



1 CLARIFY RESPONSIBILITIES

What are your top three responsibilities this week that have the most impact?

2 TRACK HOW TIME IS SPENT

Complete a Time Tracker.

- Use the time tracker below to track your time for one full day. Do your best to select a “typical” day.
- Create clear headers for each column that account for typical categories of tasks (see sample below). Be as specific as possible to “drill down” to how your use of time aligns with your primary role and responsibilities.
- Collect data at 15-minute intervals by noting the activity in the corresponding box and totaling each column at the end of the day.

DAY OF WEEK:

DATE:

| Time (15 min per row) Start time: 7:30 AM | Planning | Email | Attend Meetings | Observe Instruction | Complete Paperwork | Engage in Coaching Conversations | Unplanned Business | OTHER |
|--|----------|--------|-----------------|---------------------|--------------------|----------------------------------|--------------------|--------|
| 15 min. | X | | | | | | | |
| 15 min. | | X | | | | | | |
| 15 min. | | X | | | | | | |
| 15 min. (HR 1) | | | X | | | | | |
| 15 min. | | | X | | | | | |
| 15 min. | | | X | | | | | |
| 15 min. | | | X | | | | | |
| 15 min. (HR 2) | X | | | | | | | |
| 15 min. | X | | | | | | | |
| 15 min. | | | X | | | | | |
| 15 min. | | | X | | | | | |
| 15 min. (HR 3) | | | | | | | X | |
| 15 min. | | X | | | | | | |
| 15 min. | | X | | | | | | |
| 15 min. | | X | | | | | | |
| 15 min. (HR 4) | | | | | | | X | |
| 15 min. | | | | | | X | | |
| 15 min. | | | | | | | | Lunch |
| 15 min. | | | | | | | | Lunch |
| 15 min. (HR 5) | | | | X | | | | |
| TOTALS | 45 min | 75 min | 90 min | 15 min | 0 min | 15 min | 30 min | 30 min |



DAY OF WEEK:

DATE:

| Time (15 min per row) Start time: | | | | | | | | |
|--------------------------------------|--|--|--|--|--|--|--|--|
| 15 min. | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. (HR 1) | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. (HR 2) | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. (HR 3) | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. (HR 4) | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. (HR 5) | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. (HR 6) | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. (HR 7) | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. | | | | | | | | |
| 15 min. (HR 8) | | | | | | | | |
| TOTALS | | | | | | | | |



3 ANALYZE THE RESULTS

Use the questions below to make sense of the data.

Alignment With Responsibilities

- Which activities consume the *largest* amount of time?
- How well does time spent align with the responsibilities listed in Step 1?
- How did the way you *actually* spent your time impact your ability to attend to your core responsibilities?

Value and Impact

For each major time category:

- Is this task required, expected, or simply habitual?
- What would happen if this took 25–50% less time?

Control and Constraints

- Which tasks are within my control to change?
- Which tasks are system-driven or non-negotiable?



4 IDENTIFY EFFICIENCY STRATEGIES

Review your analysis and identify two strategies from the table below that might increase time efficiency.

| Eliminate or Reduce | Streamline | Delegate or Share | Protect High-Value Time |
|--|--|--|--|
| Stop or reduce low-impact tasks | Use templates, shared docs, or common tools | Share responsibilities across a team | Schedule uninterrupted time for core work |
| Eliminate duplicate meetings or reporting | Batch similar tasks (email, grading, planning) | Rotate roles or tasks | Align meeting time with instructional priorities |
| Replace meetings with asynchronous updates | Set clear agendas and time limits for meetings | Leverage expertise already within the school | Say no (or not now) to work that does not align |

I intend to employ at least one of these strategies:

Strategy 1:

Strategy 2:

5 CHOOSE ONE IMPROVEMENT ACTION

Efficiency Goal:

Be specific and realistic.

- Action Step: What will change?
- When will this start?
- What support or permission is needed?



AFTER 3 WEEKS

**6 REVISIT AND REFLECT**

After 3 weeks, complete another time tracker and reflect briefly:

- What changed in how time was spent?
- What seemed more manageable or more focused?
- What still feels inefficient or misaligned?

REFLECTION PROMPT

How does improving efficiency help protect energy, effectiveness, and sustainability—for both adults and students?