Time Change
Coaching Guide

NSIP
National SAM Innovation Project

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SAM Process Time Change Coaching Guide
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The National SAM Innovation Project, NSIP, uses a facilitative coaching model to support SAM/principal teams. A Time Change Coach, TCC, uses ___reflective practice questions___ to help teams increase instructional time and improve teacher practice and student achievement. The ___TCC primarily serves as a coach, and to a lesser degree, a trainer___.

Time Change Coaching Guide Contents:

SAM Process: Cornerstone Beliefs

NSIP believes:

- a principal's most effective strategy for school improvement is use of his/her time. The principal should make instructional leadership his/her priority and, eventually, spend more than 50% of the day on activities that directly impact teaching and learning;

- the principal and SAM are "smarter" than the TCC as they know their context best and are ultimately responsible for their own results—with the SAMs process and success as a school. The TCC's role is to ask questions to stretch the thinking of the team and keep the focus on the team's goals;

- the SAM team must schedule "at or above goal" before each school day begins;

- the SAM team must meet each day to discuss the prior day's work, reconcile the calendar and schedule follow-up activities;

- the SAM team must regularly consider and reflect on the impact of the principal's instructional leadership work using TimeTrack data and charts;

- a positive approach, building on a person's strengths, is the best way to build human capacity. The TCC models this with SAM/principal teams and encourages the team to do the same with teachers, support staff, parents and students;

- the SAM teams' work should align with the district's priorities for principal/staff development;

- a principal can be more effective by using his/her TimeTrack data to inform decision making and determine next steps with a teacher or group;

- that summative evaluation and formative improvement must be integrated with an emphasis on a coaching approach;

- and, that the frequency of interaction with a teacher or group is critical to improved practice.

Working from the Positive

The TCC always works from a positive position with a principal and SAM. This aligns with the SAM process cornerstone beliefs. The TCC realizes that it is better to "show" a behavior than "tell" a behavior. TCC's are encouraged to use Dale Carnegie's Principles for Effective Leaders:

- Begin with praise and honest appreciation
- Call attention to people's mistakes indirectly

- Talk about your own mistakes before criticizing the other person
- Ask questions instead of giving direct orders
- Let the other person save face
- Praise the slightest improvement and praise every improvement. Be "hearty in your approbation and lavish in your praise"
- Give the other person a fine reputation to live up to
- Use encouragement. Make the fault seem easy to correct.
- Make the other person happy about doing the thing you suggest.

TCC Duties

The TCC helps his/her team(s) advance on the Principal Performance Rubric. (page 31)   The TCC is expected to develop a professional and safe, confidential, relationship with all SAM team members.

At a minimum, the TCC works with the team *once each month in-person* and *weekly via the internet*. The school visit should coincide with the team's scheduled TimeTrack Daily meeting.

Monthly, in-person visit	Weekly, online visit
The night before the school visit, TCC reviews notes about the team's progress, the team's goals, TimeTrack for the week and Dashboards.	Log-in to your TimeTrack online calendar. Enter notes about your in-school visit and create a record of the time you spend with the team.
At the school observe how the front office staff is working. Are they using TimeTrack? First Responders?	Log-in to your team's calendar. -were they at/above goal today? Tomorrow? -are they at/above goal for the week? Month?
Meet with the SAMs individually or together—about 20 minutes	Is the team associating people with most events?
Meet with the principal individually—about 20 minutes	Does it appear the team is reconciling the calendar?
Observe daily meeting—about 30 minutes	Is there evidence of connectivity or follow-up? For example, are Feedback sessions scheduled after walkthroughs or observations?
Give positive feedback about the team's progress—about five minutes	Do you see events scheduled anywhere during the week that align with the team's goals?
Ask reflective practice questions throughout visit	Are First Responders listed?
Model questions the SAM might consider asking in the future-about five minutes	Is there evidence that a Daily Meeting is scheduled and occurring?
Talk with the team about their overall goal	Is there evidence that the team is scheduling with

and the descriptors they would like to schedule more of each week	the teachers the principal mentioned at the daily meeting?
Ask about a specific teacher and review the TimeTrack chart for this person	Send a separate email to each team member—include at least one positive comment and one question.
Set time for next monthly visit—ask if the team needs additional support	Open your own TimeTrack. Make notes about your observations and log your time.
Send email in the evening to team members about the good work they are doing and anything they agreed to during your visit	

SAMple School Visit Protocol

1. Meet with SAM (20 minutes)

    a. check/review expectations for visit
    b. review *TimeTrack data*
    c. identify progress, challenges
    d. identify SAM training needs

2. Meet with Principal (20 minutes)

    a. Check/review expectations for visit
    b. review *TimeTrack data*
    c. identify progress, challenges
    d. identify Principal training needs

3. Observe TimeTrack daily meeting (20 minutes)
    a. discuss meeting (10 minutes)
    b. schedule next visit

Options to offer Principals/SAM

    a. Observe, informally shadow, SAM
    b. Observe, informally shadow Principal
    c. Exit meeting

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What is Coaching?

The Federal Consulting Group defines *coaching* as one of four ways to improve performance:

"There are four commonly used tools for improving human performance: Coaching, Consulting, Training, and Therapy; and there are important differences between them.

Just as it is important to know when to hire a consultant (a subject expert who knows *what should be done* based on a series of assessments), a trainer (someone who focuses on skill and knowledge transfer - the *how*), and a therapist (someone who supports resolution of emotional, intrapersonal, and interpersonal issues - the *why*), it is equally important to know the *when* and *why* for using a coach.

Coaches can support leaders in:

1. Personal transformation;
2. Developing future leaders for their organization;
3. Leading change to create high performing, results driven organizations;
4. Learning how to be coaches to their employees;
5. Creating organizational cultures that value learning, coaching and continuous improvement."

Note: We have not included mentoring as a commonly used tool. Mentoring is considered to be a very specialized apprentice/master relationship and rarely involves someone from outside the organization."

Based on the FCG definition, the primary role for a Time Change Coach is assisting the principal and SAM in all five coaching support areas:

✓ Personal transformation:

➢ The team has committed to increasing the principal's instructional time and focus. The coach works with the team to develop new habits:

- scheduling at/above goal before each school day
- developing and maintaining a First Responder structure for management issues
- meeting daily to schedule, reconcile and connect instructional work

➢ The team has committed to a balanced life for the principal. The coach works with the team in:

- identifying times when the principal needs a break

- limiting the length of time the principal works at school each day
- reducing the amount of principal "homework" by scheduling instructional office/prep work during the school week.

✓ Developing future leaders for their organization and learning how to effectively coach their employees

  ➢ The team has committed to increasing the principal's effectiveness in improving teacher practice and student achievement. The coach works with the team to focus on coaching teachers to improve practice and expanding leader resources.

  - during the daily meeting, identifying others who can assist "Who else could help this teacher?"
  - during the daily meeting, asking who else should be asked to participate in events as they are scheduled
  - using reflective practice questions, ask, don't tell, during the daily meeting—modeling for each other the power of reflective questions
  - starting with the positives—"staying above the line"

✓ Leading change to create high performing, results driven organizations

  ➢ The team has committed to increasing the principal's use of TimeTrack data to improve his/her impact on teacher practice and student achievement. The coach works with the team to use TimeTrack data and charts.

  - during the daily meeting, discussing the impact of the leader's time on an individual teacher's practice
  - during the daily meeting, discussing the impact of the leader's time on a group's practice
  - during the daily meeting, discussing the impact of the leader's time on a student or parent's practice

✓ Creating organizational cultures that value learning, coaching and continuous improvement

  ➢ The SAM/principal team has engaged in a continuous improvement process. The team has the opportunity to model this with each other, staff, students and parents.

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A secondary role for a Time Change Coach is serving as a trainer when the team has difficulty with TimeTrack, First Responders, the Daily Meeting or SAM instructional leadership descriptor definitions. Many TCC's will train SAMs on how to use new TimeTrack features. This is usually starts by asking permission. For example: "TimeTrack has a new email feature. Would you like me to show you how to use it?"

What is Facilitative Coaching?

Gary Bloom, Blended Coaching, defines facilitative coaching this way:

"Facilitative Coaching strategies aim to build internalized learning: changes not only in what the coachee does but in the coachee's way of being in the world including how he/she thinks and feels. It is the goal of facilitative coaching to build reflective practitioners who have the internal and external resources to maintain personal and professional growth. The facilitative coach is non-judgmental: his/her role is to lead the coachee in examining his own assessments rather than to make and share the coach's assessment with the coachee.

Basic moves of facilitative coaching:

- Paraphrase
- Ask clarifying questions
- Assist coachee in gathering and interpreting data
- Use hypothetical and meditational questions
- Give feedback
- Assist coachee in synthesizing new learning
- Assist coachee in articulating plans for new actions"

Why Facilitative?

NSIP founder Mark Shellinger explained why facilitative coaching is used with SAM teams in a 2013 article, "Ask, Don't Tell". The article focuses on how a principal works to build capacity with teachers. This is the same principle that a TCC uses when building capacity with a principal/SAM team.

Ask, Don't Tell

Can you remember the last time someone helped you improve a skill or practice? What did this person do? Ask? Say? Did they leave you a checklist delineating your failures? Did they observe a lesson and then tell you later what you should have done?

There is scant, if any, real evidence that telling people what to do improves their teaching. Yet this is what formal, summative evaluation and walkthrough checklists generally do.

Interaction between a principal and teacher is rarely frequent or collaborative. It is often not taken as supportive. School leaders are charged with increasing the capacity and effectiveness of teachers, but are not encouraged or trained to use the most effective strategies.

In the SAM process we help principals change their approach with teachers by examining how principals use their time and then reconnecting them with the effective communication and teaching approaches they likely used when they were teachers. The key elements of this coaching approach are:

1. ask, don't tell
2. validation
3. feedback
4. Celebration

Telling vs. Asking

Telling is quick and easy. A principal notices a teacher has not written the learning objective on the board. A note is left, or sent electronically, telling the teacher to correct this for the next lesson. The principal leaves the room thinking this was helpful. Was it?

The likely result:

1. Compliance: The teacher writes the objective on the board but does not use this to improve lesson effectiveness.
2. Passive Resistance: The teacher ignores the direction. "I was here before the principal was hired and I'll still be here when he is gone."

Asking takes time and only becomes easy with practice. In the same scenario, concerning the missing objective on the board, the principal *asks* the teacher instead of tells:

"How do kids in your class know what you expect them to know by the end of the lesson?"

This asks the teacher to reflect. It does not assume one correct strategy or approach. It assumes good intent. It assumes that the principal views the teacher as a professional partner.

Let's say the teacher, used to a compliance culture, thinks this approach is a ruse, and responds:

"Oh, I am so sorry. I forgot to write the objective on the board. I will be more careful."

The principal could accept this answer and move on. But for what purpose?

Has the principal succeeded in building capacity? Here's an alternative approach:

Principal: "Does writing the objective on the board work for all of your students? What else have you tried?"

Teacher: "I talk to them about what I want them to know. It seems to work for most."

Principal: "What else have you thought about trying?"

Teacher: "I don't know. What do you think I should try?"

Principal: "I think you know more than I do about your students. What have you considered? What might you do later in the lesson to better make this connection?"

Teacher: "I could try a pair-share. I could have the kids ask each other what they still don't understand about the objective. I might try an exit slip at the end of the lesson, too. This could guide me in planning the next lesson."

Principal: "Cool. I am looking forward to seeing how your ideas works."

Let's say the teacher drew a blank and said he/she did not know what else to try to help a student connect the objective with the learning activities. Should the principal just tell?

We would suggest a different set of questions instead. Examples:

a. What has worked for you in the past?
b. If you don't know, how might you find out?
c. Who else might you ask for ideas?
d. Do you know another teacher you might ask?
e. Is there data that would help?

In this "ask" approach, the principal is building capacity and, importantly, a culture of trust with a colleague that suggests "we are in this together". The principal avoided the trap of "telling" the teacher what to do, even when asked directly.

Think about the end result of telling, even if you try to disguise it as a suggestion. If it works, it is to the credit of the principal, not the teacher. If it does not work, it is the principal's fault. This approach has the added benefit of removing the principal from having to pretend to have all the answers. This is a self-imposed handicap burdening many principals. It is liberating and relationship building to ask instead of tell. It is even better when the leader can say: "I don't know. How will we find out together?"

Validation

Let's say a teacher emotionally demands that a particular student should be removed from a classroom due to rudeness and defiance. "I've had it with that kid. Do your job and get him out!" The principal's response will either build or damage the relationship necessary to build the teacher's capacity.

Hearing is not the same as understanding. We teach principals to listen for the emotion, assume a good intent and help the teacher, first, by validating.

"Wow. This is really hard for you. I am sorry. I know how much you care about all of your students. Tell me about it."

Validation goes to the heart of the matter: how the person feels. The principal has to connect here, first, if there is any hope of helping the teacher.

I became a principal when I was 29 years old. My mentor, Joe Widman, gave me great advice: "When teachers come to your office and vent they are rarely looking for your opinion or direction. They want you to hear them. To understand what they are dealing with, personally or professionally. To feel." I would have been a better principal if I had fully understood and followed his advice.

We teach principals and office staff a communications protocol that starts with validation. It is easy to explain, but hard to do. Like "ask, don't tell, it requires a lot of practice. The good news is that validation can become natural and instinctive with a little practice.

It is human nature to take another's comment personally. The principal, in the earlier scenario, where a teacher demanded a student be removed from a class, could easily have taken offense. But to what end? What is the "up side" of reacting in-kind? Fighting the urge to assume the issue is "all about me" is critical. "All about me" is a trap best avoided.

We teach principals to pivot, turn away from the confrontational trap. Feel the teacher's pain rather that react to the words. Then, ask questions that show concern and a way forward:

a. "I know you care about Jose and it is frustrating that he is rude." This statement shows support and allows the teacher to share feelings.
b. "What does he say about his behavior when you talk with him privately?" This technique, assumes the teacher has done something good, shows faith in the teacher without directing. If the teacher has not done this yet, it gives the teacher an easy and face saving next step.
c. "Who might you enlist to help gain Jose's cooperation?" This is open ended and demonstrates the principal believes in the teacher's capacity to solve the problem.
d. "What have you tried already to connect with Jose?
e. "Has anything you've tried had even the smallest degree of success?"
f. "What else do you think you could to do the better connect with Jose?"
g. "What do you think I could do to help you succeed with Jose?" This deflects the demand and reframes it in a professional manner.
h. I would like to come in and sit with Jose tomorrow. Do you think this might help?" This is a last resort. It would be much better if the teacher came up with this or any other suggestion as your goal is to build the teacher's capacity, not your own.

Feedback

In the SAM process, we divide feedback into three areas: directive, non-directive and celebratory. To qualify as a feedback it has to be a two-way or group conversation. Why not accept written comments or checklists as feedback? Because there is not a way to determine

if the message was understood, received and added value. Nothing can replace human interaction if change, or learning, is to take place.

Consider a fourth grader who misuses the words: there, their and they're. Would you consider it good teaching to avoid talking with the student? After all, it is far easier to just circle the words in red on the child's paper. If good teaching means learning, it requires interaction that is two-way or within a group.

Because teachers are adults does not mean that they learn differently. If anything, they need more non-directive, two-way and group communication, or interaction, to develop a new skill than the fourth grader in the prior example. And, frankly, a lot more praise for positive movement.

We define non-directive feedback as engaging the teacher in conversation about practice that causes reflection. The scenario I shared in "ask, don't tell", qualifies as non-directive feedback. It builds capacity, trust and professional relationships. It takes time, energy, quality thought and preparation on the principal's part. It is not easy but it is highly effective as long as the principal is adept at using the other two kinds of feedback: directive and celebratory.

Directive Feedback

We define directive feedback as two way communication between a principal and teacher or group, that contains an order or suggestion. The example of telling a teacher to put the learning objective on board qualifies as directive feedback.

So would:

"I suggest you consider re-grouping your students each week."

"I'd like to see the lesson differentiated, not just the assignment."

"Please turn in your lesson plan by 5:00 PM."

Directive feedback is necessary in most school settings. It is simply a matter of degree and timing. There are a number of instructional practices that a principal must be willing, in the end, to insist upon.

In the example given earlier of a teacher demanding that a student be removed from the classroom, a principal might start by validating and then move to reflective, non-directive questions, and still face stiff resistance. At this point, the principal must be willing to be directive.

Teacher: "I don't care a whit for Jose and am not going to try to teach him, ever."

Principal: "I want you to think about this further. You have a responsibility to teach each student. Make an appointment with the school counselor this afternoon and prepare an intervention plan. I will meet with you both in the morning to review."

Directive and non-directive feedback: It is not either or. It is both.

Celebration

Social psychologists have long known the remarkable power of positive

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feedback. We know adults crave this and its absence is the leading reason people quit their jobs, lose their idealism and say goodbye to passion for their profession.

In our work, we define Celebratory Feedback as two-way or group conversation that is full of praise with a high level of specificity. We look at celebratory feedback as a mechanism to cement the positive progress a principal identifies in a teacher's practice.

Let's use the example of the teacher who did not put the learning objective on the board and, through non-directive conversation with her principal, came up with a new technique to try. Here's how celebratory feedback conversation might play out:

Principal: "Wow. I have to tell you I was impressed. When I was in your room this morning and saw you try the pair-share, where you had the kids talk with each other and identify what they still were unsure of…it was great!"

Teacher: "Thanks. It could have been better. I should have tried the exit slips, too."

Principal: "I think what you did was great. The way the group in back paid attention was impressive. What did you like best about it?"

Teacher: "It really made me feel good that they knew so much and we were only half way through the lesson. It made the rest of the lesson easier to teach. I felt less pressured."

Principal: "I really am impressed. Those kids don't know how lucky they are."

This conversation cements the improvement. It works because it is genuine, specific and engaged the teacher. The principal avoided the teacher's invitation to focus on the negative, or even a next step, what she could have done with the exit slip idea. Instead, the principal remained focused on what was important: praising the teacher and celebrating the success.

One principal who was new to the SAM process told me after she learned about celebratory feedback she went home and wrote a personal note to each of her teachers praising a specific improvement she had noticed in their practice. She placed the notes in mailboxes with a high degree of personal satisfaction and anticipation. By lunch, she had not heard back from anyone. Then she remembered: Celebratory feedback is most effective when it is two-way. She went to see a teacher who was on break and asked for a few minutes. The conversation the ensued was heartwarming and transformational. The teacher said she thought the note was just the result of some workshop and did not know the principal really meant what she had written until she began talking with her: asking her questions, praising and encouraging.

A Final Story

An urban high school principal in a highly unionized and combative environment began the SAM process four years ago. He agonized about the

fact that his baseline time use data, collected over a week by a "shadow" who coded his actions every five minutes, showed that he gave only directive feedback.

He reflected on the fact that one of his teachers was belligerent and passive aggressive in refusing his directives. He decided to try a new approach: ask, don't tell.

He entered her classroom, and said:

Principal: "Eleanor, I wondered if you could tell me how kids know what it is you want them to learn from a lesson."

Eleanor: "You know, Ed, this may be the first time you've ever asked me a question. So I will tell you. I start every lesson with the kids writing the objective in their learning logs. I say it. They write it. I call on a few to read what they wrote, so I can see if they got it right, and we discuss it. Then, half-way through the lesson, I ask them to respond to this question in their learning logs: "What about this am I still unsure of?" I have a few volunteers share what they wrote and I adjust what I had planned for the remainder of our time. At the end, they write again in their learning logs. I collect, read them at home and plan my lesson for the next day. Now do you see why I won't put the objective on the board?"

Principal: "Wow. I am glad I asked you. I would love to see every teacher do what you do."

Teacher: "Keep asking, Ed. Maybe they are."

The principal in question believes this was the tipping point in improving his relationship with his staff and becoming a true instructional leader. He now spends over 50% of his day observing teaching and conversing about it with teachers, students and parents.

Maybe he is right.

TCC Tools

The TCC's primary tools are TimeTrack and the SAM Performance Rubric.

The coach must fully understand TimeTrack in order to assist the team. Effective coaches "look-in" on their team's TimeTrack calendars weekly and give facilitative feedback via email or phone. Effective coaches prepare for a coaching visit with the team by reviewing the calendar, dashboards and individual teacher charts. This prepares the TCC to make the in-school visit productive.

The SAM/Principal Performance Rubric, page 31, is used to identify next steps for the TCC and to discuss progress with the team. Many coaches ask the team to self-assess where they are on the rubric.

The TCC's secondary tools include:

TimeTrack Review: Seven Questions

The TCC reviews the team's TimeTrack calendar before each in-school visit and at least once a week   The steps to follow are:

1. Is the team at/above goal? This is the most important as nothing else will work if this is not happening. You can tell if the team is at/above goal if the calendar is green at the bottom of each day, most days. You can also check the Progress Dashboard to see if this is occurring. The TCC should congratulate the team when this is occurring---even if the TCC does not see progress in other areas. Everything depends on this.

2. Is the team scheduling at/above goal IN ADVANCE? This is a different question than #1. You want to see that the team is starting the day with enough instructional leadership events to be in the green.

3. Is the team connecting events with individual teachers and groups? You can tell by opening events to see if people/groups are checked. You can also see if this is happening by clicking on the "ONE DAY VIEW". If you see names in parenthesis you know the team is connecting events with people and groups.

4. Is a TimeTrack Daily meeting scheduled every day?

5. Do you see evidence of follow-up scheduling? If there is a walkthrough on Monday, do you see any of the feedback descriptors scheduled for later in the week?

6. Are events reconciled? You can sometimes tell this by looking at the calendar for events that are offset.

7. Is the principal/SAM scheduling the descriptors they said they wanted to do more of? For example, if the principal selected Feedback, Celebration, do you see it scheduled this week?

School Visit: Twelve Steps

The TCC visits the team at the school at least once each month.   The TCC always completes the TimeTrack review at home prior to coming to the school.   This allows the TCC to be better prepared to assist the team on-site.

1. Complete a plan for your visit. This can be a list of questions or outcomes and should be based on your online review and notes from your last visit.

2. Observe/talk with the office staff during your visit. Are they using First Responders? Do they have access to the TimeTrack calendar or have a copy so

they know the principal's schedule? Do staff members communicate positively and productively with the school community?

3. Meet with the SAM(s) Ask the questions you've prepared. Ask how you can help and what questions they have for you.

4. Meet with the principal. Ask the questions you've prepared. Ask how you can help and what questions they have for you.

5. Observe the daily meeting. Try hard not to talk—just observe. Afterwards, ask questions rather than make statements. Stay positive. Remember, this is hard work for the team and you want to model feedback that is facilitative and celebratory.

6. Identify the gains the team is making. Discuss.

7. Ask the team to identify what they will work on. Discuss.

8. Identify any training needs for the SAM.

9. Identify any training needs for the principal.

10.   Plan for the SAM or principal to provide training for office staff or First Responders.

11.   Ask how you can help more.

12.   Write down your notes so you have a record to review next time.

O.R.I.D.

The TCC often needs to plan for a conversation with a specific end result in mind. Carol Lensing, Iowa State SAM Coordinator, introduced TCCs to a tool used in the business community, O.R.I.D.

O.R.I.D. is:

- A coaching strategy designed to assist with evaluations, reflection about practice, and skill development.

- The purpose is to create a meaningful dialogue that results in eliciting, not presenting, solutions for change.

- Use at the supportive/facilitative level to create "reflective practitioners" who own the

actions of change.

- ORID can be used in many different venues- both at the coaching level and also at the evaluation level.

- O- <u>Objective</u> questions are used to set the tone, to invite the individual into a focused conversation. Who? What? When? Where? How?

- R- <u>Reflective</u> questions are used as stepping stones to identify the desired outcome, the ideal state within the current reality. This type of question typically asks what individuals think or feel about something. "What did you think about…?" "What had you hoped to…..?" "How did you feel about…?"

- I- <u>Interpretive</u> questions ask the person to reflect, taking the thinking to a deeper level where options are explored and possible next steps are identified for consideration. "What are some things you might want to consider…?" "What might be the result if you…?" Your goal as a coach is to elicit possible solutions, options, and opportunities.

- D- <u>Decisional</u> questions lead to a shift in the other person's thinking and/or actions. "Now what are you going to do?" Decisional questions should lead to specific actions to get to the outcome determined. Questions might include, "What is your plan…?" "What will be the next steps you take?" "What supports/resources will you need?"

- YOU KNOW YOU ARE GETTING BETTER IN THE USE OF ORID PROCESS WHEN YOU ARE FOCUSING ON QUALITY QUESTIONS, PARAPHRASING, CLARIFYING, PROBING, RATHER THAN PRESENTING, DIRECTING, OR "GIVING THE ANSWERS".

ORID Questioning Template

Objective Questions	Reflective Questions
(They invite sharing, and they build consciousness. They generate options and possibilities. Brainstorming and identification of possible solutions is the norm) ==What?==	(They elicit emotional response and personal reactions. They invite a deepened level of participation. Think, feel, believe, gauge) ==Then What?==
Interpretive Questions	**Decisional Questions**
(They invite sharing, and they build consciousness. They generate options and possibilities) ==So What?==	(They develop opinions/options/solutions that lead to future actions. They clarify expectations for improvement or change) ==Now What?==

Objective Questions	Reflective Questions
What? What time of the day do you have your daily meeting? What do you do if something comes up and you are not able to meet at that time? What do you do during your daily meetings? What has your principal done to relinquish his/her management tasks? What do they need to let go of? What management duties have you relinquished to your SAM or to someone else? What do you need to let go of? What could your principal do to better support you in your position as a SAM?	Then What? How do you feel it is going? What has been the most/least successful thing that happened since my last visit? What seems to really work (or not work)? What concerns you? Confuses you? Annoys you? As you look at the data, what concerns/pleases you? As you look at your month-to-month growth data, what are you most pleased with? Most frustrated by? What is the hardest part of having a SAM? The easiest? What part of the job of being a SAM is most difficult/challenging? What is the best part?

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Interpretive Questions	Decisional Questions
So What?	Now What?
What are you learning about yourself through this experience?	What things will you differently between now and when I return next month?
What things could you have done/could you do to increase your principal's instructional time?	What things will you do to increase your instructional time in your goal areas?
What things could you have done/could you do to increase your instructional time?	What can you do during this next month to contribute to your principal's future success?
Which area(s) within instruction would you most like to work on improving? How can your SAM assist you in this goal?	What are your net steps? What actions/ideas has this triggered for you?
What are things that you might have done/could do in the next month to find ways to provide meaningful feedback to your teachers?	What are you going to do to ensure that the two of you have the required daily meeting every day?

Sample Questions

SAMple ORID Questions

Time/Task Analysis Annual Data Collection

O (objective):

What do you notice?

What are you seeing?

Is this what you expected?

What stands out?

Tell me about the week. What was unusual?

Who are your First Responders?

Have you discussed this data in your daily meeting?

Review your goals from a year ago. How does this data reflect your goals?

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Who is doing your PD, and what effect is it having on your staff?

What happened to change your student work and supervision data?

R (Reflective):

What do you believe attributed to the decrease /increase in instructional time?

How do you deal with employee and student supervision?

What have you determined from the data?

Looking at increase in time spent in meetings, what is the purpose? Could someone else attend?

Was there anything out of the ordinary during data collection week?

Do you think the time spent on teaching and modeling improved student achievement? What evidence do you see?

What have you done differently this year?

When and how are you communicating feedback to teachers?

I (Interpretive):

What do you want to accomplish? Goals?

What changes have you made in delegation?

Compare the data to TimeTrack data the SAM collected.

How do you plan to increase your instructional time?

Looking at your data, what could you have done differently to increase instructional time and meet your goal?

D (Decisional):

What is your next step?

How will you increase your instruction time and what will be your focus?

After reviewing your data today, what steps will you take to become a better instructional leader?

What are you going to do to ensure that you will increase time for observation and feedback and decrease amount of time attending/facilitating meetings?

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Planning for a Coaching Conversation

Identify key questions you might use in your coaching conversation with your principal

Key Areas	Notes/Questions

• Type of Coaching Conversation
  • Directive/ Instructional
  • Collaborative
  • Facilitative/ Supportive
	•

• Purpose of the Coaching Conversation	•

• *Objective Questions*
  • The "what"
  • Invitation to the conversation
	• .

• *Reflective Questions*
  • The "what about the what"
  • Emotional
	•

• *Interpretive Questions*
  • The "so what"
  • Brainstorming
	•

• *Decisional Questions*
  • The "now what"
  • Identifies specifics "next steps" to be taken
	•

• *Based on the Decision, what are your responsibilities as the SAM? What are your principal's responsibilities?*	

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Eisenhower Matrix

The Eisenhower Matrix can be used with administrators in a coaching session to help them prioritize how they use their time, and where the biggest impact is. The matrix consists of four squares, labeled 1-4, with level of importance along the left hand side (not important or important), and the sense of urgency of the task along the top of the page (urgent and not urgent). When using this with an administrator I would have them look at each square and identify ways they spend their time and then write things in each square. For example, they might place an item like responding to e-mails in box #3 or box #4, and walkthroughs in box #2 as important but not urgent. After they have placed several things in each box you can then ask them questions such as: Which box do you think you would like to make larger? Why? What would be the impact if you could increase that square? Which box would you like to decrease in size? How can you make that happen? Who else could do some of the things you have in that square? The lines between the squares should be seen as movable depending on where the person spends their time and how they shift the "boundaries".

Forced Comparisons, Directions

Guidance for this activity: Make a list of 7-10 items and place next to each of the # 1, etc. You can pre-determine the type of things you want them to list (e.g., for principals have them list things that tend to take a lot of their time- see the sample sheet). List the items in any order you wish. After completing the list look at items #1 & #2 only—where the numbers are listed on the right side of the page, circle which of the first two items is most important TO YOU and circle that number. Continue the exercise comparing #1 to #3, #1 to #4, etc. until you have prioritized #1 as it compares to each of the other items. Then proceed to item #2 and compare it to items #3, 4, 5, 6, & 7. Continue down the list comparing each item to each other item in terms of importance. When you are completely finished with each comparison, count the number of times you circled each of the number. This will provide a coach with some insight into what type of things are most important to the principal and provide opportunity for reflective questioning on the part of the coach.

Eisenhower Matrix

	URGENT	**Not URGENT**
Important		
Not Important		

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Forced Comparisons

A. Please circle the "Either – Or" choice you'd make if you were forced to choose between one or the other options.

1.   1   1   1   1   1   1

                                                2   3   4   5   6   7

2.   2   2   2   2   2

                                                    3   4   5   6   7

3.   3   3   3   3

                                                        4   5   6   7

4.   4   4   4

                                                            5   6   7

5.   5   5

                                                                6   7

6.   6

                                                                    7

7.

B. Count the number of times you circled each number.

    1   2   3   4   5   6   7

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INSTRUCTIONAL LEADERSHIP DESCRIPTORS	EXAMPLES	Notes for SAM and Principal
Student Supervision: principal assists while a teacher is teaching students.	• using proximity to redirect student(s) • verbally redirecting a student so he/she pays attention—engages in the manner the teacher expects • provides a pencil for a student, materials, etc.	Student Supervision also allows the principal to better understand what is happening in a classroom. It allows the principal to both observe and assist.
Work with Student(s): principal teaches student(s) or engages in conversation about content	• 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 • correcting or improving student knowledge or performance	Work With Students can also be used to help the principal to understand what is happening in the classroom. Some SAMs schedule their principal to work with a specific student who is having difficulty as the leader can assist the student while seeing how the teacher manages instruction.
Feedback, directive: principal gives direction concerning instructional practice to an individual teacher. (directive feedback)	• principal tells teacher to put the learning objective on the board • principal tells teacher to move around the classroom while teaching • principal tells teacher to include a variety of strategies in lesson plans	Employee Supervision is instructional practice direction. SAMs sometimes schedule principals for Employee Supervision sessions when it is not clear to the teacher what is expected.
Office work/prep: principal is individually doing work in or out of the office tied to curriculum, instruction	• principal is reviewing lesson plans • principal is preparing instructional feedback, evaluations, etc. • principal is preparing for an	Some SAMs make a point of scheduling instructional office work/prep time for their principal prior to an employee supervision or

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and/or assessment that is preparatory in nature	instructionally focused meeting	feedback session.
Walkthrough: principal is observing instruction briefly in one or more classrooms—less than fifteen minutes in any one room	• principal observing, taking data or notes • monitoring climate in instructional places • can be an informal way for a principal to understand what is happening in a classroom in order to assist a teacher	Time/Task Analysis data collection, or shadowing, combines Observation and Walkthrough as the data collector does not know how long the principal will stay in the classroom.
Observation: principal is observing instruction in one classroom for fifteen minutes or more	• principal observing, taking data or notes • monitoring climate in instructional places • can be part of a formal evaluation process with specific time requirements • can be an informal way for a principal to understand what is happening in a classroom in order to assist a teacher	Time/Task Analysis data collection, or shadowing, combines Observation and Walkthrough as the data collector does not know how long the principal will stay in the classroom.
Feedback, facilitative: principal is conversing with an individual teacher about instruction in a non-directive manner	• conversation with the teacher about a lesson where the principal is non-directive • coaching a teacher using a reflective approach	SAMs makes sure that the principal couples walkthrough and observations with feedback, employee supervision or celebration.
Parents/guardians: any interaction the principal has with parents or guardians about instructional practice, student achievement, curriculum and/or assessment	• conversation with parent or guardian regarding instruction • conversation with parent or guardian concerning a student grade, test or progress	SAMs sometimes schedule principals to meet with individual parents about student progress as a way to increase engagement.

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Decision making committees, groups, meetings: principal participates with formal or informal instruction/curriculum/assessment decision making groups (anytime the principal is seeking input about decisions that impact instruction)	• 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	Some SAMs will schedule the principal to meet in focus group sessions with diverse members of the school community to discuss instructional issues in order to give the principal a greater degree of understanding.
District: meetings, supervisor, others: any time the principal spends with supervisors and others at a district level	• supervisor calls principal to discuss assessment results • district science coordinator meets with principal to discuss implementation of science modules	
External: officials, others: anyone from outside the school or district that engages in the principal with instructional (CIA) issues	• principal works with Kiwanis Club to develop a mentoring program for students • principal talks with advocacy group about assessment results	
Modeling/teaching: principal teaches a class or group of students while a teacher watches	• principal is teaching the teacher by modeling an instructional practice or technique—teacher is present	Some principals will have multiple teachers attend a modeling/teaching session.
Professional development: principal delivers professional development or participates in a professional development session	• principal presents on instruction, curriculum or assessment • principal attends a session on instruction, curriculum or assessment	Many SAMs encourage their principal to attend teacher professional development sessions and then schedule the principal for focused walkthroughs and feedback sessions to support teacher success.

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Planning, curriculum, assessment: principal attends and/or participates in a group session of teachers and/or others	• principal meets and or participates with a group focusing on curriculum, instruction or assessment • principal gives feedback or employee supervision to a group	
Feedback, celebration: principal gives celebratory feedback to an individual about curriculum, instruction or assessment	• principal congratulates a teacher on improvement or performance • principal congratulates a student for academic progress or success • principal congratulates parent success in engaging child/student • principal congratulates support staff and/or others for CIA success	Many SAMs will ask a principal to identify at least one person he/she was impressed with after a walkthrough. The SAM then schedules the principal for a Celebration meeting with the person identified.

MANAGEMENT DESCRIPTORS	EXAMPLES	Notes for SAM and Principal
General Management: principal is doing management work where curriculum, instruction and assessment are absent.	• completing payroll forms • dealing with a student's behavior issue • working on the budget	TimeTrack is designed for the SAM and principal to focus on increasing instructional time. Many SAMs use the General Management descriptor as a time saver rather that identifying the specific management work.
Student Supervision: principal assists in monitoring and guiding students for safety and rule observance	• hallway monitoring • recess, bus and cafeteria duty • discussions with students about behavior without consequence	Student Supervision also allows the principal to get to know students.
Student Discipline: principal engages students about behavior problems or transgressions—includes consequences	• principal dealing with student discipline referrals • giving a student a consequence for misbehavior • correcting student behavior and applying or implying a consequence	
Employee Supervision: principal gives direction concerning a non-instructional issue—also includes	• principal tells secretary to call a parent • principal tells an aide to make copies for a meeting • principal tells a recess duty aide to make	

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conversations with staff about non-school issues	• sure students are wearing their coats outside • principal talks about a sports team with a staff member	
Employee Discipline: principal give an oral or written warning or takes other punitive action	• principal gives a custodian an oral warning about a cleaning procedure • principal gives an aide a written reprimand about student supervision	
Office work/prep: principal is individually doing any work in or out of the office not tied to instruction and/or assessment that is preparatory in nature	• principal is reviewing recess duty assignments • principal is completing payroll forms • principal is preparing the lunch schedule	As the principal increases instructional time, some SAMs make a point to schedule a daily office briefing session with the principal so he/she is current and the support staff in doing management work the way the principal desires
Building Management: work the principal does related to custodial and maintenance in the school	• principal directing custodian on a cleaning issue • principal consults with maintenance person about painting a room	
Parents/Guardians: any interaction the principal has with an parent or guardian devoid of CIA	• principal talking with parent about bus issue • principal working with parents on playground project	
Decisions making committees, meetings: principal participates with formal or informal decision making	• conversation with teacher advisory group about the lunch schedule • meeting with PTA Fall Festival planning	

	group • informal focus group on dress policy	
District: meetings, supervisor, others: any time the principal spends with supervisors and others at a district level about management, non-CIA issues	• supervisor calls principal to discuss vandalism report • district buildings and grounds director calls to schedule fire alarm upgrade	
External: officials, others: anyone from outside the school or district that engages in the principal about management issues, non-instructional	• principal works with Kiwanis Club to develop a new playground • principal talks with fire marshal about sprinkler system	
Celebration: principal gives celebratory feedback to an individual about personal, management or non-instructional issues	• principal congratulates a teacher on wife's promotion at IBM • principal congratulates a student for scoring a touchdown • principal congratulates parent	Many SAMs will remind the principal of important life events for staff members so he/she can be supportive and build better relationships.

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SAM/Principal Team Performance Rubric

SAM/Principal 3 Key Elements	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
TimeTrack	-Scheduling at/above goal in advance	-Scheduling at/above goal -tracking time with teachers -tracking time with groups	-Scheduling at/above goal -tracking time with teachers -tracking time with groups -Clear evidence of follow-up scheduling (feedback, E-supervision, celebration) -Events reconciled	-Scheduling at/above goal -tracking time with teachers -tracking time with groups -Clear evidence of follow-up scheduling -Events reconciled -Events scheduled aligned with descriptor goals -Office staff uses TimeTrack
First Responders (FR)	-FR sheet w/five or more management tasks identified	-FR sheet w/5 or more management tasks identified -First/Second responders identified -office staff training started	-FR sheet w/10 or more management tasks identified -First/Second responders identified -Office staff trained and uses FR sheet	-FR sheet w/15 or more management tasks identified -First/Second responders identified -Office staff trained and uses FR sheet -Office staff successfully protects principal time
Daily Meeting (DM)	-DM scheduled -DM occurs most days in some form	-DM scheduled -DM occurs most days in some form -DM includes scheduling follow-up -DM completed within 30 minutes	-DM scheduled -DM occurs every day in some form -DM includes scheduling follow-up -DM includes **reflective questions** about individual teacher impact -use of charts -DM completed within 20 minutes	-DM scheduled -DM occurs every day in some form -DM includes scheduling follow-up -DM includes **reflective questions** about individual teacher impact, use of charts -DM includes **reflective questions** about group impact, use of charts -DM includes update on management issues other staff are handling -DM completed within 20 minutes

National SAM Innovation Project ~ Fab 5

Five time-intensive management tasks: ==**Who is the first responder?**==

TASK	Never the Principal (3)	Rarely the Principal (2)	Sometimes the principal (1)	Usually the Principal (0)	Name of the designated First Responder?
Student supervision, non-instructional areas of the school					
Student discipline, behavior management					
Supervision of non-teaching school staff					
School facilities: maintenance, scheduling, cleaning					
Interaction with parents on non-instructional matters					

13-15 points   Best! You are right where you need to be as SAM/Principal team.

9-12 points   Good! You are making progress.

0-8 points   Oh no! Rethink who is the first responder for these time-intensive management tasks.

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Time Change Coach Ethics Statement

All Time Change Coaches agree to strictly follow the ethics statement, below, as a condition of accepting employment to work with a SAM team. Each TCC will:

- Support the principal's goal of increasing their instructional leadership time;

- Conduct self in a manner that serves the goal of doing what is best for each person;

- Construct clear agreements with my coachees and honor all agreements with the same;

- Coach with the goal of supporting the development of leadership aligned with accepted professional standards;

- Build trust in the coaching relationship through open communication, meeting my commitments, and by operating within areas of competence;

- Ensure a clear understand the terms of the coaching agreement;

- Respect the confidentiality of this relationship unless authorized by the coachee or required by law;

- Coordinate with and support the goals of the coachees while guarding confidentiality and nurturing collaboration between parties;

- Recognize the value added as a TCC and note and recommend changes when my coachees are no longer benefiting from the coaching relationship and would be better served by another coach;

- Recognize when the potential for a conflict of interest arises and discuss/reach agreement on a solution.

Iowa State SAM Coordinator Carol Lensing and Time Change Coach Janet Young prepared the following advice for new coaches in NISP's first TCC guide in 2008. The advice is still applicable today.

Guidance for the New Coach

Congratulations! You will find the work of a Time Change Coach to be both challenging and meaningful. You will have the opportunity to influence some of the hardest working people in education – principals and SAMs – and make a positive impact on the school, as well.

This section contains some steps that you can take to become an effective Time Change Coach.

BEFORE YOU BEGIN COACHING:

- Log on to the SAMs Project website and explore. At www.SamsConnect.com you have access to articles and news reports on the use of SAMs, on time management, successful teams, and school organization. Be sure to read Big Rocks. This website is often updated with new information. All the tools that you need for coaching are also available to you on this website.

- Ask for a TimeTrack calendar. Use it as your own calendar for logging the time you spend with your teams. Learn how to enter and code events, and then play around with the graphs and text reports. It is really important for you to understand and master the use of TimeTrack as you'll be expected to answer questions from SAMs as they use the program and provide data to the principal.

- Familiarize yourself with the schools and the districts in which you will be working. You can access their websites where you will gain a wealth of information as you begin to work with the teams. It is always helpful to understand the size, demographics, challenges, successes, and culture of the school setting.

- Determine the most effective means to set your coaching schedule. Many coaches do this by sending out possible dates and times to the SAMs via email. The SAMs can then check and respond. Other coaches make phone calls or set up the next appointment before they leave.

FIRST COACHING SESSION:

- Prepare for your first meeting by considering some critical questions. Among them may be:
    - ~ What do you want them to know about you?
    - ~ What do you need to know about them?
    - ~ How can you develop a personal connection?
    - ~ How does the school currently operate?
    - ~ Who are the key players?
    - ~ What does the principal want to gain from this experience?

        ~   What questions or concerns do they have?

- If the school has already been participating in the project, and you are taking over the coaching, here are some additional considerations:
  - ~ How long have they been in the project?
  - ~ What was their baseline data?
  - ~ What level of success have they had?
  - ~ Are they currently using TimeTrack regularly?
  - ~ Are they having daily meetings?
  - ~ What questions or concerns do they have?

- Review the Goals and Guidelines form that outlines the responsibilities of all participants. This will clear up any confusion or concerns. It will also dispel some of their apprehensions about the changes you may suggest. This discussion will give everyone a clear understanding of the project, and their roles in the process. Have each participant sign. Make a copy for the school and keep the original in your file.

- Review the baseline Time/Task Analysis data report and/or annual report.   Ask questions about what the data shows, and discuss. New teams are often surprised and disappointed to see that the instructional percentage is lower than expected. Remind them that what they do now to improve is what is really important.

- Talk about daily meetings. There are videos available that will help new teams visualize what this meeting might look like. Ask the principal and SAM to select a time of day and place to meet, and encourage them to make a commitment.

- The goal of this first session is to establish a good working relationship between you, the principal and SAM, as well as setting a structure for success.

ONGOING COACHING SESSIONS:

- Try to follow the site visit protocol by meeting first with the SAM and then with the principal. Observe a daily meeting and then conclude with some pertinent questions and suggestions.
- Ask the principal to set a goal for each month. This goal will be entered into TimeTrack by the SAM, and will show up on the monthly time on instructional leadership report.
- Elicit a commitment to a tangible, attainable goal to work towards for the next meeting.
- Continue to assist the SAM with coding and with TimeTrack.
- Demonstrate how the TimeTrack data can reinforce and encourage the principal as changes are made.

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- Review the "Fab Five" areas of delegation and use tools to assist the team in delegating management tasks to others on staff.
- Understand that teams progress at different rates. Some embrace this concept quickly, and others struggle with the difficulty of the changes. It may require patience on your part, as well as persistent questioning strategies. Change is difficult, and it takes time.
- Keep a record sheet for each visit. Review it as you plan for your next visit.
- Follow through with any requests for assistance or information.
- Hone your questioning skills, using the tools that are available, such as the "look for" list and the ORID questioning format.

SPECIAL CONSIDERATIONS FOR NEW TEAMS:

- Baseline data collection report can be especially difficult for teams. Reassure them that it is a starting point and that what matters is what the principal does now.
- Be prepared for an adjustment period for the staff.   As the principal begins to delegate more duties to the SAM, some staff members may struggle.   You will need to be prepared to discuss this and talk about ways to handle it.
- When you get near the one year mark prepare the teams for their second Time/Task Analysis data collection. Ask them not to make any artificial changes, and continue to follow their normal routine.

SAMple Site Visit Report Form

Date:_____School: _____

Principal: _____   SAM: _____

Amount of time at school site: _____

Baseline_____% Last visit _% this visit_____% Goal_____%

Comments:

Met with SAM   Yes   No   Comments:

Met with Principal   Yes   No   Comments:

Observed daily meeting Yes   No   Comments:

Resources requested or suggested?   Other Comments:

                        Time Change Coach: _____

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COLLABORATIVE LOG/Coaching Record

Date:

Coachee/Team: Coach:

What's Working?	Current Focus, Challenges, Concerns
Coachee's Next Steps	Coach's Next Steps
	Next Meeting Agenda

TimeTrack look-fors and questions

(Possible questions for use during site visits with SAMS and/or principals)

I like to visit with the SAM and principal together and also to meet with each individually. Questions for each can be asked in joint meetings or in individual meetings.

Carol Lensing

SAM: Look Fors

- Documentation of daily meetings
- SAM's calendar/schedule
- SAM's interactions with staff throughout the building
- SAM's relationship with the principal
- Graphs are regularly printed and reviewed and analyzed with principal

SAM: Questions to consider asking

- What is the biggest challenge you are facing in your position as a SAM?
- How does your principal respond to your suggestions/challenges?
- What is the best part of the job?
- What has the principal done to relinquish his/her management tasks? What do they need to let go of?
- What could your principal do to better support you in your position?
- How does your principal respond to your review of data daily and monthly, especially in those times when there is not a lot of growth?

Principal: Looks Fors

- Principal makes sure that time is allotted and occurs each day for meeting with the SAM
- Principal regularly reviews his/her graphs using the TimeTrack tools and understands how to make the necessary changes
- Principal's daily and weekly schedule
- Principal's interactions with staff throughout the building
- Principal's relationship with the SAM

Principal: Questions to consider asking

- When I review your baseline data, I notice that you had 0% of time that you spent on "feedback to teachers" (or whatever their lowest area was). Specifically what have you done to ensure that you are providing meaningful feedback to teachers after you have been in their classrooms? How can your SAM assist you in this goal?
- Which area within the area of instruction would you most like to work on improving? What can your SAM or I do to help you accomplish that goal?

P a g e

- Which area of management has it been most difficult to turn over to your SAM?
- How are your students' parents responding to the change in how things operate at your school? What do they see in how you function differently as the principal now that you have a SAM?
- How realistic is the goal you have set for yourself in terms of % instructional time to achieve in the first year? How do your monthly goals assist you in reaching that goal?
- As you look at your month-to-month growth data, what are you most pleased with? What are you most frustrated by?

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What is SAM? SAM is a professional development process using a unique set of tools to change a principal's focus from school management tasks to instructional leadership—activities directly connected to improving teaching and learning. Over 600 schools in seventeen states contract for SAM services.

Does it work? Yes. Independent and external research has determined that principals gain the equivalent of 27 extra days of instructional leadership time in their first year using the SAM process. (PSA, 2011) By the third year the gain of instructional leadership time exceeds 55 days. The process is designed to help the principal be reflective about how to best work with teachers to improve teaching and learning.

How do you know how a principal spends time? The SAM process uses a unique data collection process called Time/Task Analysis™ to determine how much instructional, management and personal time a principal uses. The principal is "shadowed" for five days with data collected every five minutes. This creates a time use baseline. The principal then uses TimeTrack™ to begin increasing instructional time each day. The shadowing is repeated annually as an external check on progress.

What is a SAM? A SAM is a person or team of staff members who meet with the principal each day to schedule instructional leadership time, reflect on impact and develop a First Responder™ structure in the school. Some schools elect to hire a new staff member for this role. Many use existing staff, usually a secretary, principal or teacher leader. Most schools use a team approach, for example: a secretary and assistant principal. *SAM: School Administration Manager*

First Responders™? The life of most school leaders is interrupt driven. The SAM process identifies staff members who should be the <u>first</u> to try to deal with management issues instead of immediately pulling the principal from instructional work. The SAM team works to create management systems within the school to manage the management so the principal can stay engaged in activities designed to improve teaching and learning. NSIP surveys of parents, students and staff at

SAM schools reveal that the management is better accomplished when the First Responders™ system is in place and the principal increases instructional engagement.

What is *TimeTrack*™ ? TimeTrack is a cloud based calendar that the principal uses like a lesson plan. The calendar tracks the time the principal spends with individual and groups of teachers and provides specific detail of the interactions. TimeTrack records and charts are used in a daily meeting with the principal and SAM team to determine next steps and track time use.

How was the SAM process created? The Wallace Foundation funded the initial work. Mark Shellinger, a former teacher, principal and superintendent, created the process and tools. The initial pilot showed promising results and a positive correlation with student achievement. The Foundation supported replication, development and research for nine years. Mark now directs the National SAM Innovation Project (NSIP), a non-profit corporation providing SAM implementation and support services for more than 500 schools in seventeen states on a fee for service basis.

Is the SAM process expensive? No. NISP contracts with districts and schools at an annual rate, or fee, that declines each year as capacity is developed locally. SAM is not a program. It is a professional development process a principal uses to do the good work the school and district has determined will best help students. The first year fee for a school is $12,900 and includes services for the principal, assistant principals and SAM team members. This fee decreases by 30% each year as capacity is developed at the school and district level.

What services are included? NSIP starts with a readiness training workshop for the principal and SAM team. Once the school community and principal have completed the readiness steps, Time/Task Analysis™, or shadowing, is conducted for one week. NSIP then provides two weeks of on-site training and support to implement TimeTrack, the daily meeting and First Responders. NSIP continues this support with monthly visits by a Time Change Coach and professional development support. The annual service fee also covers all expenses for the SAM team, except airfare, to attend the NSIP annual national conference.

How can my school or district begin the SAM process? Start with a visit to the NSIP website, www.SamsConnect.com Then, view video interviews with SAM principals and teams and take a look at the research reports. Click on the **Contact Us** link to schedule an implementation planning session.

www.SamsConnect.com ~ 9100 Shelbyville Road, Suite 280 ~ Louisville, Kentucky 40245

Credits: -Mark Shellinger, NSIP Executive Director
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