



**VIRTUAL**

INSTRUCTIONAL  
**LEADERSHIP**  
CHALLENGE

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JOURNAL

MODULE 5

# What Does Bandwidth For Instructional Leadership Mean?

WHAT HIGH-VOLUME, LOW-IMPORTANCE WORK COULD I SHIFT TO LATER IN THE DAY?

OTHER THAN GETTING INTO CLASSROOMS, WHAT OTHER IMPORTANT WORK SHOULD I SHIFT EARLIER IN THE DAY WHEN MY MENTAL ENERGY IS HIGHEST?

# Budgeting Mental Energy With the Daily Scorecard

WHAT TASKS MIGHT THE DAILY SCORECARD HELP ME MOTIVATE MYSELF TO GET DONE?

WHAT TENDS TO BE HARD FOR OTHERS, BUT IS A "0 POINT" TASK FOR ME?

WHAT DESERVES THE LARGEST ALLOCATION OF POINTS THIS WEEK?

# Parkinson's Law: Getting More Done In Less Time

WHAT TIME DO I NEED TO LEAVE FOR THE DAY IN ORDER TO AVOID BECOMING INEFFICIENT OR BURNING OUT?

WHEN HAVE I EXPERIENCED WORKING WITH A HARD STOP? WHAT WAS DIFFICULT, AND WHAT WAS HELPFUL ABOUT HAVING A HARD STOP?

# Making Time for Informal Classroom Visits

HOW MANY TIMESLOTS DO I REALISTICALLY NEED TO MAKE IT INTO CLASSROOMS 3 TIMES A DAY?

WHAT ARE THE BEST SPECIFIC TIMES FOR ME TO GET INTO CLASSROOMS, E.G. WHEN I'M ALREADY OUT OF THE OFFICE?

# Making Time for 1:1 Phone Conversations with Staff

WHAT ARE THE BEST TIMES OF DAY TO MAKE PHONE CALLS TO TEACHERS?

WHAT MIGHT BE ON MY CALL AGENDA IN THE COMING WEEKS?