ASAS Time/Task Analysis

1. Management

a. student supervision
b. student discipline
c. employee supervision
d. employee discipline
e. office work/prep
f. building management
g. parents/guardians
h. decision making committees, groups, meetings
i. district: meetings, supervisors, others
j. external: officials, others
k. celebration

Interactions

1. telephone
2. computer
3. interaction, individual
4. interaction, group
5. read/write/think

2. Instruction

a. student supervision
b. work with student(s)
c. feedback: directive
d. office work/prep.
e. observation, walk through
f. feedback: non-directive
g. parents/guardians
h. decision making committees, groups, meetings
i. district: meetings, supervisor, others
j. external: officials, others
k. teaching/modeling
l. professional development m.
planning, curriculum, assessment
n. feedback: celebration

3. Personal *(lunch, breaks, restroom, errands, personal business)*

4. Unknown *(requires narrative)*

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INSTRUCTIONAL LEADERSHIP DESCRIPTORS	EXAMPLES
A. Student Supervision	• using proximity to redirect student(s) • verbally redirecting a student so he/she pays attention—engages in the manner the teacher expects
B. Work with Student(s)	• teaching an individual or a group of students without a teacher present • talking with an individual or group of students while their teacher is present—assisting the teacher by engaging the students in a conversation about content
C. Feedback: Directive	• principal tells teacher to put the learning objective on the board • principal tells teacher to move around the classroom while teaching
D. Office work/prep	• principal is reviewing lesson plans • principal is preparing instructional feedback, evaluations, etc.
E. Observation/Walkthrough	• principal observing, taking data or notes • monitoring climate in instructional places
F. Feedback: Non-Directive	• conversation with the teacher about a lesson where the principal is non-directive • coaching a teacher using a reflective approach
G. Parents/guardians	• conversation with parent or guardian regarding instruction • conversation with parent or guardian concerning a student grade, test or progress
H. Decision making committees, groups, meetings	• Instructional discussions (CIA) with a formal group—like PTA, PLC, site advisory committee, etc. • instructional discussions (CIA) with an informal group—like a group of teachers or parents in the staff room
I. District: meetings, supervisor, others	• supervisor calls principal to discuss assessment results • district science coordinator meets with principal to discuss implementation of science modules
J. External: officials, others	• principal works with Kiwanis Club to develop a mentoring program for students • principal talks with advocacy group about assessment results
K. Teaching/Modeling	• principal is teaching the teacher by modeling an instructional practice or technique—teacher is present
L. Professional development	• principal presents on instruction, curriculum or assessment • principal attends a session on instruction, curriculum or assessment
M. Planning, curriculum, assessment	• principal meets and or participates with a group focusing on curriculum, instruction or assessment • principal gives feedback or employee supervision to a group
N. Feedback: Celebration	• principal congratulates a teacher on improvement or performance • principal congratulates a student for academic progress or success

NSIP National SAM Innovation Project

ASAS Time/Task Analysis

School _____ Date _____

Principal _____ Day of week: M – T – W – TH – F (circle day)

District _____ Data Collector _____

Time of Day	05	10	15	20	25	30	35	40	45	50	55	60

FAX completed ASAS Time/Task Analysis Data Form to 877-266-2813

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