

Prioritization and Time Management to Calm the Busy Mind



TACAC Spring Conference 2022
Sunday, April 3



Your Contigo Ed Team



Ms. Carabajal in 2002!

Rhiannon Carabajal Killian

(she/her)

20 year anniversary in secondary education



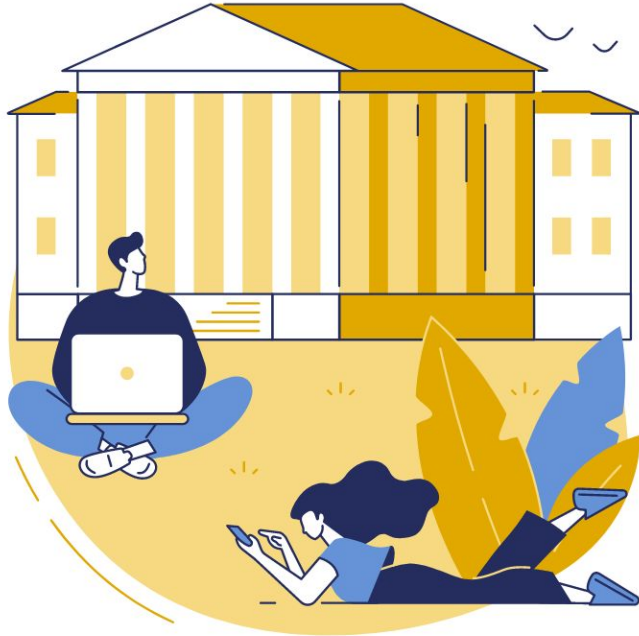
Mr. Spurgeon in 2002!

Chad Spurgeon

(he/him)

20 year anniversary in secondary education

Warm-Up



On your handout, take 3 minutes and write down everything you **need to do** and **want to do** by June 2022.

Four Thousand Weeks

Four
Thousand
Weeks
Time
Management
for Mortals

Oliver
Burkeman



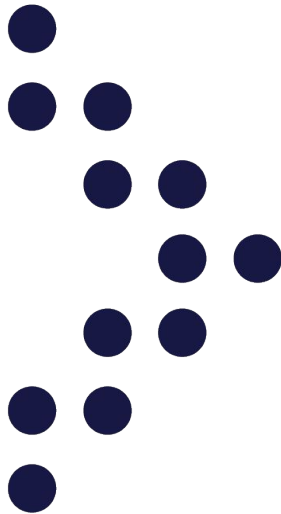
“ a splendidly liberating first step on the path of embracing your limits: the problem with trying to make time for everything that feels important - or just for enough of what feels important - is that you definitely never will.” (pg. 41)

“Yet because in reality your time is finite, doing anything requires sacrifice - the sacrifice of all the other things you could have been doing with that stretch of time. If you never stop to ask yourself if the sacrifice is worth it, your days will automatically begin to fill not just with more things, but with more trivial or tedious things . . . ” (pg. 48)

“As I make hundreds of small choices throughout the day, I’m building a life - but at one and the same time, I’m closing off the possibility of countless others, forever.” (pg. 60)

“So if a certain activity really matters to you . . . the only way to be sure it will happen is to do some of it today, no matter how little, and no matter how many other genuinely big rocks may be begging for your attention.” (pg. 74)

During today's session, we will . . .



 Identify things worth doing.

 Use strategies and techniques to make deliberate choices about how we use our time.

 Use calendars to plot the things we need and want to do.

Four Thousand Weeks

Four
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Time
Management
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- ☀ You can never do it all because time is finite.
- You will make decisions about your time and that means you won't do certain things and that has to be okay.
- ☀ Figure out what matters and is a priority, and do that.

Decision Making: Determine What Matters Most

The Eisenhower Decision Matrix



Decision Making: Is this task urgent and important (or both/neither)?

The Eisenhower Decision Matrix



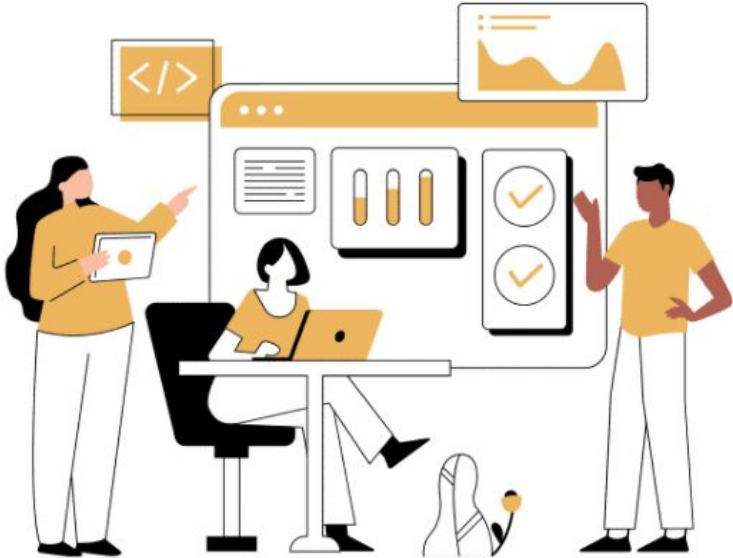
Headline:

- “Important” tasks usually pertain to your work/goals.
- “Urgent” tasks usually pertain to someone else’s work/goals.

Things to Consider:

- Hint: A task is rarely both, but can be.
- Taking on urgent tasks assigned by someone else is unavoidable for the vast majority of us, but it is critical to remain mindful of how much of your daily/weekly/monthly work is urgent/assigned by someone else.

Decision Making: Determine What Matters



Question:

Am I the only person who can do this?

- If Yes - Do it / Decide.
- If No - Delete it / Delegate it.

Work Time:

For each of the tasks you already brainstormed, go one by one and ask yourself this question same question - *Am I the only person who can do this?*

Put either a "Y" or "N" next to each task based on how you answered the question.

Decision Making: Delegate or Delete?

The Eisenhower Decision Matrix

Urgent

Not Urgent

Important

Do

Do it now.

Decide

Schedule a time to do it

Not Important

Delegate

Who can do it for you?

Delete

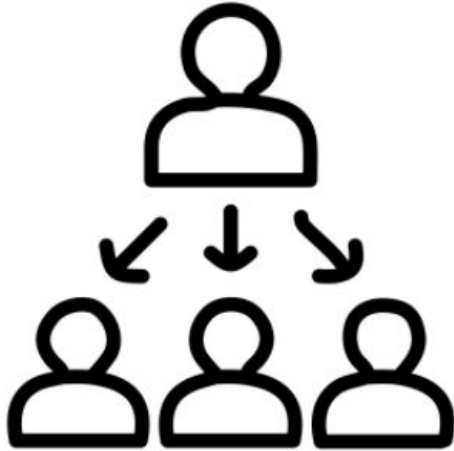
Eliminate it

For every task you answered “No”, you have a decision to make.

1. If it is not urgent and it is not tied to your goals, delete it.
2. If it is urgent, but not something you must do yourself, delegate it.

Delegation: What gets in our way?

A Few Reasons People Do Not Delegate Work

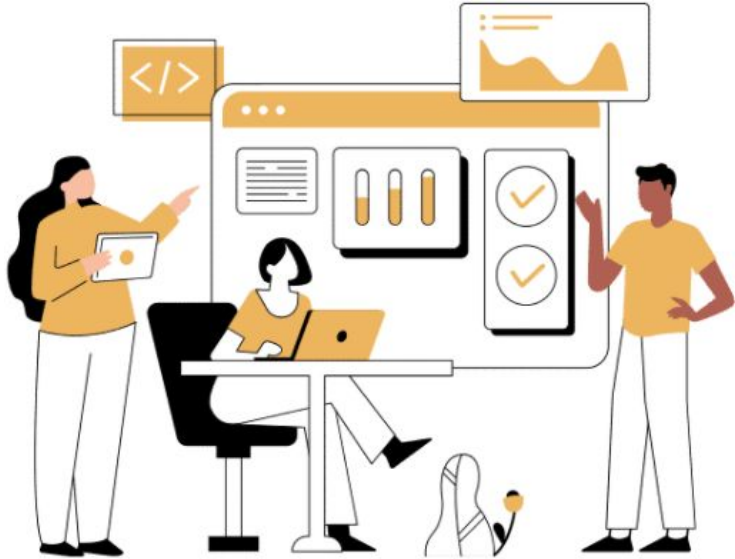


- I feel bad...everyone is so busy.
- It will be quicker if I just do it myself.
- It's my responsibility to ensure it gets done right.
- I already have experience doing this.
- It could cause a disagreement or pushback. I'd rather avoid the confrontation and do it myself.
- It's important that my team see me also "get my hands dirty."

Delegation: Framing

- It takes practice.
- Effective Delegation = Teaching/Coaching; You are helping others grow.
 - If you've ever been a teacher, you know how to delegate work.
 - You are not adding to work to someone else's plate, you are helping someone build a new skill.
- Time spent teaching/delegating is **an investment**, not a cost.
 - You are helping others grow and develop new skills.
 - You are reserving your time for more strategic work.
- When delegating tasks/projects, **"the why"** is just as important (if not more) as "the what."
 - "I'm asking you to do this because...(e.g. It speaks to your strengths, it aligns with how you've told me you want to grow, you are the best person on our team at..., your performance on the XYZ project tells me you can do this well, too etc.)"
- Setting clear milestones and "checking work" is critical.

Make some choices!



Create a key for you on your handout using 4 colors.

Identify things on your lists that you can **delegate**, and mark them one color.

Identify things you can **delete**, and mark them one other color.

Things I need to and want to do

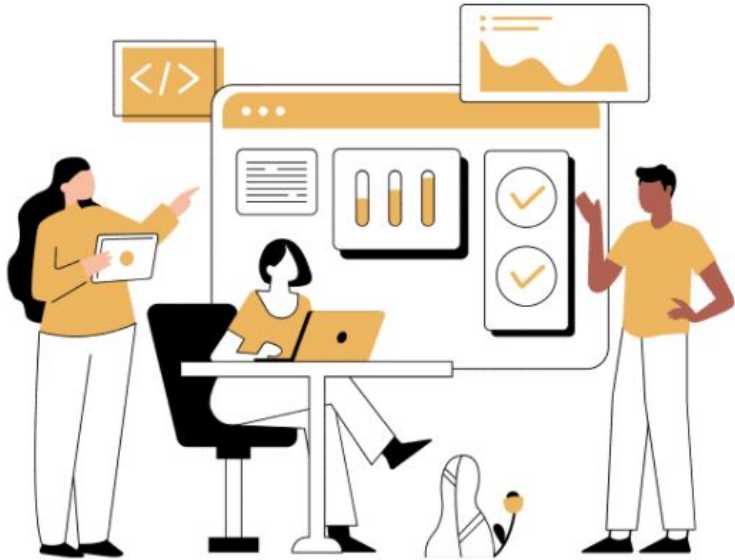
The Eisenhower Decision Matrix



- Responsibilities directly related to our role(s).
- Something that gives me energy.
- Something I explicitly consent to doing.

Is there something else to add?

Make some choices!



Wait! Can we look at the list we just made and delete something that doesn't meet that criteria?

Identify things on your list that you can **delete**, and mark them one other color.

Identify things on your list that are **not urgent, but important** (decide).

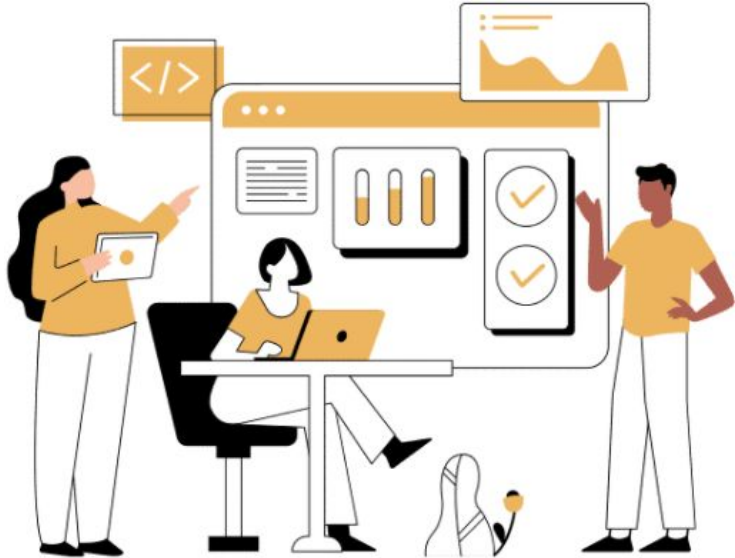
Decide: Merlin Strategy for Backwards Mapping



High schoolers select courses for SY 22-23 by 5.13

- <5.5 & 5.6>CO '27 enter selections into Xello.
 - <5.3 & 5.4> Seminar teacher delivers workshop for selecting courses.
 - Sts select scrub transcript to select courses aligned to 4 year plan.
 - Sts write courses on handout.
- <4.28 & 4.29>CO '24 enter selections into Xello.
 - <4.26 & 4.27> Seminar teacher delivers workshop for selecting courses.
 - Sts select scrub transcript to select courses aligned to 4 year plan.
 - Sts write courses on handout.
- <4.21 & 4.22>CO '23 enter selections into Xello.
 - <4.19 & 4.20> Seminar teacher delivers workshop for selecting courses.
 - Sts select scrub transcript to select courses aligned to 4 year plan.
 - Sts write courses on handout.
- <4.11-4.14> Material prep course selection workshop.
 - <4.11> Create and print course selection handout.
 - <4.12> Print all transcripts.
 - <4.13> Print all 4-year Personal Graduation Plans.
- <4.7> Confirm course selection options with administration.

Make some choices!



Plan out a delegation conversation

OR

Use the Merlin Strategy to backwards map something of yours that is not yet urgent but important.

Do: Get it on your calendar

Step 1: Block off all standing / recurring engagements.

Morning Duty, 7:30am	Morning Duty, 7:30am	Morning Duty, 7:30am	Morning Duty, 7:30am	Morning Duty, 7:30am
Teach Senior Advisory 8 – 9am		Teach Senior Advisory 8 – 9am		Teach Senior Advisory, 8am
Lunch Duty, 12pm	Lunch Duty, 12pm	Lunch Duty, 12pm	Lunch Duty, 12pm	Lunch Duty, 12pm
		Grade level meeting 2 – 3pm		
		School Professional Development 3 – 4:30pm		
	SON: Violin Practice, 4:30pm			DAUGHTER: Gymnastics 4 – 5pm

Do: Get it on your calendar

Realistically consider:

- Your energy levels
- Your physical space

Step 2: Create space for tasks that you find hard to do during any given day because it's not "urgent".

SUN	MON	TUE	WED	THU	FRI	SAT
23	24	25	26	27	28	29
	ME: Workout - strength, low 5:30 - 6:15am	ME: Workout - strength, upp 5:30 - 6:15am		ME: Workout - cardio 5:30 - 6:15am		
	Morning Duty, 7:30am	Morning Duty, 7:30am	Morning Duty, 7:30am	Morning Duty, 7:30am	Morning Duty, 7:30am	
	Teach Senior Advisory 8 - 9am		Teach Senior Advisory 8 - 9am		Teach Senior Advisory, 8am	
					Prepare for next week's Senior Advisory 9 - 10:30am	
	Lunch Duty, 12pm	Lunch Duty, 12pm	Lunch Duty, 12pm	Lunch Duty, 12pm	Lunch Duty, 12pm	
			Read and respond to emails			
			Grade level meeting 2 - 3pm			
		Read and respond to emails	School Professional Development 3 - 4:30pm			
Read and respond to emails 4 - 5pm	Read and respond to emails	SON: Violin Practice, 4:30pm		Read and respond to emails	DAUGHTER: Gymnastics 4 - 5pm	

Do: Get it on your calendar

Realistically consider:

- Time it takes to prep for other tasks.

Step 2: Plug in all those other “do” tasks from your list.

SUN	MON	TUE	WED	THU	FRI
23	24	25	26	27	28
	ME: Workout - strength, low 5:30 – 6:15am	ME: Workout - strength, upp 5:30 – 6:15am		ME: Workout - cardio 5:30 – 6:15am	
	Morning Duty, 7:30am	Morning Duty, 7:30am	Morning Duty, 7:30am	Morning Duty, 7:30am	Morning Duty, 7:30am
	Teach Senior Advisory 8 – 9am		Teach Senior Advisory 8 – 9am	Follow-up from workshop - tracker 8 – 10am	Teach Senior Advisory, 8am
	Meeting w/ Registrar to fina 9:30 – 10:30am	Meeting re: final fin aid work 9 – 10am	Final mid-year transcript pre 9 – 10am		Prepare for next week's Senior Advisory 9 – 10:30am
		Prep fin aid slides 10 – 11:30am			
	Lunch Duty, 12pm	Lunch Duty, 12pm	Lunch Duty, 12pm	Lunch Duty, 12pm	Lunch Duty, 12pm
	Source and post updated scholarships 1 – 2:30pm	HOLD: Office hours for students 1 – 3pm	Final Financial Aid worksho 1 – 2pm	Send Mid-Year Transcripts 1 – 3:30pm	HOLD: Office hours for students 1 – 3pm
		Read and respond to emails	Grade level meeting 2 – 3pm		
		Read and respond to emails	School Professional Development 3 – 4:30pm		
Read and respond to emails 4 – 5pm	Read and respond to emails	SON: Violin Practice, 4:30pm	Financial Aid Workshop 4:30 – 5:30pm	Read and respond to emails	DAUGHTER: Gymnastics 4 – 5pm

Let's share!



- Remember that you can never do it all.
- Evaluate and update your calendar daily.
- Set and reinforce boundaries. Share your process with your team.

Thank you!

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