17-18)

This project really helped me to get organized and be more intentional about using my time wisely. Oftentimes, as school leaders, we spend more time dealing with the day to day operations that we forget about the tasks that help us to meet our instructional goals. By scheduling my entire day, I was able to accomplish so much more. I didn't find a perfect balance between instructions and management, but instead I found a system that works for me and is pushing me in the right direction for instructional leadership.

I will definitely continue the meetings with myself and plan my weekly tasks. I will begin my comprehensive calendar for next year this summer. I want to dig deeper into *The Together Leader* text and pull out strategies to help me stay organized.

Bibliography (Slide 19)

Heyck-Merlin, Maia. (2016). *The Together Leader*. California: Jossey-Bass.