

**EOD Logging Glossary**

**Coding Categories for “shadowing” principals in the field (as well as simulation with scenarios)**

**Barnes and Sanders**

**January 14, 2006**

**January 26, 2006 (revised based on coding)**

**February 3, 2006 (revised observation protocol)**

**To Observers:**

To develop this draft glossary, we began with descriptors taken directly from the EOD log, and then elaborated using several sources: the glossary of competencies, the list of principals’ consequential decisions, the ESM log definitions, and the shadowing data.

While observers will only use the high level “instructional leadership” code in the field, the glossary specifies the kinds of activities included within this broader category.

**See field procedures for using the shadowing observation guide at the end of this document—page 10.**

## Logging/Shadowing Activity Definitions and Examples

**Building Operations:** This category includes anything in the daily practice of principals that is related to the allocation of space, building maintenance, vendors, scheduling within the building or grounds of the school and other similar management activities.

### Example from principals' consequential decision list

- *Conforming to county and District building regulations. Safety and welfare of students and staff alike*

### Example from shadowing data

- *[In Engineer's office] He tells Principal about vendors/contractor business and charges to fix something; negotiating costs.*
- *Mr. B walks around the perimeter of the school, picking up trash and looking for graffiti.*

**Finances:** This category includes activities such as preparing and managing budgets, analyzing or reporting about budgets, seeking grants, or managing contracts. In practice, this category sometimes overlaps with others. In the example from a principal, just below, the practice definitely falls within the finance category. But the first principal's reasoning about WHY this work was important falls within Instructional Leadership. Since the "practice" or activity is primarily reviewing budgets, code these kinds of activities here, under finance. In the second example the financial activity was more directly related to supporting teachers' efforts to improve their practice-- securing resources for instructional improvement efforts --within the category of Instructional Leadership. Thus, code these kinds of activities as both finances and instructional leadership].

### Example from principals' consequential decision list

- *Reviewing budget expenditures and remaining funds for the 2004-2005 school year. Resources that are aligned with the instructional goals of the school are critical for student learning to take place.*
- *Released additional Title I money to teachers. Empowers teachers to make budgetary decisions to support instructional goals. Allows teachers to better meet the needs of their students.*

### Example from shadowing data

- *Mr. B and Mrs. W discuss budgetary issues regarding the special ed. consultant.*

**Community/Parent:** This includes formal and informal interactions. For example formal meetings with community members and/or parents and more informal interactions (e.g. when parents are dropping off or picking up students or other unscheduled events). This can also include phone calls and email contact with community members and/or parents. In actual practice, this category can sometimes overlap with "scheduling" within the Building Operations category. It also can overlap with personnel issues and with student discipline issues. On the latter point, if interaction is primarily with a parent, use this code. If uncertain about codes, use more than one.

Examples of community/parent relations (formal or informal interactions) from principals' consequential decisions.

- *Parent conference with determination that communication between teacher and parent is of critical importance. Parents had not been informed of the difficulties their child was experiencing and were upset. Staff members involved in the conference, particularly the teacher, needed to be reminded of the importance of parent contacts.*
- *No real decision made....primarily dealing with discipline and disgruntled parents*
- *Made a decision to have a parent come and pick up her child who would refuse to get on his bus.*

Example from shadowing data

- *Speaking to parent about student returning to school (left previously because of issues in the neighborhood)*
- *Fight between two parents ensues. AP is telling the principal that the police can only restrain one parent at a time.*
- *Talking on the phone with a teacher about contacting the alderman concerning a neighborhood clean-up*

**School District Functions:** This includes any school district related event such as meetings with other principals or district level officials

Example from principals' consequential decision list

- *Go to district celebration to support staff members who were selected as Co-Teachers of the Year by the Special Education Department for the System. Celebrate the successes of wonderful staff members who impact special and regular education students. [Double code with "instructional leadership"-- publicly recognizing, praising or rewarding teachers].*
- *Attending district workshop to learn more about the requirements for Highly Qualified teachers and paraprofessionals. This is a federal requirement for all Title One Schools to have Highly-Qualified teachers and paraprofessionals. We are a Title One school. [May double code with Professional Growth category]*

Example from shadowing data

**Student Affairs:** This category refers to anything in the daily practice of principals involving the management of students that is not directly related to subject matter content, teaching or learning (e.g. behavior and discipline issues, student clubs, sports teams, attendance, counseling, hall/cafeteria monitoring and so on. This category may overlap with the Community/Parent category, as student disciplinary action often requires meetings with parents. Likewise, this may overlap with the scheduling activity, within the building operations. When in doubt, use codes for multiple activity categories— Student Affairs, and Community/Parent or Student Affairs and building operations/scheduling.

### Examples of student affairs from principals' consequential decisions.

For example, when we ask principals to document their most consequential decision on the logging days some principals listed the following:

- *[Deciding] how to handle a student disciplinary issue. The way discipline is handled affects student and parent attitudes toward the teacher, the administration, and the school. Student and parent attitudes can affect student achievement.*
- *Approving fifth grade request for stricter consequences for students until the end of the year. It reinforces the Zero Tolerance position of our system.*
- *Suspended two students. To help students understand the consequences for their actions.*
- *Whether or not to suspend a student. I do not believe that is always the best consequence for an undesirable behavior.*
- *Student safety issue. Impacted the health and safety of a child . . .*
- *To keep a special education child here even though she has moved to a neighboring school. She needs to stay to improvement. She will keep improving with us. I am arrogant enough to think we are better than most.*
- *Meeting with parents in a Student Support Process meeting to determine proper strategies to help a disruptive pre-k child. It changes the child's schedule from full day to half-day and hopefully will in the future lead to a better-behaved child. [Code these kinds of activities as BOTH student affairs and parent/community relations]*
- *Going to court on the child who was molesting one of my students. It will affect the child, his sister, his family and his future.*
- *Contacting our visiting teacher/social worker to help push the parent to do what he needs to do to get the medication his child needs and to follow through with behavioral consequences. The child is fairly new to us and has an anger problem. They need to follow through to help the child succeed. If not, social services may need to be contacted.*
- *I allowed a student to return to class after a parent conference. This was an important decision.*
- *I put twins in the same class next year at the request of the parents. I don't think it will work but I am willing to try. [May overlap with community/parent relations category].*

### Examples from shadowing

**Personnel issues:** This includes any part of the process of recruiting and hiring teachers or other faculty/staff in the school. It also includes solving personnel problems including reprimanding or dismissing staff. It may include assessing teachers' instruction. Use this code with INSTRUCTIONAL LEADERSHIP code when principal is evaluating a teacher's work specifically in instruction.

### Examples of personnel issues from principals' consequential decisions.

- *To fire a substitute worker. Allows for the school to be better maintained.*
- *Personnel matters. Would result in job loss for an employee*
- *Working with our head to keep a troubled employee but he quits anyway. Losing a good worker and friend.*
- *The change of inclusion teachers for next year. The impact it will have on our children.*
- *I determined that disciplining a paraprofessional for inappropriate handling of a student concern would be limited to a written reprimand. It is important to fully investigate situations with staff, and to respond appropriately. It is important to make good decisions when a person's job is 'on the line.' It is important to protect the well being of students.*
- *I hired a teacher for next school year. Staffing is the single most important thing a principal does. Hiring the best staff possible and then facilitating their work is critical to the overall success of students.*
- *To document a teacher on the Duties and Responsibilities Instrument. She needed to be aware that her performance needed improving. [May double code with Instructional Leadership—supporting improvement; monitoring instruction]*
- *The majority of the day was spent in annual evaluation conferences with teachers. The most consequential decision(s) made were evaluation scores. This was most consequential because it will guide teachers' professional practice and ultimately impact student achievement. [Double code with Instructional leadership—supporting improvement; monitoring instruction]*

### Examples from shadowing data

- *Asks Clerk when the security guard left yesterday. He is absent today, and they have been having problems with him being absent often.*
- *Mr. B and Mrs. W discuss the aide schedule,*
- *They discuss seven teachers being out of class today.*

**Planning/Setting Goals:** This category includes any planning or goal setting for the school. This may be called a School Improvement Planning process (but it may also be referred to in other ways). This category includes literacy and math goals, performance standards, or other more generic improvement goals (e.g. related the principles of teaching, learning and curriculum from Unit 5, or to improvement more generally. See also Units 6 & 7 on developing math and literacy goals.)

### Example/s of planning/setting goals from principals' consequential decisions.

- *Meeting with 4th and 5th grade teachers to discuss next steps for student goals. A plan of action was established and implemented that fostered immediate results in student performance*
- *Forming collaborative teams for Accelerated Schools and Primary Years International Baccalaureate Program. Moved school along toward goals and planning for resources for next*

*year [may double code with supporting teachers' efforts to improve—the Instructional Leadership category.]*

- *Strategic planning for next year. It will impact total school instruction.*

### **INSTRUCTIONAL LEADERSHIP:**

- **Working with Teachers or Students:** Communicating goals for teaching and learning, working with teachers to gain acceptance of standards or instructional improvement goals, encouraging teachers to perform at a higher level, or publicly recognizing, praising or rewarding teachers or students. Note: the operative concepts here are communicate, motivate and encourage to improve. Use this code when principal is motivating, persuading, or otherwise communicating with teachers & students as an incentive to action. Not, this is NOT actually working with teachers to teach, coach or otherwise support their learning or efforts to improve; nor is it working with teachers directly on mathematics or literacy instruction to improve practice.

#### Examples from principals' consequential decisions.

- *Student assemblies today---recognizing achievement*
  - *To talk with the fifth grade students about expectations. It would encourage the students to stay focused as we are preparing for the upcoming CRCT.*
- *Attend district celebration of the successes of wonderful staff members who impact special and regular education students. [Double code with district function]*
- *Meeting with 4th and 5th grade teachers to discuss next steps for student goals. A plan of action was established and implemented that fostered immediate results in student performance. [may double code with Planning/Setting goals category]*
- *The placement of a special needs child and his progress and goals for the academic year. The decision had an impact on the academic and behavioral expectations for the child. The decision was made with input from teachers, parents and other district staff to best meet the specific needs of this child. [may double code with community/parent relations]*
  - *Decision for special education student for goals and placement. It will have an impact on the child's achievement toward first grade skills.*
  - *Having a Reading and Mathematics Workshop for parents, students and community. [Double code with Community/parent relations]*
  - *Discussion with first and second grade teachers on the importance of the CRCT test and the unique schedule we all decided on. Total buy in by the staff.*
- **Changing Procedures or Policies Related to Curriculum or Instruction (School Restructuring or Reform).** This sub-category of principals' Instructional leadership may include any of the following activities: Redesigning literacy or math instructional strategies used by teachers, redesigning professional development strategies, redesigning assessment strategies, changing the schedule to support teacher development, aligning curriculum, assessment or

standards. This may also include references to the Georgia Performance Standards, curriculum in any subject, or benchmarking (what students should know/be able to do at any given grade level). Note: the operative concepts here are REDESIGN and alignment, NOT PLAN, (See for example unit 8 on designing a “learning organization” and aligning professional development to student data.

Examples from principals’ consequential decisions.

- *The most consequential decision I made today was to debrief with the after school teacher-leaders to determine the most effective means to accelerate learning for after school students. The decision was consequential because the shared input and decision-making resulted in several promising strategies that will focus on student needs.*
- *Worked on last minute details for upcoming CRCT Reading/Math Camp. Needed to assure a smooth beginning to this 3-Saturday program.*
- *Determining the format for the Reading camp that will be held for 3rd and 5th graders over the next 3 Saturday's. Camp will be held to provide assistance to students in danger of not meeting mastery on the CRCT. May impact whether or not these students are promoted to the next grade level. (Must meet mastery to be promoted.)*
- **Supporting teachers’ efforts to improve their practice:** This sub-category of principals’ Instructional leadership may include any of the following activities: Establishing collaborative teams, securing resources for instructional improvement, encouraging collaboration between teachers, coaching teacher(s) in literacy or reading instruction, modeling instruction in literacy or math, working with teachers on specific issues from literacy or math classes. Examples of collaboration include common planning time, development of a professional community, and providing/making use of effective communication. This category also includes coaching procedures in which the principal is working directly with a teacher or staff member to increase his or her knowledge/abilities. The key concepts here are principals’ involvement in teachers’ learning and improvement opportunities.

Examples from principals’ consequential decisions.

- *Providing prompt feedback and coaching to co-teachers after an observation. During the coaching session I spent time listening to teachers reflect on their instruction. They were able to determine their own next steps to improve their collaboration based on the data collected during the observation and discussion.*
- *Scheduling collaborative planning for teachers. Teachers will have time to plan lessons and analyze data for lessons*
- *[I decided] To utilize common professional learning community time for standards and instructional surveys. The process fostered teamwork and professional knowledge and assessment.*

- *Identifying funding sources and providing resources for teachers. The resources that will be purchased directly impact student achievement. [See securing resources for instructional improvement in definition]*

Example from shadowing data (double code with Personnel category—evaluations):

- *10:00 a.m. In principal’s office with teacher #1. The principal checks e-mail, then begins annual evaluation. The annual evaluation starts well, the teacher is praised for her work on “inclusion.”*
- *10:20 a.m. With teacher #2. The annual evaluation is for a teacher who previously taught for 24 years in a middle school. The teacher comments, “All students at middle school are bad, all students at elementary schools are good.”*
- *10:30 a.m. The evaluation sessions continue. They discuss math scores of students in third, fourth, and fifth grades. [SEE ALSO DATA BASED DECISIONMAKING JUST BELOW]*
- *10:40 a.m. With teacher #3. This is an annual evaluation for a math teacher who loves to teach problem solving*
- *12:40 p.m. In principal’s office with teacher #4. Another annual evaluation. They discuss particular children, and plans for the teacher’s professional development in the next year.*
- **Monitoring or Observing Instruction:** Observing classroom instruction in literacy or math, assessing teachers’ understandings of standards, monitoring whether teachers are using literacy or math practices called for by their school’s redesign efforts, talking with students about their work in literacy or math, setting/assessing benchmarks for teachers, or monitoring the curriculum used in the classroom. It can also include observing and evaluating staff members’ work. In the latter case, use with personnel.

Example/s from principals’ consequential decisions.

- *The majority of the day was spent in annual evaluation conferences with teachers. The most consequential decision(s) made were evaluation scores. This was most consequential because it will guide teachers' professional practice and ultimately impact student achievement. [Double code—supporting improvement; personnel-evaluation]*
- **Teaching:** Teaching a literacy or math class, reading to a class.

Examples from principals’ consequential decisions.

- *Assisting students in understanding a science concept. Students were involved and learned to think out side of the box.*
- *Coaching students in mathematics. Help students be more successful in mathematics*



- **Analyzing Student Data or Student Work:** Examining student work in reading, writing, or math, analyzing literacy or math assessment results

Example from principals' consequential decisions.

- *Teacher Annual Evaluation assessment scores. Evaluation scores are based in part on Student Achievement. [Double code with personnel-evaluation—and monitoring instruction]*

**Buzzwords from the NISL curriculum that you may hear when in the field:**

**Unit 5**--Effort produces achievement; learning is about making connections; we learn with and through others; learning takes time; motivation matters; the teacher matters; focused teaching promotes accelerated learning; clear expectations and continuous feedback and activate learning; good teaching builds on students' strengths and respects individuals' differences; good teaching involves modeling what students should learn. Unit 8— **focused walk**: A strategy of professional learning that allows the principal and members of the leadership team to observe the classroom learning process in order to obtain specific data for progress and improvement. **lesson study**: Classroom teaching is difficult to share and disseminate. The TIMSS Video Studies introduced American educators to Lesson Study as a way, through video, to analyze classroom teaching. By focusing on classroom teaching, observers can use this strategy to evaluate how and whether student learning is taking place. Includes these components: Collaborative lesson planning to improve classroom teaching and student outcomes; Collaborative research for analyzing internal and external best practices; Overall knowledge sharing . **Benchmarking**: An activity whereby organizations continuously engage in self-study and compare themselves with the leaders in their field (locally, nationally, and internationally) so they can identify, adapt, and apply significantly better practices.

**Professional Growth:** Acquiring knowledge or skills. This includes principals' formal professional development, attending classes at a college or university, reading articles or books, completing computerized exercises from a professional development program, attempting to apply ideas learned in a professional development to his/her work, coaching from another principal, or attempting to learn about effective leadership, teaching or learning by studying a successful school.

## Using the Observation Form

In the field, the observation guide should be filled out every 15 minutes within each one-hour block

### Field Protocol for shadowing:

- Print hard copy of this guide--1 hour per page--and fill out on clip board as you shadow
- Set your watch to buzz/beep you every 15 minutes from the initial start time. **OR, if watch is preset to buzz 5 minutes on the hour, note the start time. First block may be less than 15 minutes, but every beep thereafter will be in 15 minute blocks on the hour. (see sample 2 further below)**
- At each beep, record time; fill in a row of the observation guide
- Circle one or more activities that describe what is happening at the beep—e.g. personnel and Instructional Leadership
- Describe that activity in the “what’s happening” section including the content/topic/ and or subject matter when appropriate
- Note in the “what’s happening” section a change in activity and **the time**, BUT, DO NOT describe and DO NOT circle another activity
- To determine if a participant **Provided** or **Solicited** the knowledge, practice or motivation consider who initiated the interaction. Circle one. If this is not observable, circle UNSURE.
- To determine if an interaction is **Planned** or **Spontaneous** consider if what happened was pre-determined before the interaction took place. Circle one. If this is not observable, circle UNSURE.
- See Key just below for filling in where, with whom and how—including if co-leading

WHERE	WITH WHOM	HOW is principal doing this? (select one)	<b>If CO-LEADING this activity</b> (select all that apply)
<input type="checkbox"/> My Office <input type="checkbox"/> Main Office <input type="checkbox"/> Classroom <input type="checkbox"/> Conference Room <input type="checkbox"/> Hallway <input type="checkbox"/> Other On Site Location <input type="checkbox"/> District Office <input type="checkbox"/> Other Off Site Location	<input type="checkbox"/> 1 = By myself <input type="checkbox"/> 2 = Regular classroom teachers <input type="checkbox"/> 3 = Teacher-leaders (coaches, facilitators, master/mentor teachers) <input type="checkbox"/> 4 = Students <input type="checkbox"/> 5 = Other principals <input type="checkbox"/> 6 = District staff <input type="checkbox"/> 7 = University staff <input type="checkbox"/> 8 = Parents <input type="checkbox"/> 9 = Community members <input type="checkbox"/> 10 = Vendors/contractors <input type="checkbox"/> 11 = Other - Please specify all others in time order below	<input type="checkbox"/> Face-to-Face Interaction <input type="checkbox"/> One on one <input type="checkbox"/> 2 to 5 people <input type="checkbox"/> 6 to 10 people <input type="checkbox"/> 11 to 50 people <input type="checkbox"/> More than 50 people <input type="checkbox"/> Paperwork or Books <input type="checkbox"/> Phone <input type="checkbox"/> Looking or Observing <input type="checkbox"/> Electronic Media <input type="checkbox"/> Other	Working Alone Student(s) Teacher Leader(s) Regular Classroom Teacher(s) Principal(s) Subject Area Specialist Other Professional Staff Non-Teaching Staff District Staff Parent(s) Community Members Other

Sample 1

8-9 AM		<b>What's happening (Include subjt - content)</b>	<b>Activity type</b>	
<p><b>Duration Start/stop</b></p> <p>8:05-8:17</p>	<p>Where Principal office</p> <p>With whom Parents, classroom teacher and teacher leader (math)</p> <p>How Face to face/5 people</p>	<p>Principal is sitting at conf. table with 2 teachers and a student's parents. Discussion is focused on goals &amp; expectations for a student. Discuss placement of student in special program to provide additional support in mathematics. Principal comments, "I've worked with your student, we've looked closely at his math assessment data and school work—he slides data documents closer to the parents—I've talked extensively with Ms. X and Mr. Z (the 2 teachers in room). We feel the after school program will help your child improve his math achievement." One parent sounds receptive, the other does not. E.g." john needs this" vs. "he may become targeted as special needs student by other students.</p> <p>Parents leave; tchrs/principal continue talking</p>	<p>Building operations Finances Community/Parent X School district functions Student affairs X Personnel issues Planning/setting goals Instructional leadership Profession Growth Other _____</p>	<p>Provided X or Solicited or Unsure</p> <p>Planned X or Spontaneous or unsure</p>
<p><b>Duration Start/stop</b></p> <p>8:20</p> <p>8:34</p>	<p>Where Principal office</p> <p>With whom teachers</p> <p>How Face to face/3 people</p>	<p>Parents have gone; tchrs/principal continue previous discussion but now are looking at data documents and extending talk to mathematics needs school wide. Woman pops head in to office to say prinipcal's meeting postponed. Principal asks if teachers can stay to discuss strategy for addressing school's math needs. They continue and assign tasks for a follow-up meeting with more teachers/leaders.</p> <p>As they talk woman knocks and steps into office. A fight in hall has erupted. Principal jumps up</p>	<p>Building operations Finances Community/Parent School district functions Student affairs Personnel issues Planning/setting goals X Instructional leadership X Profession Growth Other _____</p>	<p>Provided or Solicited or usure X</p> <p>Planned or Spontaneous X Or unsure</p>
<p><b>Duration Start/stop</b></p> <p>8:35</p> <p>8:43</p> <p>8:45</p> <p>8:48</p>	<p>Where hallway</p> <p>With whom Teachers, students</p> <p>How Face to face/5 + people Others standing around</p>	<p>Principal physically pulls apart two boys and holds them away from one another. They continue to scream—red faced—at one another. Teacher steps in to hold one back and principal tells the other to call parents. P: "what exactly is the problem!?" AAB1: "He called XX a name and shoved him on the way here". AAB2 interrupts screaming: "did not". Principal continues to ask questions as boys respond. More students gather in area. P and hall monitor tell them to go to class rooms</p> <p>Principal and teacher escort the boys to the office.</p> <p>Principal on the phone in his office (parents?) (I stand just at door)</p> <p>Principal gets up from desk and walks out of office.</p>	<p>Building operations Finances Community/Parent School district functions Student affairs X Personnel issues Planning/setting goals Instructional leadership Professional Growth Other _____</p>	<p>Provided or Solicited (X) or usure</p> <p>Planned or Spontaneous X Or unsure</p>

		(I follow).		
<b>9-10 AM</b>		<b>What's happening (Include subj - content)</b>	<b>Activity type</b>	
<b>Duration</b> <b>Start/stop</b>  <b>9 AM</b>  <b>9: 06</b>  <b>9: 12 AM</b>	<b>Where</b> Hallway   <b>With whom</b> Principal/teacher leader   <b>How</b>	As we walk in Hallway, Principal just told me he is late for a set of 3 classroom observations he is doing today. As we walk he let's me know we're on our way to a 4th grade room.  He stops and knocks on an office door—math specialist joins us and briefs principal on teacher we're about to observe.  Principal knocks on door (room 1223). Ms. X opens door.	Building operations Finances Community/Parent School district functions Student affairs Personnel issues Planning/setting goals Instructional leadership Profession Growth Other _____	Provided or Solicited or usure          Planned or Spontaneous Or unsure

Sample 2

8-9 AM		<b>What's happening (Include subjt - content)</b>	<b>Activity type</b>	
<p><b>Duration Start/stop</b></p> <p>8:05</p>	<p>Where Principal office</p> <p>With whom Parents, classroom teacher and teacher leader (math)</p> <p>How Face to face/5 people</p>	<p>Principal is sitting at conf. table with 2 teachers and a student's parents. Discussion is focused on goals &amp; expectations for a student. Discuss placement of student in special program to provide additional support in mathematics. Principal comments, "I've worked with your student, we've looked closely at his math assessment data and school work—he slides data documents closer to the parents--I've talked extensively with Ms. X and Mr. Z (the 2 teachers in room). We feel the after school program will help your child improve his math achievement." One parent sounds receptive, the other does not. E.g." john needs this" vs. "he may become targeted as special needs student by other students.</p> <p>Parents leave; tchrs/principal continue talking</p>	<p>Building operations Finances Community/Parent X School district functions Student affairs X Personnel issues Planning/setting goals Instructional leadership Profession Growth Other _____</p>	<p>Provided X or Solicited or Unsure</p> <p>Planned X or Spontaneous or unsure</p>
<p><b>Duration Start/stop</b></p> <p>8:15</p>	<p>Where Principal office</p> <p>With whom teachers</p> <p>How Face to face/3 people</p>	<p>Parents have gone; tchrs/principal continue previous discussion but now are looking at data documents and extending talk to mathematics needs school wide. Woman pops head in to office to say prinipcal's meeting postponed. Principal asks if teachers can stay to discuss strategy for addressing school's math needs. They continue and assign tasks for a follow-up meeting with more teachers/leaders.</p> <p>As they talk woman knocks and steps into office. A fight in hall has erupted. Principal jumps up</p>	<p>Building operations Finances Community/Parent School district functions Student affairs Personnel issues Planning/setting goals X Instructional leadership X Profession Growth Other _____</p>	<p>Provided or Solicited or usure X</p> <p>Planned or Spontaneous X Or unsure</p>
<p><b>Duration Start/stop</b></p> <p>8:30</p> <p>8:40</p> <p>8:42</p> <p>8:44</p>	<p>Where hallway</p> <p>With whom Teachers, students</p> <p>How Face to face/5 + people Others standing around</p>	<p>Principal physically pulls apart two boys and holds them away from one another. They continue to scream—red faced—at one another. Teacher steps in to hold one back and principal tells the other to call parents. P: "what exactly is the problem!?" AAB1: "He called XX a name and shoved him on the way here". AAB2 interrupts screaming: "did not". Principal continues to ask questions as boys respond. More students gather in area. P and hall monitor tell them to go to class rooms</p> <p>Principal and teacher escort the boys to the office.</p> <p>Principal on the phone in his office (parents?) (I stand just at door)</p> <p>Principal gets up from desk and walks out of office. (I follow).</p>	<p>Building operations Finances Community/Parent School district functions Student affairs X Personnel issues Planning/setting goals Instructional leadership Professional Growth Other _____</p>	<p>Provided or Solicited (X) or usure</p> <p>Planned or Spontaneous X Or unsure</p>
<p>9-10 AM</p>		<b>What's happening (Include subjt - content)</b>	<b>Activity type</b>	

<p>Duration Start/stop</p> <p>9 AM</p> <p>9: 06</p> <p>9: 12 AM</p>	<p>Where Hallway</p> <p>With whom Principal/teacher leader</p> <p>How</p>	<p>As we walk in Hallway, Principal just told me he is late for a set of 3 classroom observations he is doing today. As we walk he let's me know we're on our way to a 4th grade room.</p> <p>He stops and knocks on an office door—math specialist joins us and briefs principal on teacher we're about to observe.</p> <p>Principle knocks on door (room 1223). Ms. X opens door.</p>	<p>Building operations Finances Community/Parent School district functions Student affairs Personnel issues Planning/setting goals Instructional leadership Profession Growth Other _____</p>	<p>Provided or Solicited or usure</p> <p>Planned or Spontaneous Or unsure</p>
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