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# Preface

A classic, high-powered muscle car came to a screeching halt at a country crossroad. The driver shouted to an old fellow sitting on the front porch of a run-down house: "Can you direct me to Falls City, sir? I'm lost and I don't have much time." "No I can't," the elderly man replied. "Then which road to Karnes City; can't you tell I'm losing precious time?" the driver asked. "Can't rightly say," answered the old timer. "You don't know much, do you?" asked the young man sarcastically. "No, I don't know much," replied the old man. "But I'm not the one who's lost and wasting valuable time!"

Sometimes it seems school principals are lost when it comes to finding time to properly administer the instructional program in ever-changing schools where technology is continuously advancing and the digital age seems to surpass everyone with each ticking second. Principals ask for directions but all too frequently find themselves bewildered, overwhelmed by the daunting task of playing catch-up, and out of time in a world where keeping all the plates spinning, lest they topple, leaves a campus leader with nothing more than an afterthought—"I guess I'd better pick up the shattered pieces."

You think to yourself, "Life as a school leader has to be more than picking up the shattered pieces." Then you reflect, "I don't have time, and even if I did, I don't know where I'm going!" If you find yourself lost as an instructional leader in this digital age, and you can't seem to manage the time you have, and you are unable to find the time you've either lost or wasted, then *The Principal's Guide to Time Management: Instructional Leadership in the Digital Age* can help. Consider the adage "You'll never leave where you are until you decide where you'd rather be!" Where would you rather be, where would you rather lead? How about starting from where you are, but with the right tools to best manage valuable but ever-escaping time? This book has been purposefully written to provide school principals with the right tools to manage time—tools such as instructional leadership expertise and technological skills essential in this digital age. Both are critical to effective and efficient time management.

Principal leadership has changed dramatically in recent decades. Reasons for changes in principal roles and responsibilities vary, but most are attributed to the accountability movement, requirements to improve instruction and increase student achievement, the extensive expertise demanded as a technological leader, and of course, the continued need to serve as the campus manager, maintaining facilities, managing student conduct, supervising personnel, administering budgets, and playing politics with district administration, policy makers, parents, business leaders, and community members.

Recall the vintage Oldsmobile commercial (check the YouTube site: [www.youtube.com/watch?v=1TFRxwmMwg4](http://www.youtube.com/watch?v=1TFRxwmMwg4)) with former Beatle Ringo Starr saying to his daughter, Lee, "This is not your father's Oldsmobile"! Well, this is not your father's principalship. More than ever before, effective time management, enhanced instructional capacity, and increased digital proficiency dictate the principal's role.

When it comes to time and the act of managing time for self and the benefit of others, *The Principal's Guide to Time Management: Instructional Leadership in the Digital Age* prompts an epiphany: "Sometimes I have to forget the time lost, appreciate the time that remains, and look forward to making the best of the time that is coming." In reality, isn't that what every principal desires? Take this challenge: Use your time efficiently and read this book. Learn how to become a stronger instructional leader, a better technological expert, and an exceptional manager of increasingly valuable, but fleeting, time!

To enhance this book's usefulness as a desk resource, it has been purposely organized into topic-focused chapters. Each chapter begins with an appropriate quote and general overview, and includes numerous visuals, tables, and relevant segments such as *Pause and Reflect* scenarios, brief vignettes, the *Silent Time Thief* segments, *Ralph and Alice* cartoons, and chapter-concluding *Self-Reflection* activities as well as other relevant and timely examinations and discussions.

Chapter 1, "Time Management and Your Leadership," serves as an introduction to the text, reflecting on effectively and efficiently managing time through lenses incorporating the new Professional Standards for Educational Leaders. The standards fall into the six categories, or lenses, of Vision, Mission, and Time; Leading, Teaching, Learning, and Time; the Learning Organization and Time; Collaboration and Time; Ethics, Integrity, and Time; and the 21st Century Education System and Time. The chapter concludes with a case study application and a self-reflection on your time management, and it introduces our *Time Management Self-Assessment Instrument* (TMSI).

Chapter 2, "Vision, Mission, and Time," reviews the heart of student academic success and explores the connection and influence of time upon an organization's vision and mission. The first of the new Professional Standards for Educational Leaders and its accompanying elements

provide the framework for examining vision and mission. Theory connects with practice as this chapter presents *A Voice From the Field* (a conversation with a school superintendent) along with sections covering the development and writing of SMART goals and how time management and campus planning go hand in hand. Vision and mission are examined from a digital-age perspective, as the chapter incorporates seven habits for tech-savvy leaders. This chapter includes an examination of personal time management tips and their use and effectiveness. It concludes with a case study application: *The Madge Simon School*.

Chapter 3, “Leading, Teaching, Learning, and Time,” examines methods by which a principal can best manage time as the campus instructional leader. The chapter investigates principles of instructional capacity and how to maximize student learning by presenting research-based instructional designs, enhancements, and time-oriented interventions. The chapter concludes with a process for saving time when time counts, followed by a case study application, *Death by Meeting!*

Chapter 4, “The Learning Organization: Culture, Climate, Technology, Safety, and Time,” showcases methods by which a principal can create a positive climate and an open, time-efficient culture. This chapter provides step-by-step, how-to time-saving examples. A means for creating effective and efficient campus operations and management is revealed, and a section is devoted to school safety and technology and how each can save time and lives. The chapter concludes with a case study application, *As the Sun Sets Slowly in the West, or How to Develop a Learning Community*.

Chapter 5, “Collaboration and Time: Two Keys to Instructional Success,” reflects upon a 21st century expectation of principals—collaboration with all stakeholders. Numerous collaborative and time management techniques are examined, and the chapter concludes with the case study application, *If All the Feedback Is So Positive . . . ?*

Chapter 6, “Ethics, Integrity, and Time,” discloses the strong existing and interwoven relationships among ethics, integrity, moral character, and the 2015 Professional Standards for Educational Leaders, which create expectations that all principals must follow. The chapter begins with an examination of the Professional Standards for Educational Leaders using the Sorenson-Goldsmith Integrated Budget Model. Readers will recognize the essential connection between ethics, integrity, and time, on the one hand, and their campus budgeting process, on the other. Additionally, the chapter provides a school leader’s thoughts on integrity, ethics, and time in another *A Voice From the Field* segment. Professional behavior, personal integrity, and appropriate ethical and moral conduct must be defining qualities of all principals. These leaders show respect, exhibit honesty, resist temptations, and provide service. Nothing less will do! The chapter includes a vignette, *The Concerned Parents Meeting*, and concludes with a case study application, *The Texting Coach*.

Chapter 7, “The 21st Century Education System: Improvement, Time, and Technology,” explores the role of public education today with a serious emphasis on continuous school improvement, initiating systemwide change, and preparing exceptional lessons—a time-saving means of promoting mutual accountability. Time is showcased as it relates to instructional leadership and teaching and learning, including the need for principals to provide the right professional development at the right time. Additionally, time-saving technological applications are evoked throughout the chapter, which concludes with a case study application, *Has Our School eVolved?*

Chapter 8, “Technology: Staying a Step Ahead of the *Silent Time Thief*,” investigates the process of adopting new technologies and the associated time requirements, and provides an examination of the critical implementation curve. Additionally, the chapter proposes recommendations school principals must consider regarding potential technological and digital adoptions. The reader is provided a crash course in time management relative to digital organization, which details five time management tips integrated with technology. The reader also gains essential information about working with digital tools that allow school principals to “save time and make hay!” Numerous screenshots of digital applications aid the reader in avoiding the *Silent Time Thief*. The chapter reveals how technology can improve instruction and leadership capacity and concludes with a case study application, *A New Leader, an Old Problem: How to Integrate Technology Into a School's Culture*.

Important elements of the book include

- The *Time Management Self-Assessment Instrument* (see Chapter 1),
- Discussion questions,
- Case study applications and questions,
- Technological and digital applications, and
- References.

Managing time can be a daunting task. A study by the Society for Human Resource Management (2009) revealed that 70% of Americans fail to effectively and efficiently manage time.

Principals are no different. Finding time, making time, and using time—all are issues that campus leaders can relate to. Time is a precious commodity. However, *The Principal's Guide to Time Management: Instructional Leadership in the Digital Age* proves time can be captured by principals and used most efficiently and effectively.

The authors of this text certainly understand the issue of time and are sensitive to its many constraints. The authors have “been there and done that,” as they are former school administrators with a combined 93 years of experience in the public school and higher education arenas, and they have extensive practical experience managing time in service as instructional leaders in the digital age. This experience has enabled them to create

a text that provides the necessary skills, relevant information, and functional tools needed to promote and incorporate time management, instructional leadership, and technological ideals into real school applications.

## SPECIAL FEATURES OF THE BOOK

Three special features are interwoven throughout the book:

1. The Professional Standards for Educational Leaders (PSEL) 2015;
2. *The Silent Time Thief* series; and
3. The *Ralph and Alice* cartoon sequences.

The newly adopted PSEL 2015, previously the Interstate School Leaders Licensure Consortium (ISLLC) Standards, were approved and adopted by the National Policy Board for Education Administration on October 22, 2015, and the full standards and elements were published in November 2015. These ten standards and their accompanying 83 elements are possibly first introduced in book format in *The Principal's Guide to Time Management: Instructional Leadership in the Digital Age*. This is an important distinction, as these new standards are cutting-edge criteria and models for practicing educational leaders.

The standards are designed to ensure that district and campus leaders, as well as university principal preparation programs, are able to improve student achievement; meet new, higher expectations; and receive essential support. The new 2015 Professional Standards for Educational Leaders were developed to guide preparation, practice, support, and evaluation for school leaders.

While adopting the standards is voluntary, most states adopt them to fit their educational leadership needs. Additionally, these new standards and elements will replace or enhance state principal preparation program standards. For example, the state of Texas has formed a Preparation Standards Committee that will develop a set of standards, based on the national standards, to guide the preparation of building-level leaders. One of the coauthors of this book, Dr. David DeMatthews, serves as a core member of this committee.

*The Silent Time Thief* series has been purposefully incorporated into each chapter as a means of revealing how essential time is to all school administrators and how time can be “stolen” by multiple means and parties. This particular series provides the reader with methods of preventing the theft of time.

The *Ralph and Alice* cartoon sequences are designed to add a unique learning perspective to the chapters. Two cartoon characters, Ralph and Alice, present the reader with a different or unique spin on chapter-related material. Ralph and Alice, like most married couples or working

colleagues, find moments of personal and collective reflection. In *The Principal's Guide to Time Management: Instructional Leadership in the Digital Age*, the reflections of these cartoon characters are frequently related to a school leadership issue or problem. Enjoy the camaraderie and humor displayed by our own Ralph and Alice!

Finally, as you take time to journey through *The Principal's Guide to Time Management: Instructional Leadership in the Digital Age*, think back to the opening paragraph of this preface. Then reflect upon these words of Frank A. Clark, American writer, cartoonist, and creator of *The Country Parson* newspaper vignettes: "If you find a path with no obstacles, it probably doesn't lead anywhere" (n.d.). Excellent words of wisdom. Know where you are going, and know how to get there in a timely fashion. *The Principal's Guide to Time Management: Instructional Leadership in the Digital Age* is the next best thing to a leadership GPS. Enjoy the trip!

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# *A Note to the Reader*

**R**ecognize that technology is an integral part of *The Principal's Guide to Time Management: Instructional Leadership in the Digital Age*. Schools, like society, cannot function without recognizing the importance of technology and adopting it for instructional uses. We do live in a digital age. As a result, principals must lead the technological and digital charge. To best meet this expectation, principals need a tool kit that contains specialized equipment for bringing the most up-to-date digital measures into their schools. The first item or instrument that a principal must grab from this tool kit is a list of questions to be considered before moving further into technological enhancements. Listed below are fifteen essential, if not critical, questions for examination and contemplation.

## **15 QUESTIONS PRINCIPALS MUST ASK ABOUT TECHNOLOGY**

The authors of this text strongly believe in the use of technology in schools. Each chapter within this book exemplifies this. However, the authors never purposefully pursue technological utilization in schools and classrooms, nor do they advise others to do so, without addressing serious research, analysis, and “students-first” considerations. Further, while the authors believe it is imperative that technology be incorporated into all aspects of schooling, they strongly recommend that principals first ask fifteen important questions.

1. Does the school culture emphasize students first?
2. Does the culture of the school emphasize caring about students?
3. Do the principal and faculty acknowledge the problems that confront effective instruction in classrooms?
4. Does the existing school culture allow for new, technological methods (changes) to solve time-sensitive instructional problems?

5. Does the principal offer technological innovative solutions that motivate students to explore, love learning, and incrementally improve by examining mistakes made?
6. Are the digital delivery processes accessible, inexpensive, time saving, and easy to use?
7. Do the principal and team focus on high-quality technological content that is incorporated appropriately, efficiently, and effectively by experienced teachers who use the technology to promote deep-learning strategies and critical thinking?

*Does the technology:*

8. Save time, improve instruction, and increase student achievement?
9. Make it easier for faculty to focus on what they do best?
10. Motivate students to be proactive and complete their assignments?
11. Deliver customized content based on detailed individual feedback as related to the performance of each student?
12. Provide fun and/or interesting learning tools, games, and/or relevant experiences that engage and motivate students and manage instruction in a timely manner?
13. Extend beyond the textbooks, providing searchable, accessible, and more extensive content?
14. Allow for time-saving interactive user experiences that encourage students to think critically?
15. Generate and integrate time-saving instructional content prepared for and by teachers?

**Comment:** The authors have made every effort to provide accurate and up-to-date Internet, technological, and digital information throughout the text. However, technology, the Internet, and digitally posted information are continuously changing. Therefore, it is inevitable that certain websites and other technology-oriented sources, resources, and materials listed within this text will change or become obsolete.