Teacher Time Manual
~2009~

Teacher Time Use ©
version 1.0

A part of D2K: Data to Knowledge ™ and the Measurement Made Meaningful M³ ™ working groups.

Kimberly J. Vannest
To reference this manual using APA style, please use:

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SOFTWARE REQUIREMENTS

- Internet Explorer 6 or higher
- Safari 1.0 or higher
- Mozilla 1.5 or higher
- Firefox 1.0 or higher
- Netscape 6.0 or higher

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VERSION

This is version 1.0 of the user guide and training manual.

AUTHORS

This guide was created by Kimberly Vannest of the Measurement Made Meaningful M3™ working group.

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Introduction

“Time is the coin of your life. It is the only coin you have, and only you can determine how it will be spent. Be careful lest you let other people spend it for you.”

-Carl Sandburg

What is Teacher Time?

The Teacher Time Use © instrument provides an accurate measure of how teachers spend their time. It was developed and validated with 100 teachers and 15,000 hours of data collection in classrooms. With this instrument, teachers can learn to self-record their use of time based on selected activities of interest for self-study and improvement. The data can be entered through any online application including handhelds, laptops, desktops, and paper format is available upon request.

Benefits to Teachers

- Determine how teachers spend their time
- Decide where your efforts can be better spent
- Monitor applicable comprehensive categories of time use
- Identify barriers to instruction
- Ability to make reliable and validated data-driven decision for school improvement
- Generate reports and graphs automatically
Benefits to Administrators

- Ability to make reliable and validated data-driven decisions for school improvement
- Ability to help teachers set goals toward self improvement
- Increased support for students and teachers as an instructional leader as well as an administrator

Benefits to Researchers

- Monitor how teachers spend their time
- Determine the effects of pre-service teaching programs
- Teach goal setting and data driven decision making to pre-service teacher
- Maximize instructional time for students and monitoring progress through efficient methods that serve as both accountability and intervention
- Influence school culture to be one in which educators use data continuously, collaboratively, and effectively to improve teaching and learning

Recommendations for Teachers

- Implement self-monitoring of time use during instructionally designated times to develop awareness.
- Use technology applications to eliminate time for copies, tracking, monitoring, and calculating
- Maintain a culture and attitude of learning time, rather than monitoring time
**Recommendations for Administrators**

- Consider the allocation of teaching time as a resource to manage in the support of instruction rather than litigation prevention.
- Provide technology applications and training that work for teachers so they may eliminate wasted time on copies, tracking, monitoring, and calculating.
- Provide time to complete paperwork that does not interfere with instructional time.
- Increase administrative and diagnostic support for reducing paperwork via systems change that supports compliance without sacrificing teacher instructional time.

**Recommendations for Researchers**

- Underexplored area of research.
- There is much to learn about teacher time use.
- TTU may be used as a dependent variable to measure the effects in studies.
- TTU may be used as a measurement tool for preservice teachers’ preparation or action research.
- Valid and Reliable measurement tool.
- No cost and no obligation necessary.
- Web-based/ Portable.
Data on Teacher Time Use

According to the National Center for Education Statistics (2001), public and private schools lost a total of about 550,000 teachers (or 16 percent of the teacher workforce) due to teacher turnover at the end of the 1999-2000 school year. Dissatisfied teachers stated lack of planning time (65 percent), too heavy a workload (60 percent), too low a salary (54 percent), problematic student behavior (53 percent), and a lack of influence over school policy (52 percent) led to their decisions to leave the field or move to another school.

Teacher Time Use data from studies beginning in 2005 indicate that special education teachers in Texas spend an average of 36% of their time on instruction (including academic, non-academic, and instructional support). Unfortunately, paperwork (general and special education) accounts for 20.5% of special education teacher time.
Chapter 2:

Theoretical Background

“Teachers need more time to teach. 
Students need more time to learn. 
Schools need more time do what America is asking them to do.”

- American School Board Journal, 2007, p. 15

The amount of instructional time provided to students is of utmost importance to all stakeholders in the educational system. Time use has important implications for educational research and practice including teacher quality, professional roles of educators, accountability, and student achievement.

The Teacher Time Use instrument provides an accurate measure of how teachers spend their time. Teacher time use reflects the values of schools, systems, and communities. The amount of instructional time a teacher possesses is also indicative of the barriers or resource constraints that exist in systems.

Although there is a fixed amount of time in each school day, some argue that a year-round school approach would be more effective. Year-round schooling greatly benefits students who regress over the summer who must spend the first few weeks of every school year reviewing previously learned ideas (Cooper & Nye, 1996). Competing research also shows that year-round schooling is not significantly better than a traditional school year (McMillen, 2001). The old adage “time is money” is true for year-round schooling. Busing and building utility costs would greatly increase, and teacher
salaries would have to increase enough to entice them into working year-round. Many teachers select and tolerate the increasing demands of the profession for such benefits as summers off and extended holidays. Teacher retention is hard enough without taking their most perceived benefit away.

Others argue that an extended school day will allow teachers to cover the entire curriculum at a much less expense. Extending half-day Kindergarten into a whole-day Kindergarten has shown to be an effective method. The National Center for Education Statistics using data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, found:

Sixty one percent of all U. S. schools that had a kindergarten program offered at least one full-day kindergarten class. Sixty-eight percent of full-day classes spent more than an hour per day on reading instruction compared to 37 percent of half-day classes. Full-day classes were more likely than half-day classes to spend time every day on math (90 and 73 percent, respectively), social studies (30 and 18 percent, respectively), and science (24 and 10 percent, respectively). On the days when mathematics was taught, 81 percent of full-day classes spent more than a half an hour per day on mathematics instruction compared to 52 percent of half-day classes. (p. xv)

Until such school day structuring is resolved, we must focus on maximizing the instructional time we do have. Instructional time is precious. How it is spent, on what activities, and on who have significant implications for the students who are taught.
Research on allocated time, engaged time, and time-on-task has evolved over four decades (Carroll, 1963; Karweit & Slavin, 1981; Gettinger, 1984; Berliner, 1990; Abadzi, 2007). Stallings (1985; 1986) and associates (Stallings, Needles, & Stayrook, 1979) looked at time use among general education teachers, which ultimately created the discourse for the relationship link between time for instruction and achievement. Research then began on the time consuming activities teachers face such as mandatory assessment and paperwork (Zellmer, Frontier, & Pheifer, 2006). The research that emerged as a discussion of engaged time or time on task (Greenwood, 1991; Stevens, 1993) moved toward an interest in instructional practices.

More recent research has focused on the impact of shifts in instruction on achievement in specific subjects (Simmons, Kame‘enui, Harn, Coyle et al., 2007), especially in the most at-risk students (Harn, Linan-Thompson, & Roberts, 2008). When looking at the comparison between half and full-day kindergarten (Elicker & Mathur, 1997), if schooling is the intervention, research is now centered on the delivery of the intervention, for whom and when. Increasing the instructional day may be less effective than targeted interventions based on increasing specific types of instruction, reducing time spent on discipline, or maximizing the time when attention by students is at its highest.

**Barriers to Change/ Change Methodology**

The concept of teacher change is emerging in the literature as well as the field itself. Change is a delicate issue requiring not only teacher willingness, but also school
support. Change is difficult for teachers because the “risk of failure holds a dear cost-the diminished education of the children in the care of the educator” (Rotteger, 2006, p. 18). Among the reasons that teachers are hesitant to change include: failure to recognize the need for change, fear of the unknown, results from past experiences, habit, which creates a sense of security, and they feel that it threatens expertise, power and social relationships, and resource allocations (Zimmerman, 2006). The author suggests ways of overcoming these barriers including: improving principals’ skills and behaviors, developing a culture of shared decision making, enhancing teachers’ self-efficacy, promoting professional development and peer support, creating a sense of urgency, developing and operationalizing a vision, rewarding constructive behaviors, aiming for short-term successes, and creating a professional learning community.

Sato, Coffey, and Moorthy (2005) realized that teachers are willing to try something new, but if it does not fit into the way the classroom operates, then it is discarded from future practices. “The strategies a teacher consistently uses are not solely techniques that they pick up and choose from a toolbox. The teacher’s repertoire is imbued with values and is bound up in the fabric of her practice” (Sato, Coffey, & Moorthy, 2005, p. 177-178). They found that for teachers to change, the change must be internalized. In a similar way, Sanders & Schwab (1980) indicate that teachers’ personal need is what drives them to improve their performance. “Many teachers are motivated by and seek satisfactions intrinsic to their work” (Sanders & Schwab, 1980, p. 273).
In a way, studying teacher time and utilizing the Teacher Time Use instrument allows an opportunity to look at the concept of teacher change and see what it takes for teachers to change. Change may come from an internal motive or an external one.
Chapter 3:

Learning the Teacher Time Use System

“You may delay, but time will not.”

-Benjamin Franklin

Learning the Time Use Codes

- The time use codes are predetermined and predefined, and each participant is expected to learn them. This allows for comparable data across teachers, classrooms, and times.

- Participants may choose to code specific time use codes such as only behavior management or only paperwork. However, it would be helpful to initially record all behaviors in order to identify how total time is used, and it would lead to informed decision making.

Types of Time Use Codes

Direct Services (Students are present):
- Instruction – includes Academic, Non-Academic content, and Instructional Support
- Classroom and Behavior Management – includes Preventative Behavior Management and Responsive Behavior Management
- Supervision
- Assessment – includes Special Education, Classroom, and State Mandated Assessment

Indirect Services (Students not present):
- Paperwork- includes General Education and Special Education paperwork
- Consultation/Collaboration
- Planning and Preparing

Personal Time
# The Fourteen Codes for Teacher Time Use Instrument:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Instruction</td>
<td>Teaching, presenting, and modeling the essential skills and knowledge assessed by your state standards</td>
</tr>
<tr>
<td>Non-Academic Instruction</td>
<td>Teaching content that is not directly linked to state standards</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>Providing support to students during instructional time (academic or non-academic) with minimal or no direct instruction to student</td>
</tr>
<tr>
<td>Preventative Behavior Management</td>
<td>Characterizes a teacher's strategies to teach and maintain appropriate student behavior.</td>
</tr>
<tr>
<td>Responsive Behavior Management</td>
<td>What a teacher does in response to students' problem behaviors</td>
</tr>
<tr>
<td>Supervision</td>
<td>Time spent monitoring students during non-instructional times</td>
</tr>
<tr>
<td>Classroom Assessment</td>
<td>The evaluation of student performance over curriculum</td>
</tr>
<tr>
<td>Special Education Assessment</td>
<td>Assessing for placement, progress reporting, or dismissal from special education services.</td>
</tr>
<tr>
<td>State Mandated Assessment</td>
<td>Administering state produced tests in all forms, including practice tests</td>
</tr>
<tr>
<td>General Education Paperwork</td>
<td>Includes the responsibilities of all teachers for administration, reporting, documenting student performance and communicating school business</td>
</tr>
<tr>
<td>Special Education Paperwork</td>
<td>For administration, reporting, and documenting student performance for state and federal reports specific to special education.</td>
</tr>
<tr>
<td>Consulting/Collaborating</td>
<td>Time spent communicating with others about students' educational needs</td>
</tr>
<tr>
<td>Planning/Preparing</td>
<td>Time spent individually preparing for instruction or planning for instruction</td>
</tr>
<tr>
<td>Personal Time</td>
<td>Time spent attending to non work-related issues</td>
</tr>
</tbody>
</table>
Code Tree with the 14 codes and subcategories
Chapter 4:

Online Training

“Time is the most valuable thing a man can spend.”

-Theophrastus

Purpose of Training
The online training component of Teacher Time Use is optional; however, to obtain reliability it is highly recommended.

Training to Reliability

- Go to http://ttu.tamu.edu
- Click on Register on the introductory page. You will be asked to fill out the information page, and your username and password will be sent to the email address you provided.
- Go to http://ttu.tamu.edu/training
- Login with username and password.
- Read directions and click on Continue to begin training modules.
• After all modules and comprehensive checks are completed, click on Final Test to complete training.

• In order to obtain reliability, you must pass the Final Test with 100% accuracy, and the test may be retaken as many times as necessary.
Chapter 5:

Setting Up the System

“Lost time is never found again.”

- Benjamin Franklin

- Go to http://ttu.tamu.edu

- Use your previous login information to proceed to the home page of the TTU system.

![Login Screen](image)

To try DEMO account please enter:

- Username: ttu
- Password: Ttu

> A demo account is a public account to try our product.
> Do not enter confidential or personally identifiable information into demo account.
On the Home Page, there are three sections: Setup, Record, and Report. Go to Setup and click on **Manage Schedule**.

- Set up the start date and end date of recording for the semester. These must be entered correctly the first time because they **may not be changed**.
Now, you must set up your recording frequency. This is how often you will record.

- If you click on **Day**, there are the options of recording every weekday, or you can indicate how often you want to record (i.e. every 2 days, 3 days, etc.)
- If you click on **Week**, you have the option of selecting the number of weeks of data collection as well as the days of the week to record.
- If you click on **Month**, you can decide which days of the month you wish to record as well as how often (every month, every other month, etc.).
The next line is for inputting your **contractual time**. This is the time each work day officially starts and ends. It is set up in 5 minute increments.
The next line allows you to set recording time intervals.

- If you record less than hourly, there are options of recording every 15 minutes or every 30 minutes.

- The next option is to record hourly, if you would like to input your data after each hour of the day.

- If you click on **Use Your Schedule**, you can set up your own schedule, which includes listing the activity, the start and end times, whether you will record in the specific interval, and if the interval is instructional time with students.

- If you wish to add more activities, click on **Add** at the end of each line.

- Be sure to click **Save** at the bottom of the page when completed.
• To navigate to the next page, click on the Setup menu at the top of the page and click on the next option after Manage Schedule. This should be the Manage Reminders page.
- On the **Manage Reminders** page, you have the option of selecting an icon that will remind you to record.

- There are a few icons on this page, and the last one gives you an option to upload your own picture that will serve as your reminder.
- The other option on this page is to select a reminder phrase for recording. Clicking on the last one allows you to type your own phrase.

- Once again, click on **Save** at the bottom of the page.

- Now, go back to the Setup menu at the top and navigate to the **Manage Codes** page.
On the **Manage Codes** page, all 14 codes are listed along with their definitions. Select the codes you wish to record data for by checking the boxes next to each one.

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Instruction</td>
<td>Time spent directly teaching academic skills as required by state-standards. Can occur in your class or another setting.</td>
</tr>
<tr>
<td>Non-Academic Instruction</td>
<td>Time spent providing instruction in non-academic areas (i.e., areas not required by state standards).</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>Time spent providing support to students, with minimal/no direct teaching, during academic or non-academic instruction.</td>
</tr>
<tr>
<td>Preventive Behavior Management</td>
<td>Time spent teaching social skills and rewarding or acknowledging desirable behavior.</td>
</tr>
<tr>
<td>Responsive Behavior Management</td>
<td>Time spent responding to students' problem behaviors.</td>
</tr>
<tr>
<td>Special Education Assessment</td>
<td>Special Education Assessment is assessing for placement, progress reporting, or dismissal from services.</td>
</tr>
<tr>
<td>State Mandated Assessment</td>
<td>State mandated assessment is administering state produced tests in all forms, including practice tests.</td>
</tr>
<tr>
<td>Classroom Assessment</td>
<td>Classroom assessment is the evaluation of student performance over curriculum.</td>
</tr>
<tr>
<td>Special Education Paperwork</td>
<td>Special education paper work is for administration, reporting, and documenting student performance for state and federal reports specific to special education. This code includes recording, scheduling, copying, handling, mailing, tracking and reading IEP related materials and attending related meetings.</td>
</tr>
<tr>
<td>General Education Paperwork</td>
<td>General education paperwork includes the responsibilities of all teachers for administration, reporting, documenting student performance, and communicating school business.</td>
</tr>
<tr>
<td>Consultation/Collaboration</td>
<td>Consultation/Collaboration is time spent communicating with others about students' educational needs.</td>
</tr>
<tr>
<td>Plan/Prepare</td>
<td>Plan/Prepare is time spent individually preparing for instruction or planning for instruction.</td>
</tr>
<tr>
<td>Supervision</td>
<td>Supervision is time spent monitoring students during non-instructional times.</td>
</tr>
<tr>
<td>Personal Time</td>
<td>Personal Time is time spent attending to non work-related issues.</td>
</tr>
</tbody>
</table>

Click on **Save** at the bottom of the page.
• Now, go back to the Setup menu at the top and navigate to the **Manage Goals** page.

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Instruction</td>
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</tr>
<tr>
<td>Non-Academic Instruction</td>
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</tr>
<tr>
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<td>Special Education Assessment</td>
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</tr>
<tr>
<td>Plan/Prepare</td>
<td>Plan/Prepare is time spent individually preparing for instruction or planning for instruction.</td>
</tr>
</tbody>
</table>
• On the **Manage Goals** page, each code you selected on the previous page is listed with the definitions. At the end is a space for goals.
  
  o Enter your percentage goals for each code. This will be based on the information entered on the previous pages. The average percentages will be presented after recording has taken place (as in this example).

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
<th>Average %</th>
<th>Goal %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Instruction</td>
<td>Time spent directly teaching academic skills as required by state-standards. Can occur in your class or another setting.</td>
<td>26.83</td>
<td></td>
</tr>
<tr>
<td>Non-Academic Instruction</td>
<td>Time spent providing instruction in non-academic areas (i.e., areas not required by state standards).</td>
<td>2.78</td>
<td></td>
</tr>
<tr>
<td>Instructional Support</td>
<td>Time spent providing support to students, with minimal/no direct teaching, during academic or non-academic instruction.</td>
<td>29.17</td>
<td></td>
</tr>
<tr>
<td>Preventative Behavior Management</td>
<td>Time spent teaching social skills and rewarding or acknowledging desirable behavior.</td>
<td>9.72</td>
<td></td>
</tr>
<tr>
<td>Responsive Behavior Management</td>
<td>Time spent responding to students' problem behaviors.</td>
<td>19.44</td>
<td></td>
</tr>
<tr>
<td>Special Education Paperwork</td>
<td>Special education paperwork is for administration, reporting, and documenting student performance for state and federal reports specific to special education. This code includes recording, scheduling, copying, handling, mailing, tracking and reading IEP related materials and attending related meetings.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>General Education Paperwork</td>
<td>General education paperwork includes the responsibilities of all teachers for administration, reporting, documenting student performance and communicating school business.</td>
<td>2.78</td>
<td></td>
</tr>
<tr>
<td>Consultation/Collaboration</td>
<td>Consultation/Collaboration is time spent communicating with others about students' educational needs.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Plan/Prepare</td>
<td>Plan/Prepare is time spent individually preparing for instruction or planning for instruction.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

• Be sure to **save** this information at the bottom of the page.

• **You have now completed the training for Setting Up the System.**
Chapter 6:

Using the System/ Collecting Data

“Every second is of infinite value.” - Johann Wolfgang von Goethe

Recording Data

- After setting up the system (from the Chapter 5), the next step is recording data. You may access the Record menu at the top of the page or in the TTU Management menu from the home screen.

- Select **Record Your Time Use**. Your first step is to select the date of recording and the time interval. You may either click on the gray calendar button to select your recording date or click on Available Dates link to record data on your previously selected dates.
• Next, you will see the codes you selected to record time for. For each interval, type the number of minutes spent for each activity in the spaces provided.

• As you input your minutes into the fields, you will see a pie chart begin to appear to the right. It will automatically update itself as you enter minutes into the fields. This will allow you to see how that time frame was spent before selecting Submit.

• Additionally, you will be able to print a blank spreadsheet to record your time manually by selecting **Print Your Sheet**. Some elect to handwrite their data and put it into the system at the end of the day.
• The next line confirms whether or not this is an instructional time when students are present.

• After completing the Record page, click Submit at the bottom. The data will then save, and the screen will return to a blank Record page again. If you have additional data to record, repeat the earlier steps.

• If you were absent or decided not to record data, click on Skip This Session. This will not record data for that scheduled session.
• If you are finished recording and would like to return to the Main Menu, click on **Home** at the top of the screen.

• If you wish to view data collection times that were missed and record data, put your cursor over the word **Record** at the top of the screen and select **View Your Missed Recording Sessions**.

![Teacher Time Use (TTU) interface](image)

- Academic Instruction: 0 minutes
- Non-Academic Instruction: 0 minutes
- Instructional Support: 0 minutes
- Preventative Behavior Management: 0 minutes
- Responsive Behavior Management: 0 minutes
- Special Education Paperwork: 0 minutes
• In View Your Missed Sessions, you will be able to view your missed sessions and record data.

![Teacher Time Use® (TTU)](image)

**Your Missed Recording Sessions**

<table>
<thead>
<tr>
<th>ICON</th>
<th>PHRASE</th>
<th>DATE</th>
<th>NAME</th>
<th>START TIME</th>
<th>END TIME</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Time lost is</td>
<td>09/02/2008</td>
<td></td>
<td>7:00 AM</td>
<td>8:00 AM</td>
<td>Record</td>
</tr>
<tr>
<td></td>
<td>last</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time lost is</td>
<td>09/02/2008</td>
<td></td>
<td>8:00 AM</td>
<td>9:00 AM</td>
<td>Record</td>
</tr>
<tr>
<td></td>
<td>last</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Time lost is</td>
<td>09/02/2008</td>
<td></td>
<td>9:00 AM</td>
<td>10:00 AM</td>
<td>Record</td>
</tr>
<tr>
<td></td>
<td>last</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Another way to see your schedule is to put your cursor over the word **Record** at the top of the screen and select **View Your Schedule**.

![Teacher Time Use® (TTU)](image)
- The **View Your Schedule** page allows you to see your recording schedule in another way. You may click on View Sessions for a particular day, and the Recording Intervals screen will appear on the right side (as in the example).

- You have now completed the training on Recording Data.
Chapter 7:

Reporting Data

“Much may be done in those little shreds and patches of time which every day produces, and which most men throw away.”

-Charles Caleb Colton

- Now that you have entered your data, you will be able to view it in reports.
- The Report menu may be accessed at the top of the page or by selecting Generate Reports in the TTU Management Menu.

- The first option is to select if you want a report for a single day or multiple days.
If you select a Daily report type you will be able to view a day’s data in either a pie graph or bar chart format. To do so, click on the gray calendar button beside Report Day and click the graph type you would like to view. The graph will open in a new window.

- The pie chart shows the percentages of time spent in each activity. It also enables the viewer to click on a code type to separate it from the others and rotate the chart for better visibility. Depending upon your computer, you may need to put your mouse over the chart, right-click, and select Enable Rotation and Enable Slicing Movement.
The bar graph format will allow you to see how your data compares to your goals by selecting Show Goals below the chart. Goals will appear as a yellow diamond for each code selected. To delete the goals, you may select Hide Goals to return to your original graph.

- If you select Multi Day as a report type you will be able to enter the start and end dates that you wish to view in your line graph.

- Click on Generate Report
- At the top of the graph, you will see an orange tab labeled Graph Options. Here you will be able to select or deselect the codes you wish to view, elect to view times when students are present or not, hide or show your goals, and change the type of graph you wish to view.

- Under graph type you will be able to view multiday data as a line, bar, or pie graph. If you select bar graph, you will be able to see a different type of bar graph called a stacked bar graph.
• A stacked bar graph totals up your data collected for each day and stacks the information on top of each other. This graph shows proportions of time spent in any given day. It gives you a whole picture of how your day was spent.
Chapter 8:

Troubleshooting/FAQs

*Don't be fooled by the calendar. There are only as many days in the year as you make use of.*

–Charles Richards

- Where do I code the activities that are not listed?
  - Only record the codes selected under the Setup tab. There will be activities that occur during the workday that will not be recorded.

- What if I was doing more than one activity at a time?
  - Teachers often juggle more than one activity at a time, but you will record the primary activity. For example, if Mrs. Jones was grading papers as the class worked independently while answering a few questions, she would record classroom assessment and not instructional support.
References


Simmons, D.C., Kame’enui, E.J., Harn, B., Coyne, M.D., Stoolmiller, M., Santoro, L.E., et al. (2007). Attributes of effective and efficient


