

FLORIDA ATLANTIC UNIVERSITY



OFFICE OF EDUCATIONAL LEADERSHIP LEARNING

**Leading with Purpose:
Balancing Instructional and Operational Leadership**

Thursday, February 27, 2025

10:45—12:15 PM



Ginger Featherstone, Ph.D.

Consultant, OELL

***Business Development Manager,
Positive Behavior Supports Corp.***

***Leadership Coach/Consultant
Teach Upbeat***

Martin County School District

Retired, Jan 2023

Deputy Superintendent of Leadership & Learning

Inaugural Principal, JBHS

Assistant Principal

Science Teacher

2023 – present

Leadership Consultant/Coach

Accomplishments

- Recognized as a PBiS Gold Model School | Selected as a National Demonstration School
- Recognized by Newsweek, US News & World Report, and Washington Post Magazines
- National Board Principal Certificate for Educational Leadership
- Principal Achievement Award for Outstanding Leadership
- Just Read Florida Literacy Leader of the Year finalist
- Selected to serve on the Florida Commissioner of Education's SELECT task force
- Principal and Teacher of the Year
- University of Florida and Florida State University Outstanding Teacher Leader Award
- FAU Outstanding Alumnus

Professional Learning Norms



Equity of Participation	Active Listening	Respect for All Perspectives
Pause <ul style="list-style-type: none">• Leave quiet time for others to think and process Pay attention to self and others <ul style="list-style-type: none">• Let everyone get their hands on the materials• Step up and step back Place ideas on the table <ul style="list-style-type: none">• "Here is one option..."• "One thought I have is..."	Paraphrase <ul style="list-style-type: none">• "So are you saying...?"• "I think I heard... is that right?" Be Present <ul style="list-style-type: none">• "I'm just going to turn my phone off so I can really listen to you."	Presume positive intentions <ul style="list-style-type: none">• "What ideas do you have about how we can improve?"• "Tell me more about your thinking" Probe <ul style="list-style-type: none">• "Please say more about..."• "I'm curious about..."

Adapted from Adaptive Schools <http://www.thinkingcollaborative.com/norms-collaboration-toolkit/>
and the New Teacher Center www.newteachercenter.org

Teacher Institute
on Science
and Sustainability



Leading with Purpose

Agenda

Welcome/Introductions

Why Instructional Leadership?

Research Article(s)

Leadership Matrix

Time Management Strategies

Calendar Blocking



Learning Objectives

- Engage in collaborative discussions reviewing research, identify challenges, and develop strategies for balancing instructional leadership and operational responsibilities.
- Use a Leadership Matrix to prioritize tasks, recognize the importance of balancing urgent and important activities, and make informed decisions about delegating tasks.
- Explore time management strategies specifically designed for school leaders to optimize their schedules, and maximize productivity



“School leaders make the greatest impact on the progress and achievement of learners by using their educational expertise and management skills to focus the efforts of everyone in the school on improving the quality of teaching and learning.” – AITSL 2018



On a sticky note, jot your response to the following:

- One leadership strength you bring to your role
- One challenge you/your principals face in balancing instructional and managerial leadership.



Stand Up, Hand Up, Pair Up

Share with your partner:

1 minute: Partner A begins, Partner B listens;

1 minute: Partner B shares, Partner A listens

- Your one leadership strength you bring to your role.
- Your one challenge you/your principals face in balancing instructional and managerial leadership.



Jigsaw

Group A

Leithwood, Harris & Hopkins (2019): Seven strong claims about successful school leadership revisited, School Leadership & Management, DOI: 10.1080/13632434.2019.1596077

Group B

Blase, J., & Blasé J. (2000). Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*, 38, 130-141.

Group C

Hattie, John. "High-impact leadership." *Educational leadership* 72.5 (2015): 36-40.

&

Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). How principals affect students and schools. *Wallace Foundation*, Executive Summary, 2(1), 30-41.



As you read your article annotate the text as follows:

? Something you question

* Something that surprised you

! Sentence(s)/phrase(s) from the article
that you think/feel is significant



Text Rendering

At your table, each person shares a *sentence/phrase* from the document that they think/feel is particularly significant.





Instructional Leadership...

- Is correlated with higher teacher efficacy
- Contributes to creating a strong learning culture
- Creates coherence
- Reduces teacher isolation
- Increases teacher collaboration
- Creates a shared focus on student learning goals
- Provides structures to support collaborative inquiry

[Instructional leadership and why it matters - THE EDUCATION HUB](#)



What effective school leaders **do** to lead the work.

How effective school leaders **lead** the way.

Practices & attributes are interdependent and complimentary dimensions of instructional leadership that combine to lead the work.

[Instructional Leadership – leading the teaching and learning](#)

Education Improvement Research Centre

Spotlight paper

March 2022



John Hattie: Leadership Effect Size

- Leaders who believe their major role is to evaluate their impact (ES = .91).
- Leaders who get everyone in the school is working together to know and evaluate their impact (ES = .91).
- Leaders who learn in an environment that privileges high-impact teaching and learning (ES = .84).
- Leaders who are explicit with teachers and students about what success looks like (ES = .77).
- Leaders who set appropriate levels of challenge and who never retreat to “just do your best” (ES = .57).

I am an evaluator of my impact on Ts/Ss learning

I see assessment as informing impact and next steps

I collaborate with peers and Ts

I am a change agent, all can improve

I strive for challenge rather than doing my best

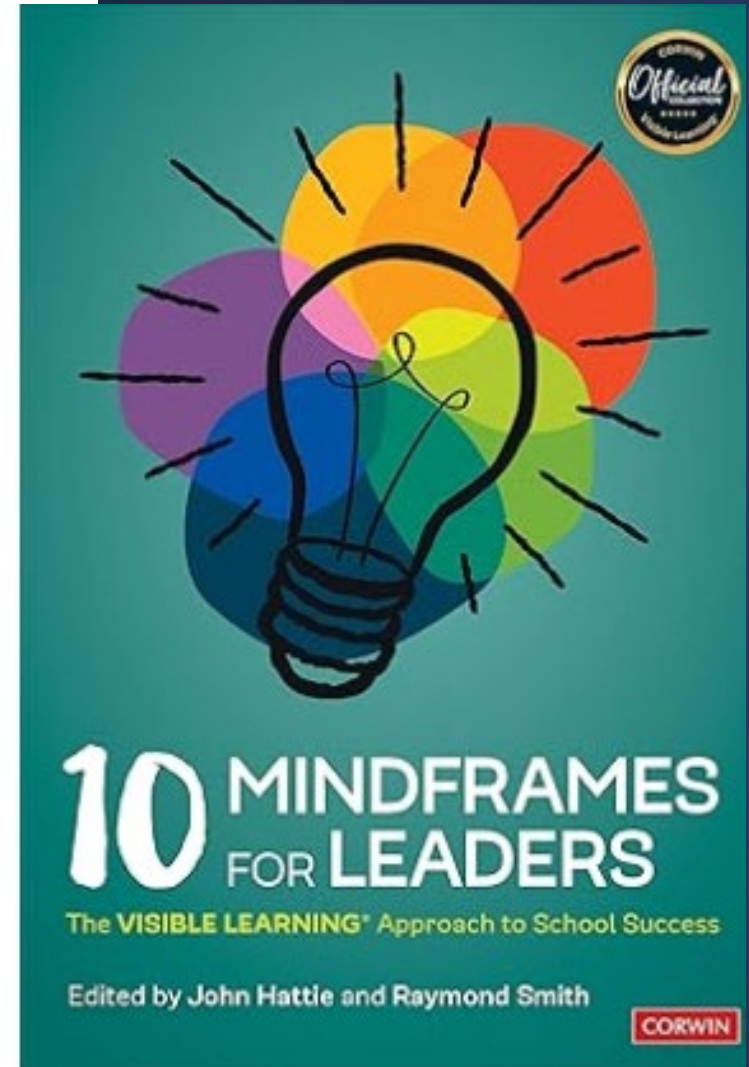
I give and help Ss/Ts understand feedback, interpret and act on feedback

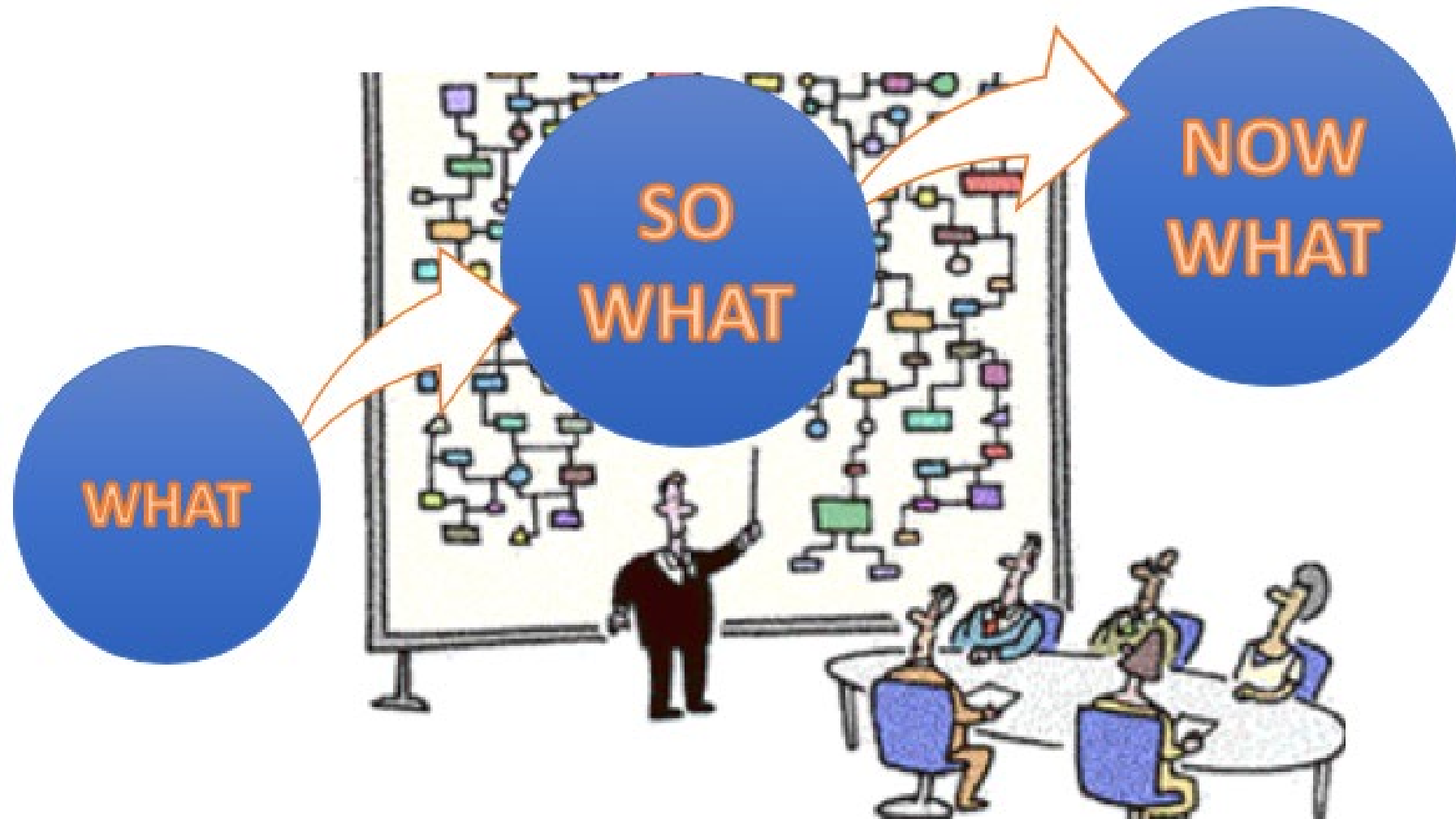
I engage in as much dialogue as monologue

I explicitly inform what successful impact looks like

I build relationships and trust

I focus on the language of learning







Leadership Matrix

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	URGENT	NOT URGENT
IMPORTANT	DO IT NOW	SCHEDULE IT
NOT IMPORTANT	DELEGATE IT	REDUCE/ELIMINATE





Why use a daily schedule?

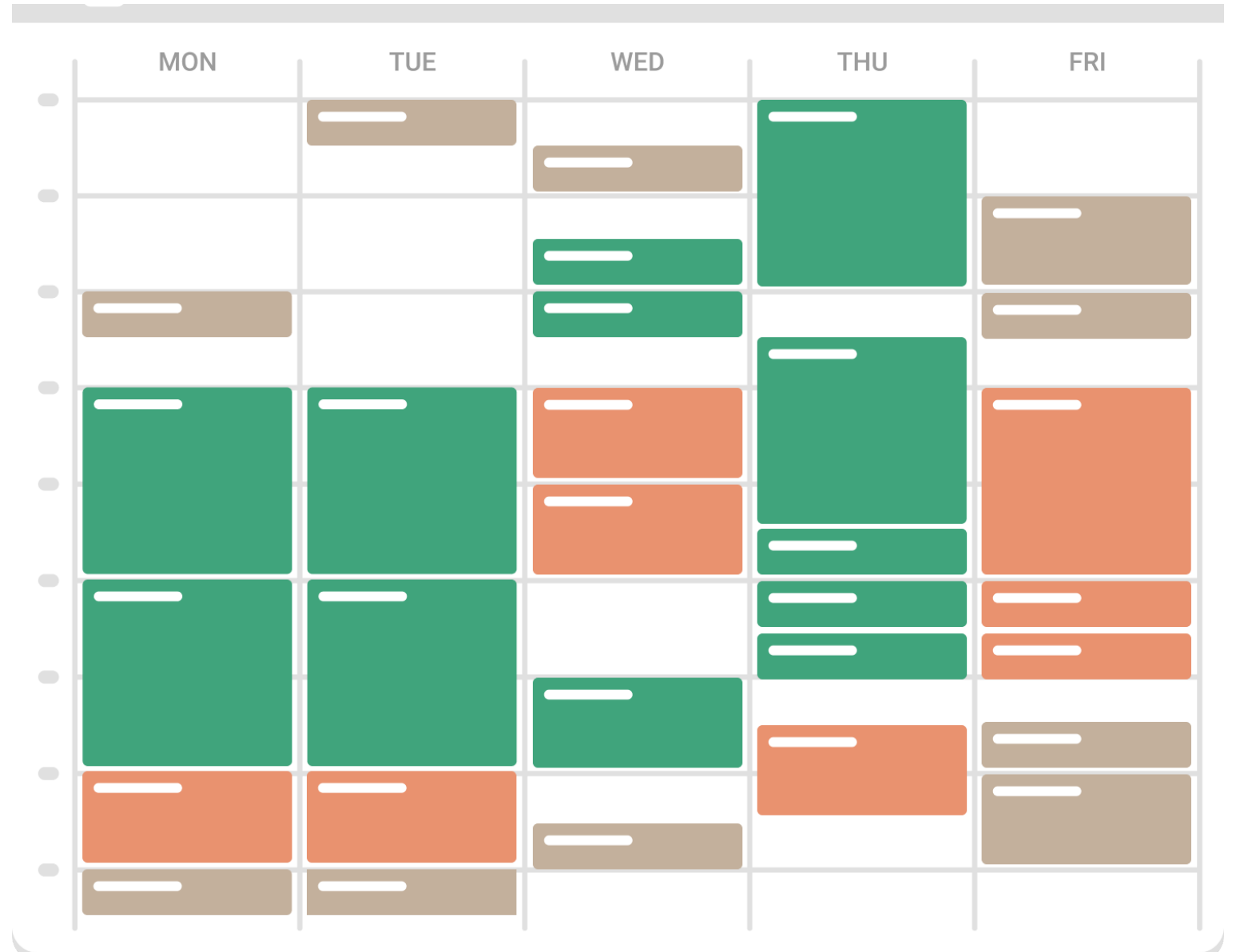
- Efficient School Leadership
- Improved Organization
- Enhanced Productivity
- Reflection and Growth

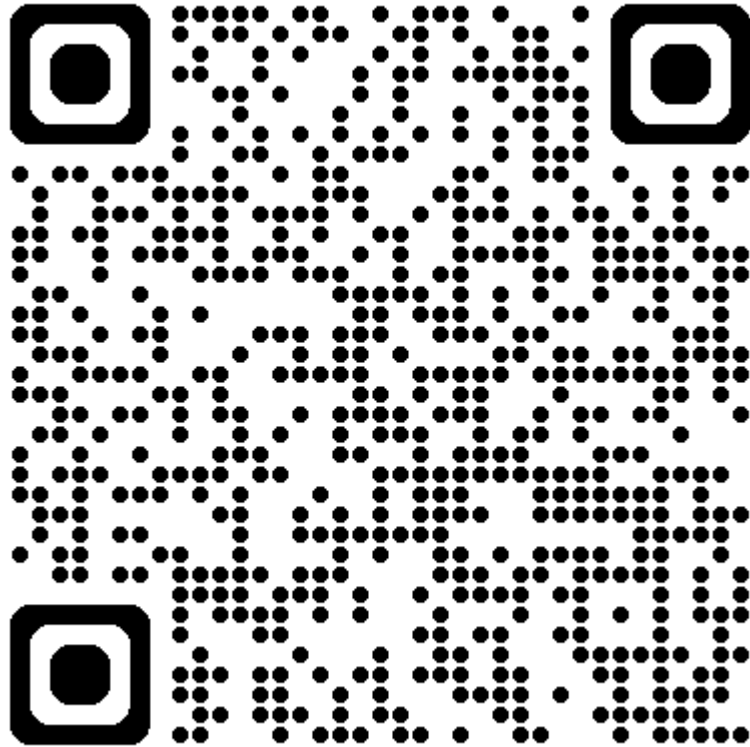


Tips for Maximizing Your Daily Schedule

- Prioritize Tasks
- Block Dedicated Time
- Delegate and Collaborate
- Minimize Distractions
- Practice Regular Reflection
- Adapt and Adjust
- Seek Feedback

Calendar Blocking

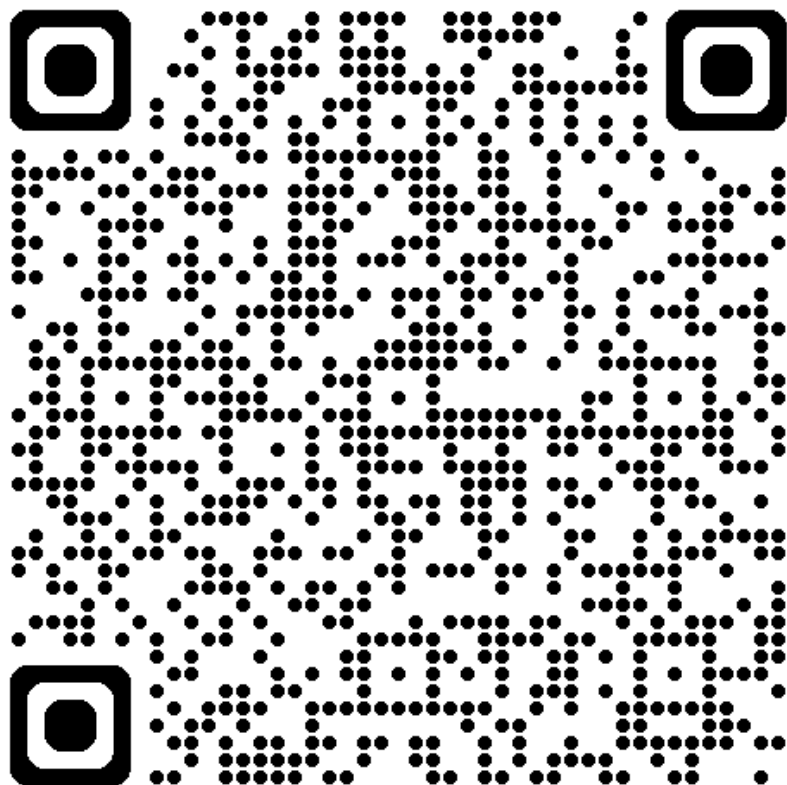






Ideas—Next Steps

- Needs Assessment for school leaders:
consider having school site leaders complete a self-assessment
- Identify areas needing support
- Create Focus Groups for Professional Learning in the areas of need
- Aspiring Leaders Programs could be developed into New Leader Academy (1-2 years)



RESEARCH REPORT

How Principals Affect Students and Schools

A Systematic Synthesis of Two Decades of Research

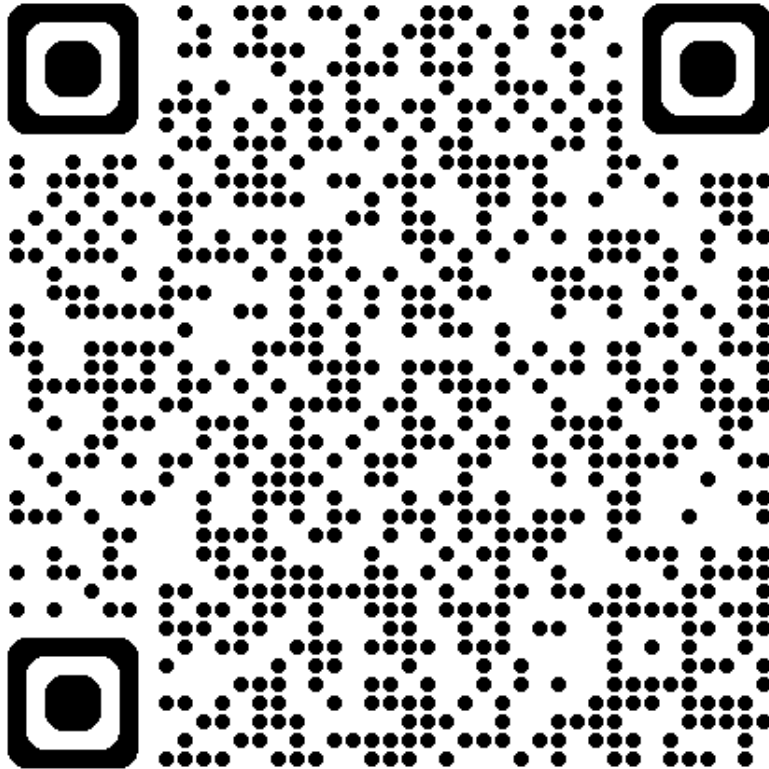
Jason A. Grissom
VANDERBILT UNIVERSITY

Anna J. Egalite
NORTH CAROLINA STATE
UNIVERSITY

Constance A. Lindsay
UNIVERSITY OF NORTH
CAROLINA AT CHAPEL HILL

February 2021

Commissioned by
Wallace



Instructional leadership – leading the teaching and learning

Education Improvement Research Centre
Spotlight paper
March 2022

School leadership has a significant impact in fostering student achievement. The impact of leadership is greatest where it is focused on improving teaching and learning and is amplified when responsibilities for leading teaching and learning are widely distributed across the school (AITSL 2018; Robinson et al. 2009, p. 40; Waters et al. 2003, p. 3).

What is instructional leadership?

In this paper, instructional leadership is defined as a core aspect of effective school leadership, which has an intentional focus and demonstrated impact on continuous improvement in quality teaching and learning.

Instructional leadership is a form of school leadership that places teaching and learning at the forefront of school decision making (Andrews et al. 1991, p. 97; Gumus et al. 2018, p. 29). It is an overarching orientation that gives structure to a school's direction, evidenced by core leadership practices and skills that support teaching and student outcomes, and drive school improvement and sustained success (Hallinger & Murphy 1985).

This paper explores insights from a review of literature on instructional leadership, draws on shared ideas from a school improvement workshop with state school leaders in 2021 and unpacks areas for consideration in Queensland state schools that were identified through school reviews. The paper presents an overview of evidence-based practices and practical considerations to assist schools with the work of instructional leadership so that it makes a difference for teachers and students.

Use this paper as a guide to:



build a common understanding of shared expectations across the school



align the school's resources to the instructional needs of teachers and students



manage the instructional program so that school goals are translated into classroom practice



promote a positive school learning environment that engages and inspires both staff and students



build the skills and knowledge of current and emerging leaders

Final thoughts

- **Leave work at a reasonable time—on purpose.** The work will always be there tomorrow. You might not be if you keep grinding yourself into dust. Try this: Set a non-negotiable departure time and stick to it. Tell your staff so they see that boundaries are allowed.
- **Take a break**—a real lunch, a quiet moment, a meeting-free morning. Start small but start somewhere. Try this: Block 30 minutes for lunch on your calendar and protect it like it's an IEP meeting.
- **Say no more often.** Every problem is not your problem. Protect your time like you protect your staff. Try this: The next time someone asks you to take on “one more thing,” ask yourself: Is this essential? Or am I just saying yes out of guilt?
- **Set (and enforce) boundaries.** You don't have to answer emails at 9 p.m. or be available 24/7 to be effective. Try this: Remove your work email from your phone. Yes, really.

Lana Penley, CEO Unlocking SEL



Additional Resources

Bendikson, L., Robinson, V., & Hattie, J. (2012). [Principal instructional leadership and secondary school performance](#). *Set*, 1, 1-8.

Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>.

Hattie, J., & Smith, R. (Eds.). (2020). *10 mindframes for leaders: the visible learning approach to school success*. Corwin Press.

Leithwood, K., Harris, A., & Hopkins, D. (2020). [Seven strong claims about successful school leadership revisited](#). *School Leadership & Management*, 40,1, 5-22.

Robinson, V. (2011). *Student-centered leadership*. Jossey-Bass.

Timperley, H., Ell, F., Le Fevre, D., & Twyford, K. (2020). Chapter Two: Creating a Learning Culture (29-39). In *Leading professional learning: Practical strategies for impact in schools*. Australian Council for Educational Research.

Townsend, T. (2019). *Instructional leadership and leadership for learning in schools: Understanding theories of leading*. Palgrave Macmillan.

Session Feedback

FEPLN Convening 2025 Breakout
Session 4A Exit Survey

