Effective Schools:
Hiring, Assignment, Development and Retention of Effective Teachers

Susanna Loeb
University of Wisconsin
October 7, 2011
Findings: principal time-use

Most Time Spent On:
• Disciplining students
• Supervising students
• Observing classrooms
• Internal relationships
• Compliance requirements
• Managing budgets

Least Time Spent On:
• External relationships
• Coaching teachers
• Using data and assessments
• PD for teachers
• PD for themselves
• Teaching students
Principals on average spend more than half their time on Administration and 11% of their time on Instruction.
Across Districts: Most time on Administrative Tasks

High School Principal Time-Use by District

- **SFUSD** (n=17)
- **MPS** (n=30)
- **M-DCPS** (n=40)
The Importance of Organization Management time-use
(paper based on Miami-Dade, also elsewhere)

- positive relationship
- negative relationship

Organization Management

Instructional Program

Internal Relationships

Day-to-Day Instruction

Student Performance Gains

Teacher Assessments of School

Teacher Satisfaction at Current School

Parent Assessments of School
Principal Task Effectiveness: 5 Primary Dimensions

1. Instruction Management: Skills for promoting and improving the implementation of curricular programs in classrooms
   - Using assessment results, providing instructional feedback, implementing PD

2. Internal Relations: Skills for building strong interpersonal relationships within the school
   - Handling staff conflicts, counseling students and teachers

3. Organization Management: Skills employed to maintain a highly functioning organization
   - Hiring personnel, budgeting, maintaining facilities,

4. Administration: Skills related to compliance and regulatory tasks
   - Maintaining records, fulfilling special ed requirements, managing attendance

5. External Relations: Skills for working with outside stakeholders
   - Communicating with the district office, fundraising, working with the community