Time Change Coach/SAMs/Principals
Goals and Guidelines

The goal of the SAM's Time Change Coach (TCC) is to:

♦ Support the principal's goal of increased instructional leadership time;
♦ Support the goal setting of the Principal/SAM based on data;
♦ Support the SAM's in building a professional relationship with the Principal;
♦ Support the improvement of instructional performance of the Principal and SAM;
♦ Provide confidential support to the Principal and SAM at all times;
♦ Provide a face-to-face meeting time at least once a month for the Principal/SAM and Time Track Meeting.

Guidelines for the coaching relationship:

♦ Confidentiality is of the utmost importance;
♦ No data or information gathered in the monthly meetings will be shared with anyone without the agreement of all parties concerned;
♦ Meetings with the TCC will be held at least monthly: the meetings will consist of observing a Time Track Meeting, conducting an individual meeting with the Principal, and holding an individual meeting with the SAM;
♦ A log of data and goals will be kept to document meetings;
♦ Regular reflection on the coaching process will occur with Principal, SAM & TCC;
♦ The Principal, SAM & TCC will be respectful of time regarding observations, meetings, etc. and will be prepared for the time together;
♦ Goals will be reviewed each month.

Signature and Date of TCC, Principal, SAM

TCC_____ Date_____

Principal_____Date_____

SAM_____Date_____

Ethics for Time Change Coaches (TCC)
SAMs Model

As a TCC, I will:

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

- Conduct myself 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 that the coachees understand the terms of the coaching agreement between us;

- 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 the conflict with my coachees to reach agreement with my coachees on how to deal with it in whatever way best serves the coaches and maintains the integrity of the SAM program.

SAMs *Time Change Coach* Site 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

Draft Site Visit Report Form

Date: _____ School: _____

Principal: _____ SAM: _____

Amount of time at school site:_____

Instruction Baseline____% **TimeTrack** Instruction 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: _____

Time Change Coach Site Visit "Look-Fors"

Topic	Examples	Questions
***TimeTrack* Use**	Data has been entered using calendar. Graphs and calendar have been printed. Goals have been established. They have questions about the tool & how to use it.	a. Is the Sam comfortable using the tool? b. How do they use the calendar? c. Are they using the graphs/Data in daily meeting? d. Are they using the calendar? e. Are they using the descriptors graph to help the principal identify gaps?
Daily Meetings	Meeting daily to discuss data. Goals are reviewed. Calendar is reviewed and discussed. Review graphs.	a. Are Sam & Principal getting used to procedure? b. Are they reviewing calendar & Graphs from *TimeTrack*? c. Is the Sam asking reflective questions? d. Are they coding Instruction properly? e. Are the identifying more instructional opportunities? f. Are they identifying Management opportunities to move?
SAM	What does the Sam have responsibility for? What does the principal see as low hanging fruit to transition? 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	a. What does the Sam understand their job & principal job to be? b. What is the biggest challenge you are facing in your position as a SAM? c. How does your principal respond to your suggestions/challenges? d. What is the best part of the job? e. What has the principal done to relinquish his/her management tasks? What do they need to let go of? f. What could your principal do to better support you in your position? g. 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? h. What does the principal understand their job & Sam job to be? i. Is the SAM in a good location to perform job responsibilities and work with staff?
Introductions and acclamation to the school / Position	Introduced to all personnel. Letter sent to parents about new roles. Clear responsibilities established for SAM similar to job description.	a. Has the Sam been introduced to all school personnel/parents/ community? b. Has the principal explained his/her change in focus? c. Is there an on-going effort to communicate role responsibilities? d. Does the SAM meet with direct reports regularly and communicate purpose? e. Have they identified areas or responsibilities to transition? f. Have they developed any plans to transition non instructional items? g. Are they monitoring staff, student and parent reaction to the change?

| Principal | • 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
Where are they located? | a. Is their location aiding in improving instructional time?
b. Has the principal tried using a satellite office for part of the day?
c. 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 classroom? How can your SAM assist you in this goal?
d. 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?
e. Which area of management has it been most difficult to turn over to your SAM?
f. How are your 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?
g. 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?
h. As you look at your month to month growth data, what are you most pleased with? What are you most frustrated by? |
| Overall | | a. Are they making progress overall?
b. Are they developing a productive relationship?
c. What is the chemistry like?
d. Do they understand the complexity of the change they are undertaking?
e. Does Sam & Principal recognizing how tough this is?
f. What are their next steps? |

Developed by Allen Markja and Carol Lensing with input from LIG members and Time Change Coaches.

Coaching and Conferencing with SAM/Principal Teams

Objective Questions *(They are easy to answer. They get the facts and information. Their purpose is to relieve stress and invite active participation.)*

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? (SAM/Principal)

What do you do during your daily meetings? (SAM/Principal)

What has your principal done to relinquish his/her management tasks? What do they need to let go of? (SAM)

What management duties have you relinquished to your SAM? What do you need to let go of? (Principal)

What could your principal do to better support you in your position as a SAM? (SAM)
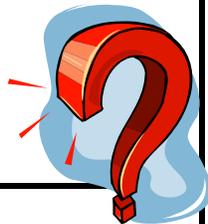
Reflective Questions *(They elicit emotional response and personal reactions. They invite a deepened level of participation: think, feel, believe, gauge.)*

What about "The What"?

How do you feel it is going? (SAM/Principal)

What has been the most/least successful thing that happened since my last visit? (SAM/Principal)

What seems to really work (or not work)? (SAM)

What concerns you? Confuses you? Annoys you? (SAM/Principal)

As you look at the data, what concerns/pleases you? (SAM/Principal)

As you look at your month to month growth data, what are you most pleased with? Most frustrated by? (Principal)

What one thing that you did made you feel most effective? (Principal)

What part of the job of being a SAM is most difficult/challenging? What is the best part? (SAM)

What is the hardest part of having a SAM? The easiest? (Principal)

Interpretive Questions *(They invite sharing, and they build consciousness. They generate options and possibilities. Brainstorming and identification of possible solutions is the norm.)*

So What?

What are you learning about yourself through this experience? (SAM/Principal)

What things could you have done/could you do to increase your principal's instructional time? (SAM)

What things could you have done/could you do to increase your instructional time? (Principal)

Which area(s) within instruction would you most like to work on improving? How can your SAM assist you in this goal?

What are things that you might have done/ could do in the next month to find ways to provide meaningful feedback to your teachers? (Principal)

As your SAM shares data daily and monthly, what do these results mean to you in terms of future planning?

Decisional Questions *(They develop opinions/options/solutions that lead to future actions. They clarify expectations for improvement or change.)*

Now What?

What things will you do differently between now and when I return for my next coaching visit? (Principal)

What things will you do the same/continue to work on developing? (Principal)

What can I do to provide you with the necessary resources/support? (SAM/Principal)

What things will you do to increase your instructional time in your goal areas? (Principals)

What things will you do to contribute to future success and/or prevent future failure on the part of your principal? (SAM)

What are your next steps? What actions/ideas has this triggered for you? (SAM/principal)

What goals have you set for yourself that are related to our conversation? (SAM/Principal)

What are you going to do to ensure that the two of you have the required daily meeting everyday? (SAM/Principal)

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Now What?

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