



Making Time for Instructional Leadership

APPENDICES

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MAKING TIME FOR INSTRUCTIONAL LEADERSHIP APPENDICES

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Appendix A: The Study Methodology

The research into the SAM® process in this report is based on eight specific data sources.

First, early in the project, we conducted face-to-face interviews with key leaders at the headquarters of the National SAM Innovation Project (NSIP), including Mark Shellinger, director of NSIP.

Second, we conducted four case studies of districts implementing the SAM process in order to understand the current state of the SAM process and study the extent to which it is being implemented with fidelity. We received a list of participating districts from NSIP. We chose districts to ensure that our sample had some variation. A total of 18 districts met the following criteria: (a) at least four participating SAM teams and (b) at least three schools implementing Model 3.¹ Four districts implementing the SAM process were chosen so the study had some variation in district characteristics, including size, experience with the SAM process, and student demographics, including percent of students identified as minority and percent participating in the federal free and reduced-price lunch program: Gwinnett County Public Schools (GA), Boston Public Schools (MA), Hillsborough County Public Schools (FL), and DeKalb County Public Schools (GA). Because both Gwinnett and Hillsborough have connections with the Wallace Foundation through SAM leadership-related grants, we chose Boston and DeKalb as non-Wallace Foundation districts to provide contrast. Characteristics of these districts are shown below.

Table A.1: Characteristics of Case Study Districts

District	# Teams	Years Active	# Schools	# Students	% Free and Reduced-Price Lunch
Hillsborough County	84	1.2	305	194,525	55.9
DeKalb County	9	0.2	146	98,115	69.7
Gwinnett County	39	5.3	132	160,744	52.4
Boston Public Schools	26	0.7	131	56,037	74.4

Within each district, we obtained from NSIP a list of schools for which the principal had given prior permission to participate in the study. Four schools were chosen in each district, resulting in 16 total schools. These were picked strategically so our sample had variation in the characteristics mentioned above as well as school level. Our DeKalb schools show less variation in these characteristics because a limited number of schools had given permission to participate. In addition, within each district, we identified at least two district office staff members who were knowledgeable about the district’s implementation of the SAM process. In all districts except Hillsborough, interview times were arranged with schools directly by the research team. In Hillsborough, the district officials facilitated the arrangements.

Within each school, we conducted semi-structured interviews with the principal, at least one SAM, and at least one First Responder. Most were conducted in person, although four were

¹ As Model 3 of the SAM process (in which the SAM is already employed in another role in the school) is currently most prevalent, we prioritized districts with at least three schools that were implementing Model 3.

conducted over the phone because of scheduling conflicts. Semi-structured interviews also were conducted with district office personnel, and, in Hillsborough, with district coaches. Circumstances in the districts led to some minor deviations to this. Two schools in DeKalb were going through a transition period with either their SAMs or primary First Responders, and thus had no one in those positions for us to interview. At the district level we found variance in the roles of officials, including some who were involved with their own SAM teams.

Interview protocols were developed to examine the perspective of principals, SAMs, First Responders, and district personnel around a variety of issues: how and why principals chose to participate in the SAM process, the benefits and challenges they experienced through participation, and the variation or consistency in implementation of the process across schools. Interviews were audio recorded and transcribed. Researchers coded interviews for themes and patterns both within and across schools in each district, as well as across all four districts. (See Appendix J and E for case study interview protocols and complete case study reports.)

The third data source was interviews of Time Change Coaches and Implementation Specialists conducted at the annual national SAM conference in the winter of 2014 in San Diego. Interviewees were selected by Mark Shelling, director of NSIP, to meet the following criteria: (1) they included a sample of coaches and Implementation Specialists working in three of the case study districts (Boston, Hillsborough, and Gwinnett) and another district initially considered for participation (Buffalo [NY] Public Schools);² (2) they were not new to their role as Time Change Coaches or Implementation Specialists and therefore could provide a broad perspective on the SAM process; and (3) they were at the SAM conference and could be interviewed in person. Three participants were Implementation Specialists, three were coaches, and five worked as both coaches and Implementation Specialists. One person was a district leader who worked on school turnaround and was highly involved with the SAM process at the district level; she was included in the sample because of her deep knowledge of the process in her district.

Two researchers conducted the semi-structured interviews, which ranged from 45 minutes to an hour in length. Interview protocols were designed to capture the following: coaches' and Implementation Specialists' understanding of their roles and of the essential components of the SAM process; their perspective on how the process has evolved and changed over time; their views on the benefits and challenges of the SAM process; their perspective on district involvement; and the degree to which there was adaptation of or fidelity to the SAM process within and across districts. (See Appendix J for interview protocols.)

All interviews were audio recorded and transcribed. We coded interviews for themes, identifying patterns across participants, as well as patterns that emerged within specific roles or districts. We also used principal, SAM, First Responder, and district staff interviews in each of the four case study sites to enhance our understanding of the contexts in which the Time Change Coaches and Implementation Specialists worked.

Fourth, we obtained and analyzed Time/Task Analysis® and TimeTrack® calendar data covering August 1, 2013, to June 15, 2014. NSIP provided the data, which came in three table types: (1) descriptive characteristics of program participants; (2) data from individuals'

² Buffalo was later dropped as a case study site after researchers were unable to secure sufficient responses to interview requests.

TimeTrack calendars; and (3) data from individuals' shadowing periods, the Time/Task Analysis data.

Time/Task Analysis data originate when a NSIP designee observes the principal for several days as the school inaugurates the SAM process to obtain a baseline measure of time allocation. Observers manually code whether time at any particular moment is spent on instructional, managerial, or personal items. Program participants are then shadowed again annually to gather data for comparison to the baseline collection. In contrast, the TimeTrack calendar is a core, daily component of SAM implementation and functions as a computer-based tool for principals and supporting teams to track the principal's time expenditure. For both the Time/Task shadowing and TimeTrack calendar data, the information we received was generally at the person-day level, meaning that a row of data would include one day's worth of data for an individual, reported as the percent of time he or she spent on various categories of activities as per SAM process definitions.

All files are linked via calendar IDs, which are consistent across files for a given participant. The data in this report cover 373 administrators involved in the SAM process, representing 78% of the 481 total participating SAM teams.³ Approximately 33% of the data has been de-identified, meaning that the administrator and school name have been replaced with "Administrator ###" and "School ##," respectively.⁴

Fifth, online surveys were administered to all current principals and participating SAMs in fall 2014 over three weeks in late November and early December 2014. The Vanderbilt team developed survey instruments for principals and SAMs with feedback from NSIP and piloted the surveys with a small group of SAM principals. (See Appendix K for the surveys and email participation invitations.) The survey was conducted anonymously using SurveyMonkey, with links distributed to principals and SAMs directly by NSIP. To discourage bias in responses, both a pre-solicitation e-mail and the e-mails and reminders containing the survey links underscored that responses were anonymous and would be viewed only by Vanderbilt researchers. Among the 720 active SAM principals contacted, survey responses were received from 388, for a response rate of 54%. The response rate from SAMs was lower, with 382 of a possible 982 SAMs responding, or 39%.

Sixth, a member of our research team interviewed key researchers from Policy Studies Associates (PSA) who were directly involved in the previous evaluations of the SAM process. The interviews were conducted in Washington, DC, at the PSA offices, in a focus group format with four researchers. The objective of the focus group was to improve our understanding of the context and earlier findings, further explicate our interpretation of PSA's earlier findings, identify changes in the SAM process, and gain insights into the challenges of evaluating SAM implementation and impact, including data availability and completeness, attrition and turnover of SAM principals and staff, and other potential insights for a future randomized controlled trial (RCT) in this area. (See Appendix J for focus group protocol.)

³ Total numbers from NSIP as of January 9, 2013.

⁴ Principals were given the option of having their data deidentified before it was provided to the research team. In comparing trajectories of time use across de-identified and identified participants, the patterns were not different enough to cause concern that there are significant differences in SAM participation between these different groups. Trajectories in instructional time across time for these groups are shown in Appendix I of this report.

Seventh, we carefully reviewed documents and reports specifically related to the SAM process. We reviewed the earlier PSA evaluation reports of the SAM process and developed memos regarding each of those reports. In addition, we reviewed various artifacts and documents received directly from NSIP, such as job descriptions, implementation rubrics, and support guides.

Lastly, we reviewed the literature on the importance of principals' instructional leadership roles for school effectiveness and the prevailing explanation for why it has been so difficult to move principals toward instructional leadership. We reviewed selected recent quantitative empirical studies measuring principals' time allocation to instructional leadership tasks, as well as interventions in the literature aimed at increasing principals' instructional leadership.

It is important to note that all data collection was coordinated through NSIP. Before we could collect data from SAM principals and their SAMs, NSIP required that potential subjects consent both to NSIP releasing their individual data (e.g., TimeTrack calendar data) and to being contacted for research purposes (e.g., for an interview). NSIP did not have an existing research consent process in place at the beginning of this project, so they deployed a consent form through the system that provides the TimeTrack calendar. They instructed Time Change Coaches to work with principals to fill out the consent form. This process took place primarily in November 2013.

NSIP provided the following three statements to principals for their consent:

1. I give NSIP permission to share Time/Task Analysis, shadowing, and TimeTrack data from my school with researchers approved by NSIP, as long as my school staff and I are not identified, with the understanding that researchers will maintain the confidentiality of the data, will use the data only for research purposes, and will report any analysis of the data in aggregate form only.
2. I also give NSIP permission to provide the name of my school with my data. I understand that researchers will maintain the confidentiality of the data, will use the data only for research purposes, and will report any analysis of the data in aggregate form only.
3. I give NSIP permission to share my e-mail address with researchers approved by NSIP for the purpose of making requests for interviews or participation in surveys concerning my experience in the SAM process.

Note that these statements are not specific to the present study.

In January 2014, NSIP reported to us that 87% of principals had consented to at least one of the above statements. Eighty-five percent consented to statement 1, allowing NSIP to release Time/Task Analysis and TimeTrack data to us, but only 60% allowed their school name to be associated with those data, and only 58% consented to have their contact information shared for purposes of interviewing or surveying.

The relatively low rate of consent to statement 3 affected both the selection of case study principals and the approach to the surveys. For case study selection, NSIP provided us with lists of schools in each of the selected districts whose principals had consented to be contacted along with enough additional information to calculate overall consent rates for statement 3. These rates

were 70% in Boston, 28% in DeKalb, 74% in Gwinnett, and 46% in Hillsborough. For the surveys, the inability to contact approximately 42% of SAM principals made conducting an external survey inadvisable. Moreover, NSIP did not have a process in place to obtain consent from SAMs to be contacted and thus was not able to provide us with contact information for any SAMs for a SAM survey. Instead, NSIP offered to facilitate anonymous surveys of both principals and SAMs for the research team internally (not just those who had provided permissions); that is, the research team provided NSIP with the survey questions for each survey, which were programmed by NSIP into SurveyMonkey and sent out by NSIP staff. Because this approach did not require supplying principal or SAM contact information (or other information about the schools) to the research team, all principals and SAMs could be contacted. Thus the sampling frames for the two surveys were all currently active principals and SAMs as of the release of the survey in November 2014.

Comparing the characteristics of the principals and schools in the TimeTrack data and the survey data, we find that our samples are generally consistent with data received from NSIP in January 2015 concerning the characteristics of their participants, including school levels, years of experience with the SAM process, school enrollment, and percentage of students in their schools participating in free and reduced-price lunch. TimeTrack data were somewhat overrepresented in elementary schools, and survey data were somewhat underrepresented in principals newer to the SAM process.

We address the implication of these processes for a potential RCT in the last section of the report.

We integrate information across these multiple data sources to inform each of the study topics. In addition, more detailed analyses of individual data sources are presented in separate reports in the appendices. These separate analyses inform the summary report. Specifically the appendices include an analysis of the interviews with SAM Time Change Coaches and Implementation Specialists, four individual case study reports, an analysis of TimeTrack calendar data, an analysis of survey data, and a review of memos from PSA evaluation reports.

Appendix B: SAM Process Job Descriptions provided by NSIP

TIME/TASK ANALYSIS DATA COLLECTOR (TTADC)

Time/Task Analysis® Data collectors are charged with collecting time use data. They “shadow” participating school leaders taking data every five minutes from the time the leader arrives at work until he/she leaves at the end of the day following an explicit protocol and ethics contract.

Qualifications:

- background check
- recommendation from district or National SAM Innovation Project (NSIP) leader
- experience as a school leader
- successful completion of TTADC training
- passing score, TTADC initial test
- passing score, online TTADC test prior to each collection
- compliance with collection protocol and NSIP ethics contract

TIME CHANGE COACH

Time Change Coaches (TCCs) are tasked with supporting and developing SAM teams. TCCs meet, at a minimum, once each month with the team at the school or office site for one-half day. TCCs review, at a minimum, each leader's TimeTrack® record once each week and provide feedback.

TCCs use the SAM® Team Performance Rubric, Coaching Guide, and SAM Ethics Contract when working with teams and employ a facilitative coaching approach designed to build reflective practice skills and successful use of TimeTrack, NoteTrack, SAM Daily Meeting, SAM Communications Protocol, and First Responders.

Qualifications:

- background check
- recommendation from district or NSIP leader
- experience as a school leader
- successful record as a Time/Task Analysis Data Collector
- successful completion of initial TCC training
- participation in three annual in-person professional development training sessions
- participation in five annual online professional development training sessions
- successful SAM team development
- compliance with TCC protocols and NSIP ethics contract

IMPLEMENTATION SPECIALIST

SAM Implementation Specialists are charged with developing a SAM team's initial practice using the SAM Team Performance Rubric. Specialists work with SAM teams daily, usually for two to three weeks, to develop basic skills and practices necessary to make TimeTrack, NoteTrack, SAM Daily Meeting, First Responders, and SAM Communications Protocol part of the team's regular work day. Once the team has achieved the third level of the performance rubric it is transferred to a Time Change Coach.

Specialists use both facilitative and instructional coaching approaches when working with a team and follow the NSIP ethics contract.

Qualifications:

- background check
- recommendation from district or NSIP leader
- experience as a school leader
- successful record as a Time/Task Analysis Data Collector
- successful completion of initial TCC training
- successful record as a TCC
- successful completion of initial Specialist training
- participation in three annual in-person professional development training sessions
- participation in five annual online professional development training sessions
- successful SAM team development
- compliance with specialist protocols and NSIP ethics contract

Appendix C: Team Performance Rubric



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 (<i>feedback, E-supervision, celebration</i>) -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 -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 -DM includes reflective questions about group impact -DM includes update on management issues other staff are handling -DM completed within 20 minutes

National SAM Innovation Project

Appendix D: Annotated Bibliography

Goldring, E., Huff, J., May, H., & Camburn, E. (2008). School context and individual characteristics: what influences principal practice?. *Journal of Educational Administration*, 46(3), 332-352.

Method: Cluster analysis of time use

Instrument: End-of-day (EOD) activity web log

Additional instruments: Principal survey (individual attributes, knowledge); teacher survey (student engagement, academic press); Common Core of Data (CCD) (school demographics)

Number of participants: 46

Frequency/duration of measurement: Once daily recording of hourly allocation for six consecutive school days stretched over two weeks, one round only

Definition of instructional leadership: "monitoring/observing instruction, school restructuring or reform, supporting teachers' professional development, analyzing student data or work, modeling instructional practices, teaching a class"

Average percent of time allocated to instructional leadership: 20.4% (eight hours/week)

School level: E, M, H (within one district)

Synopsis: Leadership style and proportion of time principals allocate to activities relates to school context. Three clusters of leadership styles identified: eclectic principals (split time evenly over a range of activities); instructional leaders (average 13 hours/ week on instructional leadership IL)); and student-centered leaders (average 20 hours/week on student activities). Student-centered and instructional principals more likely to work in disadvantaged schools than eclectic principals. Leadership styles are unrelated to personal attributes.

Grissom, J. A., Loeb, S., & Master, B. (2013). Effective Instructional Time Use for School Leaders Longitudinal Evidence From Observations of Principals. *Educational Researcher*, 42(8), 433-444.

Method: Multivariate analysis of time use and student achievement growth

Instrument: Direct observations

Additional instruments: Interviews: (principal's definition and description of instructional leadership); surveys (description of classroom observations)

Number of participants: 125 (observations); 314/306 (surveys)

Frequency/duration of measurement: five-minute intervals for one day each spring over three years (2008, 2011, 2012)

Definition of instructional leadership: Use Murphy's (1988) definition: "the class of leadership functions that support classroom teaching and student learning."

Average percent of time allocated to instructional leadership: 12.7%

School level: E, M, H (within one district)

Synopsis: Overall instructional time use does not have a significant relationship with student achievement growth. When tasks are disaggregated, teacher coaching and evaluating does correlate with math achievement growth. Classroom walkthroughs were negatively associated with growth, possibly because principals' conceptions of their purpose varied.

Horng, E. L., Klasik, D., & Loeb, S. (2010). Principal's time use and school effectiveness. *American Journal of Education, 116*(4), 491-523.

Method: Regression analysis of time use and school outcomes in multivariate framework

Instrument: Time use observation coded into 43 tasks across six categories

Additional instruments: Florida accountability grade (student achievement); teacher survey (teacher assessments of school, teacher satisfaction); parent survey (parent assessment of school)

Number of participants: 65

Frequency/duration of measurement: five-minute intervals for one day, all observations done over one week in April 2008

Definition of instructional leadership: No specific reference to "instructional leadership"; most closely falls under "day-to-day instruction" (informally coaching teachers to improve instruction, formally evaluating teachers, conducting classrooms observations, implementing required professional development (PD), using data to inform instruction, teaching students) and "instructional program" (developing educational program across school, evaluating curriculum, using assessment results for program evaluation and development, planning PD for teachers, planning PD for prospective principals, releasing or counseling out teachers, planning/directing supplementary instruction, utilizing school meetings); authors later expand definition to "broadly" include organizational management.

Average percent of time allocated to instructional leadership: 13% (6% day-to-day instruction, 7% instructional program); if organizational leadership is added, 33%

School level: E, M, H (within one district)

Synopsis: Across the sample, principals allocated most of their time to administrative tasks (close to 30%) and organizational management (20%). Organizational management correlates with high school outcomes, while time spent on day-to-day instruction and instructional program tasks was not statistically related to school performance and negatively associated with teacher and parent perceptions of climate. However, principals in higher-graded schools spent a larger proportion of time on day-to-day instruction compared to peers.

Lee, M., & Hallinger, P. (2012). National contexts influencing principals' time use and allocation: economic development, societal culture, and educational system. *School Effectiveness and School Improvement, 23*(4), 461-482.

Method: Correlational analysis of principal time use and macrolevel context (using secondary dataset)

Instrument: Principal questionnaire (total time use, allocation)

Additional instruments: school questionnaire (resource availability, home-school involvement, student populations, school socioeconomic status, school safety); purchasing power parity (economic development), power distance index (societal culture), curriculum policies (standardization of education)

Number of participants: 5,297 principals from 34 societies in 28 countries

Frequency/duration of measurement: One round of data based on principals' answers in PIRLS 2006 school questionnaire

Definition of instructional leadership: Not defined in article, but co-author Hallinger has previously defined it (Hallinger & Murphy 1985) as: "defining the school's mission, managing the instructional program, and promoting a positive school learning climate".

Average percent of time allocated to instructional leadership: 15% across all societies

School level: E

Synopsis: Authors compared variations in principal time use across societies with macrolevel factors intrinsic to that society. Principals from high GDP nations allocate a smaller proportion of their time to IL, but because they work longer hours overall, devote more real hours to IL than principals in low GDP countries. Principals from highly hierarchical societies allocate smaller proportions of time to IL; the authors attribute this to greater delegation of instructional tasks to others, viewing it as the "domain of teachers." The authors conclude that national context significantly influences principal work behaviors.

Martinko, M. J., & Gardner, W.L. (199). Structured observation of managerial work: A replication and synthesis. *Journal of Management Studies* 27(3), 329-357.

Method: Descriptive analysis of principals' time allocation

Instrument: Participant shadowing and behaviors logged by trained observer; observation data secondarily coded

Additional instruments: Principals categorized as "high" and "mid-performing" by superintendent ranking; achievement data; tenure status; competency exam scores

Number of participants: 41

Frequency/duration of measurement: Nine assigned observation days; average of 6.7 completed observation days per subject.

Definition of instructional leadership: No specific definition of IL provided. Definition of leader: "Responsible for motivation of subordinates and for staffing and training."

Average percent of time allocated to instructional leadership: Leader: 24%

School level: E, M, H

Synopsis: Managerial and contact behaviors of principals analyzed and coded. Authors note that managers spend more than 50% of their time interacting with others, but that principal managerial activities are more spontaneous and brief than those of managers in other professions. Through comparison of principals' managerial time use to that of managers in other fields, authors attempt to demonstrate that environment influences managerial behavior (time allocation is a function of school context, not just job context); recommend further research on this topic.

May, H., Huff, J., & Goldring, E. (2012). A longitudinal study of principals' activities and student performance. *School Effectiveness and School Improvement*, 23(4), 417-439.

Method: Multilevel modeling of longitudinal achievement data and principal time use.

Instrument: EOD activity web log.

Additional instruments: Achievement test results over three years: (student performance shifts),

Number of participants: 39

Frequency/duration of measurement: Time use in 15-minute intervals over one day for six consecutive days in spring 2005, five days each in fall, winter, spring 2006 and 2007 (total=36 days).

Definition of instructional leadership: "monitoring/observing instruction, supporting teachers' professional development, analyzing student data or work, modeling instructional practices"

Average percent of time allocated to instructional leadership: 19.30%

School level: E, M

Synopsis: Principals changed their practices from year to year, but authors find no evidence that changes in activities are related to changes in value-added achievement. Principals in higher-achieving schools allotted more time to finance and personnel issues, while principals in lower-achieving schools allotted more time to setting goals and instructional leadership. Authors posit that these results show that school context influences principals' activities.

May, H. & Supovitz, J.A. (2011). The scope of principal efforts to improve instruction. *Educational Administration Quarterly*, 47(2), 332-352.

Method: Longitudinal study; multilevel modeling of principal time use and teacher instructional change

Instrument: Principal daily weblogs (time use/allocation)

Additional instruments: annual teacher surveys (teacher report of principal IL activity frequency, instructional change)

Number of participants: 51 principals (response rate from 67-93% over seven waves); 1,608 teachers.

Frequency/duration of measurement: Seven waves. Time use in 15-minute intervals over one day for six consecutive days in spring 2005, five days each in fall, winter, and spring 2006 and 2007 (total=36 days).

Definition of instructional leadership: Principal efforts to improve instruction and the scope of these efforts (targeted versus broad); on the weblog, IL was "monitoring/observing instruction, supporting teachers' professional development, analyzing student data or work, modeling instructional practices"

Average percent of time allocated to instructional leadership: 8% (range, 0-25%)

School level: E, M, H

Synopsis: Authors find that teachers who report more IL-based interaction with principals are more likely to report instructional change. Results suggest that within-school variation among teachers' reported instructional change are most likely due to principals' uneven concentration of IL activities among a small subset of teachers.

Spillane, J. P., Camburn, E. M., & Stitzel Pareja, A. (2007). Taking a distributed perspective to the school principal's workday. *Leadership and Policy in Schools*, 6(1), 103-125.

Method: Mixed methods analysis of time use within longitudinal study

Instrument: EOD activity log and ESM (experience sampling method, self-observation)

Additional instruments: Principal questionnaire (co-performance); school staff questionnaire; principal interviews; principal observation (comparison for ESM veracity)

Number of participants: 52

Frequency/duration of measurement: EOD log: once daily recording of hourly allocation, ESM: 15 times a day for 6 consecutive days. One round.

Definition of instructional leadership: Authors use Cuban's discussion of management and leadership as maintaining what is rather than moving to what can be. They consider both important and overlapping, and do not explicitly reference instructional leadership. They describe administrative tasks as managing resources, personnel, campus, students and planning school improvement. Tasks categorized as Instruction and Curriculum include teaching students;

reviewing classwork and lesson plans; observing classrooms; discussing practice and curriculum; planning PD and standardized testing; and reviewing data.

Average percent of time allocated to instructional leadership: Instruction and Curriculum: 22.2%, Administrative management: 63.4%

School level: E, M, H, and special schools within 1 district

Synopsis: Authors found that there is a "co-performance" of leadership where principals often conduct their activities in concert with other people, often a teacher. Nearly half of all principal activities are co-performed, even when principal is leading the activity. This reaffirms the authors' prior work and hypothesis that school leadership is distributed. Principals were less likely to lead Instruction and Curriculum-related tasks (55% of the time) than administration-related tasks (77% of the time).

Supovitz, J. A., & Poglinco, S. M. (2001). Instructional leadership in a standards-based reform. ERIC Clearinghouse.

Method: Descriptive analysis of frequency of instructional observation

Instrument: Principal questionnaire

Additional instruments: Survey (content knowledge, importance of content knowledge); interview and site visits (principals' views of instructional leadership, accountability, job priorities)

Number of participants: 17 principals identified as instructional leaders out of 127 responding America's Choice principals.

Frequency/duration of measurement: One round of census data based on spring 2001 annual evaluation survey

Definition of instructional leadership: The definition includes three behaviors: 1) organization of schools around an emphasis on instructional improvement supported by a distinct vision of instructional quality; 2) cultivation of a community of instructional practice in schools (collaboration, network-building); and 3) reorganization of leaders' own professional life, time, and priorities to support instructional improvement

Average percent of time allocated to instructional leadership: IL-identified leaders observe instruction more frequently (88% observe classrooms every day) than the AC principals as a whole (39% observe every day)

School level: E, M

Synopsis: Summary as part of a series of CPRE evaluation of America's Choice school improvement program. This document focuses on principal instructional leadership - definition, principals' understanding of it, and principal behaviors.

Appendix E: Interview Analysis of SAM Process—Time Change Coaches and Implementation Specialists

EXECUTIVE SUMMARY

We interviewed a total of 12 Time Change Coaches and Implementation Specialists during the winter of 2014. Regardless where Time Change Coaches and Implementation Specialists worked, they were remarkably consistent in their description of the SAM process, suggesting a shared understanding of the program writ large. They shared perceptions about its strengths, the challenges encountered in implementation, the roles they are expected to play in supporting principals and SAMs®, and the ways in which the SAM® process has evolved since its inception. Other main findings include:

- Time Change Coaches and Implementation Specialists were overwhelmingly positive about the SAM process and its potential impact on leadership practice, teacher practice and student achievement;
- Time Change Coaches and Implementation Specialists were very clear about their role in the SAM process;
- Funding and sustainability of the SAM process is a concern for some schools;
- Time Change Coaches found principals less engaged in the SAM process if they were forced to participate in the program rather than join voluntarily.

These findings are detailed throughout this report.

METHODOLOGY

During the winter of 2014, two researchers interviewed Time Change Coaches (also referred as coaches throughout this report) and Implementation Specialists at the annual SAM Conference. Interviewees were selected by Mark Shellinger, director of the National SAM Innovation Project, and were chosen because they met the following criteria: (1) they worked in one of the case study districts (Boston, Hillsborough, and Gwinnett) or another district initially considered for participation (Buffalo [NY] Public Schools);⁵ (2) they were not new to their role as Time Change Coaches or Implementation Specialists and therefore could provide a broad perspective on the SAM process; and (3) they were attending the annual SAM conference in San Diego and could be interviewed in person. Three of the participants were Implementation Specialists, three were Time Change Coaches, and five worked in both roles. One person was a district leader who worked on school turnaround and was highly involved with the SAM process at the district level; she was included in the sample because of her deep knowledge of the process in her district.

Researchers conducted structured interviews with each participant, ranging from 45 minutes to an hour in length. Interview protocols were designed to capture the coaches' and Implementation Specialists' understanding of their role and of the essential components of the SAM process, their perspective on how the process has evolved and changed over time, their views on the benefits and challenges of the SAM process, their perspective on district involvement, and the

⁵ Buffalo was later dropped as a case study site after researchers were unable to secure sufficient responses to interview requests.

degree to which there was adaptation of or fidelity to the SAM process within and across districts.

All interviews were audiotaped and transcribed. We coded interviews for themes, identifying patterns across participants, as well as patterns that emerged within specific roles or districts. We also used principal, SAM, First Responder, and district staff interviews in each of the four case study sites to enhance our understanding of the contexts in which the coaches and Implementation Specialists worked.

RESULTS

Overview of the Role of Implementation Specialist (IS) and Time Change Coach

The following description of the role of the Implementation Specialist and Time Change Coach is based on Model 3 of the SAM process. This model consists of an existing school staff member (or members) that work as the SAM and who are not paid an additional stipend for this position. Instead, the SAM supports the principal around instructional time use in addition to his or her traditional duties in the school. The coaches and IS in our sample largely are currently working in the context of Model 3 schools.

Implementation Specialist

The Implementation Specialist is a relatively new role in the SAM process. It was introduced several years ago as a way to help members of the school community (principal, SAMs, staff, First Responders) understand the SAM model, implement its basic components, and begin to use it on a daily basis. This includes helping with the technical aspects of the process, such as the Time Track Calendar and Daily Meeting. To facilitate this work, Implementation Specialists are provided with a list of roughly 35 specific objectives developed by National SAM Innovation Project (NSIP) that they must complete in participating schools. In addition to this checklist, the Implementation Specialist is expected to routinely ask both principals and SAMs what else they may need to be “up and running” before the coach begins his/her work with them. The typical timeframe is for the IS to have the basic aspects of the SAM process implemented within two to three weeks, although this can vary depending on the needs of the individual school.

One Implementation Specialist explained his role as follows:

“Principals who have committed to undertaking the SAM work go through a phase of data collection...As result of that information being shared [with principals], they are then primed and ready to really begin drilling more down into the day to day work of the SAM process. My role is to go in to support them in any way I can, to make sure that the technical issues are addressed, whether it's with setting up the computers, identifying individuals who will have access to their SAM calendars, helping principals think about how they want to lay the SAM process work into their particular school based on the culture and climate.”

A critical aspect of the Implementation Specialist’s role is to use the SAM/Principal Team Performance Rubric to guide implementation. This four-point scale rubric (see Appendix C) was developed by NSIP to identify which level of the process the SAM and principal have reached:

beginning, developing, accomplished, or exemplary. Implementation Specialists work with schools until they reach a “Level 3” on the rubric, which indicates that they have successfully implemented the basic components of the process: the Daily Meeting, the Time Track Calendar, and the First Responder system. Accordingly, most Implementation Specialists in our sample mentioned the importance of using the rubric to determine when the school was ready to transition to the support of the coach. One offered, “... our role is really like almost turning the key over and starting the car and letting it run very smoothly. And then once it's running, you put the Time Change coach in there and they're driving it.”

Interviewees perceived the recent development of the IS role as helping to improve the quality, pace, consistency, and fidelity of implementation.

Time Change Coach

The role of the Time Change Coach has become more formalized over time, particularly with the introduction of the rubric. They begin their work once the initial “implementation” period is complete and schools have achieved at least a “3” on the rubric. Coaches are tasked with ensuring that the basic components of the SAM process are understood and utilized, as well as helping principals to think more deeply about how they use their time. The coach is expected to spend a minimum of a half day in SAM schools per month. During this visit, coaches meet with SAMs privately to determine what they may need to be effective with their principals. Coaches also meet with principals to better understand what additional support they may need, and supplement those meetings with interim e-mail and phone calls. . The coach looks at the Time Track Calendar once a week, providing feedback to the principal. NSIP provides an automated system that alerts the coach when the principal is not accessing the calendar; in turn, the coach is expected to check in with the principal to determine the additional support that he or she may need.

Coaches gave consistent descriptions of their role, with most emphasizing that they pose reflection questions to principals, rather than telling them what to do, an essential element of the job. As one explained, “The Implementation Specialist’s job is to get them up and running, to see that they’re doing it the way it’s supposed to be done. The coach then takes over with the questions and the actual thought processes of how is this working, what are you going to do with it ... bottom line, we need to make a difference in student achievement.” Coaches train SAMs to use this same type of questioning, so that the SAM is prompting the principal to reflect on time use. Importantly, the coach maintains a relationship with the SAM and principal, not reporting directly to the district; this helps build trust and confidentiality.

One coach described her role as mostly helping with the “mechanical” aspects of the SAM process for the first year and then beginning to ask deeper questions in Year 2. Another coach described the importance of tailoring her coaching to each school’s needs:

“I try to individualize my coaching to each building because they are all unique in where they are in the journey. New teams tend to need a lot more support in the technical aspects of the program like the Time Track software and...how do we get our Daily Meeting in, how do we get that scheduled, what should we be doing in our daily meeting, all of those. And then as we move forward with teams, after they’ve been in for a while, what I focus on is so now you’ve got – if you’re the principal, you have time now to be in

the classroom so how do you spend that time and what's the impact of how you're spending your time?"

In considering whether to conduct a randomized controlled trial (RCT), it may be important to think about how far into the implementation process various schools are, particularly since Time Change Coaches note the difference in working on "mechanical" versus "deeper" aspects of the process. A first year school may only be focusing on implementing the basic components of the process, while a year third year school may be talking deeply about time use.

Respondents in our sample also indicated some variation between schools that are in Wallace Foundation districts and those that are not. Coaches in Wallace districts are actually embedded in the district and often have more knowledge of the local context. They are district personnel and are therefore part of the district approach to school leadership and support. This may provide an advantage in their role of supporting SAM principals and schools; therefore, it may be important in considering whether and how to develop an RCT.

The SAM Process Is Evolving and Changing

There have been several notable changes in the SAM process since it first began. According to the respondents in this sample, the original philosophy was that a SAM should be a single person; that has evolved such that SAM is considered a process, rather than a person, with a greater emphasis on distributed leadership. One respondent explained that this shift was critical to helping schools realize "...that it's really not a canned program and that there's no right or wrong. That it really truly is individualized, and that's what gives it its power. You know, that the individual determines what – what it's going to do for them and what they need." As one coach explained, some schools now have an entire SAM team, in which responsibilities for the process are shared, rather than one person as a SAM.

Other respondents described the ways in which the philosophy of the SAM process has shifted over time so that principals are encouraged to reflect not only on increasing their time on instruction, but on how they *use* that time.

One Time Change Coach described this evolution and its benefits:

"What began maybe several years ago as a way to help protect the principal's time has now leaped ahead into much more than that, because what we see we're actually doing by helping principals identify and provide training support for First Responders is they are building a culture that is way different in their building. One of distributed leadership. One of problem solvers, independent thinkers, people that can take a look at issues and say, I can take care of this, I don't need someone else to tell me what to do. But, that takes place over a long period of time."

Such coaches view the process as intended to impact the school at a deeper level, beyond just the implementation of the basic components of the SAM process: "So the process has evolved beyond just this setting up a calendar, managing your time, asking these kind of questions now to we're getting steps beyond that to say okay, this is – this is what we do when we have that time to get in the class and so as you can tell at the conference, we're now getting into more discussion about what principals can do with teachers..."

For example, electronic calendars were not part of the original SAM process, but now the Time Track Calendar is routinely upgraded and now includes a variety of graphs and features to track and analyze time use.

School and District Goals for Adopting the SAM Process

Time Change Coaches and Implementation Specialists indicated that districts and principals tend to have similar goals for adopting the SAM process. For districts, the primary motivation is often to increase the instructional leadership of principals in ways that positively impact student achievement. As one explained, districts want to “help [principals] to manage it all in an effective, clear fashion so that instead of spending all their time on the management things that don't touch student achievement...helping that principal to build a team so that they can really take care of the priorities of teaching and learning.”

Principals, on the other hand, adopt the SAM process for a few key reasons: 1) to improve their instructional leadership in ways that improve teaching, and ultimately, student achievement; 2) to improve their time management and make their work more manageable overall; and 3) to develop their staff members. One principal explained: “Number one...they really do want to impact teaching and learning in their buildings. They want to impact teacher practice. They want to understand more deeply what's happening in classrooms. ...Others feel very strongly that they have the skills to be that instructional leader, but they have never been able to figure out how to spend the time doing it. Or how to set goals around how they should spend their time.”

Others commented on the importance of the SAM process for principals who are struggling to make their job more manageable: “I think the majority of them were passionate teachers who really want to help to improve teaching and learning and they think that they could impact more students and more teachers at that level, so that's why they want to become a principal. Then they get in the role and reality hits and it's more management...So they see this as oh, maybe there is a way to really be a principal, an instructional leader that I wanted to be, and there's a process that I can use to help me to do that.”

Some respondents noted that most principals share a common motivation for becoming involved in the SAM process, regardless of the student achievement level of their schools: “But all of them have the same concerns in mind. How can I spend more time in the classroom, how can I provide a good professional development for my teachers, how can I engage the parents and not only the parents, but the school community, how can I do that? How can I improve student achievement?”

Benefits, Successes, and Strengths of the SAM Process

Benefits of the SAM Process

Respondents described several benefits to the SAM process, both for the principal and for the schools writ large: 1) a more distributed approach to leadership; 2) the development of a common, school-wide culture; 3) more principal time on instruction, and as a result, improved teacher practice; 4) principals providing more feedback to teachers; and 5) a more manageable day for principals.

Time Change Coaches and Implementation Specialists discussed how the SAM process improves school leadership, particularly as it becomes more distributed over time. Many principals find that they move from being the solitary school leader to part of a leadership team as the SAMs and First Responders take on new roles in shared leadership. Specifically, the First Responder system invites school staff to take on new responsibilities, which protects the principal's instructional time while building a sense of distributed leadership throughout the school. One coach noted that if the principal is to spend more time with teachers "you have to have other people in your building that you rely on to be leaders in a variety of areas, whether it's content areas or whether it's in office things, you know, management things. So it really does lead to – to a much more, you know, distributed model when principals are truly and fully implementing the process." Time Change Coaches and Implementation Specialists noted that the development of a common culture, which includes relationship-building around a new approach to instruction, was another benefit of the SAM process. Part of this culture includes a celebration of staff talents and abilities that were previously unrecognized. For example, secretaries and janitors may be celebrated for their role as SAMs or First Responders in protecting the principal's instructional time.

Respondents overwhelmingly discussed the increase in time that principals spend on instruction as a main benefit of the program. Some also saw a change in the quality of principal time use, although this seemed to vary both by individual principal (i.e. some principals increased instructional time use without yet increasing quality of time use). One explained, "We have the data. ... You can see how much time was spent a year ago on instruction, and how much time is being spent now. You can look at the quality of what was done versus what's happening now. What are the areas the person is focusing on, and you can see a change or a shift." Most respondents also talked about the importance of linking principal time spent on instruction with increased student achievement, but they acknowledged the difficulty in determining a causal link. Even in cases in which schools did improve student achievement, Time Change Coaches stated that they could not objectively say whether or not this was solely due to the implementation of the SAM process.

One byproduct of the increase in principal time on instruction appears to be an increase in the feedback they provide to teachers. For some principals, tracking which teachers receive feedback helps ensure they reach all teachers, not just a subset. The coaches believe these ongoing conversations with principals help them remain engaged with each teacher around something purposeful: "They're having more conversations with teachers. A, they have to anyway, because that's the district expectation, but B, they're tracking them. ... We chart it. I mean, each month, I hand them a chart that says, you know, this is how many hours and minutes you've had on these feedback conversations, on these observations. How is that working for you? Is that getting the results you want? Is there something that you want to try and do more of?"

Others coaches commented that an additional benefit of the SAM process is making the mandatory teacher evaluations occur more smoothly: "Because of this goal that they've set, they are spending more time in conversations with teachers, and in doing observations, and planning things, and it really ties together with all the new evaluation requirements that are happening all over the country. It fits real well."

Finally, many principals find the SAM process makes their day more manageable. For example, the SAM Calendar helps principals "see" where lost time occurs on a daily basis and to make

decisions to prevent that from occurring. The Calendar also helps the school staff understand how busy the principal can be and the importance of protecting his time so that he might focus more specifically on instruction.

Evidence of Success of the SAM Process

Time Change Coaches and Implementation Specialists were asked to describe the evidence they look for to determine if a school's SAM process is successful. They identified four ways: 1) the principal spends more time on instruction than management; 2) the school experiences a cultural shift that includes a school-wide focus on instruction; 3) the school uses distributed leadership; and 4) teachers' practice and student achievement both change.

One coach finds success when the principal's instructional time exceeds that of management time, as evidenced by the Time Track Calendar: "The purpose of the SAM process, in a nutshell, is to provide the system or a structure, a vehicle, a process, whatever word you want to use, so that the principal can meet with other people daily in order to plan and follow through on how their time is spent in a way that increases instructional -- a focus on more instructional time."

Another measure of success is when coaches and Implementation Specialists perceive a cultural shift, in which the entire staff focuses more specifically on instruction. The idea is that when the school adopts the SAM process, the principal makes instruction a priority over management. Because this occurs through a shared leadership approach (i.e. the SAM team, First Responders, etc.), the entire staff should buy into the idea that the school-wide instructional focus is essential, with various people working to buffer the principal's time so that this can occur.

Shared leadership is also essential. Coaches see successful implementation when "principal [has] a support team that can reflect, can push back, can ask questions, can make suggestions that, you know, is there for the purpose of being -- helping that principal to buffer themselves from things that keep them from doing what they have scheduled to do each day." Others coaches discussed the importance of being able to walk down the school hall and see that everyone knows who the First Responders are and which issue they are assigned to cover. This includes the parent/guardian community: "One of the big things that we work with them on is how to communicate that to parents, how to develop a newsletter or something that goes home that says here's our first responder list and ... here's what it's about and here's who can help you and you know, we want to serve you immediately, we don't want you to have to wait for your information and answers."

The "ultimate" measure of success of the SAM process is the increase in student achievement. However, respondents noted that they only had anecdotal evidence of such increases, as there was no way to isolate the SAM process as the sole cause of improved student achievement in some schools. They believe it likely contributes, but lack firm evidence. In lieu of such proof, Time Change Coaches look for the focus "on increasing instruction with the intent to impact change and influence different levels of teacher practice." Since "a big component of the instructional task or event is observations, walk-throughs, and feedback to teachers about teacher practice," coaches look for "a conversation about what difference is it making" as a way of ensuring the SAM process has been implemented well.

We also asked Time Change Coaches and Implementation Specialists to describe how they measure their own success. They found that when principals changed their practice to increase time spent on instruction, as well as begin making an impact on instruction, they felt successful. One coach talked extensively about increased student achievement as the bottom line as evidence of success. Others felt successful when many more schools and districts have joined the SAM process over time, most principals appear grateful for the coach's work, and when NSIP and Mark Shellinger (Director, National SAM Innovation Project) listen to their feedback and try to improve the SAM model accordingly.

Strengths of the SAM Process

Time Change Coaches and Implementation Specialists were overwhelmingly positive about the SAM process, citing the basic components as excellent and contributing to a multitude of benefits for principals and schools writ large (as described above), as well as other aspects of the SAM process. For example, almost all respondents saw Mark Shellinger himself as a strength, as well as NSIP in general. They found them to be "consistent, willing, and passionate about the work." They admired the willingness of Mark and his team to make changes and improvements to the SAM process based on their feedback and that of the principals and SAMs. Several identified the professional development they received as a strength, and most discussed the benefits of the annual SAM conference.

Challenges and Barriers

Although respondents largely focused on the strengths of the SAM process, as well as its benefits for schools and the signs of its success, we also asked them to identify its weaknesses. When pressed to discuss challenges and barriers, respondents described three categories: 1) challenges for the SAM process as a system writ large; 2) challenges for the individual principal; and 3) challenges for the Time Change Coaches and Implementation Specialists themselves.

Challenges of the SAM Process Writ Large

The biggest concern about the SAM process writ large is its sustainability. This was particularly true in light of Model 1, as it was difficult to sustain the salary and benefits for an additional staff member to work as a SAM. However, even in Model 3, some schools must rely on federal Race to the Top money or other grants to fund their participation, making sustainability questionable. Furthermore, several Time Change Coaches commented on Mark Shellinger's impressive leadership, his passion for the work, and dynamic personality and commitment to the SAM process; a few questioned the sustainability of the process once Mark was no longer in charge.

Another respondent worried about the rapid growth of the SAM process and found a tension between wanting to grow and needing to refine the program. She explained that this is connected to the concern about the sustainability of the program overall: "It's kind of like we're always building it as we go, and I'm not saying that's a bad thing but we're going fast and sometimes I wish we could just slow down a minute and really say okay, let's stop right here and let's just kind of refine tools, resources, processes... I guess the question for me is are we leaving enough capacity in the district that it can continue and that that vision and mission of what this program's all about could be sustained."

Others discussed the importance of district leadership, both in initiating the SAM process for its schools and for sustaining their involvement. They believed that district level buy-in was critical for the process to continue over time. They noted that even when there was initial buy-in turnover of district-level staff became problematic when new staff did not understand or believe in the program. Such dissonance can leave principals feeling unsupported by the district. One person noted, “One thing I think we’ve learned, a big a-ha has been that the district has to be totally on board with it. They have to support it...you can sell the principals like this when you talk about it and the folks who are the – that are further away from that position don’t catch on as quick. And then you get to the superintendent and yeah, they see the importance and appreciate the thought but you know, whether they want to buy into it and invest in it is difficult”

Challenges for Individual Principals

Most of the challenges that respondents described had to do with variation at the principal-level, rather than systemic issues. In other words, few challenges were described beyond district-support and sustainability that had the potential to impact large groups of participating schools. Instead, most struggles arose because of individual principal characteristics. For example, some respondents described working with principals who did not have a strong understanding of effective instruction. They lamented that these principals could comply with the SAM process, implementing it fully, but still not reap the desired benefits. If principals increase their time on instruction, but do not improve the *use* of that time on instruction, they will see little change in teacher practice or student achievement. One coach described her struggle to work with one such principal: “His instructional time looks fantastic on the calendars but because I am there all day and I do walk-throughs and I do see other aspects of the school, I’m not sure he knows what’s good instruction. So just because you’re – it looks like you’re spending all this time in instruction, are you really making a difference? ...Has student achievement changed? ... Are the teaching strategies in place that will make a difference? ...And he answers the questions the way that – he’s supposed to, but I’m not sure he even knows what’s good instruction. ...Bottom line is if you don’t know what good instruction is then poor instruction’s going to happen and you’re not going to know the difference.”

Multiple respondents suggested that the lack of principal buy-in can also be problematic. If principals do not volunteer for the SAM process, but are forced to participate, there can be difficulties. While some of these principals learn to strongly believe in the process, others drop out or only implement the components minimally. Several respondents described the challenge of juggling the TimeTrack® Calendar with other calendars. Some principals were mandated by their districts to use a particular calendar and found it cumbersome to add the TimeTrack Calendar to this. Others couldn’t seem to give up their other calendars and chose to use multiple ones, albeit with a struggle: “This is probably one of the biggest -- I don’t want to say drawbacks, but challenges...Many schools are using multiple calendars. They’re using Google Doc or they’re using Microsoft Outlook or what else, and so the SAM calendar is another calendar that’s thrown into the principal’s world, and so the challenge becomes keeping track of things that might be in the Microsoft Outlook or the Google Doc calendar and get -- that can then get recorded into the SAM calendar...”

Some noted that principal experience did not necessarily predict success. Some new principals needed to wait a year before joining the SAM process; others were eager and able to participate

immediately. Some veteran principals struggled, while others embraced the process. Those who struggled tended to find great challenge in “giving up” their responsibilities to the First Responders. One explained, “That’s a hard, hard, hard part of this, for principals to do. Because, they come into their role believing...that they are to have all of the answers. And of course the buck does stop with them, so giving up pieces of their responsibility is really hard. Harder for some than for others.”

Several respondents also described the importance of the principal choosing the “right” SAM for the process. Principals who do not choose a person (or group) that is comfortable pushing on time use and asking reflective questions tend to struggle. Similarly, several noted that some principals struggle to find the time to hold the Daily Meeting, and that time constraints can be problematic in some cases. They also described the importance of the principal having established a culture of trust in the school for the process to succeed: “If the – if the staff thinks that your presence inside their classroom is for you to sabotage them and to get them, then you – we always say take care of that culture first. You know, really get to understand and know your staff. We also recommend that a person does not participate in the SAM project if they're going into a school that has had severe problems...”

Finally, one Time Change Coach believed high school principals had far greater difficulty implementing and sustaining the SAM process than did principals of elementary and middle schools. She believed the high school principals had a harder time focusing on instruction over management. She explained: “Now, we've had three principals say, I don't want to do this anymore. And it's been very interesting. They are high school principals...They really – at least these three, really like the management. They had a difficult time with instruction. I think it – it opened up something they didn't want to show about their skill level. And they might have been great teachers – But leading, and having instructional discussions – they were having a difficult time doing that.”

Challenges of the Coach and Implementation Specialist Role

Interviewees cited three challenges about the way in which the coaching and Implementation Specialist role has been set up in the SAM process. One Time Change Coach believed being in a school only once per month limited her impact. Others described the problem of not having enough coaches or Implementation Specialists in their district to do their jobs well. Lastly, others said that sometimes there was a lag between when the Implementation Specialist finished working in a school and when the coach was able to begin. Sometimes the two are able to speak by phone or meet before the transition occurs, but other times this is not possible because of scheduling. Only one person listed this as a challenge.

Implications for an RCT

Interviews with Time Change Coaches and Implementation Specialists suggest a few considerations that may be relevant for the decision around pursuing an RCT. These implications should be cross-checked across the various other data collected for this project.

Time Change Coaches and Implementation Specialists were largely consistent in describing the SAM process, the way it is implemented, the strengths and benefits of the process, and its weaknesses. This was true regardless of which school districts respondents worked in or how

long they had been involved in the process. From the interviewees' perspective, there is little variation in the way schools engage with the SAM process. The variation that does exist appears to be largely due to individual principals' personalities, experience, and knowledge, rather than systematic variation. For example, some principals had a harder time than others relinquishing control to First Responders and fully implementing that aspect of the SAM process; however, there was nothing about a particular group of principals that seemed to make them more or less likely to struggle with this. Similarly, some principals had a better grasp on effective instructional practices and thus were able to use the SAM process to leverage improved instruction; respondents did not find anything systematic about which principals had this advantage and which did not.

However, Coaches and Implementation Specialists described some challenges that were more likely to occur within certain districts or across many of them. Those should be cautiously reviewed along with other data sources to consider how they may or may not impact an RCT. Specifically, the issues of 1) sustainability; 2) principal buy-in; and 3) possible variation by high school level emerged as potentially important in the consideration of an RCT.

First, respondents expressed concern about sustainability for schools that relied on grant funding. They also worried about district leadership buy-in and its importance for maintaining the program in schools. This was particularly problematic when district leaders who supported the SAM process left and were replaced by others who were unfamiliar with it or did not see its value. In considering an RCT, one may want to investigate the level of buy-in at the district level, as well as its stability or tendency toward frequent turnover of district leaders.

Second, most interviewees discussed the difference in working with principals who volunteered, and therefore bought into the SAM process philosophy, versus those who were mandated to participate. As one said, "The biggest difference that I see with the schools I've worked with is whether a school volunteered to be in it, seeing the value of it and wanted to be in it, or whether the superintendent has said you'll be a part of this program. In that respect, some of them were just compliant. I have to do this, it'll be over, I'll do it." This idea of choosing to participate versus compliance is an issue to consider for an RCT. It suggests the possible need for a random selection of principals who have volunteered for the program, rather than a random selection of all principals.

Less clear is whether or not the school level (elementary vs. high school) relates to how well the SAM process is implemented and sustained. One coach in our sample described three principals who dropped out of the process – all high schools – and believed high school principals in particular struggled to engage in instructional time more than principals in elementary or middle schools. Stating that these principals "really like the management" aspect of their role, she cautioned that principals at this level may face different challenges than those in other levels. Given that only one respondent described this, it will be important to triangulate with other data sources before determining whether this is a criterion that should be considered in light of an RCT.

Appendix F: Principal and SAM Survey Results

Web surveys were administered to all current principals and SAMs® participating in the SAM® process over a three-week period in late November and early December 2014. The Vanderbilt team developed survey instruments for principals and SAMs with feedback from the National SAM Innovation Project (NSIP) and piloted the surveys with a small group of SAM principals. The survey was conducted anonymously using SurveyMonkey, with web links distributed to principals and SAMs directly by NSIP. To discourage bias in responses, both a pre-solicitation e-mail and the e-mails and reminders containing the survey links underscored that responses were anonymous and would only be viewed by Vanderbilt researchers (see Appendix K for solicitation language and surveys). Among the 720 active SAM principals contacted, survey responses were received from 388, for a response rate of 54%. The response rate from SAMs was lower, with 382 of a possible 982 SAMs responding, or 39%. Only one of the principal respondents did not agree to the survey consent, resulting in 387 active responders. Four of the SAM respondents did not agree to the survey consent, resulting in 378 active responders.

An overview of the results from these surveys follows. We will focus on principal perspectives, as SAM perspectives were largely similar, and will only highlight SAM perspectives where they differ or add new information. In addition, all items in tables were compared across several subgroups: elementary school principals (versus other school levels), larger school principals (more than 700 students, versus smaller schools), and schools with more students participating in free and reduced-price lunch (more than 75%, versus schools with fewer students participating).⁶ Results for these comparisons are discussed only for those differences that were statistically significant.⁷

SURVEY RESPONDENTS

Table F.1 contains summary statistics for the various experience items on the survey.

Table F.1: Principal and School Experience

	N	Mean	Standard Deviation	Min	Max
School experience with SAM process	293	1.66	1.68	0	7
Principal experience with SAM process	286	1.62	1.65	0	9
Principal experience at this school	262	4.04	3.51	0	33
Principal experience at any school	261	5.72	4.54	0	25

The majority (53%) of principals reported having two years of experience or fewer in the SAM process, with 29% reporting being in their first year using the SAM process. SAM process users tend to be early-career principals as well; the mean is 5.7 years, with 19% in their first or second

⁶ Principals were provided with categorical answer choices for enrollment size and percent of students participating in free and reduced-price lunch. The categories were determined by roughly taking the national distributions of these school characteristics (as per the Common Core of Data) and creating three categories for each characteristics: one containing the lowest 25% of the data, one containing the middle 50% of the data, and one containing the top 25% of the data.

⁷ We used independent sample two-sided *t*-tests for comparing groups.

year as a principal. Most principals and schools seem to be fairly new to the SAM process, and the principals involved tend to be newer as well, with fewer than five years of experience at the school. While we cannot compare directly because responses were whole numbers, likely leading to ambiguous rounding, these data suggest that our sample may have underrepresented principals who are newer to the SAM process, as compared to data we received in January 2015.

In addition, several survey items captured characteristics of the schools:

- The majority (64%) of the respondents work in elementary schools, while 18% work in middle schools, 13% work in high schools, and 6% work in schools classified as “Other.”⁸ For comparison, nationally approximately 55% of schools are elementary schools, suggesting that elementary schools are more likely than other schools to use the SAM process.
- Most principals (86%) work in what they identified as “regular” schools (not charter or special schools).
- 52% of the respondents work in schools with 250 to 700 students, 42% work in schools with more than 700 students, and 6% work in schools with fewer than 250 students. For comparison, nationally 25% of schools fall into this lowest category, while 25% fall into the highest category, suggesting that larger schools are more likely to make use of the SAM process.
- 9% of the respondents work in schools where low numbers of students are eligible for free and reduced price lunch (<30%), 39% work in schools in the medium range (30% to 75%), and 53% work in schools with more than 75% of students eligible. SAM schools serve larger percentages of students eligible for free and reduced-price lunch when compared to schools nationally.

With an average of 1.16 years of experience, SAMs are on average, newer to the SAM process than principals.

GOALS FOR PARTICIPATION

Table 2 shows responses to the following question: “How important was each of the following factors in your decision to participate in the SAM process?” For each item, respondents could choose one of five responses, which were “Not at all important” (1), “A little important” (2), “Somewhat important” (3), “Very important” (4), and “Extremely important” (5).

⁸ School levels were based on school classifications from the Common Core of Data.

Table F.2: Principal Motivations for Participating in the SAM Process⁹

	N	1	2	3	4	5
		% of responses				
The superintendent or other central office administrator strongly encouraged me to participate.	291	20	11	24	23	22
District requirement	287	52	9	13	13	13
I wanted help with administrative tasks.	289	9	13	21	31	25
I wanted to spend more time on instructional tasks.	296	1	1	4	24	70
I wanted to improve my skills as an instructional leader.	295	2	2	3	24	70
I wanted to achieve a better work/life balance.	293	4	4	18	24	51
The decision of a previous principal at the school	283	79	4	8	4	5

Responses were mixed, with the strongest motivating factors being the desire to spend more time on instruction and to improve instructional leadership skills. The least important motivating factors were district requirements or decisions of previous principals at their schools. Overall, it appears that principals decide to participate to invest in themselves as leaders, not because of outside motivation.

IMPLEMENTATION OF THE SAM PROCESS

In this section, we present findings about how core components of the SAM process are implemented. The components are the initial training, Implementation Specialists, SAMs, the TimeTrack® calendar, First Responders®, and Time Change Coaches.

Initial Training

Ninety-two percent of principal respondents indicated that they had participated in some type of training for the SAM process. Table F.3 shows responses to the following question: “How fully did this training address your needs in each of the following areas?” For each item, respondents could choose one of five responses, which were “Not part of the training” (1), “Did not address my needs” (2), “Was a start but failed to address some important needs” (3), “Was a good start” (4), and “Addressed my needs completely” (5).

⁹ Reported responses are row percentages: the percent of respondents who answered with each response category within an item.

Table F.3: Principal Perspectives on Training

	N	1	2	3	4	5
		% of responses				
Interpreting the Time/Task Analysis report from the week of shadowing	261	4	1	4	56	34
Setting goals for my time	263	2	1	4	48	46
Mechanics of using the TimeTrack calendar	262	3	2	5	47	44
Preparing teachers for a change in my role	260	7	3	8	54	27
Using TimeTrack data to monitor progress toward my goals	261	2	1	4	51	43
Delegating managerial tasks to First Responders	263	2	1	11	46	40
Working with a SAM	263	2	2	4	45	48
Working with a SAM coach	262	3	1	6	46	43
Choosing a SAM	260	10	2	6	43	39
Choosing First Responders	261	5	2	8	46	39

For each item, respondents answered fairly positively about the content of the training. The areas that respondents wanted covered more concerned the delegation of tasks for First Responders and the preparation of teachers for the change in the principal’s role.¹⁰

Implementation Specialists

A large majority (89%) of principals reported working with an implementation specialist to implement the SAM process. Table F.4 shows responses to the following question: “To what extent did the Implementation Specialist assist with each of the following?” For each item, respondents could choose one of five responses, which were “Not at all” (1), “To a small extent” (2), “To some extent” (3), “To a great extent” (4), and “To an exceptional extent” (5).

Table F.4: Principal Perspectives on Implementation Specialists

	N	1	2	3	4	5
		% of responses				
Teaching me to use my TimeTrack calendar	250	2	4	17	44	33
Teaching my SAM to use my TimeTrack calendar	250	2	4	11	46	38
Discussing helpful time use strategies	248	1	5	17	42	36
Extracting and interpreting data from the TimeTrack calendar	248	2	8	18	47	26
Modeling the SAM Daily Meeting with my SAM	250	4	9	20	38	30
Giving feedback on my interaction with my SAM	250	5	8	18	40	30
Setting up the First Responder system in my school	249	8	8	23	37	25
Choosing a SAM	248	33	11	15	23	18
Choosing First Responders	248	19	12	25	26	19

¹⁰ Principals in larger schools seemed to find the training more helpful, with most of the items rated significantly more positively with the exception of preparing teachers for the change in the role, working with a SAM coach, choosing a SAM, and choosing First Responders (which were rated similarly in smaller schools).

Principal respondents indicated that the Implementation Specialists greatly assisted with most initial training needs for the principal and SAM. However, respondents did not feel that the Implementation Specialists helped as much with setting up the First Responder system, choosing a SAM, or choosing First Responders. Implementation specialists did not seem to work as much with elementary school principals on modeling the SAM Daily Meeting or giving feedback on interaction with the SAM, as compared to other school levels.

Most (86%) of principal respondents find the Implementation Specialist to be at least “very helpful,” while 14% find them “minimally helpful” at most.

The SAMs

From the survey data, we learned that SAMs held various positions in the school. According to principals who responded to this question (N = 302), those positions were:

- 189 (63%) secretaries,
- 74 (25%) assistant principal,
- 12 (4%) school business manager/bookkeepers,
- 36 (12%) teachers, and
- 107 (35%) other positions, including school counselors, parent coordinators, and deans, plus a small number of Model 1 SAMs.

Note that some schools have more than SAM, some of whom are in different roles, so the percentages sum to more than 100%. Of those reporting more than one position, many (12% of the full sample) had a secretary and assistant principal combination. Five percent of principals reported having a staff person dedicated exclusively to the SAM position. Twenty-seven percent of the principals had their SAMs change at some point, excluding those changes that occurred because the principals changed schools or their SAM left the school.

Most principals met with their SAM(s) at least once a day (72%) or two to three times a week (23%). These meetings, according to SAMs, are generally less than 30 minutes long (83%). Seventy-six percent of SAMs responded that the Daily Meeting system is “good” or “excellent.”

Table F.5 shows responses to the following question: “To what extent do you implement the following processes in your school with your SAM?” For each item, respondents could choose one of five responses, which were “Not at all implemented” (1), “Rarely implemented” (2), “Sometimes implemented” (3), “Usually implemented” (4), and “Always implemented” (5).

Table F.5: Principal Work with SAMs

	N	% of responses				
		1	2	3	4	5
Schedule a SAM Daily Meeting	270	1	1	11	36	50
Meet with my SAM	270	1	1	8	38	52
Have a reflective conversation	269	2	4	19	45	30
Reconcile the TimeTrack calendar from previous days	270	2	3	12	33	50
Receive feedback on my calendar	270	3	9	22	39	27
Discuss how I am progressing toward my overall target goals	268	3	9	28	36	25
Discuss issues other staff are handling	268	3	10	26	38	23
Set specific target on tasks, such as meeting with specific teachers	270	4	7	20	43	27
Analyze and disaggregate TimeTrack data	269	4	15	35	33	14
Run reports on TimeTrack data	270	7	23	34	25	11
Utilize a First Responder system	265	6	7	14	40	33

Most items were implemented at least sometimes, with the SAM Daily Meetings and calendar reconciliation happening most consistently, and the analysis, disaggregation, and viewing of the TimeTrack data and reports happening least consistently. Elementary school principals are somewhat less likely to implement meetings with their SAM, although the rates are still very high (86% compared to 96% for other schools). Generally, principal respondents find their SAMs to be helpful, with 83% of them finding them “very helpful” or “exceptionally helpful.”

We asked SAMs, “How comfortable are you in asking your principal questions about his/her time use?” Most of the time, SAMs reported being “very comfortable” or “exceptionally comfortable” with questioning their principals about their time use (86%). We also asked, “How comfortable are you with having difficult conversations with your principal around his/her use of time?” A smaller percentage (72%) reported being “very comfortable” or “exceptionally comfortable” with having difficult conversations about their principals’ time use.

TimeTrack Calendar

A variety of people have access to the TimeTrack calendars, according to SAMs:

- 278 principals have access.
- 129 vice principals have access.
- 15 counselors have access.
- 21 teacher leaders have access.
- 156 school office staff members have access.
- 42 district administrators (excluding Time Change Coach) have access.
- 259 Time Change Coaches have access.
- 23 other staff members have access.

Elementary schools were more likely to have counselors, teacher leaders, school office staff, and other staff with access to the calendar.

Table F.6 shows responses to the following question: “To what extent do you do the following using your TimeTrack calendar?” For each item, respondents could choose one of seven responses, which were “Not at all” (1), “Less than once a month” (2), “Once a month” (3), “Several times a month” (4), “Once a week” (5), “Several times a week” (6), “Daily or almost daily” (7).

Table F.6: Principal Perspectives on TimeTrack Calendar

	N	1	2	3	4	5	6	7
		% of responses						
Create my schedule	267	9	1	1	2	8	15	66
Reconcile my calendar to how I actually used my time	267	6	0	1	4	8	22	59
Examine what the data say about how I have used my time	266	3	4	12	14	26	21	22
Examine the data about how often I implement specific tasks with individual teachers	267	5	8	14	22	21	16	14
Examine the data about how often I implement specific tasks with others	267	6	8	17	18	23	15	12
Change my schedule to better align with goals	266	5	3	4	11	21	27	29
Change my schedule because of what I learned from the TimeTrack data	267	6	11	6	17	24	18	17

According to principals, SAM teams frequently use the calendar to create the principal’s schedule and reconcile the calendar with what actually happened in the day. Principals used the calendar data to look at specific task items relating to specific people (e.g., teachers, others) and determine how much time was being spent with specific people less often. Principals in larger schools used the calendar more often to create their schedules.

Eighty-four percent of SAMs reported that the TimeTrack calendar process is “good” or “excellent.”

First Responders

Table F.7 shows responses to the following question: “To what extent do you agree with the following regarding First Responders in your school?” For each item, respondents could choose one of five responses, which were “Not at all true” (1), “Rarely true” (2), “Sometimes true” (3), “Mostly true” (4), and “Always true” (5).

Table F.7: Principal Perspectives on First Responders

	N	1	2	3	4	5
		% of responses				
There are First Responders with clearly defined areas of responsibility.	263	5	3	14	47	32
Office staff use the First Responder system.	261	5	4	18	49	24
Based on the issue at hand, teachers know which First Responder to approach.	260	7	8	22	46	18
Based on the issue at hand, parents are aware of the appropriate First Responder to approach.	263	14	19	37	22	8
The First Responder system helps me use my time effectively.	259	5	4	22	41	28

Principals reported high levels of fidelity to SAM process goals of having a First Responder system set up and having in-school staff use it. Parents, however, are not as often aware of which First Responders are appropriate to approach. In contrast to principal responses, however, SAMs were not as positive about whether teachers knew how to use the First Responder system. For example, whereas 64% of principals said this statement was mostly or always true, only 50% of SAMs responded similarly. There is slightly less fidelity in elementary schools, where all of the above items are significantly less likely to be true for principal respondents, with the exception of office staff using the First Responder system. In larger schools, principals were significantly more positive that there were First Responders with clearly defined areas of responsibility and that the First Responder system was helping them use their time effectively. In schools with more students participating in free and reduced-price lunch, however, principals reported more challenges with parents knowing the appropriate First Responder to approach about the program.

Generally, principals felt that the First Responder system helped them organize their time. Fifty-seven percent of SAMs responded that the First Responder system is “good” or “excellent,” indicating that a large portion of SAMs feel lukewarm or worse about the extent to which the First Responder system is working in their schools.

Time Change Coaches

Ninety percent of principal respondents work with a Time Change Coach. The majority (82%) reported that their coaches spend fewer than five hours in their school each month, and 13% reported that their coaches spend five to nine hours each month. The majority (74%) found their coaches to be “very helpful” or “exceptionally helpful.”

Table F.8 shows responses to the following question: “To what extent does your SAM coach assist with each of the following?” For each item, respondents could choose one of five responses, which were “Not at all” (1), “To a small extent” (2), “To some extent” (3), “To a large extent” (4), and “Completely” (5).

Table F.8: Principal Perspectives on Time Change Coaches

	N	1	2	3	4	5
		% of responses				
Teaching me to use my TimeTrack calendar	250	6	10	26	33	26
Teaching my SAM to use my TimeTrack calendar	249	3	8	27	33	31
Discussing helpful time use strategies	249	3	8	24	37	28
Extracting and interpreting data from the TimeTrack calendar	250	2	10	24	38	26
Modeling the SAM Daily Meeting with my SAM	248	11	13	29	27	21
Giving feedback on my interaction with my SAM	249	5	12	23	35	25
Setting up the First Responder system in my school	248	14	18	22	28	18
Helping me to improve my use of instructional time	246	4	9	21	38	28

Generally, the coaches seemed to spend more time providing feedback to SAM teams on the use and progress of the TimeTrack calendar. Respondents indicated that coaches worked on modeling SAM Daily Meetings, providing feedback on principal-SAM interactions, and setting up the First Responder system to a smaller extent, relatively.

SAMs were also asked what Time Change Coaches did with them. These responses are shown in Table F.9. As in G.8, response categories were “Not at all” (1), “To a small extent” (2), “To some extent” (3), “To a large extent” (4), and “Completely” (5).

Table F.9: SAM Perspectives on Time Change Coaches

	N	1	2	3	4	5
		% of responses				
Teaching me to use my TimeTrack calendar	297	6	5	19	37	32
Discussing helpful time use strategies	297	5	4	20	40	31
Extracting data from the TimeTrack calendar	297	5	4	22	38	30
Interpreting data from the TimeTrack calendar	297	6	4	24	34	33
Modeling the SAM Daily Meeting with my principal	296	7	11	18	31	33
Giving feedback on my interaction with my principal	294	7	9	17	32	36
Helping us implement the First Responder system	295	9	9	20	37	25

Generally, the coaches seemed to spend more time with SAMs on addressing the relationship between the principal and the SAM (in contrast to the principal responses, above). Respondents indicated that coaches worked on setting up the First Responder system to a smaller extent, relatively. Seventy-six percent of SAMs responded that the coaching is “good” or “excellent.”

Note that principals and SAMs responded differently concerning the role of Time Change Coaches. The coach role appears to vary by SAM team member.

OVERALL CHALLENGES, BENEFITS, AND SUSTAINABILITY

We asked principals, “To what extent are the goals of the SAM process (as stated by the NSIP) integrated into the life of the school?” Five percent of principal respondents said that the goals of the SAM process were “fully” or “mostly separated” from the life of the school. Fourteen percent

indicated that the goals were “fully integrated,” but the majority (63%) of respondents indicated one step below that, with the goals being “mostly integrated.”

In terms of getting the SAM process up and running, 52% found this at least “somewhat easy,” while 23% found it at best “somewhat difficult.” The remaining 25% responded neutrally.

Most (83%) of principal respondents indicated that the SAM process has increased their focus on teaching and learning “very much” or “tremendously.” In terms of whether changes were happening in classrooms as a result, 44% responded “tremendously,” while 40% responded “somewhat.” Only 1% reported “not at all.”

SAMs were somewhat less positive about these items. Most (64%) of SAM respondents indicated that the SAM process has increased the school’s focus on teaching and learning “very much” or “tremendously.” In terms of whether changes were happening in classrooms as a result, 42% responded “very much,” while 36% responded “somewhat.” These patterns, while positive, are less positive than the responses given by principals.

Table F.10 contains responses to the following prompt: “To what extent is the SAM process helping you to ...” For each item, respondents could choose one of five responses, which were “Not using the calendar” (1), “Not at all” (2), “A little” (3), “Somewhat” (4), and “A lot” (5).

Table F.10: Principal Perspectives on Benefits

	N	1	2	3	4	5
		% of responses				
Manage time	265	1	1	6	24	69
Improve work/life balance	265	1	11	15	39	34
Increase time spent on instruction	263	0	2	5	22	71
Improve instruction in the school	264	0	2	8	44	46
Improve student achievement in the school	263	0	4	11	49	36

The greatest benefits as seen by principals seem to be in terms of increasing time spent on instruction and managing time more generally. The weakest benefits are improving student achievement and improving work/life balance (in fact, 26% of respondents indicated that the SAM process was helping with the work/life balance “not at all” or “a little”).

Predicting the likelihood that the SAM process will stick around as long as they (the respondents) remain as principal at their schools, 78% said that there is a 100% chance that it will stay. However, in the situation where they leave the school, only 36% responded that there is a 100% chance that it will stay in the school. Twenty-two percent responded that there is a 75% chance, and 27% responded that there is a 50% chance.

CONCLUSIONS AND IMPLICATIONS FOR A RANDOMIZED CONTROLLED TRIAL (RCT)

Overall, there is sufficient evidence in the survey results to suggest that the SAM process may indeed be having an impact on principal work. In addition, there is evidence to suggest that in general, schools are implementing the SAM process with enough fidelity that we might consider a large-scale RCT to be feasible.

There were several important points that came out the survey results regarding the implementation of the SAM process, including some that have important implications for the need for and design of an RCT:

- The initial training addressed many needs for principals, indicating that the examination of the training as an important part of the treatment in question will be critical for the design of an RCT.
- As of now, people are not using the calendar as much to analyze, disaggregate, and view their data. Overall, principals reported implementing the parts of the SAM process that involve more specific use and analysis of the TimeTrack data less often. It is possible that the deeper data analysis tools in the TimeTrack calendar system are not yet a core component of the SAM process.
- A significant percentage of SAMs reported being less than “very comfortable” with keeping principals accountable for their time use. This challenge highlights the importance of choosing a SAM and addressing this aspect during SAM coaching. The First Responder system poses challenges for some principals, particularly in having teachers and parents understand how to use the system. This is an area that could require additional support and training.
- A significant portion of principals reported difficulty in getting the SAM process up and running. As such, the design of an RCT might consider that results may not come immediately and that longer-term measurement may be important.
- Principals and SAMs varied in their assessments of the extent to which changes were happening in the classroom as a result of participation in the SAM process. In an RCT, there is likely to be heterogeneity in effects of the SAM process across schools.
- The greatest perceived benefits of the process were for increasing time on instruction and managing time more effectively. The weakest perceived benefits were improving student achievement and improving work/life balance.
- SAMs generally reported similar results as principals, although where they did disagree (e.g., extent to which there were changes in classrooms), they were less positive about the SAM process. In an RCT, outcomes based on principal self-reports should be triangulated with data collected from SAMs, as their perspectives might differ.
- Elementary schools and schools with fewer than 700 students were less likely to have many of the specific components of the SAM process implemented to the same extent, especially in terms of the implementation of the First Responder system. Issues related to fidelity of implementation would be important to probe by school characteristics in an implementation study that might accompany an RCT.

Appendix G: SAM Team Implementation

SAM Team Implementation											
Cohort/District											
School											
Enter all staff and groups into TT											
Monthly instructional goals set											
Priority Descriptors Identified											
Set yearly contact days for school year											
Create TT shortcuts for Principals and SAMs											
Scheduling at or above goal											
Tracking Time with Teachers											
Tracking Time with Groups											
Profile Sheet											
Corrections											
Understands Rubric											
First Responders											
First Responder Chart / Five or more tasks											
First/Second Responders Identified											
Responders Trained (model training)											
First Responder Process/List communicated											
Office Staff											
Office staff trained on use of TT											
Office staff trained on communications protocol											
SAMs trained on Communications Protocol											
Daily Meeting											
Reconciling events											
Meets daily goals											
Scheduled Daily Meetings											
Daily Meeting occurs most days											
Reflective Practice questions modeled											
Team uses reflective practice questions											
Follow-up scheduling occurs each day											
Daily Meeting completed within 30 minutes											
Transition											
Coach assigned											
Jim Notified											

Appendix H: Landscape Analysis of SAM Process Shadowing and Calendar Data

THE DATA

Two sources of data permit analysis of principals' time use and changes in that time use as they engage in the SAM® process. First are the Time/Task Analysis® shadowing data. At entry into the SAM process and once per year thereafter, SAM principals are shadowed by trained National SAM Innovation Project (NSIP) observers who record their time use using a standardized protocol over approximately one week. The second source is TimeTrack® calendar data, which chronicle principal time use as entered by principals and SAMs® throughout the school year. The TimeTrack calendar is a main component of the implementation of the SAM process and functions as a computer-based tool for principals and supporting teams to track the principal's time expenditure. For both the Time/Task Analysis and TimeTrack data, the information we received was generally at the person-day level, meaning that a typical row of data (as we formatted it) would include one day's worth of data for an individual, reported as the percent of time that participants spent on various categories of activities as per SAM process definitions.

Data for this landscape analysis were provided by NSIP and comprise three types: (1) descriptive characteristics of program participants, (2) data from individuals' TimeTrack calendars, and (3) data from individuals' Time/Task Analysis shadowing periods. All files are linked via calendar IDs, which are consistent across files for a given participant. These data cover 373 administrators involved in the SAM process, representing 78% of the 481 total SAM teams participating in the SAM process.¹¹ Approximately 33% of the data has been deidentified, meaning that the administrator and school name have been replaced with "Administrator ####" and "School ##," respectively.¹² TimeTrack calendar data cover active calendars from August 1, 2013, to June 15, 2014. Time/Task Analysis shadowing data were provided for any year that an active SAM principal had been shadowed.

Measures include percent time spent on instruction, management, personal time, and unscheduled time. Within instructional and management time, the data show breakdowns for different categories of time use, listed in Table H.1.

¹¹ Total numbers from NSIP as of January 9, 2013.

¹² Principals were given the option of having their data deidentified before it was provided to the research team.

In comparing trajectories of time use across deidentified and identified participants, the patterns were not different enough to cause concern that there are significant differences in SAM process participation between these different groups. Trajectories in instructional time across time for these groups are shown in Figure H.18.

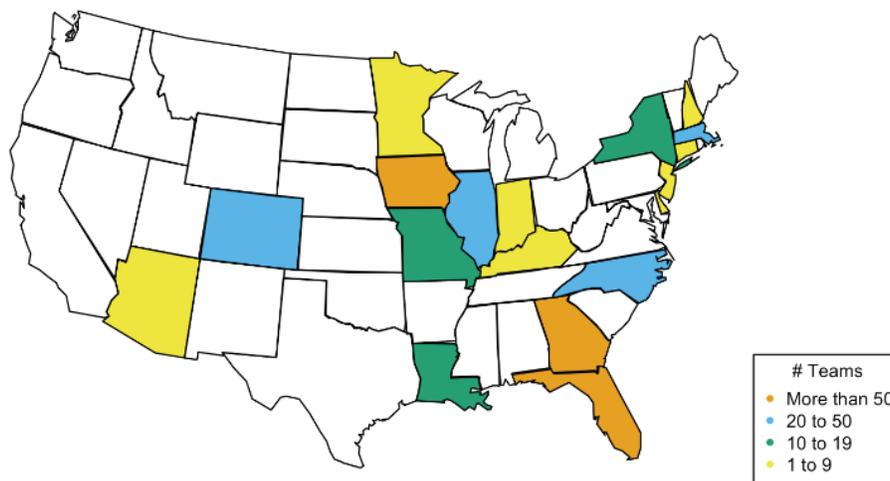
Table H.1: Categories of Time Use

Instructional	Management
Decision Making Groups and Committees	General Management
District: Meetings, Supervisor, Others	Building Management
External: Officials, Others	Celebration
Feedback: Celebration	Decision Making Groups and Committees
Feedback: Directive	District: Meetings, Supervisor, Others
Feedback: Non-Directive	Employee Discipline
Modeling/Teaching	Employee Supervision
Observation	External: Officials, Others
Office Work/Prep	Office Work/Prep
Parents/Guardians	Parents/Guardians
Planning, Curriculum, Assessment	Student Discipline
Professional Development	Student Supervision
Student Supervision	
Walkthrough	
Work With Student(s)	

Characteristics of Administrators and Schools

Total, there are 373 unique calendar IDs in the data (with no duplicated IDs). These are distributed across 58 districts (of 63 participating districts¹³) in 18 states, the highest-participating states being Florida, Iowa, and Georgia. The districts with the most teams, however, are Hillsborough County (FL), Gwinnett County (GA), and Denver (CO).

Figure H.1: SAM Process Participation by State



¹³ We do not have data from RSD Charter School, Inc. (AZ), Brandywine School District (DE), Georgia College (GA), Jefferson County Public Schools (KY), St. John the Baptist Parish Public Schools (LA), and Lonedell R-XIV (MO). In addition to the list we received of participating districts, we also received data from Kansas City Public Schools (MO).

Characteristics of SAM Process Participation

The breakdown by SAM process model is shown in Table H.2.¹⁴

Table H.2: SAM Process Models

	N	%
Model 1	56	15
Model 2	3	1
Model 3	299	80
Unknown	15	4
Total	373	100

Almost all Model 1 schools are in Iowa or New York, and all Model 2 schools are in Iowa. A large majority of participants are using Model 3, which is the least costly version of the SAM process. Most participants (84%) have been involved with the SAM process for less than two years.¹⁵ This is roughly on par with the percentage of first- and second-year SAM principals reported to us in January 2015, when this percentage was 78%.

Looking only at averages, Minnesota, Indiana, and Kentucky schools have participated the longest. New Hampshire, New Jersey, and Arizona schools seem to be newest to the process, averaging lower than three-quarters of a year.

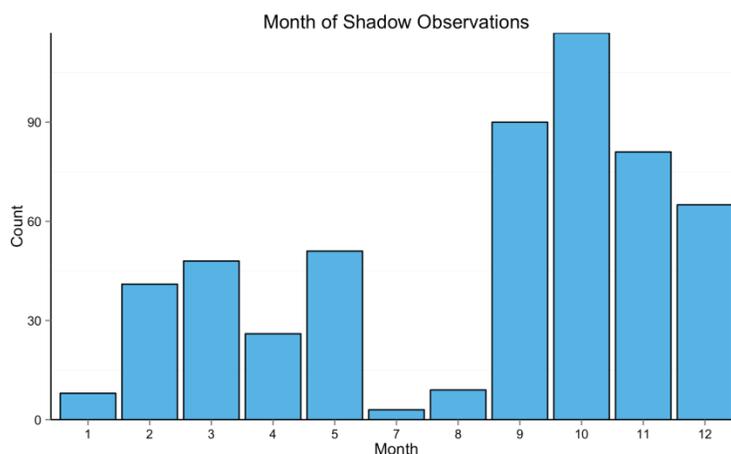
Time/Task Analysis Shadowing Data

Shadowing data come from a larger date range, with the earliest shadowing having been conducted in November 2008 and the most recent in December 2014. Shadowing tends to happen in the fall, with an additional, significant number of observations during the spring, as shown in Figure H.2 (Month 1 = January).

¹⁴ Model 1 of the SAM process involves hiring a new staff member whose major responsibilities are to administer the SAM process in the school. Model 2 involves redesigning an existing staff member's role and adding additional compensation to do this work. Model 3 involves adding SAM responsibilities to an existing staff member's role, with no additional compensation.

¹⁵ It is unclear whether the number of years in the program refers to years that the current principal has been involved or the years that the school has been involved.

Figure H.2: Month of Shadow Observations



In the data, 51% of participants had been shadowed at least twice. Most shadowing experiences were less than a full week, with 44% being three days and 22% being four days. Only 30% were a full five days.

Characteristics of the Schools

Most participating schools are elementary schools, with 68% serving elementary grades only and 10% also serving grades above. Eighteen percent of participating schools serve middle grades, and only 4% serve high school grades. Thus, schools in the SAM process data serve relatively younger students; nationally, 25% of schools are classified as secondary schools.¹⁶

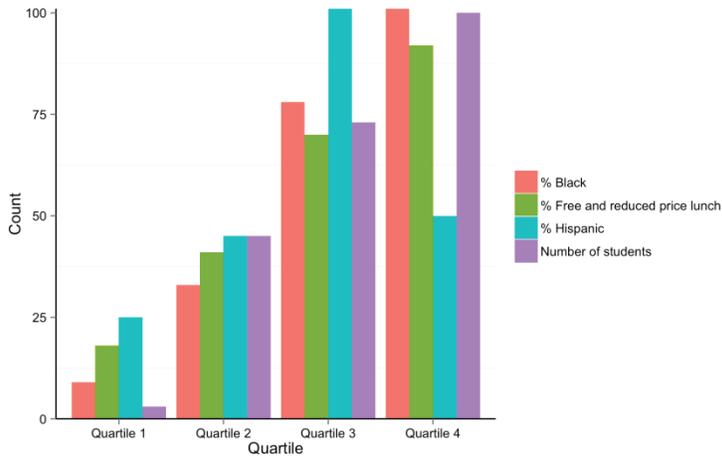
We obtained additional school characteristics by including data from the 2011–12 school universe data files¹⁷ from the Common Core of Data (CCD). We were able to match 214 of the 240 identified schools (89%), covering 221 different calendar users.¹⁸ Most (98%) of these 221 users work in what CCD classifies as “regular” schools, with the rest working in alternative, vocational, or special education schools. More than half (55%) work in a city, and 86% work in schools eligible for Title I funding. Compared to national averages, these SAM schools are larger and have more students participating in the free and reduced-price lunch program, as well as more Hispanic and black students. Figure H.3 is a grouped bar plot showing the distribution of users among schools in different quartiles of these student demographic variables, with the quartiles based on the full distributions of these characteristics across all schools in CCD. The “Quartile 1” bars, for example, show the number of schools in the SAM data that are in the lowest 25% of schools in the United States in terms of the various demographic characteristics.

¹⁶ According to new figures provided to us by NSIP in January 2015, 63% of SAM schools are elementary schools.

¹⁷ These were the most recent full data files available at the time of this analysis. Data were matched on district and school names.

¹⁸ Unmatched “school teams” often were actually district office teams.

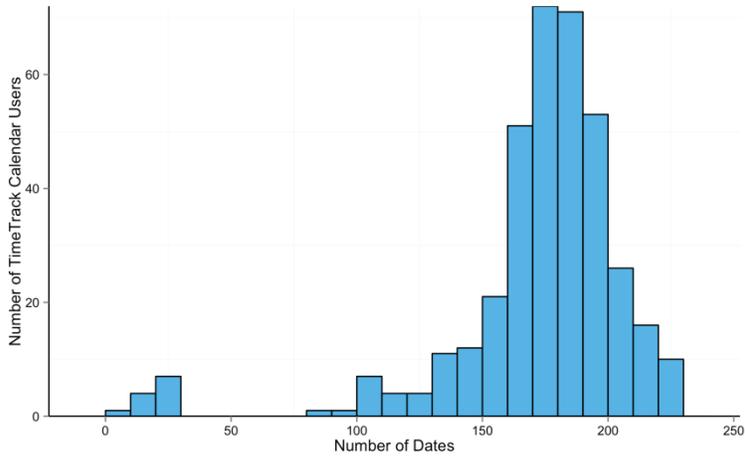
Figure H.3: School Demographics



IMPLEMENTATION OF THE TIME TRACK CALENDAR

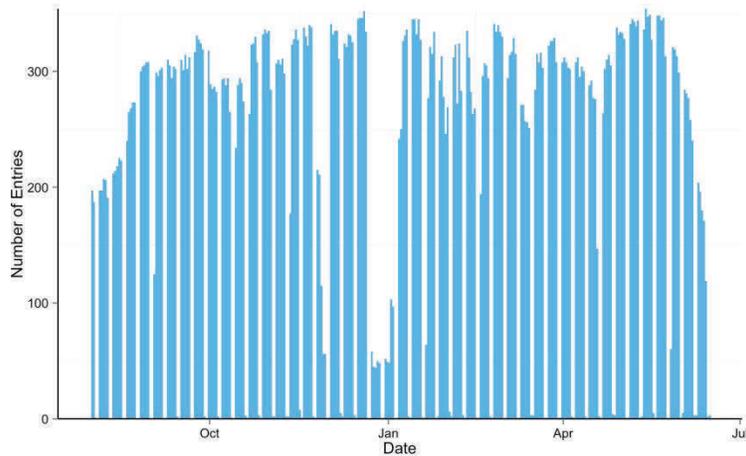
The TimeTrack data include 63,926 data points, each referring to a particular breakdown of time use for a particular person on a particular day. We have approximately 172 observations per person (an observation being a day of calendar use). The counts of observations per person are shown in Figure H.4.

Figure H.4: Number of Observations Per Person



Observation dates are all throughout the school year, with dips in participation seen on the weekends and during holiday breaks. Most participants (86%) had their first entry in August and most (81%) had their last entry in June.

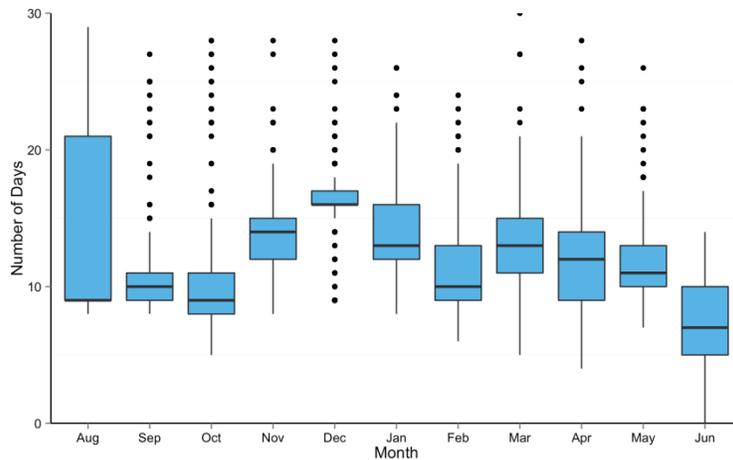
Figure H.5: Observation Dates



The vast majority of entries are made during the normal work week (Monday through Friday), although 51 entries were made on Sundays and 83 made on Saturdays, across 40 people.

There are varying numbers of missing days. It is difficult to determine how often participants were not using the calendar (as opposed to just not working) because of differing school calendars across schools and districts, but the plots in Figure H.6 provide some insight.

Figure H.6: Missing Days

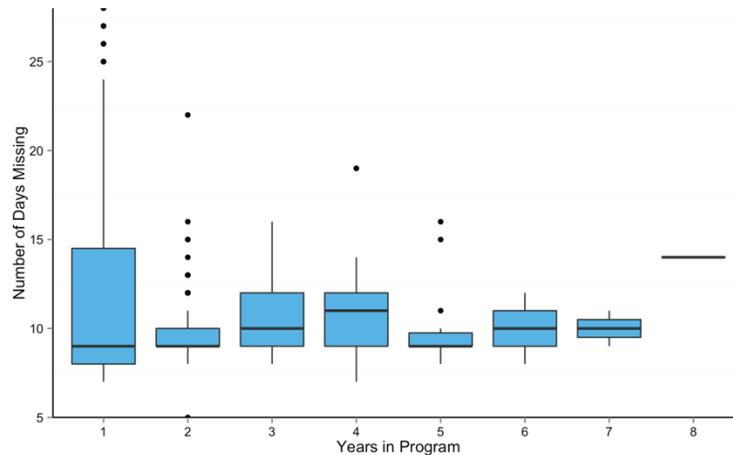


As expected, there were greater numbers of missing days during the months of June and December, because of holidays and the end of the data period that we received.¹⁹ There also are higher numbers of missing days during November, January, March, and April, which may correspond to Thanksgiving, winter, and spring breaks. Overall, it does not seem that there is any significant trend in missing days. In addition, there does not seem to be any significant difference

¹⁹ Counts of missing days were calculated for each month by subtracting each person's number of entries for each month from the number of days in that month. Resulting differences will be inflated because of weekends but should be, for the most part, equally inflated across months, and as such the plots here are still useful for comparison.

in missing data between groups of participants with different years of experience with the SAM process, as seen in Figure H.7 (using the month of October as an example).

Figure H.7: Missing days in October by Years of Experience with SAM Process



It also is important to note that the calculation of the percent time spent on the different categories by the TimeTrack software is not completely accurate because it relies on careful user data entry. For example, there are three observations in the data with percent time on instruction less than 0%, and 83 with more than 100% (across 41 people). These out-of-range values occur because total time on a category is calculated using a total sum of coded entries on the calendar, while the total time spent working is calculated from a manual entry of start and end time by users. If a user entered an end time at 3:00 p.m., for example, but had coded instructional time all day, plus an evening event, then they would end up having percent time on instruction greater than 100%.²⁰ This error count is shown in Table H.3 for the different time categories. These inconsistencies suggest that time calculations should be taken as approximations for purposes of the analyses presented here.

Table H.3: Clearly Incorrect Time Records

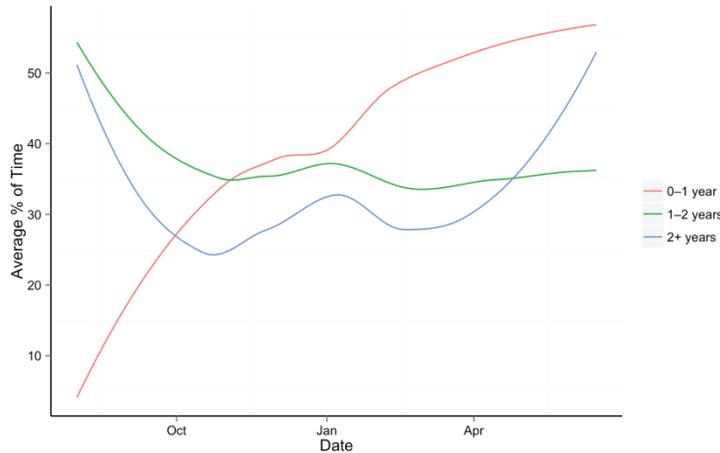
Category	Less than 0	More than 100	People with at least one implausible entry
Instructional	3	83	41
Management	2	19	12
Personal	0	6	6
Unscheduled	571	3	130

We also may consider unscheduled time as an indicator for the implementation of the program. Beyond missing complete days, participants may neglect the calendar during the day as well, leaving much unscheduled time that could make the interpretation of the data difficult (because we do not know what was happening during the unscheduled time). In Figure H.8, we can see that while principals in their first year of implementation tend to be very diligent about

²⁰ This conclusion was reached in coordination with Jim Mercer at NSIP.

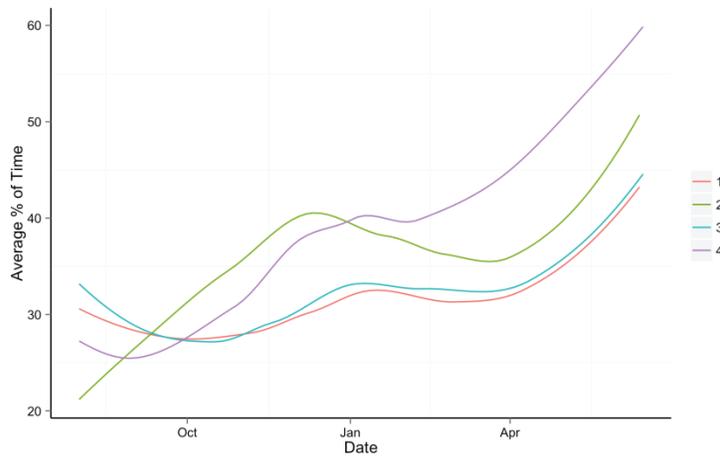
scheduling all of their time at the beginning, by the end of the year, more than half of their time is unscheduled. In later years, principals start higher but seem to settle after October to have around 25% to 35% of time unscheduled.

Figure H.8: Unscheduled Time by Years in Program



Interestingly, we also see that those principals who started off with the highest baseline instruction levels tend to become more lax in their time logging throughout the year compared to other principals, ending with around 60% of time being unscheduled.

Figure H.9: Unscheduled Time by Baseline Instruction Quartile



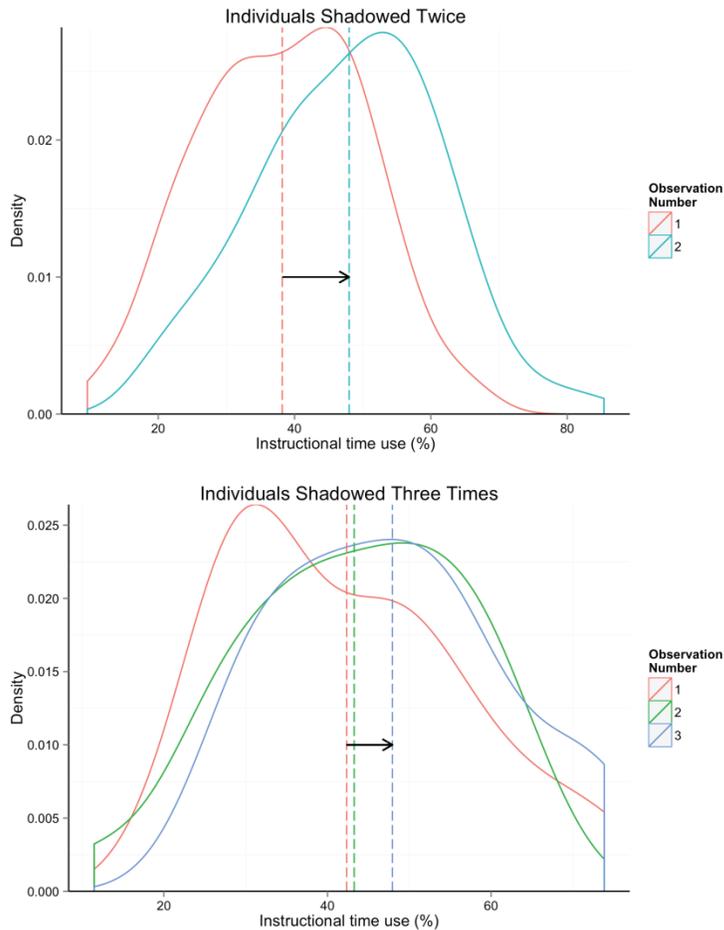
OUTCOMES OF TIME USE

Change across Years: Evidence from Time/Task Analysis Shadowing Data

For those individuals who were shadowed twice (138), we can see a general increase in time spent on instruction. We generally see the same for those who were shadowed three times (27),

although the increase is smaller in magnitude.²¹ For those shadowed twice, the mean percent time spent on instruction increases from 38% to 48%. For those shadowed three times, it increases from 42% to 48%.²²

Figure H.10: Shadowed Instruction over Time



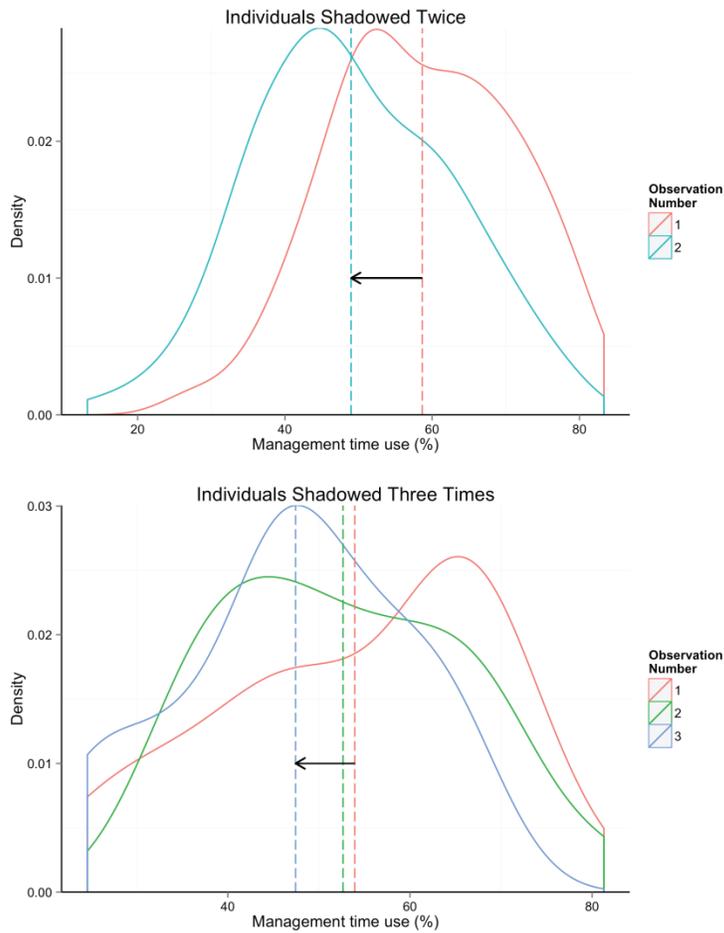
Using the change in instructional time as the dependent variable, these data suggest an “effect size” of around 0.7 for the first year of the SAM process.

Concomitantly, time spent on management decreases from one year to the next.

²¹ For both groups, individuals whose last shadowing experience was in 2012 are not shown because there were not enough data to draw any meaningful conclusions.

²² The kernel density graphs are nonparametric representations of the probability distributions of the instructional time use data.

Figure H.11: Shadowed Management over Time



How is time spent on instruction and management changing? Table H.4 shows the mean percent differences from the first shadowing to the second for those individuals who were shadowed at least twice. Statistically significant differences are marked with an asterisk.²³

²³ Note that categories of instructional/management time as delineated in the Time/Task Analysis data are slightly different than those in the TimeTrack calendar data.

Table H.4: Instruction and Management Category Changes over Time

	Mean % Difference
Instructional	9.09*
Office Work/Prep	3.13*
Observation/Walkthrough	2.56*
Feedback: Non-Directive	1.38*
Planning, Curriculum, Assessment	1.37*
Decision Making Groups and Committees	0.91
Work with Student(s)	0.61
External: Officials, Others	0.21
Modeling/Teaching	0.10
Feedback: Celebration	0.10
Parents/Guardians	0.01
Student Supervision	-0.02
Professional Development	-0.15
District: Meetings, Supervisor, Others	-0.34
Feedback: Directive	-0.79*
Management	-9.01*
Employee Supervision	-3.72*
Office Work/Prep	-2.27*
Student Supervision	-1.03
Parents/Guardians	-0.95*
District: Meetings, Supervisors, Others	-0.68*
Student Discipline	-0.35
Employee Discipline	-0.18*
Building Management	-0.07
Decision Making Groups and Committees	-0.05
Celebration	0.03
External: Officials, Others	0.25
Observations	376

Across all individuals, time spend on instruction increased an average of 9%. Most of this change seems to be attributable to increases in instructional office work and preparation; observations and walkthroughs; planning, curriculum, and assessment; and non-directive feedback. In addition, although the mean difference is not practically significant, there is a statistically significant decline in directive feedback. Management time decreased, on average, by 9%. This overall decrease seems mostly attributable to decreases in employee supervision; management office work and preparation; interaction with parents and guardians; meetings and supervision with districts; and employee discipline.

We note that the top two increases in instructional time were in office work and preparation and observations and walkthroughs, while the corresponding top two decreases in management time were office work and preparation and employee supervision. These classes of activity are very

similar to each other; more specific understandings of what shadowers count as being instructional or management time, and what distinguishes between the two, will be important for the design of a randomized controlled trial (RCT).

Lastly, we investigated the extent to which the differences in instructional and management time across shadowing observations were of differing magnitudes across different types of participants. The mean differences in percent time spent for different subgroups of participants are shown in Table 5.²⁴

Table H.5: Shadowing Observations Differences by Subgroup

	Instructional	Management
Full Set	9.09	-9.01
Model 1	8.49	-8.06
Model 3	9.27	-9.29
Years in program < 3	10.10	-9.92
Years in program ≥ 3	6.57	-6.76
Elementary school	9.91	-9.73
Middle school	5.95	-6.02
Quartiles 2 and 3 for enrollment	13.98	-14.08
Quartile 4 for enrollment	5.33	-4.99
Quartiles 2 and 3 for free and reduced-price lunch	9.67	-9.70
Quartile 4 for free and reduced-price lunch	12.00	-11.82

Overall, it appears that principals in Model 3 schools are modestly more effective at increasing their instructional time. Principals in schools with higher percentages of students enrolled in free and reduced-price lunch, lower enrollment, and elementary grades (as opposed to middle grades) are more effective at increasing instructional time. The same is true of principals who are newer to the program. These trends are similar for decreases in management time.

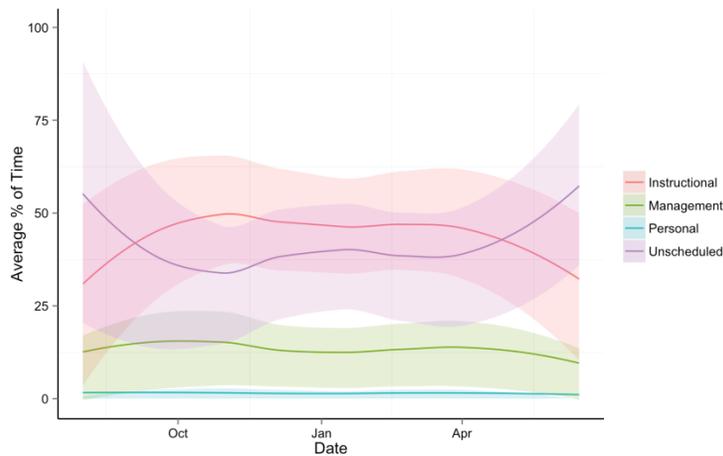
Change within Years: Evidence from TimeTrack Calendar Data

The average change in time use, broken down by those categories coded in the TimeTrack data, is shown in Figure H.12. The graph shows the average percent of time spent by principals on different categories of activity (on the y axis) on each day of the year (on the x axis). Loess smoothing was used to summarize overall trends,²⁵ and shaded areas encompass the middle 50% of the data (bounded by the 25th and 75th percentiles).

²⁴ Only subgroups for which there were practically large sample sizes are shown here.

²⁵ Loess smoothing is a technique used for extracting non-parametric trend lines from scattered data by using locally weighted polynomial regression on subsets of data surrounding each individual point of data.

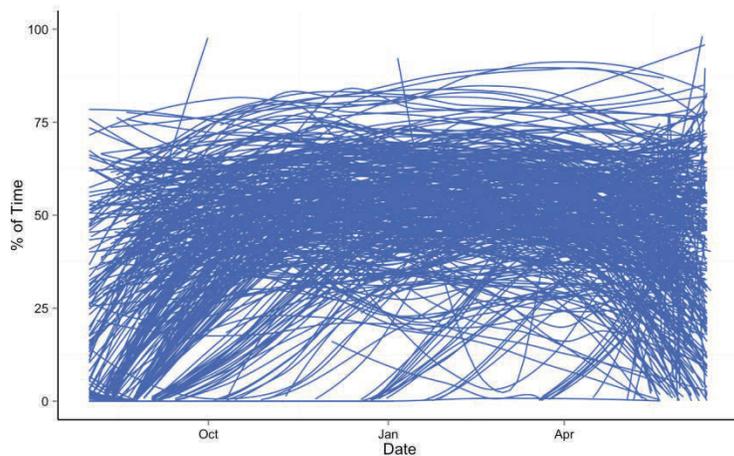
Figure H.12: Average Percent on Time Categories by Date



From these trends, we can see that instructional time does tend to increase over the course of the first half of the year, and then it decreases toward the end of the year. Time spent on management also seems to follow the same trend, although not to the same magnitude. Personal time is relatively stable throughout the year, and unscheduled time seems to generally increase as the year goes on.

With instructional, management, and unscheduled time, however, there seems to be a broad range of possible trajectories. Figure H.13 shows the separate trajectories for instructional time use of all participants.²⁶ Still, the mean trend lines are meaningful.

Figure H.13: All Instructional Time Trajectories



Whether or not the program is working as intended is not obvious from Figure H.12, in part because there are likely seasonal changes in principal time use that these data reflect. However, it is useful to note that while we see changes in instructional time over the year, we do not see corresponding decreases in management time. Part of the theory of action for the SAM process

²⁶ Some values are outside of 0% and 100% in the graph because Loess smoothing was used to account for data noise.

includes more distributed leadership within schools so principals do not have to spend as much time on managerial duties. We see here that management time instead seems to increase, although not to the same extent as instructional time. It may be the case, then, that instructional time increases but not by limiting time spend on managerial activities.

What kinds of instructional time are changing?

For further analysis, we constructed categories of instructional time using the following groupings:

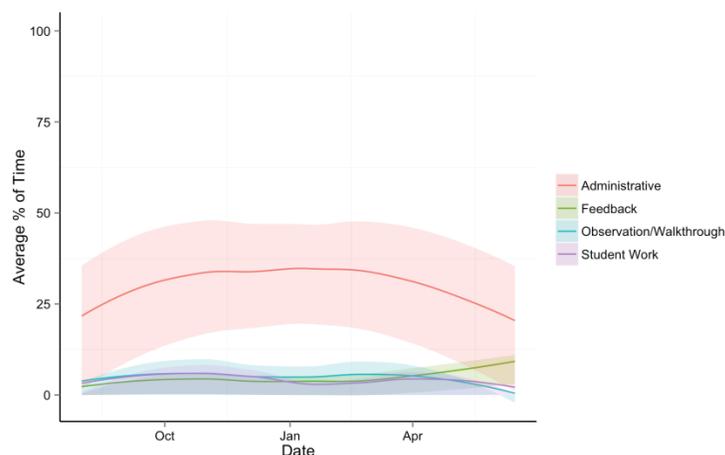
Administrative: Decision Making Groups and Committees; District: Meetings, Supervisor, Others; External: Officials, Others; Office Work/Prep; Parents/Guardians; Planning, Curriculum, Assessment; Professional Development

Feedback: Feedback: Celebration; Feedback: Directive; Feedback: Non-Directive

Observation/Walkthrough: Observation; Walkthrough

Student Work: Modeling/Teaching; Student Supervision; Work With Student(s)

Figure H.14: Trajectories of Instructional Time Categories over Time



From Figure H.14, which graphs these categories over the school year, we might conclude that while instructional time does vary across time, much of this is due to administrative tasks rather than time spent in the classroom.

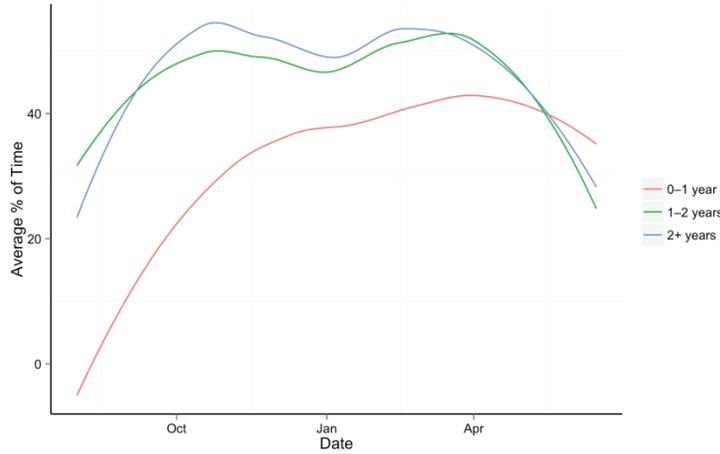
How does time use differ by characteristics of SAM process participation or the schools?

Figure H.15 shows change in instructional time over the course of the year, separated by experience in the program. Here, it appears that first-time SAM process participants start off very low in terms of instructional time but then increase dramatically throughout the fall months before reaching around 40% of time spent on instruction by January/February. After the first year, however, participants exhibit flatter, more consistent trajectories.

We might consider the second-year participants to be representative of what the first-year participants will look like in the next year. If so, it appears that most of the growth in time spent on instruction occurs in the first year, and then after that, time spent on instruction follows a

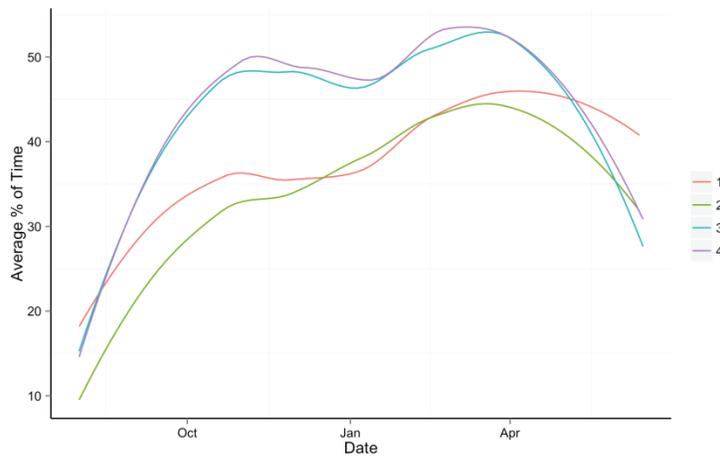
more seasonal, regular pattern *that is at all time points greater in the amount of time spent on instruction than first-year participants were when they started*. This evidence is consistent with the idea that the SAM process is having some impact on instructional time use.

Figure H.15: Time on instruction by time in program



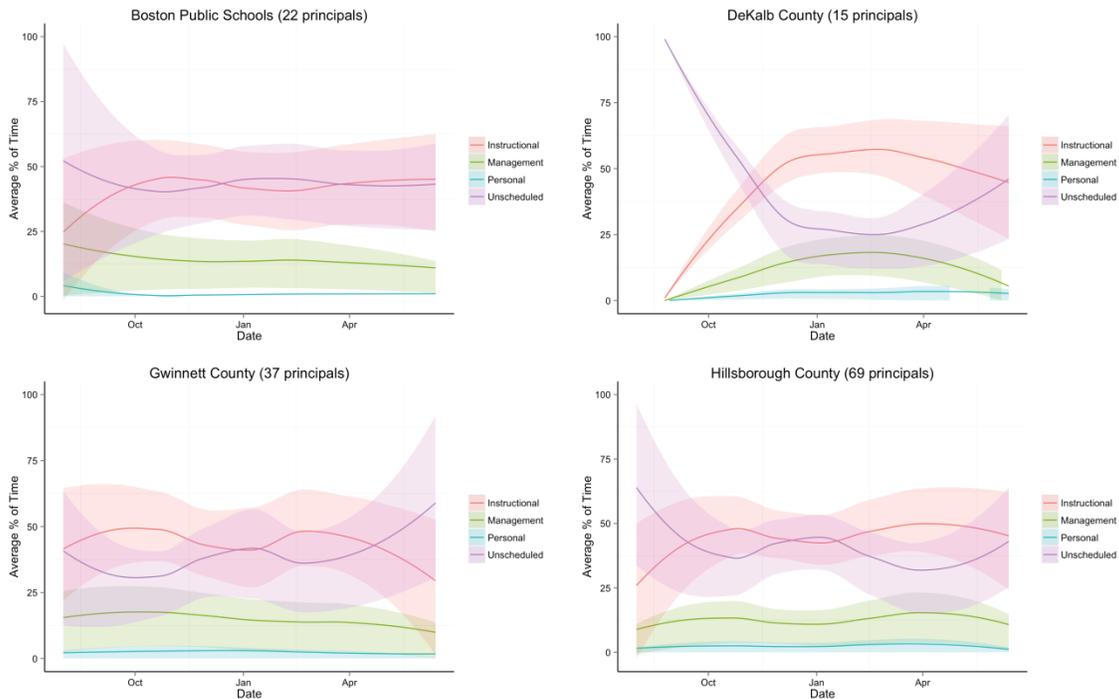
We may also be concerned that these results are localized to certain types of principals, especially in terms of their relative “need” for this program (based on baseline shadowing data). In Figure H.16, we see that indeed, those principals who spent more time on instruction during their baseline shadowing period also have higher increases in instructional time over the course of the year, peaking at around 50% for those in the top half of the baseline instruction distribution and around 40% for those in the bottom half.

Figure H.16: Time on instruction by baseline instruction quartile



Finally, the school year for a principal may look very different depending on the district environment. Indeed, when graphing trajectories of time use (similar in structure to Figure H.12) for our four case study districts individually, we find that the trajectories look quite different.

Figure H.17: Categories of time use for case study districts



In other words, local context is likely to impact the implementation of the SAM process and how principals respond, an important implication to keep in mind in designing an RCT.

IMPLICATIONS FOR AN RCT

Comparisons to Current Literature on Instructional Time Use

Previous studies have found that principals spend anywhere from an average of 12% to 22% of their time on instructional leadership activities, as shown in Table 6.

Table H.6: Previous Literature on Instructional Time Use

Citation ²⁷	Average percent time allocated to instructional leadership
Goldring, E., Huff, J., May, H., & Camburn, E. (2008)	20.4%
Grissom, J. A., Loeb, S., & Master, B. (2013)	12.7%
Horng, E. L., Klasik, D., & Loeb, S. (2010)	13%
Lee, M. & Hallinger, P. (2012)	15%
May, H., Huff, J., & Goldring, E. (2012)	19.30%
Spillane, J. P., Camburn, E. M., & Stitzel Pareja, A. (2007)	22.2%

²⁷ Full citations are at the end of this document.

SAM process participants, based on the shadowing data in Figure H.16, already seem to start with relatively high amounts of time spent on instruction. Much of this is likely due to different operationalizations of what counts as “instructional time,” making direct comparisons across the literature somewhat complicated. Looking at the increases in instructional time use, however, the gains made by SAM process participants over the year and across years seem remarkably large in light of existing research.

What do these results mean for an RCT?

There are numerous implications for a future RCT in our analysis of these data. The most important is the evidence presented in Figures I.10, I.11, and I.15 that are consistent with the conclusion that the SAM process has a positive impact on principal instructional time. This evidence supports the conclusion that the SAM process warrants further investigation via a high-quality RCT.

Moreover, the data presented on the base characteristics of SAM teams present several different considerations for the implementation of an RCT:

1. Participating SAM teams seem to be localized in certain areas of the country, and they also seem to be distributed across schools that are not representative of the nation’s schools. Expected effects based on prior data presented here should be considered in light of this difference in population.
2. A great majority of schools are implementing Model 3, the least costly of the SAM models. Because this is the most popular model, future RCT studies may consider limiting the program of study to Model 3.

Data related to the implementation of the TimeTrack calendar also inform RCT design:

1. The major source of non-fidelity does not seem to be principals’ completely skipping days but instead sometimes lax use of the calendar throughout the day, resulting in large amounts of unscheduled time. This pattern is particularly evident in the data for first-year participants. An RCT and implementation study would need to pay particular attention to principals’ and SAMs’ use of the TimeTrack calendar.
2. Those implementing an RCT should consider collecting measures of time use independent of the TimeTrack calendar, as there are errors in the data that could be indicative of larger issues.²⁸
3. It will be important, given the somewhat contradictory evidence found in the shadowing data (e.g., office work and preparation increasing for instructional time while also decreasing for management time), to have a clear understanding of what counts as instructional or management time for classes of activity that may be similar (e.g., employee supervision versus observations and walkthroughs).

In addition, there are several considerations relating to the trajectories of time use presented in the data:

²⁸ Those implementing an RCT most likely should not use the TimeTrack calendar as an outcome measurement tool, as it is an integral part of the program itself and thus could not be administered to control subjects.

1. Given the theory of action for the SAM process about lowering management time and the conflicting evidence we see in the data within years, it is important that the RCT also consider time on management as an outcome.
2. In the same vein, because most movement on instructional time seems to come from those tasks that do not necessarily involve engaging with teachers in the classroom, an RCT will need to be specific about the measures of instructional time. Most importantly, instructional tasks that are more administrative in nature need to be distinguished from in-classroom and teacher-feedback activities.
3. There seems to be significant seasonality in principals' time use, and as such, any RCT should be careful in comparing time use across different points in the year.
4. Explorations of program impacts should search for a moderating influence of baseline time spent on instruction.
5. Evidence in Table 5 also suggests important moderating influences of school grade levels, enrollment, and student participation in free and reduced-price lunch.
6. Because of the significantly different trends shown in Figure 15, an RCT would best be implemented using a within-district randomization design, and analyses should account for district contexts.
7. Changes in shadowing data also may be used as an outcome variable.

OTHER SUPPORTING DATA

Figure H.18: Instructional time by deidentification

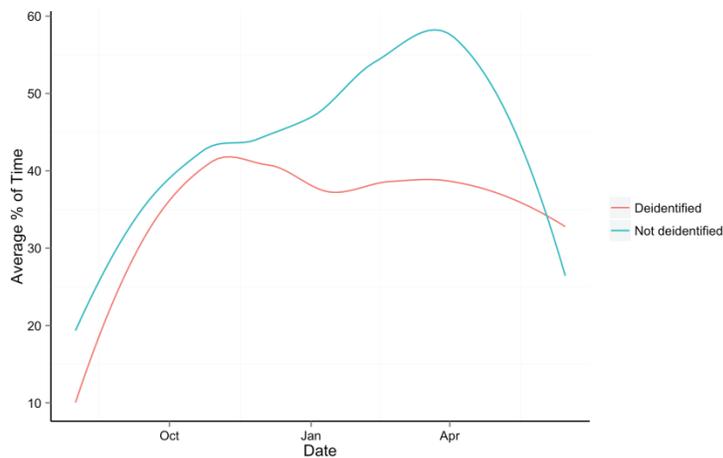


Figure H.19: Instructional time by grade level

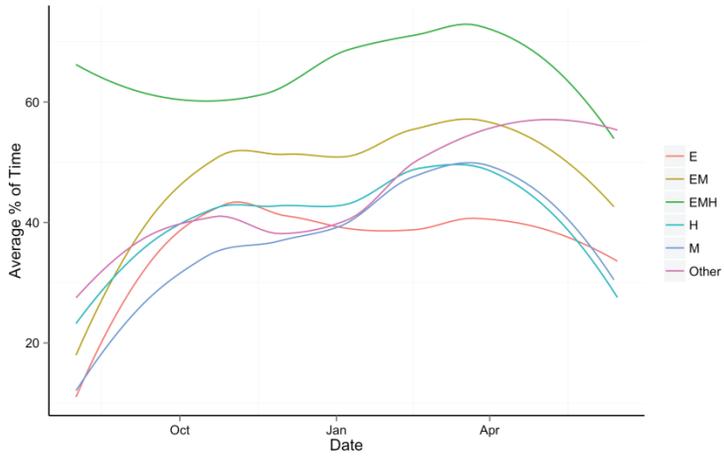


Figure H.20: Instructional time by urbanicity

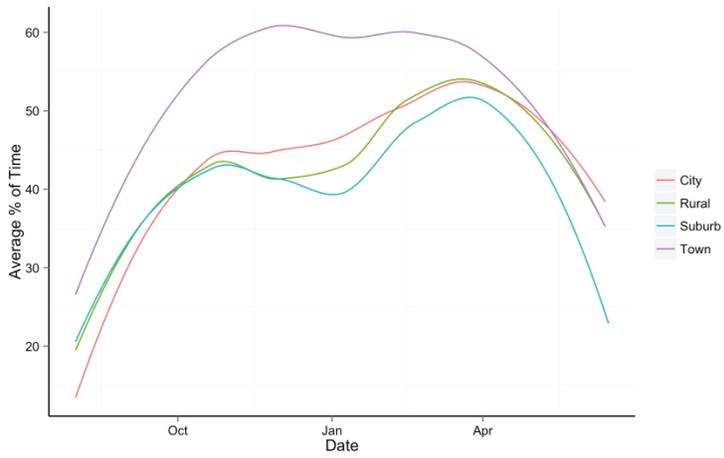


Figure H.21: Instructional time by enrollment

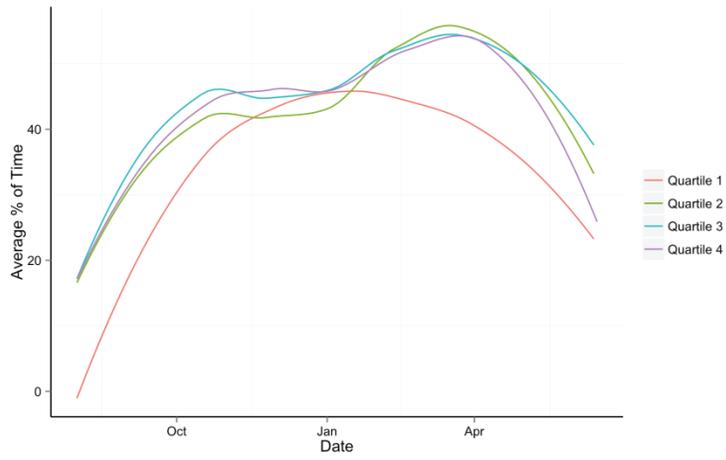


Figure H.22: Instructional time by percent free and reduced-price lunch

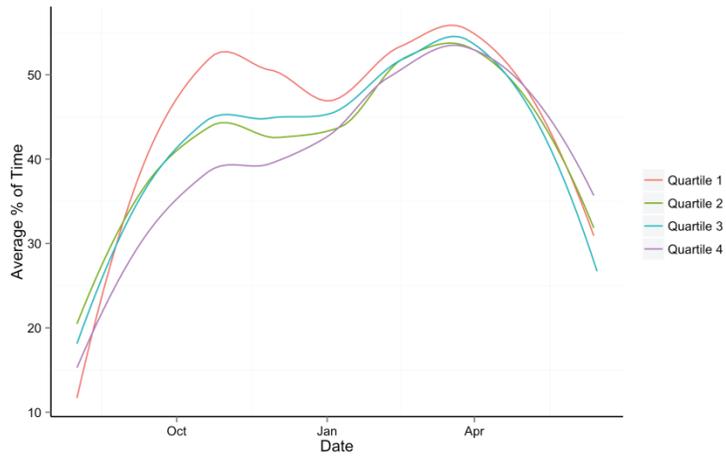


Figure H.23: Instructional time by percent Hispanic

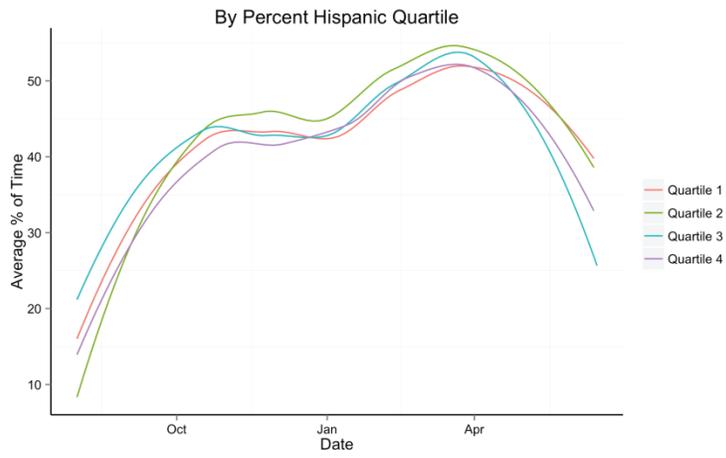
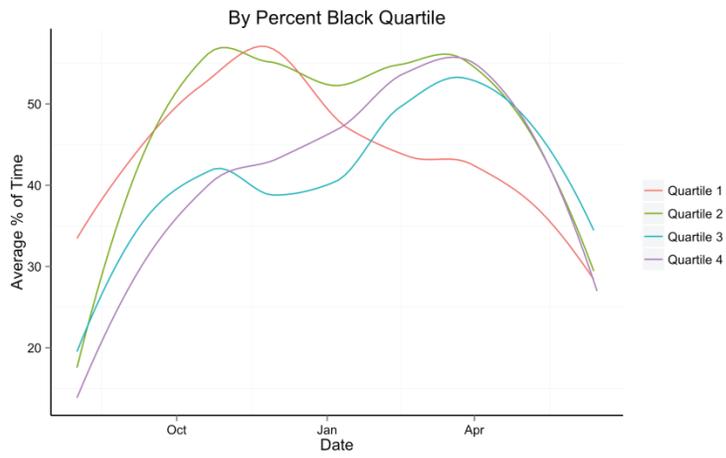


Figure H.24: Instructional time by percent Black



Appendix I: Interview Protocols

Policy Studies Associates (PSA) Evaluators Focus Group

1. What are the most important dimensions of implementation of the SAM process/program? Probe for:
Three, possibly four, models of SAMs
A SAM with education experience and skills or not
Is the time use data private to the principal and coach, or is it given to the superintendent?
Is the school and principal participating in the SAM process voluntary or were they required?)
2. You found that principals spend more time on observation of teachers than on analysis and feedback. Is that correct? What do you make of that?
3. What did you conclude, if anything, about the TimeTrack tool? (Probe on usage, and missing data—and timely use.)
4. Am I right that secondary schools stayed in the SAM process longer than elementary schools?
5. Why do principals stop the SAM process? Is this a concern for a possible RCT?
6. How long should a school with a continuing principal stay in the SAM process?
7. What do you know about turnover in the SAM role and is this a concern for an RCT?
8. Should the process change over time for a continuing principal?
9. Is the SAM process cost-effective?
10. If the SAM process really does have a positive effect on student achievement, how long would it need to be in effect with a continuing principal in a school before it would translate into improved student achievement? Are there shorter-term outcomes besides student achievement you might consider based on your study?
11. In your work, what were the most helpful sources of information about the SAM process and how it works and to what effect? Why were they helpful? What was the least helpful and why?
12. Was attending the national conferences helpful? What unique information did that provide?
13. Was attending the SAM training helpful? What unique information did that provide?
14. Have you learned anything or come to any further insights about the SAM process since completing your evaluation? If so, what are they and are they described in a document?
15. If you had to do the SAM evaluation over, what, if anything, would you do differently?
16. Do you believe that at this time, the SAM process merits a fully-powered randomized controlled trial? Why?
17. What makes the SAM process work? What are the key ingredients? (Probe on First Responders, Daily Meeting, Time Change coach...)
18. What would be the most important ways to improve the SAM process?

NSIP Director

I. The Landscape

1. Can you describe the current status of the SAM process/program?
 - a. How many schools are participating?
 - b. Which models are they using?
 - c. How have these models evolved over time?
 - d. What is the modal model?
 - e. Why have the models changed?
 - f. What is Wallace's influence?
2. What states/locals are most likely to engage with the SAM work and adopt SAMs? Why?
 - a. Any particular policy context?
 - b. Type of superintendent?
 - c. School/district context?
 - d. Are some schools/districts/contexts better suited for the SAM model(s)?
3. What are the 2-3 things that have surprised you most about the work with SAM over the years?
4. What is the structure of the NSIP organization?

II. Adoption

1. How do schools become engaged with the SAM process?
 - a. Do schools/principals volunteer for the program? If not, how are they selected? Why?
 - b. Do you recruit? If so, how?
 - c. Do districts generally decide to reach out or individual schools?
2. What do districts hope to accomplish?
 - a. Individual schools/principals?
 - b. Goals for joining?
 - c. Has this evolved or changed over time?
3. State/district adoption?

III. Supports

1. What levels and types of support do they receive from NSIP?
2. What is the nature of the interrelationships and interactions between districts/schools and NSIP?
 - a. Roles of Time Change Coaches?
 - b. Implementation Specialists?
 - c. State Coordinators?
 - d. Other supports and roles? (Probe: full time/part time, sphere of work, number of schools for each, how allocated, the training and support for these personnel)
3. Do districts provide support for this? How? (Or is the support mainly from the contracted services with NSIP?)

IV. Strengths

1. What are the strengths of the SAM model? What are the weaknesses? Why?

2. How do you see it evolving or changing into the future? Why is it evolving and changing?
 - a. How are new teacher evaluation accountability policies influencing use, adaptation, and importance of SAMs?

V. Challenges

1. What are the barriers or challenges to becoming a SAM school? (Cost? Culture? Time?)
2. What are barriers or challenge to implementing SAM?
3. Why have schools stopped using the SAM process? Is there attrition and turnover out of the SAM schools?
4. What reasons do SAM-participating districts give for leaving?
5. Are there principals within years who stop participating, tracking their time, etc.?
6. Does NSIP have a means of monitoring this and intervening?

VI. Outcomes

1. How do you measure your success?
2. What about cost-benefit analysis?
3. What about weaknesses?
4. If you had all of these resources, but had to do something different than SAM, what would it be?

VII. Implementation

1. What are the elements of the SAM approach and how does it work, both from your perspective and from the schools' perspectives?
Probe to understand implementation about:
 - a. Principals' activities aimed at improving instruction
 - b. TimeTrack, data use
 - c. Daily Meeting—does the conversation go beyond scheduling and reach impact of practice?
 - d. Coaching
 - e. Professional development
 - f. The First Responders process for management tasks
 - g. Identification by principals of changes in teacher practice associated with instructional leadership time.
2. How is SAM implemented/enacted in the field? (to the extent not covered above). Who does what in the schools? How?
3. How have leadership roles in the school changed as a result of SAM participation?
4. Where does the money come from to pay for SAMs?
5. What is the typical length of time for a school/principal to be in SAM?
 - a. How long does NSIP think a school/principal should stay in the program? Why?
6. Have any states adopted SAM? Districts adopting SAM for all schools in the district? (Should come from the data sets so no need to ask)
7. What do you see as the key SAM school features?
 - a. Are there additional optional features?
8. Is there one particular SAM model? Or is there adaptation?
 - a. How are schools adapting to their unique circumstances?

- b. What on the dimensions on which they vary, in addition to the time-coach?
9. What is the NSIP perspective on the implementation and adaptation?
10. What do you think explains district-to-district variation in implementation beyond just choice of a different model?

VIII. The Engine

1. What is the theory of action behind the SAM model? What changes happen most because of SAMs?
2. How has the theory of action changed over time?
3. What do you see as intermediate action, intermediary variables, and proximate outcomes, and longer-term effects?

IX. Our Project Work

1. What would you be most interesting in learning from our project work?
2. Are there similar SAMs like tools/proposes in use that you are aware of?
3. Would you like to see a randomized controlled trial conducted of SAM? Why or why not?

NSIP Implementation Specialist

Personal Role

1. What is your role at NSIP, and what is your job description?
2. How long have you been at NSIP? What is your background?

I. The Landscape

1. Can you describe the current status of the SAM program?
 - a. How many schools are participating?
 - b. Which models are they using?
 - c. How have these models evolved over time?
 - d. What is the modal model?
 - e. Why have the models changed?
 - f. What is Wallace's influence?
2. What states/locals are most likely to engage with the SAM work and adopt SAMs? Why?
 - a. Any particular policy context?
 - b. Type of superintendent?
 - c. School/district context?
 - d. Are some schools/districts/contexts better suited for the SAM model(s)?
3. What are the 2-3 things that have surprised you most about the work with SAM over the years?
4. What is the structure of the NSIP organization?

II. Adoption

1. How do schools become engaged with SAMs?
 - a. Do schools/principals volunteer for the program? If not, how are they selected? Why?
 - b. Do you recruit? If so, how?
 - c. Do districts generally decide to reach out or individual schools?
2. What do districts hope to accomplish?
 - a. Individual schools-principals?
 - b. Goals for joining?
 - c. Has this evolved or changed over time?
3. State/district adoption?

III. Supports

1. What levels and types of support do they receive from NSIP?
2. What is the nature of the interrelationships and interactions between districts/schools and NSIP?
 - a. Roles of Time Change Coaches?
 - b. Implementation Specialists
 - c. State Coordinators
 - d. Other supports and roles? (Probe: full time/part time, sphere of work, number of schools for each, how allocated, the training and support for these personnel)
3. Do districts provide support for this? How? (Or is the support mainly from the contracted services with NSIP?)

IV. Strengths

1. What are the strengths of the SAM model? What are the weaknesses? Why?
2. How do you see it evolving or changing into the future? Why is it evolving and changing?
 - a. How are new teacher evaluation accountability policies influencing use, adaptation, and importance of SAMs?

V. Challenges

1. What are the barriers or challenges to becoming a SAM school? (Cost? Culture? Time?)
2. What are barriers or challenge to implementing SAM?
3. Why have schools stopped using SAMs? Is there attrition and turnover out of the SAM schools?
4. What reasons do SAM-participating districts give for leaving?
5. Are there principals within years who stop participating, tracking their time, etc.?
6. Does NSIP have a means of monitoring this and intervening?

VI. Outcomes

1. How do you measure your success?
2. What about cost-benefit analysis?
3. What about weaknesses?
4. If you had all of these resources, but had to do something different than SAM, what would it be?

VII. Implementation

1. What are the elements of the SAM approach and how does it work, both from your perspective and from the schools' perspectives?
Probe to understand implementation about:
 - a. Principals' activities aimed at improving instruction
 - b. TimeTrack, data use
 - c. Daily Meeting—does the conversation go beyond scheduling and reach impact of practice?
 - d. Coaching
 - e. Professional development
 - f. The First Responders process for management tasks
 - g. Identification by principals of changes in teacher practice associated with instructional leadership time.
2. How is SAM implemented/enacted in the field? (to the extent not covered above). Who does what in the schools? How?
3. How have leadership roles in the school changed as a result of SAM participation?
4. Where does the money come from to pay for SAMs?
5. What is the typical length of time for a school/principal to be in SAM?
 - a. How long does NSIP think a school/principal should stay in the program? Why?
6. Have any states adopted SAM? Districts adopting SAM for all schools in the district? (Should come from the data sets so no need to ask.)
7. What do you see as the key SAM school features?

- a. Are there additional optional features?
8. Is there one particular SAM model? Or is there adaptation?
 - a. How are schools adapting to their unique circumstances?
 - b. What on the dimensions on which they vary in addition to the time coach?
9. What is the NSIP perspective on the implementation and adaptation?
10. What do you think explains district-to-district variation in implementation beyond just choice of a different model?

VIII. The Engine

1. What is the theory of action behind the SAM model? What changes happen most because of SAMs?
2. How has the theory of action changed over time?
3. What do you see as intermediate action, intermediary variables, and proximate outcomes, and longer term effects?

IX. Our Project Work

1. What would you be most interesting in learning from our project work?
2. Are there similar SAMs like tools/proposes in use that you are aware of?
3. Would you like to see a randomized control trial conducted of SAM? Why or why not?

NSIP Data Processing Specialist

Personal Role

1. What is your role at NSIP? Do you interact with the schools?
2. How long have you been at NSIP? What is your background?

I. Data Management

1. What changes have you noticed in NSIP, SAM, and the time tracking software?
2. What is the quality of the data that you are collecting and how complete are the data that you're collecting?
3. Are there things you wish you were collecting that you are not?
4. What are common issues that you have experienced or heard about regarding the implementation and use of the software?
5. What is missing, and what is most problematic?
6. How do you monitor data quality?
7. What data, if any, are you collecting to see if the SAM initiative is productive?
8. What supports do schools need in order to use the time tracker?

II. Supports

1. What levels and types of support do they receive from NSIP?
2. What is the nature of the interrelationships and interactions between districts/schools and NSIP?
 - a. Roles of Time Change Coaches?
 - b. Implementation Specialists?
 - c. State Coordinators?
 - d. Other supports and roles? (Probe: full time/part time, sphere of work, number of schools for each, how allocated, the training and support for these personnel)
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V. Outcomes

1. How do you measure your success?
2. What about cost-benefit analysis?
3. What about weaknesses?
4. If you had all of these resources, but had to do something different than SAM, what would it be?

Time Change Coach

I. General Questions

Let us talk a little about your history with the SAM process.

1. How did you get into the SAMs work?
2. How long have you been doing this?
3. What types of preparation have you had to be a coach?
 - General (coaching training, supervising principals)
 - SAM specific (check quality & sufficiency)
4. How many schools have you worked with over time?
5. What levels of schools have you worked with?
6. Besides the extra income, what appeals to you about being a Time Change Coach?
 - What do you get personally out of it?
 - What do you get to give?
7. When we look at coaches from the outside, it looks a bit like you are out there somewhat on your own. Is that an accurate assessment? Explain.
8. What are your linkages back to the general SAMs operation at NSIP?
 - How much contact?
 - What is the nature of the contact?
 - What is the form of the contact?
9. In general, when you work with a school, what is your connection to the district?
10. What are some of the things that make the coaching part of the SAM initiative work well?
11. What are the general challenges?
12. Can you tell us a bit about your work with the Implementation Specialists?
13. Any linkages with First Responders?
14. Do you also work with the SAMs?
15. If I asked you who you worked for, what would you tell me?

II. Focus on Target School Questions Set

Pick a school that you are a coach at now. Someplace where you have been around long enough to talk knowledgeably about the SAMs operation there [OR, we assign a school].

Let us talk about the past four weeks or so. We want to zero in on your work during that time. Walk us through that time at _____ (use name of school).

[10 minutes for the coach to provide the narrative]

1. How much time was invested during that four weeks? [Probe into the narrative; e.g., I heard you say that there were two on site meetings, is that correct? I get a sense that you are doing a lot of preparation work for each meeting; can you elaborate on that a bit?]
2. What types of help/guidance/facilitation do you provide at _____ (use name of school)? [Use narrative]
3. How would you describe the "what" of coaching, what is going on? [Probe into the narrative]
4. In a single word or phrase besides the word "coach," describe your role.
5. What is the role of data in your coaching work? (SAMs with an eye open for other data too)
 - What data?
 - How used?

Benefits

If someone were to ask you to show that you were adding value to the leadership capacity of _____ (name of principal—not school),

1. What domains would you highlight (e.g., decision making, interpersonal relations with teachers; time management)? That is, where is the principal better off for having worked with you?
2. What evidence would you bring to the table in each of those domains that there has been improvement (e.g., in interpersonal relations with teachers; trust is increasing)?

Let's turn to the school for a minute.

3. Where would you have one look to see value added at _____ (name of school) (e.g., teacher motivation, implementation of a targeted instructional practice)?
4. Again, what evidence would you bring to the table around the domains of value added you just noted (e.g., teacher motivation)?
5. What is the one best contribution you have given to _____ (use name of school)?

III. End Question

1. Is there anything else you would like to tell us about your role of SAMs coach?

Case School Principals

A. GETTING STARTED

1. How did _____ (school name) get involved with the SAM initiative?
 - Why did you decide to adopt the SAM process?
 - How long have you been involved with the SAM program?
2. How much of the decision to work with the project was yours?
3. Do you or the district pay for the initiative? How (operating funds, grants?) How has that changed over time?

B. IMPLEMENTATION

OVERALL

1. On a scale of 1 to 10 how smooth has the implementation process been?

1	2	3	4	5	6	7	8	9	10
Really bumpy									Smooth as silk

2. How is it working overall now?

1	2	3	4	5	6	7	8	9	10
Not so great									Excellently

3. From your perspective, what were the most important things that happened to get the SAM process up and running in your school? (listen for district action, school variables, and SAM program components but do not probe on these.)
4. As you think back over the implementation process, what is the one piece of the system that was (has been) most critical? Why? (no probes)
5. What were the challenges in getting the SAMs initiative going?
6. What ongoing challenges does _____ (use school name) face around the SAM process?

BENEFITS

1. What benefits has the SAM process brought to you as a leader, not to the school but to you?
2. What benefits have come to _____ (use name of school) because of the SAM work? (Listen for:)
 - Mission: Clarity of mission/goals of the school; sense of integration, cohesion, alignment
 - Culture: Changes in relationships among teachers; Involvement of staff; Sense of community
 - Instructional Program: Changes in teaching in classrooms; Use of time (school, and classrooms); Influence on data (collection, analysis, use)
 - Student Outcomes: Engagement; Learning results

3. Almost all benefits come with costs. What are some of the costs in terms of the SAM initiative? (Push beyond money.)

SAM PROCESS COMPONENTS

1. Talk to me about using the TimeTrack calendar. How do you use it?
 - How was it learning to use the calendar?
 - Are there challenges with using it? What is and is not working for you? (Probe consistency of use, meeting and setting goals.)
 - Do you go back and update your calendar at the end of every day?
2. Talk to me about your work with your coach.
 - How do you work together? (time, venue?)
 - What forms the basis for the work together?
 - What do you get out of it?
3. Talk a little about the SAMs.
 - Who is your SAM? How many?
 - How do you and the SAMs work together? (regular schedule, adherence to it given pressures of schooling; leadership flow)
 - Walk us through the activity with your SAMs yesterday.
 - Are there challenges in this part of the program?
 - In a typical month, how many days would you say you and your SAM “stick to the plan” around the SAM process? How often are you not able to stick to it? Why?
4. The First Responder(s) is a unique idea in schools. Who are the First Responders in your schools? Can you explain what the idea is and how it works here at _____ (use school name)?
 - How many First Responders are there?
 - Were there challenges that surfaced when the First Responder concept came into play? What were they? How did you address them?
 - Are there any ongoing challenges around the First Responder roles?
5. Did you have an Implementation Specialist?
 - If so, what did that person do? (listen for extensiveness of involvement, overall length of time; ask principal to walk through a week with the Implementation Specialist, if possible.)

DISTRICT ROLE

1. In some places, the district takes a "hands off" approach to the SAM process. In other places they are more active in the process. What is the district role for _____ (use name of school)?
 - Use a phrase to describe the role of the district (e.g., facilitate, direct, hands off, partner)?
 - How important a cog is the district in the overall SAM initiative?
 - Would you like them to be more involved? How? What about less involved?

C. SUSTAINABILITY

1. As you know, schools have improvement strategies wash over them like waves. Some things stick, most disappear fairly quickly. What is your sense on the "stickability" of the SAM process?

2. In the big picture of helping you be a stronger leader, how important is the SAM process (1-10 scale)?

1	2	3	4	5	6	7	8	9	10
Not at all important									Extremely important

3. In the big picture of improving things for students, teachers, and staff, how important is the SAM process (1-10 scale)?

1	2	3	4	5	6	7	8	9	10
Not at all important									Extremely important

4. If the resources to support the SAM work dried up, what would you do?

5. What would you give up to keep it?

D. SUMMATIVE

1. If approached by a colleague who had the opportunity to bring the SAM process to her school, what would you tell your friend?

2. Is there anything else we should know about the SAM process at _____ (use name of school)?

Case School SAMs

SET QUESTIONS

1. Tell us a bit about yourself and what you do for the school for your full time job—not as a SAM.
2. How did the SAM work become part of your responsibilities?
3. Are you the only SAM at _____ (use name of school) or do you have SAM colleagues?
4. Can you explain your specific role as a SAM in the program at _____ (use name of school)?
 - Probes: What do you do? How long do you meet for the daily conversation? How do you use the TimeTrack calendar? Who do you meet with? Does the principal keep up with changing his/her calendar each day to reflect the actual time use? What do you do to support principal's follow-through on their goals?
5. How long have you been a SAM?
6. Has the role changed over time? (in this school as well as overall)
7. If so, in what ways?
8. If I asked you what is the most important thing you do as a SAM, what would you say?
9. Are there other important things you do as a SAM?
10. How did you learn to become a SAM? How were you trained? (Probe about quality of implementation and learning the role)
11. What is most difficult to do in this role? How long does it take to learn? What might account for success in this role versus difficulty?
12. What do you do when you see your principal not following through?
13. How do you view your position doing this along with your other responsibilities and roles that you were doing before?

TARGET QUESTIONS

14. Can you walk us through the last week of your SAM work at _____ (use name of school)? (Push for day-by-day analysis; push for records/documents as foundation of narrative.)
15. It sounds as if you (or the principal or....) is the key framer of the work. Did I hear that right?
16. I heard that the system runs pretty regularly (or I heard that getting the meetings in was tough). Can you talk a little more about this?
17. You know what you describe is not the norm at most American schools. Why do you think the SAM initiative is here at _____ (use name of school)?
18. From where you sit, how has the district responded to the SAM initiative?
19. Has being a SAM changed your relationship with the principal?
20. If so, in what ways?
21. Principals are pretty independent characters. How did your principal take to being more boxed in?
22. Do you work at all with any of the other SAM roles? (coaches, First Responders, Intervention Specialist)
23. Can you walk us through today's (or yesterday's) AM meeting? (Push for artifacts from the meeting; probe for questions around working dynamics, balance of influence,

specifics of work, vitality of plan, adherence to yesterday's plan and other issues around accountability).

24. In a typical month, how many days would you say you and your principal “stick to the plan” around the SAM process? How often are you not able to stick to it? Why?

OUTCOMES

25. What benefits do you see emerging from the SAM work?
26. Has it led to change on the part of principal? Has it led to change on the part of teachers (e.g., how they think about the principal)?
27. Do you think that the children notice it? Has the SAM process impacted them in any way?
28. Have connections and relationships with parents and communities changed?

CLOSING QUESTION

29. Is there anything else you would like to tell us here at _____ (use name of school)?

Case School First Responders

A. GENERAL

1. Can you give us a picture of the First Responder part of the SAM initiative here at _____ (use school name)?
 - So there are _____ First Responders. Is that right?
 - And each has a specific responsibility? Detail.
 - How has the SAM process changed your role – what do you do differently since SAM?
 - How were you trained?
 - Is it working?
 - How do you interact with the SAM(s)?
 - How do you interact with the principal now different from before the SAM process?
 - What changes have you noticed in the school since you became a First Responder?
2. What is the rationale for introducing the First Responders concept? That is, what are the goals of this part of the SAM initiative?
 - Protect time of principal?
 - Create better customer relations?
 - Make things clearer and more efficient for teaching staff?
3. It looks like each First Responder is dedicated to a specific task area?
 - Does that sound right?
 - Is there any collective work among the First Responders?
 - Have the first responders helped you reach your goals for implementing the SAM process in your school?
 - How and why, or why not? (In other words, is it working to free up time for the principal to focus on instructional matters?)
4. What challenges has the school faced in getting the First Responders intervention up and running?
5. Is it real/meaningful? Do people find it helpful or is it simply another organizational system layered on top of everything people are already doing? (Set up as a continuum.)
Want to know if it helps the principal be a more focused instructional leader.
6. By and large:
 - How have the teachers taken to it?
 - How have the staff taken to it?
 - How have the parents taken to it?
 - How has the principal taken to it?
 - How have district folks responded to it when the principal is not available?
7. What role did the Intervention Specialist play in getting First Responders identified and job ready?
8. What are:
 - The benefits you have seen from using First Responders at _____ (use school name)?
 - Any downsides you have noticed? (check two questions against questions 2 and 5 above)

B. SPECIFIC ROLE

1. OK, let's talk more specifically about your role as a First Responder.
 - You are First Responder for what task(s)?
 - How long have you been a First Responder?
2. Ok, can you tell us how you enacted your First Responder responsibilities for the last few days? Are these things typical?
 - Amount of time?
 - Contact with whom?
 - The response of the initiating parties
 - Outcomes of contacts?

C. CLOSING

1. Anything else we should know about First Responders at _____ (use name of school)?

Case District Officials

A. GETTING IN

1. Is the SAM process a district initiative, or did the schools pick it up on their own?
 - If district: What percent of the schools are using the SAM process (check for information on school levels, experience of principals, etc.)
 - If not all: How is the decision to become involved made? (What are the criteria?)
 - If a combination of both: How does district recruit – or find schools, and what criteria do you use? How do you recruit schools? (Probe for volunteer, strong suggestion, requirement... Strong-armed?)
2. How did the district find out about the SAM process? (If applicable)
3. Why was the decision made to use the SAM process? (If applicable)
4. How is the SAM process funded? (regular operating budget, grant, school vs. district money, etc.)
5. Can you describe the relationship (connection) between the district and SAM central office at NSIP?
 - Has this relationship changed over time? If so, how?
6. In some places, the district takes a hands off approach with the SAM process. In other places, they are more active in the process. What is the story here in _____ (use name of district)?
 - Use a phrase to describe the role of the district (e.g., facilitate, direct, hands off, partner).
 - How important a cog is the district in the overall SAM initiative?
 - If schools in your district have adopted the SAM process on their own (rather than via the district), does the district provide them support? If so, what and how?

B. IMPLEMENTATION

OVERALL

NOTE: CLARIFY FOR INTERVIEWEE WHAT WE MEAN BY "IMPLEMENTATION;" IT IS NOT THE FIRST FEW WEEK OF SAM TRAINING.

1. On a scale of 1 to 10, how smooth has the implementation process been?

1	2	3	4	5	6	7	8	9	10
Really bumpy									Smooth as silk

Why did you rank it this way?

2. How is it working overall?

1	2	3	4	5	6	7	8	9	10
Not so great									Excellently

Why did you rank it this way?

3. From your perspective, what were the most important things that happened to get the SAM process up and running? (Listen for district action, school variables, and SAM program components but do not probe on these.)
4. As you think back over the implementation process, what is the one piece of the system that was (has been) most critical? Why? (no probes.)
5. What were the challenges in getting the SAM initiative going?
6. What ongoing challenges does _____ (use district name) face around the SAM process?
 - To what extent is there consistent implementation across all schools using SAM process in your district?
 - What do you consider to be strong implementation? Weak implementation?
 - What factors, in your opinion, might account for those principals who are using the SAM process as designed versus those who do not.
7. How long would you say it takes to have good implementation?

SAM PROCESS COMPONENTS

1. What can you tell me about how the overall SAM process works, the "workings" of the system?
 - How long should a given principal in a given school continue on the SAM process?
 - How long do principals tend to stay with the SAM process in this district? (RB note: They might not be able to answer this, as we typically have schools new to the district.)
 - PROBE:
 - Initial visit and explanation)?
 - Implementation specialist
 - Coach (check to see if coach is district person)
 - SAMs
 - First Responders
 - Other aligned PD
2. What is the role of the district in the SAM process?
 - What supports, if any, does the district provide to SAM schools (e.g., coaching)?
 - Are there district level personnel responsible for SAM implementation, monitoring or other tasks? How many? What roles? What proportion of their time is allocated to SAM work?
 - How is the district evaluating the SAM process?

NSIP ROLE

1. How involved is NSIP at the various stages of adoption? (If applicable)
 - Before adoption
 - Getting the system implemented
 - Ongoing implementation

C. BENEFITS

1. What benefits have come to _____ (use name of district) because of the SAMs work?
2. What benefits have come to the schools because of the SAM process? (listen for)

Appendix J: Principal and SAM Surveys and Survey Solicitations

PRESOLICITATION MESSAGE

Dear SAM Teams,

The National SAM Innovation Project has benefited from two external research studies, completed in 2009 and 2011, that led to a series of improvements in the SAM process. As a result, the NSIP Board agreed last year to a smaller study proposed by the Wallace Foundation to determine the feasibility of a much larger and extensive study of SAM schools. In other words, research on whether a large study would be valuable and, if so, how it would be done.

The Wallace Foundation selected Vanderbilt University for this work. Vanderbilt researchers have been working on this study for the last year and now are ready to survey SAM teams. You will receive a request to complete their survey later this week. The request will come through NSIP Technical Coordinator Jim Mercer and will be in the same Survey Monkey form that you've seen before. As a result, you cannot be identified if you complete the survey and your individual responses will only be viewed by Vanderbilt research team. The team will use the composite results in its final report to the Wallace Foundation and NSIP Board.

I encourage you to take a few minutes to complete the survey. It is short but will give you an opportunity to reflect on your SAM work.

Thanks for the great work you do every day,

Mark Shellinger
NSIP Director

INITIAL SURVEY MESSAGE

Dear SAM Principals,

As Mark Shellinger described in an email earlier this week, for the past year our team from Vanderbilt has been conducting a study of SAM schools on behalf of the Wallace Foundation. The goal of this study is to help NSIP and the Wallace Foundation determine whether a future large-scale, randomized study of the SAM process might be useful and how such a study might be approached.

As part of our current work, we have a short survey about your experience with the SAM process that we ask that you complete. The survey is anonymous, and neither Vanderbilt nor NSIP will be able to identify your response or link it to your school. Results will be reported in aggregate form only. The survey should take approximately 15 minutes. A link to the survey appears below:

[Insert survey link]

A separate survey will also be sent to the SAM(s) in your school.

We know that your time is very valuable, so we appreciate you taking a few minutes to complete this short survey. If you have difficulties completing the survey or questions about the study, just respond to this email or contact me at the email address below.

Again, thanks!

FIRST REMINDER

Subject: REMINDER: Vanderbilt University Survey of SAM Principals

Dear SAM Principals,

Last week we contacted you about a study of SAM schools that our team at Vanderbilt is conducting on behalf of the Wallace Foundation in cooperation with NSIP. An important component of the study is a short survey of current principals and SAMs about their experiences with the SAM process.

If you have completed the survey already, thanks so much for taking the time! If you haven't, this message is just a gentle reminder about the survey and a note that we hope you can find time in the next few days to fill it out.

The survey itself is anonymous, and neither Vanderbilt nor NSIP will be able to identify your response or link it to your school. It should take you only about 15 minutes to complete. A link to the survey appears below:

[Insert survey link]

We really appreciate your time. If you have difficulties completing the survey or questions about the study, just respond to this email or contact me at the email address below.

SECOND REMINDER

Dear SAM Principals,

I hope everyone had an enjoyable Thanksgiving. A few weeks back we sent you a link to a survey as part of a study of SAM schools that our team at Vanderbilt is conducting in cooperation with NSIP and the Wallace Foundation. This is just one last reminder about the survey, which we will close up at the end of this week. Many of you have completed it already, which we really appreciate. If you haven't had an opportunity to take the survey and tell us about your experiences with the SAM process, you have a few more days!

The survey is anonymous, and neither Vanderbilt nor NSIP will be able to identify your response or link it to your school. It should take you only about 15 minutes to complete. A link to the survey appears below:

[Insert survey link]

Again, many thanks for taking a few minutes to help us out.

Principal Survey of SAM Process

Thank you for your participation in this study of the SAM process.

Purpose of the Study. A team of researchers from Vanderbilt University has been funded by the Wallace Foundation to conduct a study that examines the on-the-ground implementation of the School Administration Manager (SAM) process. The results of this study will inform decisions about the feasibility of a larger scale randomized control trial study in the future.

Purpose of the Survey. This survey is intended to gather information on principals' experiences with the SAM process, including information on program implementation, challenges, benefits, costs, and sustainability. A similar survey will be sent to the SAM in your school. Survey results will *not* be used to evaluate individuals or schools.

Procedures. Completion of the survey should take approximately 15 to 20 minutes. If you have any questions, concerns, or comments about the survey, or difficulties taking the survey, please feel free to contact Richard Blissett at [redacted].

Confidentiality. Your responses to this survey are completely anonymous and will not be viewed by NSIP. Responses will be aggregated into summary form and will never be presented in a way that would permit readers to identify specific schools or respondents. No one at your school, district, or the Wallace Foundation will have access to survey responses.

Participants. All principals involved with the SAM process, as provided to us by NSIP, have been invited to participate in this survey.

Benefits of Participation. Your completion of this survey gives you the opportunity to reflect on your experience with the SAM process. Results from this research will provide insight into the implementation of the SAM process. Research participants should be able to use information from this work to inform continued policy and practice.

Risks of Participation. There are minimal risks associated with your participation in this study.

Voluntary Participation. Your participation in this survey is completely voluntary. You can decide not to participate or to discontinue your participation at any time.

Contact Information. If you should have any questions about this research study, please feel free to contact Dr. Ellen Goldring at [redacted] or [redacted] in the Department of Leadership, Policy, and Organizations at Vanderbilt University.

For additional information about this study, giving consent, or your rights as a participant in this study, please feel free to contact the Vanderbilt University Institutional Review Board Office at [redacted] or toll free at [redacted].

Informed Consent. By clicking this box, you are indicating that you have read and understood the information provided to you about your participation in this survey.

I have read and understood the information.

Thank you very much for your help in this important study!

1. Including this year (SY 2014-2015), for how many school years has your current school been participating in the SAM process? _____

2. Including this year (SY 2014-2015), for how many school years have you as a principal been participating in the SAM process? _____

3. How important was each of the following factors in your decision to participate in the SAM process?

	Not at all important	A little important	Somewhat important	Very important	Extremely important
The superintendent or other central office administrator strongly encouraged me to participate.	<input type="radio"/>				
District requirement	<input type="radio"/>				
I wanted help with administrative tasks.	<input type="radio"/>				
I wanted to spend more time on instructional tasks.	<input type="radio"/>				
I wanted to improve my skills as an instructional leader.	<input type="radio"/>				
I wanted to achieve a better work-life balance	<input type="radio"/>				
The decision of a previous principal at the school	<input type="radio"/>				
Other (please specify) _____ _____ _____	<input type="radio"/>				

4. Who is your SAM (or SAMs)? (Check all that apply.)

- Secretary
- Assistant Principal
- School Business Manager/Bookkeeper
- Teacher
- Other (please specify) _____

5. Has your SAM changed since you have been in the program in this school? (Note: Exclude those changes that occurred because you changed schools or your SAM left the school.)

- Yes
- No

6. Have you participated in any training run by the SAM process?

- Yes
- No (*Skip to Question 8.*)

7. How fully did this training address your needs in each of the following areas?

	Not part of the training	Did not address my needs	Was a start but failed to address some important needs	Was a good start	Addressed my needs completely
Interpreting the TimeTask analysis report from the week of shadowing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting goals for my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mechanics of using the TimeTrack calendar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing teachers for a change in my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using TimeTrack data to monitor progress toward my goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegating managerial tasks to First Responders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a SAM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a SAM coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing a SAM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing First Responders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NOTE: For the purposes of these questions, an Implementation Specialist is a person from outside your school who came in to work with you, your SAM, and/or others with setting up the SAM process in your school. They may have also individually introduced you to the TimeTrack calendar system, or reviewed the data from your shadowing period with you.

8. Did you work with an Implementation Specialist at the outset of the SAM process?
- Yes
 - No (*Skip to Question 11.*)

9. To what extent did the Implementation Specialist assist with each of the following?

	Not at all	To a small extent	To some extent	To a great extent	To an exceptional extent
Teaching me to use my TimeTrack calendar	<input type="radio"/>				
Teaching my SAM to use my TimeTrack calendar	<input type="radio"/>				
Discussing helpful time use strategies	<input type="radio"/>				
Extracting and interpreting data from the TimeTrack calendar	<input type="radio"/>				
Modeling the SAM Daily Meeting with my SAM	<input type="radio"/>				
Giving feedback on my interaction with my SAM	<input type="radio"/>				
Setting up the First Responder system in my school	<input type="radio"/>				
Choosing a SAM	<input type="radio"/>				
Choosing First Responders	<input type="radio"/>				

10. Overall, how helpful did you find the Implementation Specialist's assistance?
- Not at all helpful
 - Minimally helpful
 - Somewhat helpful
 - Very helpful
 - Exceptionally helpful

NOTE: For the purposes of these questions, a SAM coach is a person from outside your school who has come in to work with you, your SAM, and/or others regularly after the initial setup of the system to provide feedback and other assistance as part of the SAM process.

11. To what extent does your SAM coach assist with each of the following?

	Not at all	To a small extent	To some extent	To a large extent	Completely
Teaching me to use my TimeTrack calendar	<input type="radio"/>				
Teaching my SAM to use my TimeTrack calendar	<input type="radio"/>				
Discussing helpful time use strategies	<input type="radio"/>				
Extracting and interpreting data from the TimeTrack calendar	<input type="radio"/>				
Modeling the SAM Daily Meeting with my SAM	<input type="radio"/>				
Giving feedback on my interaction with my SAM	<input type="radio"/>				
Setting up the First Responder system in my school	<input type="radio"/>				
Helping me to improve my use of instructional time	<input type="radio"/>				

12. On average, how many hours total would you estimate your SAM coach spends in your school during a typical month?

- My school does not work with a SAM coach (*Skip to Question 14.*)
- Less than 5
- 5-9
- 10-15
- 16-20
- 20+

13. Overall, how helpful do you find your SAM coach's assistance?

- Not at all helpful
- Minimally helpful
- Somewhat helpful
- Very helpful
- Exceptionally helpful

14. To what extent do you do the following using your TimeTrack calendar?

	Not at all	Less than once a month	Once a month	Several times a month	Once a week	Several times a week	Daily or almost daily
Create my schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reconcile my calendar to how I actually used my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examine what the data say about how I have used my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examine the data about how often I implement specific tasks with individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examine the data about how often I implement specific tasks with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change my schedule to better align with goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change my schedule because of what I learned from the TimeTrack data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. To what extent do you agree with the following regarding First Responders in your school?

	Not at all true	Rarely true	Sometimes true	Mostly true	Always true
There are First Responders with clearly defined areas of responsibility	<input type="radio"/>				
Office staff use the First Responder system	<input type="radio"/>				
Based on the issue at hand, teachers know which First Responder to approach	<input type="radio"/>				
Based on the issue at hand, parents are aware of the appropriate First Responder to approach	<input type="radio"/>				
The First Responder system helps me use my time effectively	<input type="radio"/>				

16. To what extent do you implement the following processes in your school with your SAM?

	Not at all implemented	Rarely implemented	Sometimes implemented	Usually implemented	Always implemented
Schedule a SAM Daily Meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet with my SAM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a reflective conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reconcile the TimeTrack calendar from previous days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive feedback on my calendar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss how I am progressing toward my overall target goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss issues other staff are handling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set specific target on tasks, such as meeting with specific teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze and disaggregate TimeTrack data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run reports on TimeTrack data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize a First Responder system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) _____ _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Typically, how often do you and your SAM meet?

- At least once a day
- Two to three times a week
- Once a week
- Rarely
- We do not meet

18. Overall, how helpful do you find your SAM?

- Not at all helpful
- Minimally helpful
- Somewhat helpful
- Very helpful
- Exceptionally helpful

19. How would you characterize the overall challenge in getting the SAM process up and running in your school?

Very easy				Very difficult
①	②	③	④	⑤

20. To what extent are the goals of the SAM process (as stated by the NSIP) integrated into the life of the school?

Completely separated				Fully integrated
①	②	③	④	⑤

21. To what extent has the SAM process increased your focus on teaching and learning?

Not at all				Tremendously
①	②	③	④	⑤

22. To what extent are changes occurring in classrooms because of the SAM process?

Not at all				Tremendously
①	②	③	④	⑤

23. To what extent is the SAM process helping you to...

	Not using the calendar	Not at all	A little	Somewhat	A lot
Manage time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve work/life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase time spent on instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve instruction in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve student achievement in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. What is the likelihood of your school continuing to participate in the SAM process for the foreseeable future?

	0% chance	25% chance	50% chance	75% chance	100% chance
If you remain as principal	<input type="radio"/>				
If you are no longer principal at the school	<input type="radio"/>				

25. Including this year (SY 2014-2015), for how many school years have you been a principal at this school? _____

26. Including this year (SY 2014-2015), for how many school years have you been a principal at any school? _____

27. What is the lowest grade served by your school?

PK	K	1	2	3	4	5	6	7	8	9	10	11	12
<input type="radio"/>													

28. What is the highest grade served by your school?

PK	K	1	2	3	4	5	6	7	8	9	10	11	12
<input type="radio"/>													

29. Which of the following best describes this school?

- Regular school – elementary or secondary
- Charter school
- Special program emphasis school – such as a science or math school, performing arts school, talented or gifted school, foreign language immersion school, magnet, career/technical, alternative, special education

30. Approximately how many students are in your school?

- Below 250
- 250 to 700
- Above 700

31. Approximately what percent of students are eligible for free and reduced price lunch in your school?

- Below 30%
- 30% to 75%
- Above 75%

SAM Survey of SAM Process

Thank you for your participation in this study of the SAM process.

Purpose of the Study. A team of researchers from Vanderbilt University has been funded by the Wallace Foundation to conduct a study that examines the on-the-ground implementation of the School Administration Manager (SAM) process. The results of this study will inform decisions about the feasibility of a larger scale randomized control trial study in the future.

Purpose of the Survey. This survey is intended to gather information on SAMs' experiences with the SAM process, including information on program implementation, challenges, benefits, costs, and sustainability. A similar survey will be sent to the principal in your school. Survey results will *not* be used to evaluate individuals or schools.

Procedures. Completion of the survey should take approximately 15 to 20 minutes. If you have any questions, concerns, or comments about the survey, or difficulties taking the survey, please feel free to contact Richard Blissett at [redacted].

Confidentiality. Your responses to this survey are completely anonymous and will not be viewed by NSIP. Responses will be aggregated into summary form and will never be presented in a way that would permit readers to identify specific schools or respondents. No one at your school, district, or the Wallace Foundation will have access to survey responses.

Participants. All SAMs involved with the SAM process, as provided to us by NSIP, have been invited to participate in this survey.

Benefits of Participation. Your completion of this survey gives you the opportunity to reflect on your experience with the SAM process. Results from this research will provide insight into the implementation of the SAM process. Research participants should be able to use information from this work to inform continued policy and practice.

Risks of Participation. There are minimal risks associated with your participation in this study.

Voluntary Participation. Your participation in this survey is completely voluntary. You can decide not to participate or to discontinue your participation at any time.

Contact Information. If you should have any questions about this research study, please feel free to contact Dr. Ellen Goldring at [redacted] or [redacted] in the Department of Leadership, Policy, and Organizations at Vanderbilt University.

For additional information about this study, giving consent, or your rights as a participant in this study, please feel free to contact the Vanderbilt University Institutional Review Board Office at [redacted] or toll free at [redacted].

Informed Consent. By clicking this box, you are indicating that you have read and understood the information provided to you about your participation in this survey.

I have read and understood the information.

Thank you very much for your help in this important study!

1. Including this year (SY 2014-2015), for how many school years have you been a SAM at this school? _____

2. Including this year (SY 2014-2015), for how many school years has your current school been participating in the SAM process? _____

3. Have you participated in any training run by the SAM process?
 Yes
 No (*Skip to Question 5.*)

4. How fully did the SAM training address your needs in each of the following areas?

	Not part of the training	Did not address my needs	Was a start but failed to address some important needs	Was a good start	Addressed my needs completely
Interpreting the Time Task analysis report from the week of shadowing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mechanics of using the TimeTrack calendar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NOTE: For the purposes of these questions, an Implementation Specialist is a person from outside your school who came in to work with you, your SAM, and/or others with setting up the SAM process in your school. They may have also individually introduced you to the TimeTrack calendar system, or reviewed the data from your shadowing period with you.

5. Did you work with an Implementation Specialist at the outset of the SAM process?
 Yes
 No (*Skip to Question 8.*)

6. To what extent did the Implementation Specialist assist with each of the following?

	Not at all	To a small extent	To some extent	To a great extent	To an exceptional extent
Teaching me to use my TimeTrack calendar	<input type="radio"/>				
Discussing helpful time use strategies	<input type="radio"/>				
Extracting data from the TimeTrack calendar	<input type="radio"/>				
Interpreting data from the TimeTrack calendar	<input type="radio"/>				
Modeling the SAM Daily Meeting with my principal	<input type="radio"/>				
Giving feedback on my interaction with my principal	<input type="radio"/>				

7. Overall, how helpful did you find the Implementation Specialist's assistance?

- Not at all helpful
- Minimally helpful
- Somewhat helpful
- Very helpful
- Exceptionally helpful

NOTE: For the purposes of these questions, a SAM coach is a person from outside your school who has come in to work with you, your principal, and/or others regularly after the initial setup of the system to provide feedback and other assistance as part of the SAM process.

8. On average, how many hours total would you estimate your SAM coach spends in your school during a typical month?

- My school does not work with a SAM coach (*Skip to Question 11.*)
- Less than 5
- 5-9
- 10-15
- 16-20
- 20+

9. To what extent has the SAM coach assisted with each of the following?

	Not at all	To a small extent	To some extent	To a great extent	To an exceptional extent
Teaching me to use my TimeTrack calendar	<input type="radio"/>				
Discussing helpful time use strategies	<input type="radio"/>				
Extracting data from the TimeTrack calendar	<input type="radio"/>				
Interpreting data from the TimeTrack calendar	<input type="radio"/>				
Modeling the SAM Daily Meeting with my principal	<input type="radio"/>				
Giving feedback on my interaction with my principal	<input type="radio"/>				
Helping us implement the First Responder system	<input type="radio"/>				

10. Overall, how helpful have you found the SAM coach's assistance?

- Not at all helpful
- Minimally helpful
- Somewhat helpful
- Very helpful
- Exceptionally helpful

11. To what extent do you agree with the following regarding First Responders in your school?

	Not at all true	Rarely true	Sometimes true	Mostly true	Always true
There are First Responders with clearly defined areas of responsibility	<input type="radio"/>				
Office staff use the First Responder system	<input type="radio"/>				
Based on the issue at hand, teachers know which First Responder to approach	<input type="radio"/>				
Based on the issue at hand, parents are aware of the appropriate First Responder to approach	<input type="radio"/>				

12. To what extent do you implement the following processes in your school with your principal?

	Not at all implemented	Rarely implemented	Sometimes implemented	Usually implemented	Always implemented
Schedule a SAM Daily Meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet with my principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a reflective conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reconcile the TimeTrack calendar from previous days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide feedback on the principal's calendar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss how the principal is progressing toward his/her overall target goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss issues other staff are handling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help the principal set specific target on tasks, such as meeting with specific teachers or conducting classroom observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze and disaggregate TimeTrack data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run reports on TimeTrack data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize a First Responder system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) _____ _____ _____ _____ _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Typically, how often do you and your principal meet?

- At least once a day
- Two to three times a week
- Once a week
- Rarely
- We do not meet

14. Typically, how long do your meetings with your principal last?

- Less than 15 minutes
- 15 to 30 minutes
- More than 30 minutes
- It varies
- We do not meet

15. How comfortable are you in asking your principal questions about his/her time use?

Not at all comfortable				Exceptionally comfortable
①	②	③	④	⑤

16. How comfortable are you with having difficult conversations with your principal around his/her use of time?

Not at all comfortable				Exceptionally comfortable
①	②	③	④	⑤

17. The following people have access to the principal's TimeTrack calendar.

- Principal
- Vice principal(s) (How many? _____)
- Counselor(s)
- Teacher leader(s)
- School office staff
- District administrator(s) (excluding SAM coach)
- SAM coach
- Other (please specify) _____

18. How would you characterize the overall challenge in getting the SAM process up and running in your school?

Very easy				Very difficult
①	②	③	④	⑤

19. To what extent are the goals of the SAM process (as stated by the NSIP) integrated into the life of the school?

Completely separated				Fully integrated
①	②	③	④	⑤

20. To what extent has the SAM process increased the focus on teaching and learning in the school?

Not at all				Tremendously
①	②	③	④	⑤

21. To what extent are changes occurring in classrooms because of the SAM process?

Not at all				Tremendously
①	②	③	④	⑤

22. To what extent is the SAM process helping the principal...

	Not using the calendar	Not at all	A little	Somewhat	A lot
Manage time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve work/life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase time spent on instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve instruction in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve student achievement in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Overall, how well do you believe each of the following is working in your school?

	Not using this component	Minimally	Somewhat	Good	Excellent
TimeTrack calendar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAM Daily Meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First Responders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAM coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. What is your role in the school? (Check all that apply.)

- Secretary
- Assistant Principal
- School Business Manager/Bookkeeper
- Teacher
- Other (please specify) _____

25. What is the lowest grade served by your school?

PK	K	1	2	3	4	5	6	7	8	9	10	11	12
<input type="radio"/>													

26. What is the highest grade served by your school?

PK	K	1	2	3	4	5	6	7	8	9	10	11	12
<input type="radio"/>													

27. Which of the following best describes this school?

- Regular school – elementary or secondary
- Charter school
- Special program emphasis school – such as a science or math school, performing arts school, talented or gifted school, foreign language immersion school, magnet, career/technical, alternative, special education

28. Approximately how many students are in your school?

- Below 250
- 250 to 700
- Above 700

29. Approximately what percent of students are on free and reduced price lunch?

- Below 30%
- 30% to 75%
- Above 75%

ABOUT THE WALLACE FOUNDATION

The Wallace Foundation is a national philanthropy that seeks to improve education and enrichment for disadvantaged children and foster the vitality of the arts for everyone. The foundation works with partners to develop credible, practical insights that can help solve important, public problems.

Wallace has five major initiatives under way:

- **School leadership:** Strengthening education leadership to improve student achievement.
- **After-school:** Helping cities make good after-school programs available to many more children, including strengthening the financial management capacity of after-school providers.
- **Building audiences for the arts:** Developing effective approaches for expanding audiences so that many more people might enjoy the benefits of the arts.
- **Arts education:** Expanding arts learning opportunities for children and teens. Summer and expanded learning time: Better understanding the impact of high-quality summer learning programs on disadvantaged children, and how to enrich and expand the school day.
- **Summer and expanded learning time:** Better understanding the impact of high-quality summer learning programs on disadvantaged children, and how to enrich and expand the school day.

