
Time Management and Your Leadership

So much time and so little to do. Wait a minute. Strike that. Reverse it!

—Willy Wonka, in *Willy Wonka and
the Chocolate Factory* (Stuart, 1971)

SO MUCH TIME AND SO LITTLE TO DO

Principals, teachers, paraprofessionals, and auxiliary staff can all smile at Willy's time assessment. Harried, frustrated, and exhausted, principals lament the need for additional time to complete their assigned duties.

If you are reading this book, your reality is most likely "So little time and so much to do," whether you sit in central office, a campus office, a classroom, or a maintenance facility. You scramble to fit more and more into the allotted 24-hour day. Principals constantly seek ways to better manage time, increase efficiency, and have a positive impact on faculty and students. Historically, public education in the United States has been underfunded, and it is likely to remain so (Leachman & Mai, 2014). Regardless of the funding challenge, principals indirectly increase funding when they discover ways to increase their efficient use of time.

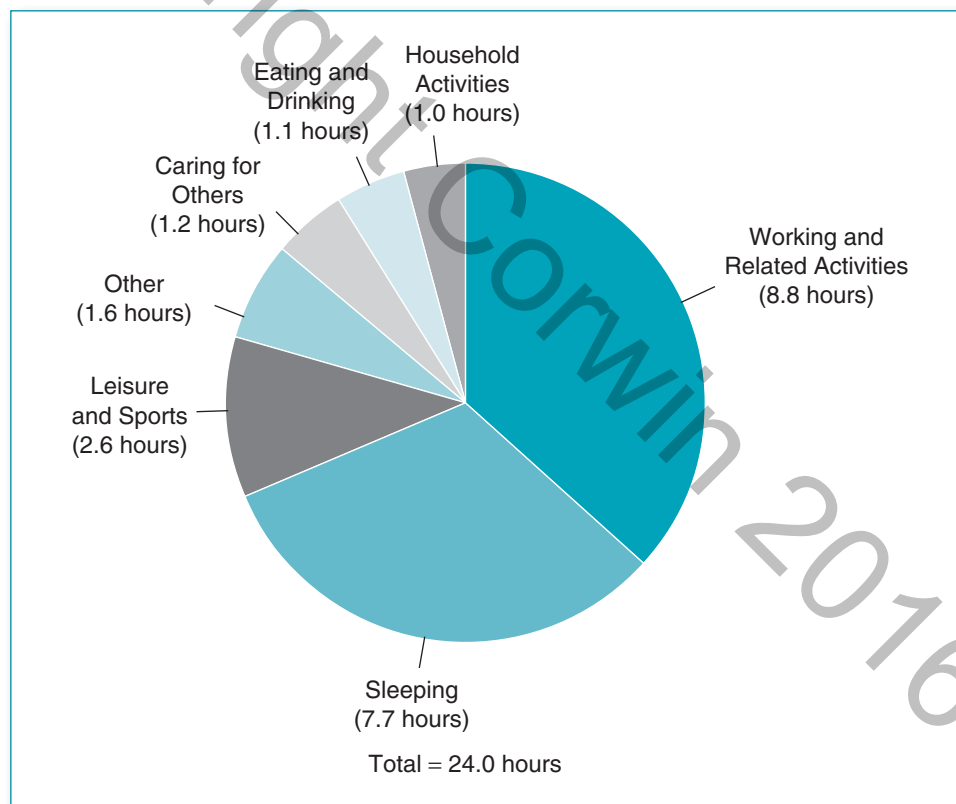
The universe is measured in time—past, present, and future. A person will work a finite period of time. Successful people use their allotted time

2 The Principal's Guide to Time Management

efficiently and purposefully. As noted in Figure 1.1, Time Use on an Average Workday, most individuals spend approximately one third of their time in sleep and rest. Working obligations, family time and responsibilities, personal time, and leisure consume the other two thirds of a day's time.

Everyone is bound by time. There are no exceptions! Since the beginning, people have sought to expand their time. Around 323 BCE, Alexander the Great sought a river that "healed the ravages of age." A 16th century Spanish explorer, Juan Ponce de Leon, supposedly sought the fountain of youth rumored to exist somewhere in present-day Florida (Drye, n.d.). Today, we continue searching for ways to save time, buy time, or multiply time.

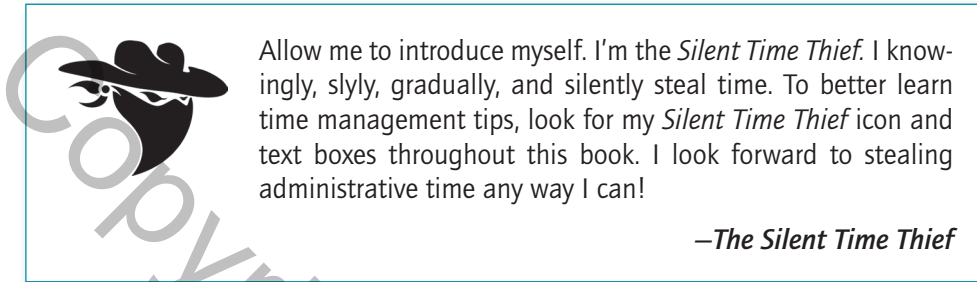
Figure 1.1 Time Use on an Average Workday



Source: Bureau of Labor Statistics, 2012.

Note: Data include employed persons on days they worked, ages 25 to 54, who lived in households with children under 18. Data include nonholiday weekends and are annual averages for 2012. Data include related travel for each activity.

If we work 40-hour weeks each year from age 20 to 65, we will have worked a total of 90,360 hours during our lifetime. Calculate your own lifetime work estimate. How well do you manage your time? A silent thief—a time stealer—resides amongst us. How can you recognize this thief and protect yourself from time robbery?



Protection from time robbery begins with a visit to the Professional Standards for Educational Leaders (PSEL). These standards, developed by the nonprofit National Policy Board for Educational Administration (NPBEA; 2015), set the gold standard for school administration. While the PSEL standards' primary goal is to articulate what effective leadership looks like in a transformational public education system, the standards have much to say about the effective, efficient, and wise use of time.

REFLECTING ON YOUR TIME MANAGEMENT

The Principal's Guide to Time Management: Instructional Leadership in the Digital Age begins with an informal self-assessment examining time usage through six PSEL informed lenses: (1) vision, mission, and time; (2) leading, teaching, learning, and time; (3) the learning organization and time; (4) collaboration and time; (5) ethics, integrity, and time; and (6) the 21st century education system and time. The *Time Management Self-Assessment Instrument* (TMSI) located at the conclusion of this chapter provides a personal, informal benchmark of time management skills examined from a PSEL standards perspective. Subsequent chapters provide the reader opportunities to reflect on the appropriate TMSI time management lenses and their PSEL standards connections.

Vision and mission; leading, teaching, and learning; the learning organization; collaboration; ethics and integrity; and the education system operate in time-driven environments. Wise principals closely examine the impact of their time management decisions on themselves and those they serve.

Introducing Lens 1: Vision, Mission, and Time

Lens 1	Lens 2	Lens 3	Lens 4	Lens 5	Lens 6
Vision, Mission, and Time	Leading, Teaching, Learning, and Time	The Learning Organization and Time	Collaboration and Time	Ethics, Integrity, and Time	The 21st Century Education System and Time

Vision and mission are at the heart of academic success (Yukl, 2012). Weaving a school’s vision into the school’s culture requires principals to manage time carefully with the expectation that every student will meet with success, not just those students who come to school prepared and nurtured by their families. The expectation of success for every student is a weighty responsibility.

Time management is intertwined with the planning and implementation of the school’s vision and mission. Time on task and student and faculty scheduling are instrumental in transforming the vision and mission into a reality. To hold all school stakeholders accountable, action plans driven by the school’s vision and mission statements contain time lines for identified actions. Monitoring, implementing, and revising plans takes time. Efficient time managers use varied resources to support a school’s vision and mission.

Introducing Lens 2: Leading, Teaching, Learning, and Time

Lens 1	Lens 2	Lens 3	Lens 4	Lens 5	Lens 6
Vision, Mission, and Time	Leading, Teaching, Learning, and Time	The Learning Organization and Time	Collaboration and Time	Ethics, Integrity, and Time	The 21st Century Education System and Time

The business of school is learning—not only for students, but also for faculty, staff, other stakeholders, and even the principal. Hoy and Miskel (2012) hold the principal responsible for nurturing the school’s teaching and learning culture. The principal, after all, is the lead learner.

Nurturing the culture requires prudent use of school personnel and fiscal resources. It also requires principals to invest time leading, developing, and sustaining quality instruction. Time, along with other resources, must be aligned with leading, teaching, and learning. Chapter 3, “Leading, Teaching, Learning, and Time,” further examines this PSEL lens. Additionally, Chapter 7, “The 21st Century Education System: Improvement, Time, and Technology,” expands this topic and provides greater detail.

Time management involves more than scheduling and keeping students on task. Recruiting and hiring personnel who can effectively and

efficiently carry out their duties is effective time management. Ill-prepared or underprepared employees are time thieves. Supervising and training poor hires consumes a disproportionate amount of a leader's time. An excellent resource for working with school personnel is *The Principal's Guide to Managing School Personnel* (Sorenson & Goldsmith, 2009).

Using effective teaching practices that close the learning gap for students who struggle academically is time-efficient teaching and learning. Time-efficient leaders devote time to monitor teaching and learning.

Introducing Lens 3: The Learning Organization and Time

Lens 1	Lens 2	Lens 3	Lens 4	Lens 5	Lens 6
Vision, Mission, and Time	Leading, Teaching, Learning, and Time	The Learning Organization and Time	Collaboration and Time	Ethics, Integrity, and Time	The 21st Century Education System and Time

Learning organizations are complex entities. Those that are successful have principals who develop caring, open cultures and positive climates that better address the growth and development of every member of the learning community. Developing and maintaining a caring, open culture and positive climate takes time. Within a trusting organization, individuals (students and staff) are known, valued, and respected, creating a robust, secure, and professional learning environment. Healthy learning organizations share ownership and accountability. Students are active members of the learning community, where they are academically and socially supported in a safe, secure, and technology-driven learning environment (see Chapter 4, "The Learning Organization: Culture, Climate, Technology, Safety, and Time").

Creating an effective learning organization requires a highly organized approach to operations and management founded upon the vision, mission, and values of the school. Senge and colleagues (2012) urge principals to connect policies and resource allocation to the school's vision and values. In today's school, modern technology and data systems improve school operations, providing the instructional leader additional time to focus on instruction and learning activities.

Effective learning environments save time by maximizing instructional time. Every minute of instructional time is precious. If only three minutes of class time are wasted for whatever reason in a six-period day, 54 hours—or more than 7.5 instructional days—are silently stolen during the academic year—time that can never be recaptured.

Likewise, time spent developing a positive classroom environment is time well invested; untold hours of instructional time are lost each year due to ineffective classroom management and instructional practices. It

6 The Principal's Guide to Time Management

takes time to build trusting, productive relationships with students, fellow teachers, and other school stakeholders. It takes time to align policies, resources, and operations to the school's vision and mission.

Introducing Lens 4: Collaboration and Time

Lens 1	Lens 2	Lens 3	Lens 4	Lens 5	Lens 6
Vision, Mission, and Time	Leading, Teaching, Learning, and Time	The Learning Organization and Time	Collaboration and Time	Ethics, Integrity, and Time	The 21st Century Education System and Time

Developing trust and working collaboratively with faculty, families, community members, and other stakeholders requires investing time. There are no shortcuts in developing trust and collaboration; to think so is to deny reality. When community members are actively involved in campus life, they bring their talents and skills, and they expand time. Such collaboration encourages a school's community to use its diverse cultural, social, and intellectual resources, leading to valuable partnerships with a wide array of community organizations (see Chapter 5, "Collaboration and Time"). Collaboration creates an open culture and a positive climate where relationships are valued by families, care givers, school personnel, and other stakeholders.

Schools are often understaffed. Volunteer hours aligned with actions supporting the school's mission translate into a potential savings of tens of thousands of dollars in skilled labor costs. For example, if a school conservatively averages 10 volunteer hours per day, assuming a 180-day academic year, that campus would benefit from 1,800 volunteer work hours or 225 workdays. This is the equivalent of 1.25 full-time employees. Given that the Bureau of Labor Statistics (2012) reports the median paraprofessional salary is approximately \$25,270 per year, the school in essence adds a value of \$31,587 to its budget. If the same school averaged 15 volunteer hours a day, the campus would benefit from 2,700 volunteer hours or about 337 volunteer eight-hour workdays. This is the equivalent of nearly two paraprofessionals valued at approximately \$47,311!

Introducing Lens 5: Ethics, Integrity, and Time

Lens 1	Lens 2	Lens 3	Lens 4	Lens 5	Lens 6
Vision, Mission, and Time	Leading, Teaching, Learning, and Time	The Learning Organization and Time	Collaboration and Time	Ethics, Integrity, and Time	The 21st Century Education System and Time

How can time possibly be connected to ethics and integrity? Surprisingly, ethics and integrity are deeply associated with time management—but in a unique way. Lunenburg and Irby (2006) declared the principal to be the “first citizen” of the campus and as such to influence the moral and ethical tenor of the school (p. 4).

What happens when principals fail to act ethically? What happens when principals fail to act with integrity? What happens when principals fail to act with fairness? What happens when principals fail to act morally? The answer to all four questions is the same—a violation of the professional code of conduct. Principals could be reprimanded or even lose hard-earned professional credentials. A formal reprimand, temporary suspension of credentials, or the revoking of professional credentials is a painful consequence for violating this standard. Not to be forgotten is the time spent in hearings, depositions, and investigations—time that could be better used serving students.

Thinking beyond one’s self, what impact would a leader’s unethical or immoral conduct have on other stakeholders in the organization? How will students react to an educator’s unethical or immoral conduct? How will parents react? Community members? Is there any room for dishonesty or prejudice in a school setting?

Not only are the behaviors and reactions mentioned above traumatic for parents and community members, they also dramatically impact the students who have been entrusted to the school by their parents and guardians. Rarely—if ever—can any educator recover from such a breach of confidence. These inappropriate behaviors are always time thieves.

Introducing Lens 6: The 21st Century Education System and Time

Lens 1	Lens 2	Lens 3	Lens 4	Lens 5	Lens 6
Vision, Mission, and Time	Leading, Teaching, Learning, and Time	The Learning Organization and Time	Collaboration and Time	Ethics, Integrity, and Time	The 21st Century Education System and Time

School leaders must approach any discussion of the 21st century education system from a culturally responsive perspective guided by professional norms and ethical and moral principles. Schools do not operate in a vacuum. Principals must avoid getting so caught up in the day-to-day demands of leading a school that they lose sight of the larger perspective. The business of school is learning; leaders must use their time to influence, monitor, and promote learning.

Effective principals develop learning environments founded on time efficiency, data-based inquiry, technology enhancements, and continuous improvement (see Chapter 7, “The 21st Century Education System:

Improvement, Time, and Technology"). The mining, analyzing, communicating, and use of data are central to exceptional leading, teaching, and learning (DeMatthews, 2014a; Ubben, Hughes, & Norris, 2015). Others must be enabled to engage productively with change experiences; the principal facilitates this by promoting a collective direction, shared engagement, and mutual accountability.

If educators fail to advocate for their constituents, if they fail to influence decisions affecting student learning, if they fail to anticipate emerging trends, or if they fail to adapt their learning strategies; the leader will use more time cleaning up what was ignored than would have been spent in proactively addressing the situation. Once again the *Silent Time Thief* negatively impacts the school's various constituents.

FINAL THOUGHTS

In 1965, a popular rock group, The Byrds, recorded a major hit—"Turn! Turn! Turn! (To Everything There Is a Season)." The reader can hear this song and view some classic photos of the group performing at www.youtube.com/watch?v=Wga_M5Zdn4. The "Turn! Turn! Turn!" lyrics were adapted from the book of Ecclesiastes—a wisdom literature book found in the Old Testament of the Bible, written somewhere between 450 and 180 BCE. Twenty-four hundred years ago, time and time management issues challenged humanity. The writer of Ecclesiastes knew there was a time to plant and a time to reap, a time to dance and a time to mourn.

Today, humans are still challenged and fascinated by time. Many lament how fast the school days and academic years pass. As we journey together through this time study, "turn, turn, turn" through the pages of this book to discover ways to more efficiently and effectively manage time at work and at home. Time is unpredictable at best, short at worst.

DISCUSSION QUESTIONS

1. Select one PSEL standard. Review the standard and its supporting elements. Share three ways the selected PSEL standard addresses time management.
2. List three initial thoughts about the authors' contention that the PSEL standards address time management.
3. Discover a time management connection for each PSEL standard. Maintain a list. Add to and amend the list while progressing through the book.
4. List personal time management challenges. Keep the list readily available while progressing through the book. As you explore time and time

management, edit the list as needed. Chronicle your growing understanding of time management and its impact on your leadership skills.

5. How does your daily schedule compare to time use as illustrated in Figure 1.1, Time Use on an Average Workday? What conclusions can be drawn about your time management from this comparison?
6. Review your school's vision and mission statements. What connections can be made between your school's vision and mission statements and time management?
7. Create an ongoing list of your time management challenges in a location that will keep it in front of you. Review it and seek ways to improve your time efficiency.
8. Partner with a colleague to work collaboratively as a "time team." Share successes and failures in time management. Brainstorm new item management strategies and implement them. Discuss your progress with your partner. Hold each other accountable for improving each of your time management skills.

CASE STUDY APPLICATION

A SELF-REFLECTION ON YOUR TIME MANAGEMENT: TIME MANAGEMENT SELF-ASSESSMENT INSTRUMENT (TMSI)

This case study is an anomaly compared to the other case studies in this text. Why? Because you, the reader, are the subject of the case study.

As an active participant in this case study, you are asked to complete an informal instrument that provides you with an opportunity to examine and reflect on your time management skills as evidenced in the PSEL standards. The *Time Management Self-Assessment Instrument* (TMSI) contains 60 Likert-type items. Complete all items and score the instrument prior to reading any further in this text. (Scoring before reading further minimizes bias in your responses.) There are no right or wrong answers in this self-perception instrument. The survey provides informal feedback on your perceptions 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. You are encouraged to complete the TMSI instrument again after reading this book or at a later date you deem appropriate. Compare the results. Reflect on your growth or lack of growth in time management skills.

TIME MANAGEMENT SELF-ASSESSMENT INSTRUMENT INSTRUCTIONS

The authors contend the PSEL standards and their accompanying items possess a time dimension. Therefore, a PSEL-informed informal instrument is in order to provoke deeper thought and reflection on how time is used in leadership.

Directions: Respond to the 60 performance standards on the TMSI by marking

- 1—if you strongly disagree; that is, you fail to address this performance indicator;
- 2—if you somewhat disagree that you fail to address this performance indicator;
- 3—if you somewhat agree that you address this performance indicator; or
- 4—if you strongly agree that you address this performance indicator.

Respond to "I spend the appropriate amount of time on this performance" indicator:

Item Number	Performance Statement <i>As an effective educational leader I</i>	Response			
1	Develop an educational mission for the school to promote the academic success and well-being of each student.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
2	Promote the effective use of technology in the service of teaching and learning.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
3	Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
4	Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
5	Place children at the center of education and accept responsibility for each student's academic success and well-being.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
6	Employ technology to improve the quality and efficiency of operations and management.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
7	In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote success.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4

(Continued)

(Continued)

Item Number	Performance Statement <i>As an effective educational leader I</i>	Response			
8	Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
9	Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
10	Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
11	Safeguard and promote the values of democracy, individual freedom and responsibility equity, social justice, community, and diversity.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
12	Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4

Item Number	Performance Statement <i>As an effective educational leader I</i>	Response			
13	Model and pursue the school's mission, vision, and core values in all aspects of leadership.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
14	Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guiding by understanding of professional and adult learning and development.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
15	Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
16	Develop and support open, productive caring and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
17	Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4

(Continued)

(Continued)

Item Number	Performance Statement <i>As an effective educational leader I</i>	Response			
18	Infuse the school's learning environment with the cultures and languages of the school's community.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
19	Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
20	Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
21	Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standard, and are culturally responsive.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
22	Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4

Item Number	Performance Statement <i>As an effective educational leader I</i>	Response			
23	Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
24	Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
25	Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
26	Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
27	Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
28	Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4

(Continued)

(Continued)

Item Number	Performance Statement <i>As an effective educational leader I</i>	Response			
29	Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
30	Manage governance processes and internal and external politics toward achieving the school's mission and vision.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
31	Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
32	Develop and provide the school as a resource for families and the community.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
33	Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4

Item Number	Performance Statement <i>As an effective educational leader I</i>	Response			
34	Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
35	Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
36	Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
37	Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
38	Cultivate and reinforce student engagement in school and positive student conduct.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
39	Ensure instructional practice that is intellectually challenging, is authentic to student experiences, recognizes student strengths, and is differentiated and personalized.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4

(Continued)

(Continued)

Item Number	Performance Statement <i>As an effective educational leader I</i>	Response			
40	Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
41	Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
42	Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
43	Strategically develop, implement, and evaluate actions to achieve the vision of the school.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
44	Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
45	Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4

Item Number	Performance Statement <i>As an effective educational leader I</i>	Response			
46	Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
47	Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
48	Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
49	Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
50	Place children at the center of education and accept responsibility for each student's academic success and well-being.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
51	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
52	Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4

(Continued)

(Continued)

Item Number	Performance Statement <i>As an effective educational leader I</i>	Response			
		Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
53	Conduct myself as a responsible, ethical, and accountable steward of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
54	Advocate publicly for the needs and priorities to families and the community.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
55	Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
56	Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
57	Encourage faculty-initiated improvement of programs and practices.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
58	Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4

Item Number	Performance Statement <i>As an effective educational leader I</i>	Response			
		Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
59	Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4
60	Tend to my own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.	Strongly Disagree 1	Somewhat Disagree 2	Somewhat Agree 3	Strongly Agree 4

Source: National Policy Board for Educational Administration (NPBEA), 2015.

SCORING INSTRUCTIONS FOR THE TIME MANAGEMENT SELF-ASSESSMENT INSTRUMENT

Record your score for each item using the TMSI Scoring Template. Calculate the sum of your scores for each of the TMSI six lenses:

- 1—vision, mission, and time;
- 2—leading, teaching, learning, and time;
- 3—the learning organization and time;
- 4—collaboration and time;
- 5—ethics, integrity, and time; and
- 6—the 21st century education system and time.

Divide the sum of the scores on each TMSI lens by ten for an average score reported to the closest tenth of a point (e.g., 3.6). Mark your average score on the TMSI Scoring Scale by placing an X on the scale.

Refer to your TMSI results as you proceed through the book. Consider completing and scoring the TMSI once again after reading the book. Compare the results. Consider completing the TMSI a year later or at a time you deem best for assessing your personal growth.

(Continued)

(Continued)

TMSI SCORING TEMPLATE

Lens 1 Vision, Mission, and Time		Lens 2 Leading, Teaching, Learning, and Time		Lens 3 The Learning Organization and Time		Lens 4 Collaboration and Time		Lens 5 Ethics, Integrity and Time		Lens 6 The 21st Century Education System and Time	
Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score
1	2			3		4		5		6	
7		8		9		10		11		12	
13		14		15		16		17		18	
19		20		21		22		23		24	
25		26		27		28		29		30	
31		32		33		34		35		36	
37		38		39		40		41		42	
43		44		45		46		47		48	
49		50		51		52		53		54	
55		60		56		57		58		59	
Total		Total		Total		Total		Total		Total	
÷ 10 =		÷ 10 =		÷ 10 =		÷ 10 =		÷ 10 =		÷ 10 =	

Copyright © 2016

TMSI SCORING SCALE

Example score: 3.6

Strongly Disagree 1 — 2 — 3 — X-4 Strongly Agree

Lens 1: Vision, Mission, and Time	Strongly Disagree 1 — 2 — 3 — 4 Strongly Agree
Lens 2: Leading, Teaching, Learning, and Time	Strongly Disagree 1 — 2 — 3 — 4 Strongly Agree
Lens 3: The Learning Organization and Time	Strongly Disagree 1 — 2 — 3 — 4 Strongly Agree
Lens 4: Collaboration and Time	Strongly Disagree 1 — 2 — 3 — 4 Strongly Agree
Lens 5: Ethics, Integrity, and Time	Strongly Disagree 1 — 2 — 3 — 4 Strongly Agree
Lens 6: The 21st Century Education System and Time	Strongly Disagree 1 — 2 — 3 — 4 Strongly Agree

With your plan in hand, begin a journey examining the relationship between your work, the PSEL standards, and time.

Copyright © Corwin 2016