

COACH'S TIME CHART

How do you spend your time each week? Keeping track of your time during a week will be helpful as you talk with the building principal or other supervisor about your work.

- Make five copies of this chart and keep track of how you use your time every day for one work week.
- Record the work you do in 20-minute increments.

MY WORK OF THE DAY

Day _____

TIME	ACTIVITY	WHO ELSE WAS INVOLVED?
7 - 7:20 a.m.		
7:20 - 7:40 a.m.		
7:40 - 8 a.m.		
8 - 8:20 a.m.		
8:20 - 8:40 a.m.		
8:40 - 9 a.m.		
9 - 9:20 a.m.		
9:20 - 9:40 a.m.		
9:40 - 10 a.m.		
10 - 10:20 a.m.		
10:20 - 10:40 a.m.		
10:40 - 11 a.m.		
11 - 11:20 a.m.		
11:20 - 11:40 a.m.		
11:40 am - noon		
noon - 12:20 p.m.		
12:20 - 12:40 p.m.		
12:40 - 1 p.m.		
1 - 1:20 p.m.		
1:20 - 1:40 p.m.		
1:40 pm - 2 p.m.		
2 - 2:20 p.m.		
2:20 - 2:40 p.m.		
2:40 - 3 p.m.		
3 - 3:20 p.m.		
3:20 - 3:40 p.m.		
3:40 - 4 p.m.		

At the end of the week, transfer the information from the chart on this page to the chart on p. 9.

To make this go more quickly, you may want to use a **colored marker** or **highlighter** to identify each category of work before you transfer information from the chart on p.8 to the chart below.

MY WORK OF THE WEEK

Create simple categories for keeping track of your time use. For example, you might create categories for:

- Identifying resources for teachers
- Meeting one-on-one with a teacher
- Observing a classroom
- Modeling a lesson
- Meeting with a grade-level group
- Doing paperwork

Keeping track of time by category

- Use check marks to indicate how many 20-minute increments were used for each activity.
- Multiply your marks by 20 to arrive at the number of minutes that were used for each activity.
- When you have done this for each category, calculate the percentage of time devoted to each task during the week.

CATEGORIES OF WORK	CHECKS	MINUTES
Identifying resources for teachers	✓✓✓✓✓✓ (6 x 20=)	120
Meeting one-on-one with a teacher		
Observing a classroom		
Modeling a lesson		
Planning with a grade-level group		
Introducing a new strategy to a grade-level group		
Analyzing data with one teacher or a group of teachers		
Advance planning with a teacher		
Debriefing lesson with a teacher		
Doing paperwork		
Other		