



Identifying Priority Time for Instructional Leaders

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Addresses Nebraska Effective Principal Practice #3: Instructional Leadership

Project Overview

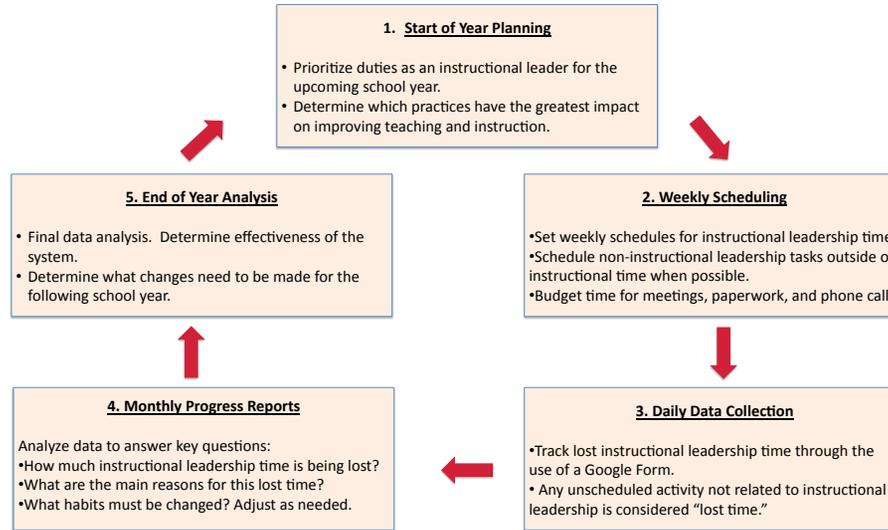
How a principal utilizes his or her time has a great impact on the direction of the school they lead. The role of the principal has expanded significantly in recent years. With the increased number of demands, it can be difficult for any principal, especially one that is new to the profession, to effectively prioritize their time as an instructional leader.

Any task that does not fall under the umbrella of instructional leadership should not be a high priority for a principal during the school day. The paperwork, meetings, and phone calls are important, but they can also be distractions from the principal's primary role: improving instruction and learning.

Project Goals:

- Prioritize the principal's time. Schedule time for instructional leadership activities while setting aside tasks that can be completed outside of the school day.
- Schedule time during the week for phone calls and paperwork in order to minimize conflicts with instructional leadership duties.
- Track lost instructional leadership time. Analyze this data to more effectively meet the needs of teachers and students.

Action Plan & Timeline



Review of Literature

The Wallace Foundation (2012) found that principals are more likely to "make a real difference for students" when they dedicate their time to activities in the following leadership categories:

- Shaping a vision for academic success for all students, based on high standards
- Creating a climate hospitable to education
- Cultivating leadership in others
- Improving instruction to enable teachers to teach at their best and students to learn at their utmost
- Managing people, data, and processes to foster school improvement

Hornig & Loeb (2010) concluded that strong instructional leaders are "hands-on leaders, engaged with curriculum and instruction issues, unafraid to work directly with teachers, and often present in classrooms."

Fullan (2014) asserts that "The principal needs to become a balanced leader – minimizing the counterproductive actions and specializing in the generative actions that yield positive results."

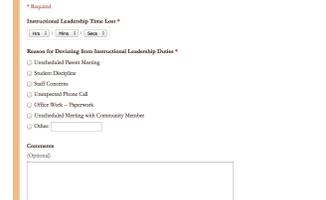
Being an effective instructional leader takes time, a precious commodity that is often in short supply due to student discipline, staff concerns, meetings, and other necessary, yet time-consuming tasks. Before a principal can be an effective instructional leader, they must "first need help in recognizing how they actually spend their time each day and week (Cummins, Gill & Mitgang, 2013)."

Resources

1. Daily teaching schedule: prioritize time according to instruction
2. School, district, and personal calendars: budget for previously scheduled events
3. Google Form for tracking lost instructional leadership time



Lost Instructional Leadership Time



4. Smart phone or tablet: easy and quick access to the form for tracking data



References

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