



Reflect on how you spend your time each week.

Create a pie chart breaking down how you spend your time during an average week.

Time Management: Prioritizing Teacher Observations & Feedback

Nevada Early Childhood Leadership Series

Session 2

Session Objectives

- Articulate the importance of prioritizing classroom observations as a key lever for improving teacher and student growth
- Describe high-impact strategies for time management
- Plan major elements of your weekly schedule using the Leader's Action Planning template

Leader Development Goals

Based on your self-assessments, it is clear that you as leaders recognize the need for increased confidence in conducting observations with strong, aligned feedback.

On leader self-assessments, the indicators mostly closely associated with observations and feedback were scored lowest overall (averaging about a 3.7 out of 5)

Focus Area: Prioritize the development of teachers through effective observation, clear feedback, and coaching

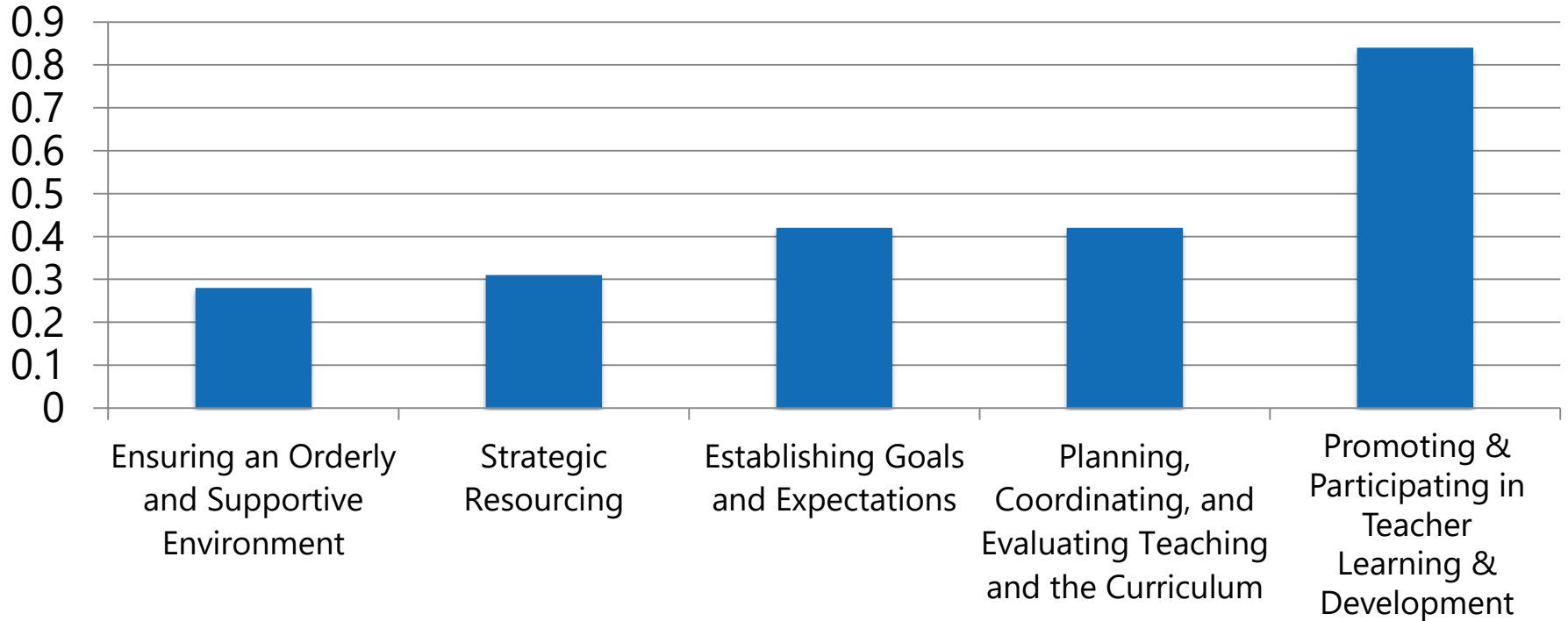
Goal: Increase **the quantity of observations** teachers receive and the **quality of the feedback** they receive.

✓ **Measure 1:** On an end of year survey, teachers report an **increase in the number of observations** they receive, with an **average of 3 observations per teacher** for most teachers by end of the series.

✓ **Measure 2:** On end of year survey, more teachers report that the **feedback they receive from their leader is high quality.**

The Leadership Effect on Student Outcomes

Effect on Student Outcomes



Source: Robinson, V. M. J., Lloyd, C.A., & Rowe, K. J. *The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types*. 2008.

KEY IDEA

Teachers are like tennis players: they develop most quickly when they receive frequent feedback and opportunities to practice. By receiving frequent observations and feedback, a teacher can develop as much in one year as most teachers do in twenty.

Why Is Time Management a Challenge?



Leading a center/school requires time. Some of the obstacles leaders have shared that prevent them from conducting observations include:

- Parent-requested meetings
- Addressing student behavior
- Issues with staff
- Kitchen/meal issues
- Bathroom accidents
- Paperwork
- Bus/transportation issues
- Other?



- 1 Determine your priorities
- 2 Plan your calendar
- 3 Defend your time

Step I: Prioritize



Using your vision as a guide, develop a list of everything you need or want to accomplish in an average week, then identify your top 2-3 priorities.

- Observations
- Feedback
- Professional Development
- Parent/Student Interactions
- Meetings
- Scheduled Administrative Duties

These priorities should determine where and how you are spending your time.

1. Shorter visits
2. Observation blocks
3. Locked in feedback/coaching meetings
4. Smart scheduling
5. Finish your notes and ratings while in the classroom (or immediately after!)
6. Delegate, when possible

Making Weekly Observations Work: The Math



- 15 teachers a week
- One classroom observation per week: 15 minutes
- Total minutes of observation per week: $15 \text{ teachers} \times 15 \text{ minutes} = 225 \text{ minutes} = \text{less than four hours}$
- One feedback meeting: 15 minutes
- Total minutes of feedback meetings: $15 \text{ teachers} \times 15 \text{ minutes} = 225 \text{ minutes} = \text{less than four hours}$
- One prep session for each feedback meeting: 15 minutes
- Total minutes of prep sessions: $15 \text{ teachers} \times 15 \text{ minutes} = 225 \text{ minutes} = \text{less than four hours}$
- **Total hours devoted to teacher observation and feedback: 12 hours**
- **Percentage of leader's time: 27% (if working a 45-hour week—the percentage is even smaller if you tend to work 50+ -hour weeks.)**



Respond to the following questions:

- What percentage of your teachers currently get feedback more than twice a month?
- What percentage of your time is currently devoted to developing your teachers' instructional expertise?

Post-It Note Activity: Building Weekly Schedules

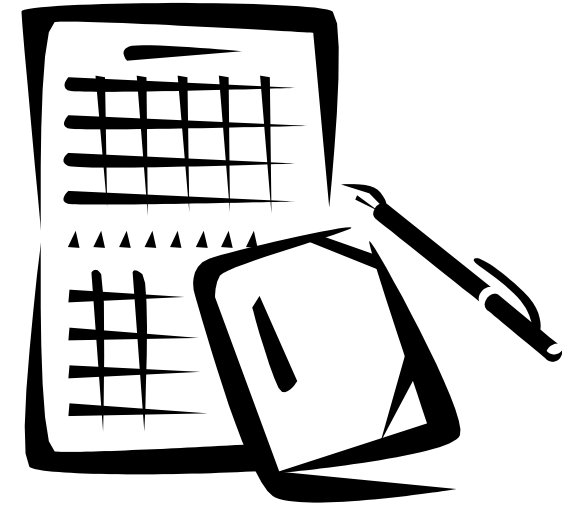
1. Time with Parents and/or Students

2. Observation and Feedback Sessions

3. Meetings

4. Operations (non-instruction/office)

5. Personal Work Time



Even with the best-planned calendar, it is rare that it is executed faithfully. For everyone, in any given week, unexpected tasks arise. For many, using the calendar at all requires some changes in habits. To overcome these real-life difficulties, school leaders use a variety of strategies, such as these:

"Things come up." – Every day brings many interruptions and competing priorities, which can throw off your calendar. To reduce these interruptions, make it clear to other staff when it is your "sacred time" for classroom observation or feedback conferences. Make clear who your "deputy" is for pressing issues during these times. Also, don't be afraid to have some "closed door" time in your normally "open door" schedule.

"The plan is wrong." – It will take a while to be able to estimate the time requirements of observing all of your teachers. To improve over time, track your actual time spent vs. your original plan, and adjust accordingly for the next week.

"The plan isn't used." – Many folks are not accustomed to using a calendar for their time. Some leaders use shared calendars not only to coordinate with other administrators, but also to be held voluntarily accountable for "sticking to the plan." Many leaders from Cohort 1 chose to post their large calendar in a place that was visible to teachers and families.



What is your biggest takeaway about managing your time to prioritize observations and feedback?

What are the biggest improvements you need to make to your schedule and/or time management to spend more time on teacher development?

What challenges are you still concerned about?