Making Time for Learning

How School Administration Managers Enable Principals to Focus on Instruction

FREE WEBINAR:
Tuesday, Feb. 21, 2012
2 to 3 p.m. ET
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Staff writer, Education Week
Making Time for Learning: How School Administration Managers Enable Principals to Focus on Instruction

Expert Presenters:

Sally Reynolds, assistant principal, Roosevelt High School and Wellstone International High School, Minneapolis

Hashim Yonis, school administration manager, Roosevelt High School and Wellstone International High School, Minneapolis
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Who We Are

At Roosevelt High School, we engage, motivate and challenge our students to achieve their greatest potential, graduating “college-ready” and prepared for a successful future.

- 2011-12 – 950 students
Wellstone International High School

• Wellstone International High School provides innovative English and content instruction for students ages 14 to 21. A Wellstone education empowers students to fully participate in society and prepares them for post-secondary education.

• 2011-12 – 180 students
What is SAM?

• School Administration Manager

• Professional Development process for principals

• Relies on reflective practice and data collection

• Adds an average of 27 days of instructional leadership time in the first year
National SAM Innovation Project

- 500+ schools, 71 districts
- 15 states and DC: California, Delaware, District of Columbia, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Florida, Louisiana, Massachusetts, Minnesota, Missouri, New York, North Carolina

- Iowa Blueprint
- Two Independent evaluation proves it works
- National Program Board
- Fee for Service Structure
SAM is a Process

- Readiness
- Baseline Data Collection
- Daily TimeTrack meeting
- Monthly Time Change Coaching
- Yearly Data Collection
Principal Job Duties

• Modeling/teaching
• Professional development
• Classroom Observation
• Feedback
• Walkthrough
• Work with student(s)
SAM/Principal daily meeting

• Meet approximately 20-25 minutes.
• Review daily and weekly Goals
• Review time on instruction from the Previous day
• Calculate percent of time on instruction
• Discuss time spent on non-instruction
• Review scheduled items for next day
• Add new instructional items to calendar (schedule)
• Calculate percent of instruction based on scheduled items on calendar for next day.
• Discuss idea list of time to schedule
Average Day for Principal

- 7:45 - 8:00 Meet with SAM. Review Calendar discuss days activities
- 8:00 - 8:30 Open office hours
- 8:30-9:00 Hallway/Building duties with Admin team
- 9:00-11:00 Classroom Observations
- 11:00-12:00 Work with students/Resolve student issues
- 12:00-12:30 Lunch
- 1:00-2:00 Walkthroughs (Check on students, Stop in rooms, District issues, Office work)
- 2:00 - 2:30 Review mail, Phone calls, Office work
- 2:30-3:00 Walkthroughs
- 4:00 - 4:15 Review next day’s activities.
Schedule instructional work ahead of time to meet/exceed goal.

Print calendar for principal, secretary, staff each morning.

Justify or reconcile the calendar for the day prior at TimeTrack daily meeting.

Discuss the impact on teacher practice and student/parent engagement each day.
Time Analysis

![Graph showing Time/Task Analysis (Shadowing) with annual % of time on Instructional Leadership for 2010-2011 and 2011-2012, with 57.1% in 2010-2011 and 54.4% in 2011-2012.]
2012 monthly goal

Instruction

- January 52%
- February 54 %
- March 56 %
- April 58 %
- May 60 %
- June 62 %
- July 64 %
- September 66 %
- October 68 %
- November 70 %
- December 72 %
Change of principal time leads to:

- Improved teacher practice
- Increased student engagement
- Increased parent engagement
- Student Achievement

National SAM Innovation Project
SAM Job Duties

- Student supervision
- Employee supervision
- Building management
- Parents/guardians
SAM Tools

• Time/Task Analysis™

• TimeTrack™

• First Responders™
Average day for SAM

• 7:45 - 8:00 Meet with Principal. Review calendar, discuss days activities
• 8:00 - 8:30 Hallway/Building duties
• 9:10-11:30 Handle phone calls both for RHS/WIHS (Resolve school issues, referrals, check on students and classrooms, resolve district issues, office work)
• 11:30 - 12:00 Walkthroughs
• 12:00 - 1:00 Lunch duty (Stop in cafeteria meet with students/staff)
• 1:00 - 3:00 Afternoon walk through school. Resolve student issues, Review mail, Phone calls, Office work
• 3:00-4:00 Office Time
• 4:00 - 4:15 Review next day’s activities with principal.
Change of principal time leads to:

- Improved teacher practice
- Increased student engagement
- Increased parent engagement
- Student Achievement
Findings

• SAM Works. There is a change in principal practice.

• All models of SAM work.

• The change is significant.

• The change *increases* each year the team is active.

• *The SAM Project is the first time we can demonstrate a change of principal practice, increasing time spent on instructional leadership, in the history of educational leader preparation and development.*
  
  -Dr. Joe Murphy, Vanderbilt
SAM Team average instructional leadership time gain

• **First** SAM Year: five hours and fifty-seven more minutes *every week* twenty-seven *extra days each year*

• **Second** SAM Year: eight hours and thirty more minutes *every week* thirty-eight *extra days each year*

• **Third** SAM Year: twelve hours and twenty more minutes *every week* fifty-five *extra days each year*
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Required Reading from *Education Week*:

**Study: Principals Need More Time to Be Leaders**
Principals who learn how to better manage their time and delegate management duties can gain the equivalent of an extra day each week.

**Managers Help Principals Balance Time**
A national project aimed at improving school leaders’ effectiveness is seeking to change that situation by supporting the hiring of “school administration managers” in schools.