



ESTABLISHING TIME FOR PROFESSIONAL LEARNING

SECOND EDITION

learningforward 

THE PROFESSIONAL LEARNING ASSOCIATION



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Learning Forward
504 S. Locust St.
Oxford, OH 45056
513-523-6029
800-727-7288
Fax: 513-523-0638
E-mail: office@learningforward.org
www.learningforward.org

Author and project director: Joellen Killion
Editors: Joyce Pollard, Suzanne Bouffard
Designers: Jane Thurmond, Kristina Harrison
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Introduction

“The first thing to understand is that schedules are not sacred. Unfortunately, most school administrators believe they are sacred to the point of being married to them. As a former principal, I understand that factors such as our stomachs and yellow buses sometimes dictate the schedule. All too often, however, schedules are geared to what is best for the bus drivers and cafeteria workers’ schedules—especially if they do both—rather than being geared to what is best for students and teachers. My point is that a schedule is not what enables or disables collaborative professional learning. It is the top-down commitment to professional learning, or lack thereof, that promotes or hinders collaborative professional learning. A schedule is a ‘thing’ that can be—and should be—manipulated in ways that are best for student learning. Collaborative professional learning does not begin with plans for a schedule change, but with commitment to a cultural change.”

Jack Linton
Assistant Superintendent (retired)
Petal School District
Petal, MS

Teachers in Martin School District wanted to make sure they were ready and able to implement the state’s revised mathematics standards so that every student would achieve grade-level math learning. Many teachers attended the state-sponsored summer institute on the standards, and some had served on the state’s model curriculum writing team.

Teachers, along with school and district leaders, then turned their attention to moving the new standards into routine practice in their classrooms. They were eager to implement the standards consistently across classrooms and schools, but they worried about how to keep up with the necessary planning, because the standards required several

significant shifts in content and instructional strategies. They recognized that the structure of their existing monthly faculty meetings, grade-level team meetings, and department meetings would be insufficient to build the expertise they needed to implement the new standards and curriculum fully.

The district's math coordinator formed an implementation team to support the district's goal of higher math scores through deep implementation of research-based instructional practices. The team repeatedly talked about the need for teachers to have more time for professional learning, collaborative planning, reflection, analysis of student work, and refinement of content and pedagogy. The math coordinator raised the time issue with the district's chief academic officer and superintendent. These leaders then met with principals to understand how much time was currently available, and what options might exist for increasing time for teacher collaboration without reducing time for student instruction and without causing a financial burden for the district.

The district created a Time Study team, inviting participation from representatives of key stakeholder groups including teachers, school administrators, parents, community members, central office staff, and students. The superintendent charged the team with studying the issue of time and established clear parameters for the recommendations they would put forth. Within six months, the team offered its recommendations to the superintendent who communicated the recommendations to the school board.

Upon the school board's approval, the district applied for and received a waiver from the state allowing the district to adjust the required daily time for instruction in order to add time for teachers' professional learning. One recommendation was to rearrange the daily schedule to provide time each week for teacher collaborative learning. The second recommendation was to increase the number of professional learning days to allow for deeper learning within the school-year calendar.

As a result of these efforts, teachers in Martin School District went into the next school year with 120 minutes for collaborative professional learning each week, spread out over three days. In addition, the district

began offering professional learning for teacher leaders in all grade-levels, teams, and departments on facilitating collaborative professional learning with their teams.

Stakeholders' sense of collective responsibility and collective efficacy were key to making the plan work. Teachers accepted responsibility to use the professional learning time effectively to ensure each student's needs were being met so that achievement would increase for all. Principals acknowledged their responsibility for creating the schedule within their schools to provide time for collaboration and for monitoring and supporting effective use of time. The district acknowledged responsibility for working with the school board and community to create a school-year calendar with extended blocks of time for educators' deeper learning.

At the end of year one, teachers and principals reported that, despite the challenges of learning to work collaboratively, the time was well used. Teachers felt more confident in implementing the district's new math standards and curriculum. They also had greater respect for their peers' contributions to their success, valued the time to learn and work with their colleagues, and reported a stronger sense of community within the school. Principals reported that teachers were supporting each other's professional growth. Most importantly, student achievement began steadily increasing.

Overall, Martin teachers, principals, and district leaders came to recognize that educator learning is as crucial as student learning. By working together with intentionality and leadership from the Time Study team, they established time for educator learning that they were confident was adequate, beneficial, and valuable for teachers and students. They also recognized student achievement as the ultimate measure of return on their investment in teacher collaborative learning, and they continued to examine student progress and mastery of the standards. As they continued their work in math and other areas, they committed to continually exploring ways to maintain or increase the time available for teacher collaboration as revision in standards and curriculum continued.

Ask any educator what the major challenge is in providing the effective professional learning needed to achieve high-quality teaching and learning for all, and the answer is the same—TIME.

In fact, finding time for job-embedded professional learning is one of the most frequently cited challenges with implementing change in education (ASCD, 2013; MetLife, 2012, 2013; Scholastic Press & Bill & Melinda Gates Foundation, 2011; Silverman, et al., 2020). Teachers, principals, district leaders, state and national education leaders, local, state, and federal policy makers, and others recognize that professional learning is an important component of any plan to improve teaching and learning. Yet, they simultaneously acknowledge that time isn't always available for the job-embedded, collaborative professional learning that teachers want and research supports. The last several years have brought major educational challenges that have both made professional learning more necessary than ever and added an increasing number of competing priorities to educators' plates.

Many schools and districts, nevertheless, regularly find ways to create school-day schedules that provide regular, frequent opportunities for teacher collaboration. Such focused time for collaboration among educators is essential for professional learning and collaborative work.

Innovation in any industry requires time for retooling existing practices, equipment, procedures, and facilities. Implementation of innovation in education also requires retooling, not once, but continuously. Change is dependent on learning—acquisition of knowledge, skills, practices, procedures, and dispositions. This type of acquisition is not an instantaneous process. It requires building from awareness to expert use. Some suggest that process requires 10,000 hours of practice to achieve expertise (Colvin, 2010; Ericsson, Prietula, & Cockley, 2007; Gladwell, 2008) regardless of the field. Educators and education agencies are willing and eager to invest in continuous improvement to improve student success. They are fully aware that education is fundamental to any society's economic, social, physical, and mental well being. Yet, in the midst of rapid

change with significant ramifications and consequences for students and educators, they are grappling with how to plan, manage, monitor, and execute implementation in a way that will increase the likelihood of success among multiple complex initiatives.

Implementation science suggests that dissemination and diffusion depend on a constellation of interrelated factors related to the innovation itself, the context in which it is implemented, the resources allocated to it, political will, personnel, and many others (Schillinger, 2010). Essentially, it is both the quality of the innovation and the methodology used for implementation that influence the transfer of research into practice.

In an analysis of schools with extended learning time, among the eight common factors contributing to student academic achievement are two related to teacher learning and collaboration. The authors point out that “More than one third of the schools in this study reported scheduling 15 or more days of professional development and planning—days when teachers are in school but students are not (Kaplan & Chan, p. 63).”

While the number of such teacher days varied from district to district in the study, the total rarely exceeded five or six in districts with conventional schedules. Along with the additional teacher days, many schools arranged schedules and staffing when school was in session to ensure regular opportunities for teachers “to meet with one another and with coaches and administrators as well (Kaplan & Chan, p. 63).” Schools in the study managed to create time for teacher collaboration in multiple ways. The authors summarize their findings about the nature of time invested in teacher collaboration:

In fact, building teacher skills takes time: the hard work of refining lesson plans, analyzing student data to identify areas for improvement, and sharing instructional strategies requires that teachers and administrators have sufficient time to meet and work together. An expanded school schedule affords the time needed for this type of collaboration (p. 63).

In other nations that outperform the U.S., students have less instructional time and teachers have substantially more time for collaborative

professional learning (Darling-Hammond, 2017; Wei, Darling-Hammond, Richardson, Andree, & Orphanos, 2009). Schools, school systems, and states face an urgent need to close student learning gaps and ensure all students are college- and career-ready. For those goals to be met, school leaders must commit to investing the time needed to achieve full implementation of best practices for students.

The assumption behind this workbook is simple, namely *any change worth doing is worth doing well*. Educational improvement efforts will not lead to changes in students' daily learning experiences unless educators are retooling learning for students. To engage in the retooling of learning requires an investment in educators to support them in collaborative learning, planning, analysis, and redesign. As decades of research in professional learning conclude, deep practice requires intensive, standards-based, collaborative professional learning, sometimes extending across multiple years, that incorporates opportunities to practice without risk, coaching with feedback, and ongoing learning to refine and extend executive control of new practices. Foremost among the investments needed, according to educators, is time.

Overview

The major challenge with time is finding it. Current school-day schedules and school-year calendars are lean and the demands are many. Some states and districts have implemented shortened weeks to balance lean-and-mean budgets that show no sign of improving. Federal funding for professional learning is regularly at risk. Yet across the nation and around the globe, instances exist where increasing time for educator collaborative professional learning that incorporates developing and analyzing assessment data, instructional planning, designing and implementing interventions, giving and receiving feedback, and reflecting on practice has positively influenced student achievement. The logic is simple—better instruction leads to better learning.

Purpose

The purpose of this workbook is to guide districts and schools as they develop, vet, and implement recommendations for increasing collaborative

learning time for educators, and then evaluate the effectiveness of the change. Implementing new standards and other innovations related to improving student achievement requires time for teachers to plan, analyze, and revamp instruction. It demands opportunities for teachers to engage in professional learning, receive feedback and coaching, and use the feedback to continuously refine their practices. Coupling effective professional learning that includes school- and classroom-based support with time for collaboration with peers and experts is one strategy available to districts and schools implementing standards and improving student outcomes.

Organization of the Workbook

Establishing Time for Professional Learning is organized into seven sections, each associated with one step of a process for studying, designing, and implementing time for educator collaboration, and then evaluating its success. Practitioners and education leaders may use the tools in this workbook to identify current allocations of time for professional learning, analyze how that time is being used and what results are associated with it, and increase the effectiveness of the existing time before seeking additional time.

The process for establishing time within the school day for professional learning involves seven steps:

STEP 1: Forming a Time Study team addresses engaging representatives from various parts of the school or school system community to participate in the time study process and determining who will develop recommendations for the decision makers.

STEP 2: Examining assumptions about time describes processes for assessing current perceptions held about time for education. Understanding personal assumptions about time early in the process will provide fundamental information for the Time Study team as they engage in their work.

STEP 3: Understanding existing time includes strategies for conducting an analysis of how time is currently used to inform the work of the Time Study team. In some cases, repurposing existing time is the first way to increase time for collaborative professional learning.

STEP 4: Studying time options provides resources and guides the Time Study team as members examine models from other schools and school systems to inform their work.

STEP 5: Forming and adopting recommendations about time launches a public discussion about how to fulfill the need within the given parameters. After developing concrete recommendations, members of the Time Study team should decide how to vet them for consideration and modification before they make final recommendations.

STEP 6: Establishing a plan to implement and evaluate accepted recommendations is an essential part of the work. Ongoing monitoring and assessment can generate information about the efficiency and effectiveness of the time investment.

STEP 7: Reviewing time use and results provides ongoing data to make adjustments and improvements in the use of time to achieve the maximum benefits for both educators and students.

This workbook guides teams of educators, parents, and community members working together to examine the issue of time for educator collaborative professional learning. Schools, districts, and states are likely to be at various stages of implementation with providing frequent, routine time for educator collaboration. The processes and tools included in this workbook will provide educators, parents, and community leaders with resources to create time for educator collaboration, increase the amount of time for collaboration, or refine the use of collaborative time to achieve the district's and school's goals related to implementing Common Core standards, new assessments, and other reforms.

This workbook will provide guidance to teams that are working together to create time for educator collaboration. Other resources are available from Learning Forward to prepare educators for collaborative professional learning and work. These resources can be found at learningforward.org and include articles from *The Learning Professional* journal, archived webinars, and books and reports available in the online bookstore.

Scope of the Work

Not all schools and districts will need to complete each step. Leaders in schools that already have established time for professional learning might be interested only in evaluating their use of time. They might want to recommend strategies for increasing the efficiency and effectiveness of available time, or perhaps recommend ways of increasing the amount of time for professional learning.

There are two ideas to note about this process. First, this is not a process to increase time that is **available** for professional learning. Rather, it is to increase time in which educators are actually **engaged** in professional learning. Secondly, this is not about creating time for individual planning or professional learning. It is about creating time for collaboration among teams of educators who share common professional learning needs based on identified student learning needs. If such shared work is the work a school or district wants to undertake, then this workbook will be a useful tool.

Forming a Time Study Team

Initiating the study of time for professional learning begins with defining the purpose and goal for the work. Most districts engage in time studies to create options that provide additional time for the collaborative professional learning needed to increase educator effectiveness and student achievement. Typical goals for this work include forming recommendations to present to a decision-making body for consideration.

To officially launch the work, senior district or school leaders develop a charge statement that describes the work to be accomplished, parameters for the work, the team responsible for the work, and other expectations for the process and outcomes of the work. *Tool 1.1: Time Study team charge statement* outlines the expectations for the Time Study team including required membership, the line of authority, timeline for the team's work, and parameters for the recommendations the team offers. Finding time for professional learning will require agreement among stakeholders with differing perspectives; therefore, membership of the Time Study team is an important consideration. *Tool 1.2: Recommendations for membership of the Time Study team* provides a list of potential representatives who would bring a wide range of perspectives to a Time Study team. The context, climate, and culture within of a school or district influences membership for work groups such as the Time Study team. When perspectives are more diverse, membership should include a broader membership. In some cases, district or school leaders might decide to have a small work group conduct the research and analysis and form recommendations, and then share the recommendations with a broad group of representatives for feedback. If a smaller team is formed to conduct the research and analysis and provide recommendations, gathering feedback from a broad range of stakeholders is advised.

Tools for Forming a Time Study Team

| Tool | Tool Title | Description |
|------|--|---|
| 1.1 | Time Study team charge statement | A sample charge statement outlines the responsibilities, membership, level of authority, and parameters of Time Study work. |
| 1.2 | Recommended membership of Time Study team | This list includes recommendations for membership of the Time Study team. |

Examining Assumptions about Time

Before the team begins its work, it is helpful to understand members' and perhaps their constituents' beliefs about time. Perception of time influences how people approach it. The culture within a school or district also affects how educators perceive time (Peterson, 1999). Culture includes, among other aspects, whether there is a shared vision of teaching and learning and shared goals, trust among staff within a school and district, and collective responsibility for student success. By taking time to unpack people's perspectives, examining them in collaboration with others, and interacting with research to inform their positions, the members of a Time Study team can develop a deeper understanding about how their views of time influence their thoughts and actions relative to time for professional learning.

Tool 2.1: Exploring assumptions about time is designed to present some contradictory positions about time. *Tool 2.2: Time use flows from school culture* and *Tool 2.3: Staff perceptions about collaborative time* provide alternative perceptions about time. Because state contexts vary, the process of gathering and analyzing information may not happen in a consistent linear sequence. For that reason, different teams of representatives who have come together to study time for educator collaborative professional learning may opt to use these tools in various ways. For example, a team might first use *Tool 2.3* to gather perceptions from an entire staff. Then, they might use *Tool 2.1* and *Tool 2.2* to engage the school leadership team in a deeper analysis of their perceptions about time. Beginning with one of the tools offered for this step will help the representatives to clarify their own understanding of, assess their context for, and discover perspectives held by others related to time for professional learning.

Tools for Examining Assumptions about Time

| Tool | Tool Title | Description |
|------|---|---|
| 2.1 | Exploring assumptions about time | This survey presents opposing views about time to engage members of the Time Study team in reflecting on their personal views about time for collaboration. |
| 2.2 | Time use flows from school culture | This article accompanied by discussion questions engages members of the Time Study team in exploring perceptions about how time is used within schools. |
| 2.3 | Staff perceptions about collaborative time | The brief survey collects staff's perceptions about time. |

Examining Existing Time

In addition to understanding state and district requirements for student instructional time, it is important for anyone examining time to determine how time is currently used. Sometimes repurposing the time that exists is the easiest way to generate time for collaborative professional learning and planning among educators, a practice associated with increases in student learning (Saunders, Goldenberg, & Gallimore, 2009; Gallimore, Ermeling, & Saunders, 2009; Gallimore, 2012; Vescio, Ross, & Adams, 2008). Increasing time for teacher professional learning is advocated as a necessity in improving learning for every student, yet it is also cited as the most common problem plaguing schools and school systems across the nation.

One misconception must be acknowledged, namely, that more time for student learning equates with greater learning. Numerous studies of time suggest that it is not how much time is allocated that influences student learning, but how the time is used. For example, Julie Aronson, Joy Zimmerman, and Lisa Carlos (2005) reported that there is no relationship between allocated time (i.e. the total amount of time students are expected to be in attendance including academic and non-academic aspects of the school day) and student achievement. They also report that there is a weak relationship between the engaged time (i.e. time students are actually involved in learning activities) and student achievement. Where the strongest relationship occurs, they continue, is between academic learning time and student achievement. Academic learning time is the unique intersection of an instructional activity and a student's readiness to learn during which learning occurs. Given this research and other, often conflicting, studies of student learning time, it might be fair to conclude that (1) not all learning time is the same, (2) better use of available learning time would improve learning, and (3) there is more time allocated to learning than is used effectively to promote student learning.

Would it be possible, then, to acknowledge that not all allocated student time is actually academic learning time, and carefully repurpose that time to increase professional learning and collaboration? With such an adjustment, teachers could develop their expertise in designing academic learning time and planning how to create lessons that find the sweet spot between a student's readiness to learn and the instructional process. It makes sense to use time as effectively as possible. It is also sensible to require that educators who are skillful, well prepared, and committed to continuous professional learning be able to link their own learning to their students' learning.

The easiest way to find time for professional learning is to repurpose existing time. Yet, it is hard to repurpose what has not been studied and analyzed. This process requires some data gathering and analysis by a team of representatives who are committed to studying policies about and patterns of time usage that exist. Team members can use *Tool 3.1: Policy parameters regarding time* to examine district and school-based policies and regulations related to time in schools. They can use *Tool 3.2: Analysis of current time usage* to

Examining Existing Time

analyze how such time is used in schools. It is best to have a cross-section of representatives and to include those who have various levels of understanding about time usage within the school or district. The process might take anywhere from a week to several weeks depending on how much engagement occurs and how data are gathered.

Tools for Examining Existing Time

| Tool | Tool Title | Description |
|------|---|--|
| 3.1 | Policy parameters regarding time | This series of questions guides investigation into the existing regulations regarding time in schools. |
| 3.2 | Analysis of current time usage | This process gathers information and analyzes how time is currently used in school for planning, professional learning, meetings, etc. |

Studying Time Options

Studying how other schools and districts create time for collaborative professional learning allows the Time Study team to gain insight into ways to repurpose existing time or create time through other means. There are four parts of this step: (1) Setting criteria; (2) Gathering model schedules; (3) Studying model schedules; and (4) Summarizing lessons from the study and review process.

Setting criteria

The process to review models starts with having clear criteria defined for the review process. Having established criteria will ensure the team uses a common lens in reviewing and discussing sample schedules. The criteria delineate the features that are most important for a particular school or district and that meet the specific needs. For example, what a large school is able to do with time might not be appropriate for a smaller school. That does not suggest that the model will not yield important information if the team knows how to study the models and what to look for in the process. Typical criteria would include budget impact, amount of time, interruption of student learning time, etc. *Tool 4.1: Establishing criteria for analyzing time options* provides guidance to the Time Study team in creating its criteria for studying schedules from other schools and districts. Criteria should be tailored to the needs of the school or district and match the context. The Time Study team will also want to determine if any criteria receive added weight because of their significance. Accordingly, *Tool 4.1* also describes a way to weight criteria.

The criteria established for reviewing sample schedules should also be the criteria against which recommendations will be analyzed. During Step Four, the Time Study team seeks to find examples of schedules that meet their criteria to inform their recommendations. In Step Five, the Time Study team will use the same criteria to form and review their recommendations.

Gathering models

Model schedules can come from a variety of places. *Tool 4.2: Model schedules* contains sample schedules from schools across the U.S. at all levels. While these are just a few models of the many available, they provide examples to consider. Each district and state differs in its requirements related to instructional time, and because school factors such as size, number of staff, and funding vary, no one example is easily adaptable to all contexts.

In addition to studying the models provided, the Time Study team might seek examples of school-day schedules from schools and districts within its own state to add to the examples provided. To seek alternative examples, the team might compose a common message that can convey what they want and how it will be used. For example, the message should include the following information:

Studying Time Options

<Name of school or district> is conducting a study of time to examine options for increasing student achievement by increasing the amount of time for collaborative professional learning and work. Your <school/district> has been identified as a potential model for providing time for collaborative professional learning, minimally weekly or preferably more than one time per week. The Time Study team requests a copy of your school-day schedule to examine as a model. Please send the schedule to <contact name, email, etc.> Please add any additional information that will help the Time Study team understand how time is created for collaborative professional learning.

Not only can the Time Study team members examine models of how time is used, they might also conduct research about time use for collaborative professional learning. A great source is Learning Forward's *Professional Learning News* that features local news stories about schools and districts engaging in collaborative professional learning to increase student achievement. *Professional Learning News* appears each Monday and archives are available at multibriefs.com/briefs/lf/. Another option is Learning Forward's journal, *The Learning Professional*, which features many articles and examples of how education systems are leveraging professional learning to improve teaching and learning. It is available at learningforward.org/the-learning-professional/.

Reviewing model schedules

Once a sufficient number of sample schedules is assembled, the Time Study team will use *Tool 4.3: Scoring models using weighted criteria* to review them. The purpose of this process is to determine how schools are arranging the school day to create time for professional collaboration. Team members will want to examine each model to understand how time is arranged, what kind of time is available for professional collaboration, how teams are organized (e.g. by subject, grades, course), and how often the particular time arrangement occurs. By studying sample schedules, the Time Study team will be able to consider possible ways to create time for collaboration within their own schools and districts. A sample criteria matrix in Tool 4.3 is an example of how to score models studied.

Summarizing review

After studying all the model schedules, the Time Study team summarizes what they learned from the review process. They can use *Tool 4.4: Summarizing findings from model study* to record the collected summary statements for use in the next step. The conclusions might include benefits of particular models, disadvantages of other models, considerations for further study, and questions to answer. The summary process gives all Time Study team members an opportunity to express their perceptions based on the criteria, to identify strengths and challenges in the models examined, and specific considerations for the next step, forming recommendations about time.

Studying Time Options

Tools for Studying Time Options

| Tool | Tool Title | Description |
|------|---|--|
| 4.1 | Establishing criteria for analyzing time options | This rubric guides teams in developing criteria for studying sample schedules and analyzing recommendations. |
| 4.2 | Model schedules | This collection shows sample schedules currently in use in multiple levels of schools that provide time for teacher collaboration. |
| 4.3 | Scoring models using weighted criteria | Teams use this matrix for scoring sample schedules based on established criteria that have been weighted for importance. |
| 4.4 | Summarizing findings from study of model schedules | Teams use this summary table for recording findings that emerged during the study of model schedules. |

Forming and Approving Recommendations about Time

Once the team has examined how time is used in general and studied model schedules, members are ready to form recommendations about how to create time for regular, frequent, job-embedded collaborative professional learning to increase educator effectiveness and student learning. The recommendations should meet the criteria generated in Step Four. Moreover, they should be described in a way that makes evident how the time will be created, what the benefits and disadvantages are for each option, and that leaves no doubt that adding time for collaboration is a recognized strategy for increasing student learning.

Depending on the results of Step Four, the Time Study team might choose to propose a single or multiple recommendations for adjusting time. Multiple recommendations are advantageous when there are several possible options and no clear preference among Time Study team members, or when conditions in different schools might make it necessary to structure time in multiple ways. For example, elementary schools might create time for collaborative professional learning differently than high schools do because of how the school day is structured for the respective student groups. When multiple options are offered, the reasons for recommending more than one should be clearly delineated.

The recommendations phase might also include developing initial recommendations and vetting those recommendations with stakeholders, including staff, students, parents, community members, and others affected by the recommendation, such as after-school providers. Team members can use *Tool 5.1: Forming recommendations* and *Tool 5.2: Narrowing recommendations* to frame and choose recommendations for review. Afterward, the team can use *Tool 5.3: Seeking input on recommendations* and then revise the recommendations based on input. When gathering feedback, the Time Study team will need to be ready for controversy and clarity. If the recommendations include decreasing or disrupting the existing student instructional day, concern might arise that student learning will suffer. Recommendations should describe as clearly as possible how they will be implemented and affect daily schedules. Not every option recommended, however, will decrease student instructional time or result in controversy. As the team considers options, it must frequently review its goals for increasing time for collaborative learning and be willing to take bold action to achieve those goals.

In essence, multiple audiences exist for the recommendations. Depending on how the charge to the Time Study team is presented, the recommendations might go directly to the decision-making authority within the district for their study, review, and disposition. The charge statement might call for developing recommendations, vetting them with staff, parents, community members, and others affected by the recommendations such as after-school providers before they are finalized and presented to the decision

Forming and Approving Recommendations about Time

maker. Tool 5.4: *Summary of recommendations* offers a way to summarize the recommendations before submitting them to the decision-making authority.

Recommendations for increasing time for collaborative professional learning might include ways other schools and districts have successfully added time over the years. In a 1993 article, Gary Watts and Shari Castle identified strategies for increasing time for collaborative professional learning. Over the last two decades, their strategies have been adapted, adjusted, and added to. The list below provides a framework for thinking about how time for collaborative professional learning might be created.

Although not a comprehensive list, these suggestions might be useful for generating recommendations:

1. Lengthen the school day and bank the time to create larger blocks of time for collaborative professional learning each week.
2. Hire additional staff to expand non-instructional time for staff.
3. Hire substitutes who provide released time for teams of teachers.
4. Use existing planning time for collaborative rather than individual planning and professional learning.
5. Organize the schedule for collaboration among teams of teachers by creating blocks for specialized teachers such as art, music, etc.
6. Link blocks of planning time to other non-instructional times to create flexibility for teams to make decisions regarding the use of time.
7. Engage guest instructors such as teams of administrators, external experts, community members, or other guest instructors.
8. Plan special programs for students supervised by administrators.
9. Use staff meetings for collaborative professional learning.
10. Repurpose resource staff who work primarily with individual or small groups of students to work collaboratively within co-teaching situations with colleagues.
11. Use technology to increase opportunities for collaboration within and beyond the school and district.
12. Focus on providing time initially in schools, content areas, or grade levels with greatest academic needs rather than for everyone.
13. Use block schedules to create longer periods of time for collaborative professional learning.

(Raywid, 1993; Richardson, J. 1997; Kaplan & Chan, R. (n.d.); Pardini, 1999; National Education Commission on Time and Learning, 2005; Purnell, 1992).

Forming and Approving Recommendations about Time

Tools for Forming/Approving Recommendations

| Tool | Tool Title | Description |
|------|---|---|
| 5.1 | Forming recommendations | Teams may use this process for developing specific recommendations for establishing time for collaborative professional learning. |
| 5.2 | Narrowing recommendations | This process reduces the proposed recommendations to identify those to share for feedback. |
| 5.3 | Seeking input on recommendations | Teams may use this process to collect feedback on the proposed recommendations from stakeholders. |
| 5.4 | Summarizing recommendations | Teams use this form to summarize recommendations to present to the decision-making authority. |

Establishing a Plan to Implement and Evaluate Accepted Recommendations

Once the recommendations have been vetted, narrowed, revised, and approved, the Time Study team or a separate team will develop a plan for implementation. Usually, schools and districts spend considerable time focusing on creating time for collaborative professional learning. They neglect, however, to devote adequate time to planning the implementation of a different use of time because they assume that those benefiting from additional time for professional learning will have the tools and skills to succeed.

This workbook is not designed to guide the development of the skills for collaboration; however, Learning Forward does offer additional resources to address skill development, ongoing support, and evaluation of the effectiveness and efficiency of collaborative professional learning. See the resources in box.

Learning Forward Resources for Developing Collaborative Learning Teams

Easton, L. (2011). *Professional learning communities by design: Putting the learning back into PLCs*. Oxford, OH: Learning Forward and Thousand Oaks, CA: Corwin Press.

Hirsh, S. & Crow, T. (2018). *Becoming a learning team* (2nd ed.). Learning Forward.

Jolly, A. (2008). *Team to teach: A facilitator's guide to professional learning teams*. Oxford, OH: National Staff Development Council.

Learning Forward (2022). *Standards for Professional Learning*. Author.

Members can also access current and past publications for other resources at learningforward.org

An implementation plan typically includes the following components:

Establishing a Plan to Implement and Evaluate Accepted Recommendations

Goal(s)/Objectives/SMART goals:

Because the return on the investment of time is improved student learning, it is crucial to establish clear goals that make this result evident. Unless the focus of time for educator collaboration is improvement of teaching and learning, the time might be quickly co-opted for management and housekeeping tasks that are frequently easy to accomplish and check off, yet have little impact on classroom practice and student learning. Being vigilant about maintaining a focus on student learning and articulating goals that are specific, measurable, achievable, results-focused, and time-bound (SMART) will help educators realize the intended results.

Sample goal: Increase student achievement through improved personalization and rigor in classroom learning experiences.

Sample objectives (for sample goal above):

- Develop teachers' understanding of and increase the frequency and fidelity of use of strategies for personalizing instructional tasks and assignments.
- Develop teachers' understanding of and increase teachers' frequency and fidelity of application of three strategies for adding increased rigor to classroom tasks and assignments.
- Increase the effectiveness of principal and coach feedback to teachers related to personalizing instruction and adding rigor to assignments and tasks.

Sample SMART goal: Increase the percentage of students who achieve proficiency on benchmark and end-of-year assessments by 15% overall within the next academic year and the percent of males and economically disadvantaged students by 20% overall within the next academic year.

Actions: Actions define what needs to happen to achieve the goals. Often the completion of actions is considered success. In reality, the only success is increased achievement for every student. The actions, when accomplished, should produce improved achievement for each student, not just some or the majority of students. Actions must be deliberate and significant, clearly defined, and closely monitored.

Indicators of success: Indicators of success identify the visible artifacts, behaviors, or organizational structures that demonstrate how the actions have achieved their intended result. For example, some schools might suggest that blocks of shared planning time in the school-day schedule is an indicator of success. While that schedule is an indicator of the success of the Time Study team's efforts to create time for collaboration, it is not an indicator that the time is contributing to increased collaboration, teaching effectiveness, and student learning. Other indicators will be needed to demonstrate success in these areas.

Establishing a Plan to Implement and Evaluate Accepted Recommendations

Typical indicators of success are closely aligned to the goals and objectives proposed. Some might include:

- Teaching and collaboration
 - Increased collaboration among staff as evident in pre- and post-test survey on school culture that asks about engagement with peers to solve problems of practice, engage in peer-based professional learning, observe in peers' classrooms, provide and receive feedback, develop and score common assessments, refine instruction to meet needs of diverse learners, etc.
 - Increased sense of support and satisfaction
 - Increased efficacy and efficiency
 - Peer observation with reflective analysis
 - New instructional practices implemented
 - Overall improvement in practice
- Student performance
 - Increased student performance on formative assessments
 - Increased learning among underperforming students
 - Increased engagement in classroom
 - Increased personalization of learning tasks, assignments, assessments, etc.

Persons responsible: Defining who is responsible for each aspect of the plan helps ensure that the plan will be enacted. Frequently, the school's leadership team will take responsibility as an oversight team to monitor the plan, its action, the timeline, and results. Some actions are likely to be the responsibility of teams, the principal or other administrators, and individual teachers.

Timeline: The timeline delineates when actions happen. It is an important part of any implementation plan. The oversight team is responsible for monitoring that all actions occur as scheduled.

Resources needed: This section details the resources (e.g. materials, money, time) required to accomplish the actions described in the plan and to achieve the results. Thoughtful attention to resources is an important part of a planning process.

Measures of success: Measures of success describe the instruments (e.g. assessments, interviews, surveys) that those overseeing, assessing, and evaluating the effectiveness of the implementation will use to collect the evidence delineated in the indicators of success. Some typical measures of success include surveys of staff engagement in collaborative professional learning and school culture, as well as student formative, benchmark, and end-of-year assessments.

There are multiple ways to review the effectiveness and efficiency of educator collaboration. Most

Establishing a Plan to Implement and Evaluate Accepted Recommendations

implementation plans will specify various methods to assess the use and results of collaborative time. Some areas for examining the effectiveness and efficiency of dedicated time for educator collaboration include:

- Educator engagement: Frequency and quality of contributions to the team’s work and learning
- Educator learning: What is learned and how it is applied in practice
- Educator performance: How the learning is applied in practice
- Educator satisfaction: Educator perceptions of the value and benefits of collaborative time use
- Educator work products: Assignments, assessments, lessons, etc., that represent the collaborative work of the team
- Student achievement: Student performance on classroom tasks, formative and summative assessments, assignments, etc.
- Student engagement: Frequency and quality of student contributions in class
- Student satisfaction: Student perceptions of their learning experiences
- School culture: Staff perceptions about the attributes of a collaborative culture, for example the amount of support available, encouragement to learn and take risks, consistency in priorities; leadership; positive communication; sense of being appreciated or valued; sense of contributing, etc.

Tool 6.1: Sample section of an implementation plan shows the components of such a plan. *Tool 6.2: Blank planning template* guides the Time Study team or others in developing an implementation plan.

Tools for Implementation Planning

| Tool | Tool Title | Description |
|------|---|--|
| 6.1 | Sample section of an implementation plan | This excerpt is a section of a plan for implementing a recommendation for creating time for collaborative professional learning. |
| 6.2 | Planning template | This is a template teams can use to plan for the implementation of an accepted recommendation. |

Reviewing Time Use and Results

The implementation plan designed in Step Six will typically include ongoing monitoring and review of the effectiveness and efficiency of collaborative professional learning. By gathering and analyzing data regularly, team members, the oversight committee, and supervisors can identify and showcase successes; they can also identify and intervene when potential challenges are evident. Early in the implementation of time arrangements for collaborative professional learning, the oversight team is encouraged to engage in frequent review, perhaps monthly, to identify and address early challenges or needs that arise. As practice within teams becomes more routine and efficient, periodic assessment and review can help identify areas for continued development to increase the efficiency and effectiveness of teams and members. At any point in the implementation process, oversight team members or site facilitators can use *Tool 7.1: Learning team survey*, *Tool 7.2: Rate yourself as a team player*, *Tool 7.3: Summative reflection protocol*, and *Tool 7.4: Individual contribution protocol* to guide individual educators, teams, and whole school staffs in assessing individual attitudes and dispositions toward collaborative team learning.

Principals and coaches play particularly important roles in preparing and coaching team facilitators and providing feedback to teams. Principals and coaches might meet with team facilitators individually or in teams to help them prepare for their meetings. They can use *Tool 7.5: Collaborative professional learning team walk-through guide* to visit team meetings to provide feedback to the team about the effectiveness of their meetings, and participate as members of teams to model their commitment to continuous improvement. Principals, coaches, and facilitators can use *Tool 7.6: Learning School Innovation Configuration Map* to help teams and whole staffs understand the continuum of behaviors and practices that are required to implement effective, collaborative professional learning.

The tools included for this section provide a variety of resources team members, principals, and coaches can use to assess the effectiveness of teams. Of course, the best tools for assessing the effectiveness of teams are student results on classroom tasks, assignments, and formative and summative assessments. Combining evidence about team functioning, teaching practices, and student results paints a full picture of how time for collaborative professional learning contributes to educator effectiveness and student results.

Reviewing Time Use and Results

Tools for Reviewing Time Use and Results

| Tool | Tool Title | Description |
|------|--|---|
| 7.1 | Learning team survey | Teams may use this survey to assess the success of learning teams within a school. |
| 7.2 | Rate yourself as a team player | Individual team members may use this survey to assess their effectiveness as team members. |
| 7.3 | Summative reflection protocol | Teams may apply these guidelines in engaging team members in a discussion of the team's effectiveness. |
| 7.4 | Individual contribution protocol | Teams may apply these guidelines in discussing the effectiveness of individual member contributions to a learning team. |
| 7.5 | Collaborative professional learning team walk-through guide | Teams may use this observation guide for collecting and providing feedback to learning teams. |
| 7.6 | Learning School Innovation Configuration map | These resources provide teams with assessment and guidance for improving the functioning of a learning team and the school conditions that support its success. |

Tools

Forming a Time Study Team

TOOL 1.1

Time Study team charge statement

Use this template to develop a charge statement for the Time Study team that will engage in the process of crafting recommendations for creating time for collaborative professional learning teams.

Sample Charge Statement

This tool provides a format and sample of a task force charge statement.

1. Purpose/Objectives

Describes the reason the Time Study team is forming, what the team expects to accomplish.

EXAMPLES:

- To recommend a school schedule that would support frequent use of job-embedded professional learning strategies.
- To study what other schools and districts have done to craft time for job-embedded professional learning.
- To become expert in how to provide time to support job-embedded professional learning.

2. Level of Authority

Defines the extent to which those charged with the Time Study task can make and/or implement decisions without others' approval.

EXAMPLES:

- The Time Study team has the authority to act only with the prior approval of the principal, superintendent, or school board.
- The team has the authority to make a recommendation to the school's stakeholders and make adjustments/refinements based on that feedback.
- The team has complete authority to decide and implement the recommendations but must inform the principal.

3. Communication Linkages

States who must be informed, in what format, and how often.

EXAMPLES:

- The Time Study team holds feedback sessions with stakeholders (teachers, parents, central office staff, community members) when a recommendation has been formed.
- The Time Study team provides monthly updates at staff meetings.
- The School Improvement Team receives written updates each month.

Forming a Time Study Team

TOOL 1.1, cont.**4. Time Requirement**

Defines expectations for amount of meeting time.

EXAMPLES:

- The Time Study team meets weekly for two hours until task is completed.
- The team meets 2.5 hours each month on a schedule of members' choice.

5. Resources Available

Describes amount of money, time, and materials for the Time Study team to use with or without prior approval.

EXAMPLES:

- Each team member receives an hourly stipend for time spent outside the regular workday.
- Funds needed for printing and meeting refreshments come from the professional development budget.
- The professional development office administrative assistant provides office support for creating monthly updates, recommendations, and compiling stakeholder feedback.

6. Membership Requirements

Defines who needs to participate, how membership in teams will be decided.

EXAMPLES:

- Time Study team members will include representatives from each grade level or department.
- At least one parent representative will serve on the team.
- One representative from central office will serve on the team.
- An administrator from the school will serve as a member of the team.
- Student representatives, if age appropriate, will serve on the team.

7. Accountability/Expectations

Outlines results, impact, accomplishments.

EXAMPLES:

- The Time Study team will provide a recommendation for a daily schedule that both supports job-embedded professional learning and meets the parameters identified.
- The team will prepare a report for the school board that includes recommendations, rationale, feedback, adjustments made, and a plan for collecting information concerning the effectiveness of a new schedule.
- The team will present to the faculty three possible schedules with the benefits and challenges identified for each proposal.

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Forming a Time Study Team

TOOL 1.1, cont.**Worksheet for charge statement — Time Study team****1. Purpose/Objectives**

The reason the team is forming, what the team expects to accomplish.

2. Level of authority

The extent to which the Time Study team can make and/or implement decisions without others' approval.

3. Communications linkages

Who will need to be kept informed, in what form, and how often.

4. Time requirement

The expectations for the amount of meeting time.

5. Resources available

Money, time, and materials for the Time Study team to use with or without prior approval.

6. Membership requirements

Who needs to participate and how membership in Time Study teams will be decided.

7. Accountability/expectations

Results, impact, accomplishments.

Forming a Time Study Team

TOOL 1.2**Recommended membership of Time Study team**

Use the list below to identify membership of the Time Study team.

Local school system or school Time Study team

Representatives from

- District administrative team
- Local school board
- School system central office staff who lead, facilitate, provide, oversee, monitor, or support professional learning policy
- Local teacher and principal/supervisor associations
- Teachers at multiple levels and disciplines
- Principals from schools with diverse locations, size, and student demographics
- Resource staff with diverse responsibilities
- Support or classified staff with diverse responsibilities
- Age-appropriate students
- Institutions of higher education in partnership with the school system
- Parent advocacy groups
- Local education foundation
- Community foundations
- Community organizations or advocacy groups with interest in education
- Business and industry in local community
- Regional education agency

Examining Assumptions about Time

TOOL 2.1

Exploring assumptions about time

Use the statements below to explore your personal assumptions about time and time for collaboration among educators in schools.

Each row contains two statements that represent different perspectives on one aspect of time. Indicate which perspective more closely aligns with your personal view by placing an X in one of the five boxes.

For example, in row 1, if you agree more with the statement on the left, yet not fully with it, you might place an X in box b. If you do not have an opinion related to the statements in row 1, you might place your X in box c.

| One perspective about time | | Range of Agreement | | | | | Another perspective about time |
|----------------------------|---|--------------------|---|---|---|---|---|
| | | a | b | c | d | e | |
| 1 | Time is a fixed commodity that cannot be adapted. | | | | | | Time is a resource to adapt to our needs. |
| 2 | Time constrains our efforts. | | | | | | Time enhances our efforts. |
| 3 | Determining how time is allocated and used during the workday is an individual decision. | | | | | | Determining how time is allocated and used within a school day is a collaborative decision. |
| 4 | Decision makers or policymakers outside the school determine the amount of time available for collaborative professional learning and work. | | | | | | The amount of time available for professional learning is determined inside the school through a collaborative process that engages all stakeholders. |

Examining Assumptions about Time

TOOL 2.1, cont.

| One perspective about time | | Range of Agreement | | | | | Another perspective about time |
|----------------------------|---|--------------------|---|---|---|---|---|
| | | a | b | c | d | e | |
| 5 | Time controls us. | | | | | | We control time. |
| 6 | Leaders in our school and district do not support teacher collaboration as a means of increasing teaching effectiveness and student achievement. | | | | | | Leaders in our school and district support teacher collaboration as a means of increasing teaching effectiveness and student achievement. |
| 7 | Parents and community members believe that factors other than collaboration among teachers and ongoing professional learning lead to increased student achievement. | | | | | | Parents and community members believe that collaboration among teachers and ongoing professional learning lead to increased student achievement. |
| 8 | The district expects educator professional learning to occur outside educators' workdays. | | | | | | The district expects educator professional learning to occur routinely as a part of educators' workdays. |
| 9 | The more time allocated to student learning, the more they learn. | | | | | | It is not the amount of time allocated that affects student learning, but rather how time is used. |
| 10 | Increasing time for collaborative professional learning among educators decreases the amount of time for student learning. | | | | | | Increasing time for collaborative professional learning among educators can be accomplished without decreasing significantly the amount of time for student learning. |

Examining Assumptions about Time

TOOL 2.2

Time use flows from school culture

| | |
|-------------------|---|
| Purpose | To explore educators' beliefs about the use of time within their school and district. |
| Team size | 3 to 4 people |
| Time | 45 to 60 minutes if article is assigned as a pre-reading |
| Materials | Article and discussion questions |
| Directions | <ol style="list-style-type: none"> 1. Use the article and discussion questions with the Time Study team, school leadership team, or school or district leaders to explore perceptions about time for collaborative professional learning teams. 2. Distribute article and request that staff read before the meeting and highlight significant portions. 3. Form groups of 3 to 4 people. 4. Appoint one person to serve as the moderator. The moderator focuses the group on the discussion questions and ensures that all team members have opportunities to share their opinions. 5. A second person should record the group's responses to the questions. This person will share some of the group's opinions with the whole faculty. The group should identify critical points to be shared with the whole faculty. 6. The staff reconvenes as a large group. Critical points from the small groups are requested and written on large poster paper as a record of staff responses to the article. |

Examining Assumptions about Time

TOOL 2.2, cont.

TIME USE FLOWS FROM SCHOOL

CULTURE

By KENT D. PETERSON

WHEN educators think about professional development in schools they always worry about time. Where will it come from? How much time will there be? Will we have “enough” time? Will we use our time well?

Often, time for adult learning is viewed as a structural or administrative issue: How will we get time? When will it be? How much will we have? Who pays for it?

It’s true that time is a measurable, definable resource that teachers, principals, and staff developers think about and use in

River of values and traditions can nurture or poison staff development hours



Examining Assumptions about Time

TOOL 2.2, cont.

concrete, systematic ways. But time is also much more. As Schein (1992) points out: “Time imposes a social order, and how things are handled in time conveys status and intention.

The pacing of events, the rhythms of life, the sequence in which things are done, and the duration of events all become subject to symbolic interpretation” (pp. 114-115).

How educators think about time, and how they use it, is woven into the cultures of their schools. School leaders must learn how to read a school’s culture, and how to focus staff development on the cultural issues that affect how people use their time. Thus they can spend their time building a culture that uses time well.

CULTURES THAT NURTURE, CULTURES THAT WOUND

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that builds up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools (Deal and Peterson, 1998).

Educators have recently developed a much deeper understanding of school culture, and a deeper appreciation for its importance in effective schools (Levine and Lezotte, 1990). Culture plays a major role in school restructuring (Newmann and Associates, 1996) and school improvement efforts (Fullan, 1998). Culture influences the actions and the spirit of school life. It shapes a school’s motivation, commitment, effort, and focus.

In some schools, the culture inspires educators to learn and grow, to take risks, and to work collegially. Teachers feel supported when they want to assume

■
Kent Peterson is a professor of educational administration at the University of Wisconsin-Madison. He can be reached at 1025 W. Johnson St., Madison, WI 53706, (608) 263-2720, fax (608) 265-3135, e-mail: kpeterson@mail.soemadison.wisc.edu.

CULTURE ZONE:

GANADO PRIMARY SCHOOL GANADO, ARIZONA

Ganado Primary School is a prime example of a school that uses time to build a culture that uses time well. At Ganado, students succeed despite few economic resources, and social problems that teachers in a toxic school culture would probably call insurmountable: About half the families in the school district, which serves a Navajo community, have no running water in their homes, and a third of them have no electricity.

The principal and teachers carefully recruit and hire people willing to spend time on continuous adult learning. New staff members understand from the outset that in this school culture, they’ll be expected to spend time on adult learning.

Some examples of how staff members at Ganado spend their time:

- On many Tuesdays, the principal meets with teachers from one of the school’s four major “units.” They talk about curriculum, discuss what teachers are doing in their classrooms,

perhaps share a planned activity.

- Ganado has developed an extensive professional development library, because external resources are all but nonexistent locally, and teachers regularly watch training videos, read professional literature and talk with colleagues about improving teaching. The school makes sure teachers get the time they need for these activities. The principal or a substitute may cover a teacher’s class, freeing up that teacher for meetings with colleagues, for example.

- Four times a year the school hosts a “Once Upon a Time Breakfast.” Students, parents, and staff members bring their favorite books to school and share them over food.

- Every year, the school conducts an “early childhood academy” for classroom aides, a full week of training on important concepts and techniques.

For more information, contact principal Sigmund Boloz
Ganado Primary School
P.O. Box 1757
Ganado, AZ 86505
Phone: (520) 755-1020
Fax: (520) 755-1085

leadership roles, reflect on practice and do other work to improve their teaching. These nurturing school cultures are more likely to invest in professional development, to spend time learning new skills and knowledge, and to enthusiastically engage in their own learning.

Other schools, however, are mired in beliefs about time that inhibit adult learning and student achievement. Staff members see staff development, or any effort to improve teaching, as a “waste of time,” to be avoided if possible.

Negative attitudes and beliefs can spring from many sources: Perhaps staff development activities were poorly conceived in the past and didn’t address

teacher needs. Or the school has struggled academically for a long time and staff members have given up, telling each other that “nobody could teach these kids.” Someone who feels their students can’t learn would see no point investing time in improving teaching practice.

Some schools develop “toxic” cultures, which actively discourage efforts to improve teaching or student achievement. In these schools the spirit and focus is fractured and often hostile, the value of serving students is replaced by the goal of serving self, a sense of helplessness and despair predominates, and professional growth is not a prized activity (Deal and Peterson, 1998). Staff members resist

Examining Assumptions about Time

TOOL 2.2, cont.

What to listen for

These statements indicate positive and negative views of time. Which of these do you hear at your school?

NEGATIVE:

- "Staff development takes time that I don't have."
- "We're doing too much already."
- "I don't want to waste my time in that session! It won't help me at all."
- "I need to get this week's plans done. I don't have time to think about next year."
- "This didn't work when they tried it in 19__, and it won't work today."
- "You're wasting your time. It won't help these kids learn."
- "I'm already changing my curriculum/instruction/assessment/etc. I don't want one more thing to do."

POSITIVE:

- "We use a lot of time for our own learning, but it's important."
- "We can do a couple more sessions on this technique this semester."
- "Let's try this out. I think it might help me a lot in the classroom."
- "If we fit this workshop in, it will help us for next year."
- "It didn't work the last time they tried it, but times have changed and we can learn from their mistakes."
- "This is important to the school's improvement efforts. Let's put our time into it."
- "This work will support the new curriculum/instruction/assessment I want to try."

reform, publicly ridiculing those who want to try new things. A toxic culture can destroy motivation, dampen commitment, depress effort, and change the focus of the school. It can decrease learning, frustrate growth, stymie risk taking, and foster radical individualism rather than collegiality.

SHAPING SCHOOL CULTURE

To shape a more nurturing culture, a school's principal, staff developers, and teacher leaders need to examine their school with an eye for time issues. Suggested steps include:

Read the school's culture. Leaders need to first understand the deeper norms, values, and beliefs of the school. Compile a history: Information sources could include present and former staff members, other district personnel, yearbooks, newspaper clippings, parents, and community leaders. Seek out the informal networks that touch the school. Look at how the school's values have developed over time. Examine the symbols and stories that permeate the culture. Listen to how people talk about time they spend in the

FOR FURTHER READING

- *The leadership paradox: Balancing logic and artistry in schools* by Terrence Deal and Kent Peterson. San Francisco: Jossey-Bass, 1994.
- "Student learning grows in professional cultures," by Joan Richardson. *Tools for Schools*, August/September, 1998. Oxford, OH: National Staff Development Council.

school. Look for rituals of time use.

Assess views of time. Does the school's culture include ideas about time that support adult learning? For example, do teachers want to spend time conferring with colleagues and improving their teaching? Do they feel that time spent on staff development is worthwhile? What common conceptions about time do staff members share? Are there specific attitudes about time that need to be changed

before teaching can improve?

Reinforce the positive. Through symbolic actions and model behaviors, leaders need to support positive and energizing views of the time spent learning and growing. Some examples:

- Look for teachers or activities in the school that make good use of time and single them out for public praise.
- Make a point of being a model by using time to do important work: If the principal makes regular time for conversations with teachers about curriculum, for example, that sends a powerful message that curriculum development is important.
- Provide positive examples. Make contact with other schools that succeed academically despite similar challenges, so teachers can see for themselves that it can be done.
- Select staff members who share positive values of time, who will be assets to a nurturing school culture.

At the same time, the school must address any negative, pessimistic views of time in the culture. Be candid and forthright: Toxic cultures are so unpleasant that

Examining Assumptions about Time

TOOL 2.2, cont.

Beliefs about time

Norms, values, and beliefs about time differ across schools.

Some important concepts to consider when examining your school's culture:

- **Amount of time:** How much time is a lot of time? In some schools, two days of inservice is considered too much, while in other schools this is seen as a bare minimum for learning new ideas.
- **Time as investment:** Is professional learning viewed as a waste of time or an important investment in students?
- **Rate or speed of change over time** (Schein, 1992): How fast should new ideas and techniques be incorporated into the school? Should the school focus on one reform approach during the next three or four years, or should the school try to adopt two or more approaches at once?
- **Time on/time off:** When can staff members relax, disengage, or rest? In some school cultures, professional development sessions are time for a respite or breather, a time to doze – perhaps not physically, but psychologically. In other schools, staff development time is a period of heightened attention, energy, and focus.
- **Sequence of events over time** (Schein, 1992): What should be done first, second, or never? In some schools, everything but professional learning occurs first. Workshops, faculty study groups, discussions of practice, etc., take last place to other activities.
- **Ownership of time:** Whose time is this? In some schools, the culture decrees that time is the sole property of individual teachers. In other schools, time is understood as shared for the good of the whole organization.

no one wants to admit being in one. This reluctance can stall serious discussion of how negative values can be turned around.

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Schein, E. H. (1992). *Organizational culture and leadership.* (2nd ed.) San Francisco: Jossey-Bass.

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Examining Assumptions about Time

TOOL 2.3

Staff perceptions about collaborative time

Use this tool to conduct a quick check on staff perceptions about collaborative professional learning and work. The survey might be added to an online survey tool to make it easier to use and compile results. Gather responses from as many staff members as possible and compile the results and share mean scores with staff.

Where are we now?

1. Our school includes time during the contract day for teachers to learn and work together in teams whose members share common goals (school, grade level, department, etc.) for student learning.

| | | | | |
|-----------------------|-------|---------|----------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|-------|---------|----------|--------------------------|

2. In our school, professional learning occurs primarily during the school day.

| | | | | |
|-----------------------|-------|---------|----------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|-------|---------|----------|--------------------------|

3. In our school, teams of teachers have scheduled time several times per week for professional learning.

| | | | | |
|-----------------------|-------|---------|----------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|-------|---------|----------|--------------------------|

4. Our principal uses staff meetings for professional learning.

| | | | | |
|-----------------------|-------|---------|----------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|-------|---------|----------|--------------------------|

5. Teachers in our school are hesitant about asking for help from their peers.

| | | | | |
|-----------------------|-------|---------|----------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|-------|---------|----------|--------------------------|

6. Teachers in our school use all available time for collaborative professional learning and work.

| | | | | |
|-----------------------|-------|---------|----------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|-------|---------|----------|--------------------------|

7. In our school, teachers value individual planning time.

| | | | | |
|-----------------------|-------|---------|----------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|-------|---------|----------|--------------------------|

Examining Assumptions about Time

TOOL 2.3, cont.

8. Teachers in our school believe that collaborative professional learning and work improves their individual effectiveness.

Strongly Agree Agree Neutral Disagree **Strongly Disagree**

9. Teachers in our school prefer to plan individually rather than collaboratively.

Strongly Agree Agree Neutral Disagree **Strongly Disagree**

10. Teachers in our school use collaborative time to identify and solve issues related to student learning.

Strongly Agree Agree Neutral Disagree **Strongly Disagree**

11. The benefits I receive from having time for collaborative professional learning with my peers are:

12. The challenges I have with having time for collaborative professional learning and work with my peers are:

Use the questions below with the staff or the Time Study team to analyze the results.

1. What trends or patterns exist in the responses?
2. What surprises us?
3. Which will support our efforts to create additional time for collaborative professional learning?
4. Which are potential barriers to creating additional time for collaborative professional learning?
5. What do these results suggest we need to pay attention to as a school as we study time for professional learning?
6. If we were able to create more time for collaborative professional learning and work, how would we expect these results to change in a year or two?

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Examining Existing Time

TOOL 3.1

Policy parameters regarding time

Use the questions below to guide initial investigation about the requirements related to the use of time in the district or state.

Policy Requirements

What requirements exist in state and district policy regarding the length of the school day? _____

Week? _____

Year? _____

Other Factors

What other factors influence the length of the school day and year? _____

Special program requirements, etc.? _____

Before and after school care? _____

Student transportation? _____

Examining Existing Time

TOOL 3.1, cont.

Current Compliance

How well does your current school day and calendar meet the requirements? _____

Waivers

Are waivers available within your district or state to requirements about the school day or year? _____

What are the criteria for applying for waivers, if they are available? _____

Does your school or district currently have a waiver for time for student learning? _____

Examining Existing Time

TOOL 3.2

Analysis of current time usage

Use this process to guide a study of current time use within schools.

- How much time in minutes do staff members have for planning? _____
- How much time in minutes are staff members expected to attend staff meetings per week/month? _____
- How many professional learning days are planned into the current school year? _____
- When do those days occur? _____
- Add the number of minutes available in professional learning days. Remember to subtract lunchtime. _____

1. For one week, record uses of **planning** time in the Time Use Log on page 46.

2. As a team, graph how all members of the team or schoolwide used time collectively by adding the total amount of time used in each category across all members' logs.

3. Identify how much of the available time was spent in school-based team learning.

4. Refer to and complete the Time Use Log. Identify how much of the total available time was invested in work related to **all areas** in the first column.

5. Use the graph and personal perceptions to consider the impact of various ways time is used by considering these questions:

- a. What is the difference between the amounts of time spent in individual work versus time spent in collaborative work?
- b. What kind of time usage is the most satisfying to you?
- c. What kind of time usage is the least satisfying to you?
- d. What type of time usage has the greatest impact on achievement of your students?
- e. What kind of time usage has the greatest impact on your practice as a teacher?

6. Identify the norms/agreements/expectations about time in the school.

7. Consider how to increase the kind of time usage that is most satisfying to you and that has the greatest impact on achievement of your students.

Examining Existing Time

TOOL 3.2, cont.

Time use log

Use the log to identify how non-instructional time is spent on various tasks and indicate if that time is spent alone or in collaboration with one or more colleagues.

A = alone / **C** = collaboration with one or more colleagues

| Areas | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | | Total min. |
|---|--------|-----|---------|-----|-----------|-----|----------|-----|--------|-----|------------|
| | # min. | A/C | # min. | A/C | # min. | A/C | # min. | A/C | # min. | A/C | |
| Instructional planning (lesson design, curriculum development, materials and resource development, etc.) | | | | | | | | | | | |
| Assessment (analyzing student work, grading student work, designing assessments, data analysis, etc.) | | | | | | | | | | | |
| Professional learning (formal or informal learning that occurs during the workday) | | | | | | | | | | | |
| Management/clerical (attendance, non-academic reports, business transactions, copying, getting supplies, etc.) | | | | | | | | | | | |
| School-focused work (committee work, etc.) | | | | | | | | | | | |
| District-focused work (committee work, etc.) | | | | | | | | | | | |
| Personal tasks (phone calls, errands, etc.) | | | | | | | | | | | |
| Other | | | | | | | | | | | |
| Total daily time | | | | | | | | | | | |
| Total alone | | | | | | | | | | | |
| Total collaborative | | | | | | | | | | | |

Adapted from *Collaborative professional learning in school and beyond: A tool kit for New Jersey educators*, by Joellen Killion. Oxford, OH: New Jersey Department of Education and National Staff Development Council, 2006. Page 117.

Studying Time Options

TOOL 4.1

Establishing criteria for analyzing time options

Use this tool to guide the development of criteria for reviewing model schedules that have been collected. The developed criteria should match as much as possible the conditions, needs, and goals of the school or district striving to create time for collaborative learning among educators. When the Time Study team establishes criteria in advance of reviewing models and generating recommendations, they will remain focused on their charge, the parameters of their work, and the goals they strive to achieve.

Some sample criteria might include:

- Enables all teachers in a grade level or department or with common students to meet together at least three times per week for a total of three to four hours
- Ensures that student learning time falls within state and district regulations or within permissible variances
- Ensures that educator workdays and years fall within the parameters of existing agreements or contracts
- Works within the existing budget
- Does not adversely impact a single group of teachers such as those in singleton or special areas
- Is compatible with student transportation needs
- Is compatible with family after-school care needs and community after-school providers

Once the Time Study team has considered all possible criteria, they may wish to rank or weight criteria to signify importance. For example, adhering to existing state regulations or district agreements with employees may be ranked as more significant than other criteria.

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TOOL 4.2

Model schedules

Use the included sample schedules and others that the Time Study team has gathered to identify how time was established for professional learning.

School schedules are complex to create and sometimes even more difficult to display and interpret, so it is important that the models, if used as examples, are carefully studied so that all members of the Time Study team understand how they are constructed.

Because the models might include examples from all school levels, the Time Study team might choose to begin with those that align exactly with their own level (i.e. high school examples for high school Time Study teams). It might also be helpful to examine one or two other models for insights into how time was created to promote “out-of-the-box” thinking about time schedules.

Sample schedules appear on pages 49 – 58.

Note: The schedules are examples of each school’s approach, and may vary across days of the week or at different points in the year. The schedules presented here are simplified for the purposes of this tool and are not intended to represent the total picture of a school’s professional learning.

Studying Time Options

TOOL 4.2, cont.**Clear Springs High School: Prioritizing PLCs**

Clear Springs High School, in League City, Texas, is a comprehensive high school that serves approximately 2,800 students in grades 9-12 and offers approximately 300 courses. It is one of seven high schools in the Clear Creek Independent School District. All teachers participate in Professional Learning Communities (PLCs) and coaching and have daily and weekly time for collaboration.

Every Wednesday is a campus-wide PLC day. Teachers participate in PLCs with their colleagues who teach the same subject (e.g., geometry or algebra). Throughout the day, all PLCs have structured time to meet for 50 minutes, together with their content area coaches and assistant principals. This is considered sacred time in the master schedule that will not be moved or rescheduled unless absolutely necessary. At the end of the day, after students are dismissed, PLCs have the option to continue their meetings from earlier in the day. Also on Wednesdays, school and department leaders conduct weekly learning walks, modeled on an instructional rounds approach.

In addition, teachers have time for collaboration with their PLC members built into every day's schedule. Teachers have the same non-teaching period as their colleagues in the same subject area so that they can collaborate. Rather than calling this a "prep period" or "planning time," the school refers to this as "conference time" to reinforce the message that it is an opportunity for collaboration. Teachers can also request to work with their coach during this time.

In most cases, PLC members also have common lunch times and their students have common advisory periods. PLCs may request to send students to the auditorium in lieu of hosting advisory so that the PLC can have an additional planning period for the week. Administrators or teachers with 5th period duty are asked to move to this location to support supervision of students. Since this advisory period may also occur before or after lunch, the team may elect to spend both lunch and advisory together, thus creating an extra hour of PLC time.

Once a month, students are not in school on Mondays and staff dedicate the day to instructional planning. PLCs meet for three hours in the morning, during which they often discuss logistics, for example about student assessments, thereby freeing up time in the afternoon and in their weekly PLC meetings to talk about instruction, curriculum units, student data, vertical alignment, and other aspects of teaching. Teachers may also use the Monday afternoon time for individual task time. Coaches are available to meet with teachers or PLCs if requested.

Coaches also have time for their own professional learning built into their weekly schedules. They typically leave campus on Fridays to participate in district-wide professional learning with other coaches.

Clear Springs High School • League City, TX

Studying Time Options

TOOL 4.2, cont.

| Sample collaboration schedule for math teachers at Clear Springs High School | | | | | |
|--|---|--|--|--|---|
| Bell schedule | Monday Monthly instructional planning day | Tuesday | Wednesday Campus-wide PLC meetings | Thursday | Friday |
| Period 1 7:20 - 8:06am | PLC meetings | Algebra 1 conference time Pre-calculus conference time | Algebra 1 PLC meeting Pre-calculus PLC meeting | Algebra 1 conference time Pre-calculus conference time | Algebra 1 conference time Pre-calculus conference time |
| Period 2 8:13 - 9:00am | | | | | |
| Period 3 9:06 - 9:56am | | Algebra 2 conference time | Algebra 2 PLC meeting | Algebra 2 conference time | Algebra 2 conference time |
| Period 4 10:02 - 10:49am | | | | | |
| 60 minute lunch period | | Four lunch periods, 30 minutes each. Each teacher has one duty-free lunch, advisory period, and one hour for class time | | | |
| Period 5 10:49am - 12:49pm | Individual task time/ optional PLC time/optional coaching | *Optional: Admin host students during advisory period to create time for additional PLC meeting | *Optional: Admin host students during advisory period to create time for additional PLC meeting | *Optional: Admin host students during advisory period to create time for additional PLC meeting | |
| Period 6 12:55 - 1:42pm | | Geometry conference time | | Geometry conference time | Geometry conference time |
| Period 7 1:48 - 2:35pm | | | Weekly learning walks - head principal, dept. lead, dept. admin, and instructional coach | | |
| 2:35- 3:00pm | | | *Option to continue PLC meeting from earlier | | |

TOOL 4.2, cont.**Clinton West Elementary and Robertson Elementary: Two Schools Coming Together for Shared Professional Learning**

Located just over a mile apart in Tulsa, Oklahoma, Clinton West Elementary, which serves 320 students, and Robertson Elementary, which serves 240 students, share a principal and professional learning time. Teachers spend the first 90 minutes of every Tuesday in collaborative content cycles, where they engage in instructionally-focused professional learning. Teachers from both schools meet at one location in order to bring grade level teams together across campuses. This allows every teacher to have a content and grade level partner, even if they are the only one to teach a particular subject and grade at their own school, and it increases opportunities for peer learning.

To ensure that all teachers have this collaborative time for content cycles without any loss of instructional time, teacher teams begin working together just after they report to school at 7:15 am. They begin their work together while students are arriving and eating breakfast. When the school day starts, all non-teaching staff, including administrators and support staff, facilitate lessons in The Leader in Me program, an SEL curriculum, and oversee intervention time. Kindergarten to grade 2 students meet in the gym and start with Leader in Me, facilitated by the school's trained Leader in Me coordinator, who is also the school librarian/media specialist. Grade 3-5 students spend 40 minutes in individualized computer-based instruction in math and English Language Arts. Then the two groups switch. This approach not only protects time for teacher collaborative learning but also ensures time for intervention and Leader in Me, which school leaders say were not always available in the past. Teachers also have daily planning time while students have specials, including on Tuesdays, which they can use to work collaboratively or independently.

In addition, teachers have contract-mandated faculty meetings every Monday after school. Every two weeks, that takes the form of all staff coming together and establishes goals and deliverables for the next meeting. On the off weeks, teachers use the time with their teams or on their own to work on the goals.

Clinton West Elementary and Robertson Elementary, Tulsa, OK

Studying Time Options

TOOL 4.2, cont.

| Sample Tuesday morning schedule at Clinton West and Robertson Elementary Schools | | | | |
|--|---------------------------------|----------------|----------------|----------------|
| | | 7:20-7:40am | 7:40-8:20am | 8:20-9:05am |
| 5th Grade | Teachers | Content cycles | Content cycles | Content cycles |
| | Students and non-teaching staff | Breakfast | Intervention | Leader in Me |
| 4th Grade | Teachers | Content cycles | Content cycles | Content cycles |
| | Students and non-teaching staff | Breakfast | Intervention | Leader in Me |
| 3rd Grade | Teachers | Content cycles | Content cycles | Content cycles |
| | Students and non-teaching staff | Breakfast | Intervention | Leader in Me |
| 2nd Grade | Teachers | Content cycles | Content cycles | Content cycles |
| | Students and non-teaching staff | Breakfast | Leader in Me | Intervention |
| 1st Grade | Teachers | Content cycles | Content cycles | Content cycles |
| | Students and non-teaching staff | Breakfast | Leader in Me | Intervention |
| K | Teachers | Content cycles | Content cycles | Content cycles |
| | Students and non-teaching staff | Breakfast | Leader in Me | Intervention |
| PRE-K | Teachers | Content cycles | Content cycles | Content cycles |
| | Students and non-teaching staff | Breakfast | ELA | ELA |

Studying Time Options

TOOL 4.2, cont.

Country Meadows Elementary School: Teacher Collaboration During Student Specials

At Country Meadows Elementary School, a 400-student elementary school in a seven-school K-8 school district in Illinois, teachers meet at least three times per week in collaborative teams in formal meetings with agenda and minutes. They meet twice during the school day. Grade-level teachers meet during students’ specials.

Special education teachers are included in team meetings as well. When teachers are not in their collaborative teams during students’ specials, they use the time for individual planning or collaboration with related service providers or instructional coaches. Teachers also meet one day a week after school during faculty-meeting time. In many cases, teachers also meet informally almost every day to touch base about students, data, and instruction.

To increase time for teachers’ collaborative learning, a new special student learning center was formed called Exploration Lab. During this time, students focus on Maker Space activities with a STEM focus. Specifically, the engineering projects students develop incorporate elements of science and engineering design.

Country Meadows Elementary School, Long Grove, IL

| Sample daily collaboration schedule at Country Meadows Elementary School | | | | | | | | |
|--|---|--|---|------|--|--|-----|-----|
| | 8am | 9am | 10am | 11am | 12pm | 1pm | 2pm | 3pm |
| Grade 1 | | | | | Specials/ Exploration Lab/ Teacher collaboration time | | | |
| Grade 2 | | | | | | Specials/ Exploration Lab/ Teacher collaboration time | | |
| Grade 3 | (8:30-9:30) Specials/ Exploration Lab/ Teacher collaboration time | | | | | | | |
| Grade 4 | | (9:30-10:30) Specials/ Exploration Lab/ Teacher collaboration time | | | | | | |
| Grade 5 | | | (10:30-11:30) Specials/ Exploration Lab/ Teacher collaboration time | | | | | |

Studying Time Options

TOOL 4.2, cont.**George D. Lisby Elementary School at Hillsdale: Deep Dive into Curriculum**

Lisby Elementary School is a Title I school serving approximately 500 students in pre-kindergarten through fifth grade. The staff includes 34 teachers. Staff collaboration and ongoing professional learning are such a high priority that, when school leaders interview prospective staff, they describe it as a key part of the school culture and set an expectation that teachers visit one another's classrooms and work together multiple times a week. The schedule is organized to maximize collaboration time without losing instructional time.

Every week, teachers at each grade level have a structured time for collaborative professional learning on core curriculum areas during the last 45 minutes of the school day. Specials teachers (e.g., art, music) teach an enrichment lesson within their content area so teachers can attend. Professional learning is facilitated by teacher content area specialists in the topic area being covered that week (reading, math, and writing), whose positions are funded by Title I funds. Each content area is covered once per month and on the fourth week of the month, teachers choose from the three areas. In addition to this structured collaborative time, many teachers work with their grade-level peers during their students' daily specials blocks.

Recently, to create additional collaborative professional learning time for a particular grade level that had almost all new teachers, those teachers were not assigned dismissal responsibilities. While specials teachers facilitate dismissal routines, new teachers continue their learning for another 25 minutes. Principal Christine Langrehr describes this as a "minor adjustment that made a big difference."

To prioritize improving literacy, teachers also engage in a 2.5 hour professional learning block with the reading specialist to unpack each unit of the literacy curriculum. This occurs approximately every 6 weeks, depending on the pacing of the units. Substitutes provide rotating coverage, with three grade levels per day engaging in this learning. Substitutes' positions are funded by ESSER funds or as daily subs through the district and paraprofessionals provide coverage as needed.

In addition, teachers engage several times per year in observations of their grade-level peers, along with the content specialist in the area being observed (math, reading, or early childhood). The team identifies a focus, such as one part of a math lesson, and rotate visiting each classroom. While teachers visit others' classrooms, their students continue instruction with either substitutes whose salaries are covered by ESSER funding or in-house staff including paraprofessionals and specialists in content areas not currently being observed (for example, the reading specialist will cover a class while the math specialist is engaged with teachers in the peer observations).

George D. Lisby Elementary School at Hillsdale, Aberdeen, MD

Studying Time Options

TOOL 4.2, cont.

| Sample collaborative professional learning schedule at George D. Lisby Elementary School | | | | | |
|--|--|--|--|--|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:30 | | | | | |
| 9:15-10:00 | 3rd graders specials |
| 10:05-10:55 | 5th graders specials Pre-K specials |
| 10:55-11:40 | 4th graders specials |
| 12:15-1:00 | Kindergarten specials |
| 1:05-1:50 | 2nd graders specials |
| 1:55-2:40 | 1st graders specials |
| 2:45-3:30 | 2nd graders specials | 3rd graders specials 4th graders chorus | 1st graders specials | Pre-K specials 5th grade clubs | Kindergartners specials |
| | 2nd grade teachers collaborative time | 3rd grade teachers collaborative time 4th grade teachers collaborative time | 1st grade teachers collaborative time | Pre-K teachers collaborative time 5th grade teachers collaborative time | Kindergarten teachers collaborative time |
| 3:30 | Dismissal (grades with many new teachers may have additional collaborative time) | Dismissal (grades with many new teachers may have additional collaborative time) | Dismissal (grades with many new teachers may have additional collaborative time) | Dismissal (grades with many new teachers may have additional collaborative time) | Dismissal (grades with many new teachers may have additional collaborative time) |

| Sample schedule for math peer observation visits | | | | | |
|--|--|--|--|---|---------------|
| | Monday (11/28) | Tuesday (11/29) | Wednesday (11/30) | Thursday (12/1) | Friday (12/2) |
| 2nd grade 12:00-1:05pm | Visit Teacher A 12:05-12:15 Solve & Share Sub 1 cover Teacher D Sub 2 cover Teacher B Sub 3 cover Teacher C | Visit Teacher B 12:05-12:25 Solve & Share Sub 1 cover Teacher D Sub 4 cover Teacher A Sub 3 cover Teacher C | Visit Teacher C 12:05-12:20 Warm-up/Solve & Share Sub 1 cover Teacher D Sub 4 cover Teacher A Sub 5 cover Teacher B | Visit Teacher D 12:40-1:00 Small group Sub 1 cover Teacher B Sub 5 cover Teacher A Sub 3 cover Teacher C | |

Studying Time Options

TOOL 4.2, cont.

Leto High School: Protected Time for Collaborative Learning

Leto High School in Hillsborough County, Florida serves approximately 2,000 students and is part of the 7th largest district in the U.S. Leaders and teachers are committed to collaborative, job-embedded professional learning, and Principal Larissa McCoy Mitti ensures there is protected time for PLCs. All teachers participate in weekly PLC meetings with other faculty in their content area. The meetings are held first thing in the morning before classes begin, with different teams meeting on different days. PLCs engage in a mix of course-alike planning, “data digs” to dive into student data, and standards study.

Teachers also have collaborative time on Mondays, which are early release days for students. One Monday a month, teachers meet for an hour and use a lesson rehearsal protocol to practice implementing new lessons. After using the lesson with their class, they come back the following Monday and use a protocol for looking at student work produced during the lesson. They reflect on questions such as “How do we make sure we are teaching students at all of these levels?” and “What part of this lesson didn’t meet students’ needs?”

Teachers also engage in learning walks focused on the school’s instructional priorities, typically once a month or once a quarter. Teachers choose a time to be observed by their peers and another time to observe. During this time, instruction is covered by substitutes, whose salaries are paid for with Title I funding.

Leto High School, Tampa, FL

| Sample weekly professional learning schedule at Leto High School | | | | | |
|--|---|---|---|---|----------------------------|
| | Mon 10/2 | Tues 10/3 | Weds 10/4 | Thurs 10/5 | Fri 10/6 |
| Before school | Geometry data dig Biology standards study | U.S. history data dig Advanced International Certificate of Education standards study | Dept. heads data dig | ELA course-alike planning Algebra 1 data dig | |
| Period 1 | | | Instructional priority learning walk | | |
| Period 2 | | | Instructional priority learning walk | | |
| Period 3 | | Coaching cycle - Teacher 1 | Instructional priority learning walk | Coaching cycle - Teacher 1 | |
| Period 4 | | | Instructional priority learning walk | | |
| 5/6 Lunch Period | | Lunch & Learn | | | Lunch & Learn |
| Period 7 | Coaching cycle - Teacher 2 | | Instructional priority learning walk | | Coaching cycle - Teacher 2 |
| Period 8 | | | Instructional priority learning walk | | |
| After school (students released one hour early on Mondays) | Lesson rehearsal/looking at student work PLC | | | | |

TOOL 4.2, cont.**Old Post Road Elementary School: Weekly, Monthly, and Quarterly Structures**

Old Post Road Elementary School is a Title I school in Harford County, Maryland, serving approximately 950 students in grades Pre-K through fifth grade. School leaders prioritize time for collaborative planning and learning among teachers in multiple ways.

On Wednesday mornings, teachers engage in school-based professional learning from 7:40-8:30, before the school doors open. They engage in topics that align with the School's Comprehensive Needs Assessment, school improvement initiatives, the School Performance and Achievement attributes that align with the School System's North Star Initiative to ensure that all students are college and career ready, and county mandates. This professional learning is run by the instructional leadership team, grade-level teams, and content specialists and can take place in large groups or small groups, by grade level, and by teacher choice.

Twice a month, teachers have additional collaborative planning time during the 7:40-8:30 block so grade-level teams can plan for high-quality instruction and teachers can share ideas and best practices to support students at all academic levels. This collaborative planning time is in addition to teachers' planning periods.

Once a month, and sometimes twice, students have early dismissal days, during which teachers engage in content-based professional learning, led by the content offices. Some of these learning blocks are school-based, and provide teachers with additional collaborative planning.

Three times per year, prior to the start of each new quarter, teachers have dedicated time during the school day to engage in long-range planning with the content specialists. They create backward maps to ensure that all curriculum content is covered for the school year. Substitutes are paid to cover classrooms for the day.

Old Post Road Elementary School, Abingdon, MD

Studying Time Options

TOOL 4.2, cont.

| Sample Wednesday schedule at Old Post Road Elementary School | | | | | | | |
|--|---------------------------|---------------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|---------------------------|
| | PRE-K | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| 7:40-8:30 am (before school) | Collaborative planning | Collaborative planning | Collaborative planning | Collaborative planning | Collaborative planning | Collaborative planning | Collaborative planning |
| 9:00am | Planning time (9:00-9:45) | Planning time (9:00-9:45) | | | | | |
| 10:00am | | | | Planning time (10:00-10:45) | | | |
| 11:00am | | | | | | Planning time (11:00-11:45) | |
| 12:00pm | | | | | | | |
| 1:00pm | | | Planning time (1:00-1:45) | | | | |
| 2:00pm | | | | | Planning time (2:00-2:45) | | |
| 3:00pm | | | | | | | Planning time (2:30-3:15) |
| 3:30 | Dismissal | Dismissal | Dismissal | Dismissal | Dismissal | Dismissal | Dismissal |
| *planning time can be collaborative, individual, or with content specialists | | | | | | | |

| Sample early dismissal schedule for Old Post Road Elementary School | | | | | | | |
|---|--|--|--|--|--|--|--|
| | PRE-K | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| 8:30am | Arrival |
| 9:05-9:50am | Collaborative planning Student assembly about behavior expectations | Collaborative planning Student assembly about behavior expectations | | | | Collaborative planning Student assembly about behavior expectations | Collaborative planning Student assembly about behavior expectations |
| 9:55-10:40am | | | Collaborative planning Student assembly about behavior expectations | Collaborative planning Student assembly about behavior expectations | Collaborative planning Student assembly about behavior expectations | | |
| 10:45-11:30am | Collaborative planning Student lunch and homeroom time |
| 11:30-12:30pm | | | | | | | |
| 12:30pm | Dismissal |

TOOL 4.3

Scoring models using weighted criteria

Use the sample weighted criteria matrix to study and score model schedules for alignment with established criteria.

Weighted Criteria Matrix

Each criterion identified is assigned a weight. Weights can cover a wide range of numbers to indicate degree of significance. This example uses a weight of **3** as the highest weight. Members of the Time Study team review each model and score it on each criterion.

Scoring a model

3 = Meets criterion

2 = Moderately meets criterion

1 = Does not meet criterion

Scores for each model for each criterion are then multiplied by the weight of the criterion. Total scores then provide a way to distinguish among the models those that are more likely to be successful in meeting the established criteria.

| Criteria | Meets existing state and district regulations x 3 | Works within the existing budget x 3 | Meets existing agreements about educator workday and year x 3 | Compatible with student transportation needs x 2 | Provides 3 hours of collaboration time each week x 3 | Provides multiple times per week for collaboration x 2 | Total |
|----------|---|--------------------------------------|---|--|--|--|-------|
| Models | Score x weight | Score x weight | Score x weight | Score x weight | Score x weight | Score x weight | |
| A | 3 x 3 | 2 x 3 | 3 x 3 | 2 x 2 | 2 x 3 | 1 x 3 | 37 |
| B | | | | | | | |
| C | | | | | | | |
| D | | | | | | | |
| E | | | | | | | |
| F | | | | | | | |
| G | | | | | | | |

Forming and Approving Recommendations about Time

TOOL 5.1

Forming recommendations

Use this tool to record proposed recommendations for allocating time for collaborative professional learning. Recommendations should meet the established criteria as closely as possible. A process for forming recommendations is below.

1. Form pairs or triads among the members of the Time Study team.
2. Invite each pair or triad to form one or more recommendations for establishing time for collaborative professional learning and describe it using the table below.
3. Allow each pair or triad to present its recommendation(s).
4. Rotate each recommendation to another pair or triad to review, analyze, and question.
5. Send the recommendations back to their developers with the notes from the reviewers for further clarification and revision. If any recommendation is duplicative of another one, invite the developer teams to come together into a single team to address the clarifications or revisions requested.
6. Invite the developers to add clarifications, revise, expand, or modify their recommendation(s).
7. Repeat steps 3-6 after the revisions have been made. This provides for two revisions and reviews for each recommendation.
8. Eliminate recommendations that are less viable based on the established criteria or revise them so that they meet the criteria.

Forming and Approving Recommendations about Time

TOOL 5.1, cont.

Recommendations Summary Table

| Recommendation description (Explain in rich detail how to establish time for collaborative professional learning, e.g. what will change, how it will happen, etc.) | Benefits of this approach | Challenges with this approach | Questions about this approach |
|---|----------------------------------|--------------------------------------|--------------------------------------|
| | | | |
| | | | |
| | | | |

Forming and Approving Recommendations about Time

TOOL 5.2

Narrowing recommendations

Use this process for narrowing the recommendations to determine which are most viable based on established criteria.

1. Create a Weighted Criteria Matrix table like the one used in Tool 4.2 to score sample schedules.
2. Engage the entire Time Study team in reviewing the recommendations and scoring each one with the weighted criteria.
3. Finalize the list of recommendations about which to seek input from a larger group of stakeholders.

Forming and Approving Recommendations about Time

TOOL 5.3**Seeking input on recommendations**

Use the processes recommended below to seek input from a broader range of stakeholders on the proposed recommendations or adapt this process so that it is more appropriate for the stakeholders.

1. Invite representatives of stakeholder groups to participate in a review of the proposed recommendations.
2. Identify a neutral facilitator to lead the meeting.
3. Use the guide below to facilitate the meeting.

Guide for the Review of Proposed Recommendations

| | |
|--|--|
| Purpose | To collect feedback on the proposed recommendations from invited stakeholder representatives |
| Non-purpose | To vote on or approve policy revision recommendations |
| Time | 60 minutes |
| Required | Facilitator, recorder, and notetaker |
| 1. Establish norms. <ul style="list-style-type: none"> • Share honest and constructive input • Speak for yourself, not others • Listen with respect to all ideas • Be specific with feedback • Limit repetition of ideas • Speak succinctly | |
| 2. Review parameters included in the charge statement. | |
| 3. Review criteria established by the Time Study team. | |
| 4. Discuss each recommendation using the questions below <ul style="list-style-type: none"> • What is the strength of this recommendation? • How well does it meet the established criteria? • What are potential challenges that this recommendation creates? • How can those challenges be mitigated? • What suggestions or modifications do you want to make regarding this recommendation? • How likely is this recommendation to meet the identified goals for creating time for collaborative professional learning that leads to more effective teaching and increased student learning? | |
| 5. Prioritize the recommendations based on the discussion. | |
| 6. Summarize the discussion regarding each recommendation to present to the Time Study team for further consideration or to the decision-making authority. | |

Forming and Approving Recommendations about Time

TOOL 5.4

Summarizing recommendations

Use this template to summarize the recommendations to advance to the decision-making authority for final consideration.

Summary of Recommendations

Time Study team members can use this template for summarizing the proposed recommendations to present to the decision-making authority.

| Proposed recommendations with detail | Priority by Time Study team (1=high; 2=moderate; 3=low) | Summary of input received about this recommendation | Implication (budgetary, practice, impact on other policies, etc.) |
|---|---|--|---|
| | | | |
| | | | |
| | | | |

Establishing a Plan to Implement and Evaluate Accepted Recommendations

TOOL 6.1

Sample section of an implementation plan

Use this section of an implementation plan to develop a plan for implementing and evaluating the accepted recommendation.

NOTE

This tool represents only a section of a more complete plan needed to implement established time. In some cases all aspects of the implementation plan might be included as components of the school's improvement plan.

Goal

Within three years, 85% of all students will achieve proficiency or above on both benchmark and annual assessments in core content areas (ELA, math, and science) by increasing the effectiveness of instruction through collaborative professional learning.

Objectives

- Develop a communication and monitoring plan for assessing and reporting monthly to stakeholders about how teams use time and the impact on student learning.
- Increase the effectiveness and efficiency of collaborative professional learning teams by providing teams with modeling, skill development, coaching, and facilitation support based on their level of need.
- Increase educators' understanding and use of common criteria for developing and implementing rigorous classroom learning tasks that integrate critical and creative thinking by supporting collaborative professional learning and planning.
- Increase the consistency in classroom curriculum through collaborative planning and calibration of expected performance results on common classroom performance tasks by increasing the amount of time for collaborative professional learning, planning, and analysis of student work.
- Increase amount of academic time in classrooms by developing differentiated lessons, assignments, and performance tasks, which meet individual student needs, through engagement in collaborative planning, peer observation, and revision of lessons.

Establishing a Plan to Implement and Evaluate Accepted Recommendations

TOOL 6.1, cont.

Sample Implementation Plan

| Objective: Develop a communication and monitoring plan for assessing and reporting monthly to stakeholders how time is being used by teams and resulting in impact on student learning | | | | | |
|---|--|--|--|---|---|
| Actions | Indicators of success | Person(s) responsible | Timeline | Measures of success | Resources needed |
| <ul style="list-style-type: none"> Develop a school-day schedule that incorporates the approved recommendation for collaborative professional learning time | <ul style="list-style-type: none"> Schedule | <ul style="list-style-type: none"> Principal, school leadership team, grade-level, department, or team leaders with district approval | <ul style="list-style-type: none"> June | <ul style="list-style-type: none"> Consensus on published schedule | <ul style="list-style-type: none"> Time for development, review, and approval of schedule by stakeholders |
| <ul style="list-style-type: none"> Develop and disseminate parent and community communication regarding new schedule | <ul style="list-style-type: none"> Multiple communication channels appropriate to stakeholder Consistency in core messages Number of inquiries regarding the schedule changes | <ul style="list-style-type: none"> Principal, school leadership team, district communication specialist, and leaders of parent and community groups | <ul style="list-style-type: none"> June and monthly through school year | <ul style="list-style-type: none"> Stakeholder surveys Analysis of the reach of the communications Logs of calls with questions or requests for technical assistance Number of inquiries regarding the schedule changes | |
| <ul style="list-style-type: none"> Develop criteria and tools for monthly assessment of collaborative learning teams' effectiveness and efficiency | <ul style="list-style-type: none"> Common criteria of effective collaborative professional learning teams Assessment tools for monthly check-ins with teams | <ul style="list-style-type: none"> Principal and coach External support from district curriculum and professional learning specialists when needed | <ul style="list-style-type: none"> Monthly September through May | <ul style="list-style-type: none"> Increased efficiency and effectiveness over time as measured by survey of teacher perceptions of established criteria for effective collaborative professional learning teams | <ul style="list-style-type: none"> Criteria of effective collaborative professional learning teams Assessment tools Time to develop tools for use in the school Models used by other schools and districts Time for collecting, analyzing, reporting on, and making and implementing recommendations based on data |

Establishing a Plan to Implement and Evaluate Accepted Recommendations

TOOL 6.1, cont.

| Objective: Increase the effectiveness and efficiency of collaborative professional learning teams by providing teams with modeling, skills development, coaching, and facilitation support based on their level of need. | | | | | |
|---|--|--|---|--|---|
| Actions | Indicators of success | Person(s) responsible | Timeline | Measures of success | Resources needed |
| <ul style="list-style-type: none"> Develop schoolwide expectations for collaborative professional learning teams, operational guidelines, and tools for reporting | <ul style="list-style-type: none"> Statement of expectations Operational guidelines for team meetings Agenda and report forms for team communication | <ul style="list-style-type: none"> Principal, school leadership team, and whole staff | <ul style="list-style-type: none"> August–September | <ul style="list-style-type: none"> Published statement | <ul style="list-style-type: none"> Meeting time |
| <ul style="list-style-type: none"> Provide professional learning on collaboration and facilitation skills | <ul style="list-style-type: none"> Team members implement effective communication, problem solving, conflict resolution, and team building skills Facilitators demonstrate skills for engaging members, effective communication, respecting individual preferences, task management, reflection, problem solving, conflict resolution, and meeting management skills | <ul style="list-style-type: none"> Principal and coach External support from district curriculum and professional learning specialists when needed | <ul style="list-style-type: none"> September–October with ongoing support provided throughout the year | <ul style="list-style-type: none"> Team efficiency surveys Individual self-reflection Team facilitator feedback Principal and coach observations | <ul style="list-style-type: none"> Criteria for observing team meetings Surveys for collecting data |
| <ul style="list-style-type: none"> Develop team-specific norms, time schedule, meeting review and summary, and ongoing professional learning for facilitators | <ul style="list-style-type: none"> Individual team norms Schedule of team meetings for school year Schedule for meeting of team facilitators | | | | |

Establishing a Plan to Implement and Evaluate Accepted Recommendations

TOOL 6.1, cont.

| <p>Objective: Increase educators' understanding and use of common criteria for developing and implementing rigorous classroom learning tasks that integrate critical and creative thinking by supporting collaborative professional learning and planning</p> | | | | | |
|--|---|---|--|---|---|
| Actions | Indicators of success | Person(s) responsible | Timeline | Measures of success | Resources needed |
| <ul style="list-style-type: none"> • Provide multiple forms of ongoing professional learning to develop knowledge and skills and to support implementation of common criteria for rigorous classroom tasks with critical and creative thinking | <ul style="list-style-type: none"> • Classroom tasks | <ul style="list-style-type: none"> • Teams with coach and principal support • External support from district curriculum and professional learning specialists when needed | <ul style="list-style-type: none"> • Ongoing with quarterly check ins and reviews of tasks | <ul style="list-style-type: none"> • Quarterly assessment of classroom tasks using a common rubric that includes rigor, alignment with standards, critical thinking, creative thinking, differentiation, and assessments | <ul style="list-style-type: none"> • Rubric for assessing tasks • Staff meeting time each quarter for whole-school, cross-level review of tasks |
| <ul style="list-style-type: none"> • Develop, review, pilot, and revise a minimum of two classroom tasks per quarter that address ELA, math, and science standards | <ul style="list-style-type: none"> • Classroom tasks and student work • Principal and coach observation | <ul style="list-style-type: none"> • Teams with coach and principal support • External support from district curriculum and professional learning specialists when needed | <ul style="list-style-type: none"> • Quarterly schoolwide, cross-level review of tasks with accompanying student work | <ul style="list-style-type: none"> • Quarterly assessment of classroom tasks using a common rubric that includes rigor, alignment with standards, critical thinking, creative thinking, differentiation, and assessments | <ul style="list-style-type: none"> • Rubric for assessing tasks • Staff meeting time each quarter for whole-school, cross-level review of tasks |

Establishing a Plan to Implement and Evaluate Accepted Recommendations

TOOL 6.2

Planning template

Use this template to guide the development of a plan to implement the accepted recommendation.

| | |
|------------------------------|--|
| Goal: | |
| Objectives | |
| Actions | |
| Indicators of success | |
| Person(s) responsible | |
| Timeline | |
| Measures of success | |
| Resources needed | |

Reviewing Time Use and Results

TOOL 7.1

Learning team survey

Use this survey to collect data about the effectiveness of learning teams within a school. Analysis of the data will identify areas to address that will improve the effectiveness of learning teams.

School _____ Subject/grade level _____

1. How many times have you met with your learning team?

1-3 _____ 4-6 _____ 7+ _____ Have not met _____

2. What rating best describes your feelings about these meetings?

Scale: 1 (most negative) to 10 (most positive)

| Most negative (-) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most positive (+) |
|---------------------------------|---|---|---|---|---|---|---|---|---|----|--------------------------|
| Unproductive | | | | | | | | | | | Productive |
| Non-task oriented | | | | | | | | | | | Task oriented |
| Not well facilitated | | | | | | | | | | | Well facilitated |
| Incompatible group members | | | | | | | | | | | Compatible group members |
| Less than honest communications | | | | | | | | | | | Honest communications |

3. What, if any, are the positive impacts of these meetings on you personally?

4. What, if any, are the negative impacts or concerns you have with the learning team meetings?

Reviewing Time Use and Results

TOOL 7.1, cont.

5. Rate the benefit of participating on a learning team.

Scale: 1 (not much benefit) to 5 (a great deal of benefit)

| To what extent have you gained... | Circle choice |
|---|---------------|
| New knowledge about teaching and learning? | 1 2 3 4 5 |
| New insights about how to reach certain students? | 1 2 3 4 5 |
| New ideas about how to improve the way you teach? | 1 2 3 4 5 |
| New perspectives on your strengths and weaknesses in teaching? | 1 2 3 4 5 |
| A new outlet for expressing and sharing frustrations, concerns, problems with teaching? | 1 2 3 4 5 |
| Greater confidence in using a wider range of instructional and assessment methods? | 1 2 3 4 5 |
| A stronger sense of connection or support from other teachers? | 1 2 3 4 5 |
| A greater sense of yourself as a professional? | 1 2 3 4 5 |

6. With regard to your selected team focus, how successful has your group been with each activity listed here?

Scale: 1 (not at all successful) to 5 (extremely successful)

| How successful has your learning team been with... | Circle choice |
|--|---------------|
| Analyzing and discussing student needs? | 1 2 3 4 5 |
| Reading research and studying successful strategies for addressing student needs, and discussing applications of what you have read/studied? | 1 2 3 4 5 |
| Discussing similarities and differences in teachers' approaches and beliefs about teaching? | 1 2 3 4 5 |
| Investigating programs, strategies, and materials that might help motivate students? | 1 2 3 4 5 |
| Designing new materials, lessons, or assessments for students? | 1 2 3 4 5 |
| Trying out new techniques, materials, approaches in teaching and assessing students? | 1 2 3 4 5 |
| Sharing successful strategies you currently use? | 1 2 3 4 5 |
| Assessing and sharing results of new approaches to teaching with the learning team? | 1 2 3 4 5 |

7. Of the teachers on your learning team, how many do you think believe the learning team approach has significant potential to help teachers improve students' motivation and performance? _____ (give number/total team members)

Reviewing Time Use and Results

TOOL 7.1, cont.

8. Below is a list of activities that support teacher growth and development. Assess the activities in terms of whether they were practiced effectively at the school before the learning teams began.

Scale: 1 (not very effectively practiced) to 5 (very effectively practiced) before the learning teams began

| | Circle choice |
|---|---------------|
| Teachers talked to each other about how they taught and the results they got. | 1 2 3 4 5 |
| Teachers learned from each other by watching each other teach. | 1 2 3 4 5 |
| Teachers designed lessons, assessments, or units together. | 1 2 3 4 5 |
| Teachers critiqued lessons, assessments, or units for each other. | 1 2 3 4 5 |
| Teachers reviewed the curriculum across grade levels in a particular subject. | 1 2 3 4 5 |
| Teachers developed interdisciplinary strategies to increase student interest and learning. | 1 2 3 4 5 |
| Teachers shared articles and other professional resources and read and discussed books. | 1 2 3 4 5 |
| Teachers asked each other for advice and help with particular students and topics. | 1 2 3 4 5 |
| Teachers visited other schools to examine instructional approaches in other settings. | 1 2 3 4 5 |
| Teachers worked together to examine student classroom tests and other student work samples to better understand student strengths and weaknesses. | 1 2 3 4 5 |
| Teachers provided moral support and encouragement to each other in trying new ideas. | 1 2 3 4 5 |
| Teachers helped each other implement ideas from workshops they attended. | 1 2 3 4 5 |

9. In your opinion, what percentage of your students have benefited from your learning team participation?

Less than 25% _____ 26–50% _____ 51–75% _____ 76%+ _____

10. Indicate your level of agreement with each of the following statements based on your experiences so far with the learning team.

Scale: 1 (not at all) to 5 (a great deal)

| I think my participation on the learning team will... | Circle choice |
|---|---------------|
| Improve my overall teaching effectiveness. | 1 2 3 4 5 |
| Improve my skills in helping students learn. | 1 2 3 4 5 |
| Change my perceptions about some students' learning abilities. | 1 2 3 4 5 |
| Increase my understanding of how to motivate students to work harder. | 1 2 3 4 5 |
| Significantly change how I teach. | 1 2 3 4 5 |
| Significantly change how I work with other teachers. | 1 2 3 4 5 |

Reviewing Time Use and Results

TOOL 7.1, cont.

11. Indicate your level of agreement with each of the following statements.

Scale: 1 (not at all) to 5 (a great deal)

| | Circle choice |
|---|---------------|
| I am enthusiastic about my participation on a learning team. | 1 2 3 4 5 |
| I feel a lot of stress during the workday. | 1 2 3 4 5 |
| I need more time for learning team participation. | 1 2 3 4 5 |
| I am satisfied with my work environment here. | 1 2 3 4 5 |
| I am excited by my students' accomplishments this year. | 1 2 3 4 5 |
| Student motivation is a major problem here. | 1 2 3 4 5 |
| Teachers here tend to do their own thing in the classroom with little coordination. | 1 2 3 4 5 |
| I often feel unsure of my teaching. | 1 2 3 4 5 |
| Teachers here get along well. | 1 2 3 4 5 |

Learning Team Survey, prepared by Pam Finney, SERVE, Atlanta, GA. From *Becoming a Learning School* by Joellen Killion & Pat Roy, Tool 14.7. Copyright 2009 by National Staff Development Council.

Reviewing Time Use and Results

TOOL 7.2

Rate yourself as a team player

Use this survey to assess individual contributions to a team. Team members can respond individually and anonymously to the survey. The school's principal or coach can compile and share with the team. Team members can discuss the results and identify ways to strengthen their individual and collective effectiveness.

1. I offer facts, opinions, ideas, suggestions, and relevant information during my team's discussions.

| | | | | | | | | |
|-------|---|---|---|---|---|---|---|--------|
| Never | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Always |
|-------|---|---|---|---|---|---|---|--------|

2. I express my willingness to cooperate with other group members and my expectation that they will also be cooperative.

| | | | | | | | | |
|-------|---|---|---|---|---|---|---|--------|
| Never | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Always |
|-------|---|---|---|---|---|---|---|--------|

3. I am open and candid in my dealings with the entire group.

| | | | | | | | | |
|-------|---|---|---|---|---|---|---|--------|
| Never | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Always |
|-------|---|---|---|---|---|---|---|--------|

4. I support team members who are on the spot and struggling to express themselves intellectually or emotionally.

| | | | | | | | | |
|-------|---|---|---|---|---|---|---|--------|
| Never | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Always |
|-------|---|---|---|---|---|---|---|--------|

5. I take risks in expressing new ideas and current feelings during a team discussion.

| | | | | | | | | |
|-------|---|---|---|---|---|---|---|--------|
| Never | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Always |
|-------|---|---|---|---|---|---|---|--------|

6. I communicate to other team members that I am aware of and appreciate their abilities, talents, capabilities, skills, and resources.

| | | | | | | | | |
|-------|---|---|---|---|---|---|---|--------|
| Never | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Always |
|-------|---|---|---|---|---|---|---|--------|

7. I offer help and assistance to anyone on the team in order to improve the team's performance.

| | | | | | | | | |
|-------|---|---|---|---|---|---|---|--------|
| Never | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Always |
|-------|---|---|---|---|---|---|---|--------|

8. I accept and support the openness of other team members, supporting them for taking risks and encouraging individuality.

| | | | | | | | | |
|-------|---|---|---|---|---|---|---|--------|
| Never | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Always |
|-------|---|---|---|---|---|---|---|--------|

9. I share materials, books, sources of information, and other resources with team members in order to promote the success of all members and the team as a whole.

| | | | | | | | | |
|-------|---|---|---|---|---|---|---|--------|
| Never | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Always |
|-------|---|---|---|---|---|---|---|--------|

Reviewing Time Use and Results

TOOL 7.2, cont.

10. Three things I might do to increase the effectiveness of our team include:

1. _____
2. _____
3. _____

Comments to facilitator

- The facilitator should prepare individual sheets ahead of the team meeting and distribute to team members. Before distributing, tell them when results will be available and how results will be used.
- Ensure anonymity for respondents by having team members fold their surveys and drop them into a box.
- Calculate survey results privately and share the total results with the entire group publicly during the next team meeting.
- Lead a discussion about possible implications of the responses. In what area is there already substantial agreement that the team is performing well together? What area(s) does this team need to work on? What are some strategies for improvement in that area?

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TOOL 7.3

Summative reflection protocol

As a team, take a minimum of 30 minutes to answer the questions in this protocol. It is not necessary to reach consensus. What is most important is that all team members have opportunities to share their points of view.

- Based on the evidence we have now, have we achieved our goal?
- What has contributed to our results?
- How did working as a team affect the results?
- Which of our actions as a team contributed most to the results we achieved?
- Which of our actions as a team contributed the least to the results we achieved?
- How did our actions as individuals contribute to the results we achieved?
- What have we learned as a team this year that has strengthened our instruction and content knowledge?
- What have we learned as a team that will help us improve collaboration with other colleagues?
- Of all that we learned this year, what are the headlines that we want to share with other staff members?

Reviewing Time Use and Results

TOOL 7.4

Individual contribution protocol

Use this protocol to engage in a collaborative discussion about how individual members contribute to the success of a collaborative professional learning team.

| | |
|---|---|
| Purpose | To strengthen the team's functioning by having members reflect on their own contributions and role within the team. |
| Time | 10 minutes per member |
| Materials | Prepared responses |
| Before the meeting each member prepares: | |
| <ul style="list-style-type: none"> A list of his or her three to five top strengths related to participation in and contribution to the team and examples of how each was demonstrated in recent meetings. EXAMPLE: "I ask questions to stimulate our thinking as a team, such as when I asked us to consider what might happen if we were able to reach every student." One behavior that he or she wants to change related to participation in and/or contribution to the team and why he or she wants to change that behavior. EXAMPLE: "I want to be more thoughtful when I speak in our meetings. Sometimes I just blurt out what I am thinking. When I do that, I interfere with others' thinking and sometimes don't give others a chance to speak." | |
| At the meeting each team member takes 10 minutes to: | |
| <ol style="list-style-type: none"> Share the list of strengths and the examples. (3 minutes) Ask other team members to add their own examples of the speaker's strengths. (3 minutes) Share the one behavior he or she wants to change and why. (1 minute) Ask other team members to offer ideas about how to make the change and ways to monitor this behavior. (2 minutes) Identify one or two of the ways colleagues suggested to change and monitor that change that the speaker feels are appropriate. (1 minute) <p>Repeat the process until each team member has completed the protocol.</p> | |
| Debrief: | |
| <ul style="list-style-type: none"> What did we learn about our team using this protocol? What did we learn about ourselves? In what way will this discussion help us become stronger as a team? | |

TOOL 7.5

Collaborative professional learning team walk-through guide

Use this guide to collect and share feedback on learning teams. Principals, coaches, and team members can use this tool together or individually.

Walk-through Checklist

Use this checklist as a reference when conducting monthly walk-throughs of collaborative professional learning team meetings. Place a check next to any behaviors noted. For future reference in reporting data, add notes as reminders of what you specifically saw.

Date: _____ **Time:** _____

Team: _____ **Duration:** _____

Check any behaviors evident. Make special notes as desired.

| ✓ | Team/Individual behaviors | Notes |
|--------------------------|---|-------|
| Team organization | | |
| | All members are present. | |
| | The team facilitator has the agenda. | |
| | Teams have their norms visible. | |
| | Teams have their plan visible. | |
| | Teams have their professional learning goals visible. | |
| | Teams have their student learning goals visible. | |
| Team engagement | | |
| | All members are actively engaged. | |
| | Teams use positive communication strategies. | |
| | The facilitator helps the team accomplish its work without being directive unless the work the team is doing requires it. | |
| | Team members contribute equitably to the work. | |
| | Team members treat one another with professional courtesy and respect. | |

Reviewing Time Use and Results

TOOL 7.5, cont.

| ✓ | Team/Individual behaviors | Notes |
|--------------------|--|-------|
| Team's work | | |
| | Teams are focusing on an identifiable curricular area. | |
| | Teams are focusing on instruction. | |
| | Teams are focusing on data. | |
| | Teams are focusing on assessments. | |
| | Teams are focusing on meeting the needs of specific students. | |
| | Teams refer to the curriculum. | |
| | Teams consult external resources. | |
| | Teams discuss the purpose of the meeting. | |
| | Team members assess their team's work, their own learning, and student learning. | |
| | Team members set an agenda for the next meeting. | |
| | Team members complete the meeting summary. | |

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Notes:

TOOL 7.6

Learning School Innovation Configuration map

Use this tool to both assess effectiveness of and plan improvements to collaborative professional learning teams.

The Learning School Innovation Configuration Map is a planning and assessment tool for use by school leadership teams and collaborative professional learning teams to ensure full implementation of Learning Forward's definition of professional learning and the system structures needed to support collaborative professional learning. Learning schools work to achieve Level 1 in each component area over time.

An Innovation Configuration (IC) map describes in behavioral terms what key stakeholders do in a learning school. It also describes variations of the ideal or best practices in a learning school along a continuum that describes the progression schools make over time along the road to become a learning school. As a planning tool, the IC map guides a school's leadership team and teams of teachers in the identification of specific actions to progress toward the desired outcome. As an assessment tool, the IC map serves as a guide to determine the current state of the school's implementation of the definition. The planning and assessment functions of the IC map work hand-in-hand to guide school leadership teams and collaborative professional learning teams to establish the context and processes of effective learning schools.

Author's note: With special appreciation to Shirley Hord and Stephanie Hirsh, for their counsel, review, and guidance in the development of these IC maps.

Reviewing Time Use and Results

TOOL 7.6, cont.

Comprehensive, sustained, intensive professional learning

Outcome 1: In a learning school, the school leadership team, teacher leaders (coaches), teams of teachers, and individual teachers engage in effective professional learning.

Effectiveness

1.1: The school leadership team, teacher leaders (coaches), teams of teachers, and individual teachers engage in comprehensive, sustained, and intensive professional learning to improve teachers’ and principals’ effectiveness in raising student achievement.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|--|--|---|---|--|
| Engage in intentional, comprehensive, sustained, and intensive professional learning focused on raising student achievement by improving teaching quality. | Engage in intentional, comprehensive, sustained, and intensive professional learning focused on raising student achievement by improving teaching quality. | Engage in short-term, intentional professional learning focused on raising student achievement by improving teaching quality and leadership. | Engage in short-term, intentional professional learning focused on raising student achievement by improving teaching quality. | Engage in professional learning focused on multiple topics. | Engage in occasional, professional learning. |

Collective responsibility

1.2: The school leadership team, teacher leaders (coaches), teams of teachers, and individual teachers share collective responsibility for student learning.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|---|---|---|---|--|
| Work and learn together sharing collective responsibility so that each individual and team contributes to the success of ALL students within the school. | Work and learn together sharing collective responsibility so that each team contributes to the success of its students. | Work and learn together so that each individual team member can improve the success of his or her students. | Acknowledge that they have limited responsibility for student learning. | Hold nonschool factors responsible for student performance. | Disregard factors that influence student academic success. |

Reviewing Time Use and Results

TOOL 7.6, cont.

Team configuration

1.3: The school leadership team, teacher leaders (coaches), teams of teachers, and individual teachers meet in a variety of team configurations over time addressing specific goals for teacher and student learning.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|---|---|---|--|--|
| Meet in a variety of team configurations over time, addressing specific goals for teacher and student learning, including vertical and whole-school problem or topic-focused school improvement teams and grade-level, department, or course teams with members who share common curriculum and/or students. | Meet in a variety of team configurations over time, addressing specific goals for teacher and student learning, including grade-level, department, or course teams with members who share common curriculum or students, or project teams for school improvement. | Meet in a variety of team configurations over time, addressing specific goals for teacher and student learning, including grade-level, department, or course teams. | Meet over time in a single team, addressing specific goals for teacher and student learning, school improvement, and student results. | Work independently addressing specific goals for teacher and student learning. | Work independently without focus on specific goals for teacher and student learning. |

Frequency

1.4: The school leadership team, teacher leaders (coaches), teams of teachers, and individual teachers make time for professional learning several times per week.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|---|--|--|--|--|
| Meet several times per week within the school day for teacher collaborative team meetings and periodic whole-school collaboration. | Meet each week within the school day for teacher collaborative team meetings and periodic whole-school collaboration. | Meet biweekly within the school day for teacher collaborative team meetings and periodic whole-school collaboration. | Meet each month within the school day for teacher collaborative team meetings and periodic whole-school collaboration. | Meet each month within the school day for teacher collaborative team meetings and periodic whole-school collaboration. | Meet outside the school day for teacher collaborative meetings and whole-school collaboration. |

Reviewing Time Use and Results

TOOL 7.6, cont.

Continuous cycle of improvement

Outcome 2: Learning teams use a cycle of continuous improvement to refine teaching quality and improve student learning.

Data analysis

2.1: Learning teams engage in ongoing data analysis of teacher and student performance to determine school, educator, and student learning goals.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|--|--|--|---|--|
| Analyze multiple types of data (achievement, process, demographic, and perception) at the school, team, and classroom levels throughout the school year to identify student strengths and weaknesses to set annual goals for student growth and teacher learning; analyze multiple types of data at the school, team, and classroom levels several times throughout the school year to measure progress toward annual goals for student and teacher learning, to set benchmark goals for teacher and student learning, and to make ongoing adjustments in both goals and strategies for attaining the goals. | Analyze student achievement and demographic data at the school, team, and classroom levels throughout the school year to identify student strengths and weaknesses to set annual goals for student growth and teacher learning; analyze student achievement and demographic data at the school, team, and classroom levels several times throughout the school year to measure progress toward annual goals for student and teacher learning, to set benchmark goals for teacher and student learning, and to make ongoing adjustments in both goals and strategies for attaining the goals. | Analyze student achievement data at the school, team, and classroom levels throughout the school year to identify student strengths and weaknesses to set annual goals for student growth and teacher learning; analyze student achievement data at the school, team, and classroom levels several times throughout the school year to measure progress toward annual goals for student and teacher learning, to set benchmark goals for teacher and student learning, and to make ongoing adjustments in both goals and strategies for attaining the goals. | Analyze student achievement data at the school level throughout the school year to identify student strengths and weaknesses to set annual goals for student growth and teacher learning; analyze student achievement data at the school, team, and classroom levels several times throughout the school year to measure progress toward annual goals for student and teacher learning, and to set benchmark goals for teacher and student learning. | Analyze student achievement data at the school level throughout the school year to identify student strengths and weaknesses to set annual goals for student growth and teacher learning; analyze student achievement data at the school, team, and classroom levels several times throughout the school year to measure progress toward annual goals for student and teacher learning. | Analyze student achievement data at the school level throughout the school year to identify student strengths and weaknesses to set annual goals for student growth. |

Reviewing Time Use and Results

TOOL 7.6, cont.

Student learning goals

2.2: Learning teams set goals for student learning.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|--|--|---|---|--|
| Write annual and benchmark SMART (specific, measurable, attainable, results-oriented, time-bound) goals for student achievement based on school, team, and classroom data to guide planning and improvement efforts and revise those goals throughout the school year. | Write annual and benchmark SMART (specific, measurable, attainable, results-oriented, time-bound) goals for student achievement based on school, team, and classroom data to guide planning and improvement efforts and revise those goals throughout the school year. | Write annual SMART (specific, measurable, attainable, results-oriented, time-bound) goals for student achievement based on school, team, and classroom data to guide planning and improvement efforts. | Receive annual SMART (specific, measurable, attainable, results-oriented, time-bound) goals for student achievement based on schoolwide data to guide planning and improvement efforts. | Receive annual SMART (specific, measurable, attainable, results-oriented, time-bound) goals for student achievement based on districtwide data to guide planning and improvement efforts. | Receive annual goals for student achievement based on districtwide data to guide planning and improvement efforts. |

Educator learning goals

2.3: Learning teams write goals for educator learning aligned with student learning goals to guide professional learning.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|--|--|--|---|--|
| Write annual and benchmark professional learning goals for the school and teams aligned with student learning goals and revise those goals throughout the school year. | Write annual and benchmark professional learning goals for the school and teams aligned with student learning goals. | Write annual professional learning goals for the school aligned with student learning goals. | Use district professional learning goals to guide adult learning within the school and team. | Use district professional learning goals to guide adult learning within the school. | Use topics rather than goals to guide professional learning within the school. |

Reviewing Time Use and Results

TOOL 7.6, cont.

Multiple designs

2.4: Learning teams select and implement multiple designs for professional learning aligned with Learning Forward’s Standards for Professional Learning to develop knowledge, attitudes, skills, aspirations, and behaviors necessary to support advanced levels of student learning.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|--|--|---|---|--|
| Select, with broad-based input from teacher leaders and teachers, and implement multiple selected designs for team and whole-school professional learning that align with educator and student learning goals and support and encourage collaborative inquiry, problem solving, and learning among educators. | Select, with broad-based input from teacher leaders and teachers, and implement two selected designs for team and whole-school professional learning that align with educator and student learning goals and support and encourage collaborative inquiry, problem solving, and learning among educators. | Select, with broad-based input from teacher leaders and teachers, and implement a single design for team and whole-school professional learning that aligns with educator and student learning goals and supports and encourages collaborative inquiry, problem solving, and learning among educators. | Implement multiple selected designs for team and whole-school professional learning aligned with student learning goals with limited input from teacher leaders and teachers. | Implement a single design for team and whole-school professional learning aligned with student learning goals with limited input from teacher leaders and teachers. | Implement designs for team- and whole-school professional learning selected by someone outside the school without input from teacher leaders and teachers. |

Interventions for student learning

2.5: Learning teams select or develop research-based, coherent, classroom-centered interventions for student learning.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|--|--|---|---|
| Select and/or develop research-based, coherent, classroom-centered interventions for student learning that align with team and student learning goals, focus on the school’s instructional framework for teaching quality, and emphasize changes in teacher practice to promote student learning. | Select and/or develop research-based, coherent, classroom-centered interventions for student learning that align with team and student learning goals and focus on the school’s instructional framework for teaching quality. | Select and/or develop research-based, coherent, classroom-centered interventions for student learning that align with team and student learning goals. | Select and/or develop classroom-centered interventions for student learning that align with team and student learning goals. | Select and/or develop school-centered interventions for student learning that align with team and student learning goals. | Select and/or develop non-classroom- and nonschool-centered interventions for student learning. |

Reviewing Time Use and Results

TOOL 7.6, cont.

Job-embedded support

2.6: The school leadership team, teacher leaders (coaches), and team members provide ongoing support at the classroom level to implement educator learning to increase student achievement.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|--|--|---------|
| Provide continuous job-embedded coaching and other forms of classroom-based support (e.g. peer observation, instructional walk-throughs, demonstration lessons) to transfer educator learning to classroom and schoolwide practice to increase student achievement. | Provide periodic job-embedded coaching and other forms of classroom-based support (e.g. peer observation, instructional walk-throughs, demonstration lessons) to transfer educator learning to classroom and schoolwide practice to increase student achievement. | Provide occasional job-embedded coaching and other forms of classroom-based support (e.g. peer observation, instructional walk-throughs, demonstration lessons) to transfer educator learning to classroom and schoolwide practice to increase student achievement. | Provide one opportunity for job-embedded coaching and other forms of classroom-based support (e.g. peer observation, instructional walk-throughs, demonstration lessons) to transfer educator learning to classroom and schoolwide practice to increase student achievement. | Provide no job-embedded coaching or other forms of classroom-based support (e.g. peer observation, instructional walk-throughs, demonstration lessons) to transfer educator learning to classroom and schoolwide practice to increase student achievement. | |

Ongoing evaluation

2.7: Learning teams evaluate the effectiveness of professional learning.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|---|---|--|--|---------|
| Assess regularly (multiple times per year) the effectiveness of professional learning in achieving identified educator and student learning goals, improving teaching, and assisting all students in meeting academic standards. | Assess semiannually the effectiveness of professional learning in achieving identified educator and student learning goals, improving teaching, and assisting all students in meeting academic standards. | Assess annually the effectiveness of professional learning in achieving identified educator and student learning goals, improving teaching, and assisting all students in meeting academic standards. | Assess over multiple years the effectiveness of professional learning in achieving identified educator and student learning goals, improving teaching, and assisting all students in meeting academic standards. | Conduct no assessment of the effectiveness of professional learning in achieving identified educator and student learning goals, improving teaching, and assisting all students in meeting academic standards. | |

Reviewing Time Use and Results

TOOL 7.6, cont.

Expanded opportunities for professional learning

Outcome 3: In a learning school, the school leadership team, teacher leaders (coaches), and teacher teams access external assistance to provide teams with expanded opportunities for professional learning, additional resources, and expert guidance to support team learning and goal attainment.

External assistance

3.1: Learning teams, school leadership teams, and teacher leaders (coaches) access external assistance to extend educator and student learning goals.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|--|--|--|---|--|
| Access external assistance providers within and outside the school system to support the implementation of collaborative professional learning and help the team reach its professional learning goals and student learning goals by expanding opportunities within the school for professional learning, sharing resources, offering guidance, and assessing effectiveness and impact. | Access external assistance providers within and outside the school system to support the implementation of collaborative professional learning and help the team reach its professional learning goals and student learning goals by expanding opportunities outside the school for professional learning, sharing resources, offering guidance, and assessing effectiveness and impact. | Access external assistance providers within and outside the school system to support the implementation of collaborative professional learning and help the team reach its professional learning goals and student learning goals by expanding opportunities outside the school for professional learning. | Access external assistance providers within and outside the school system to support the implementation of collaborative professional learning and help the team reach its student learning goals. | Access external assistance providers within and outside the school system to support the implementation of collaborative professional learning and help the team reach its professional learning goals. | Access no external assistance to support the implementation of collaborative professional learning, team learning goals, individual learning goals, or student learning goals. |

Reviewing Time Use and Results

TOOL 7.6, cont.

Learning outside the school

3.2: The school leadership team, teacher leaders (coaches), teams of teachers, and individual teachers participate in learning outside the school.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|--|--|--|---|---|
| Participate in professional learning offered by the central office or organizations outside the school district when there is clear evidence that the learning aligns with a team or school learning goal and there is a commitment to apply the learning school-wide, in teams, or in classrooms as appropriate, and to assess the impact of such actions. | Participate in professional learning offered by the central office or organizations outside the school district when there is clear evidence that the learning aligns with a team or school learning goal and there is a commitment to apply the learning school-wide, in teams, or classrooms as appropriate. | Participate in professional learning offered by the central office or organizations outside the school district when there is clear evidence that the learning aligns with a team or school learning goal. | May participate in learning events offered by the central office and/or organizations outside the school district. | May participate in learning events offered by the central office. | Participate in no learning events outside the school. |

Evaluation of collaborative professional learning

Outcome 4: In learning schools, the school leadership team, teacher leaders (coaches), and teacher teams evaluate the collaborative professional learning to make improvements.

Ongoing Evaluation

4.1: The school leadership team, teacher leaders (coaches), teams of teachers, and individual teachers evaluate collaborative professional learning on an ongoing basis.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|---|--|--|--|--|
| Engage in ongoing evaluation using multiple sources of data to assess team results, operations, and individual members' contribution to teams and to adjust their efforts. | Engage in ongoing evaluation using a single source of data to assess team results, operations, and individual members' contribution to teams and to adjust their efforts. | Engage in ongoing evaluation using multiple sources of data to assess team results and operations and to adjust their efforts. | Engage in ongoing evaluation using multiple sources of data to assess team results and operations. | Engage in intermittent evaluation to assess team results, operations, and individual members' contribution to teams. | Engage in intermittent evaluation to assess team results and operations. |

Reviewing Time Use and Results

TOOL 7.6, cont.

School support for collaborative professional learning

Outcome 5: In learning schools, principals, teacher leaders (coaches), and teachers support staff collaboration.

Principal support

5.1: Principals set expectations for, support, monitor, and evaluate collaborative professional learning.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|--|---|--|--|--|
| Set expectations for whole staff to engage in collaborative professional learning; provide support for teams; ensure that teams have professional learning on effective team functioning; monitor team plans, goals, and progress; meet periodically with teams to assess their operation; meet regularly with team leaders to discuss teams' work and progress; review team logs; and hold regular cross-team meetings to share what teams are learning for the benefit of the whole faculty. | Set expectations for whole staff to engage in collaborative professional learning; ensure that teams have professional learning on effective team functioning; monitor team plans, goals, and progress by participating in team meetings and meeting with team leaders to discuss team processes and outcomes. | Set expectations for whole staff to engage in collaborative professional learning; ensure that teams have professional learning on effective team functioning; monitor team plans, goals, and progress by meeting periodically with teams to assess their operation and by reviewing team logs. | Set expectations for whole staff to engage in collaborative professional learning; ensure that teams have professional learning on effective team functioning; monitor team plans, goals, and progress by reviewing team logs. | Set expectations for whole staff to engage in collaborative professional learning; monitor team plans, goals, and progress by reviewing team logs. | Set expectations for whole staff to engage in collaborative professional learning. |

Reviewing Time Use and Results

TOOL 7.6, cont.

Teacher leader support

5.2: In learning schools, teacher leaders (coaches) support collaborative professional learning.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|--|---|---|
| Facilitate team data analysis, planning, learning, work, and evaluation to model and teach the team how to learn and work independently over time; gradually release team leadership to teams over time; provide learning opportunities for team members and faculty on the collaborative professional learning process; provide learning opportunities for team leaders to learn effective facilitation and learning designs; coach team leaders to become skillful in leading collaborative professional learning; facilitate meetings of team leaders to problem solve and develop new strategies to support team learning and work. | Facilitate team data analysis, planning, learning, work, and evaluation to model and teach the team how to learn and work independently over time; provide learning opportunities for team members and faculty on the collaborative professional learning process; provide learning opportunities for team leaders to learn effective facilitation and learning designs; coach team leaders to become skillful in leading collaborative professional learning; facilitate meetings of team leaders to problem solve and develop new strategies to support team learning and work. | Facilitate team data analysis, planning, learning, work, and evaluation to model and teach the team how to learn and work independently over time; provide learning opportunities for team members and faculty on the collaborative professional learning process; provide learning opportunities for team leaders to learn effective facilitation and learning designs; facilitate meetings of team leaders to problem solve and develop new strategies to support team learning and work. | Facilitate team data analysis, planning, learning, work, and evaluation to model and teach the team how to learn and work independently over time; provide learning opportunities for team members and faculty on the collaborative professional learning process; provide learning opportunities for team leaders to learn effective facilitation and learning designs. | Provide learning opportunities for team members and faculty on the collaborative professional learning process; provide learning opportunities for team leaders to learn effective facilitation and learning designs. | Provide learning opportunities for team members and faculty on the collaborative professional learning process. |

Reviewing Time Use and Results

TOOL 7.6, cont.

Teacher support

5.3: In learning schools, teachers actively participate in multiple learning teams.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|--|--|--|---|---------|
| Participate in multiple teams, including a grade-level, department, or course-focused learning team, to accomplish educator and student learning goals, whole-school learning team focused on student and educator schoolwide learning goals, or grade-level, content-area, and course teams focused on vertical alignment of curriculum, assessment, and instruction; meet the expectations for full participation as a team member; contribute to the team's learning and work; reflect as a team on individual and team progress toward professional learning goals and student learning goals. | Participate in multiple teams, including a grade-level, department, or course-focused learning team, to accomplish educator and student learning goals, whole-school learning team focused on student and educator schoolwide learning goals or cross grade-level, content-area, and course teams focused on vertical alignment of curriculum, assessment, and instruction; contribute to the team's learning and work; reflect as a team on individual and team progress toward professional learning goals and student learning goals. | Participate in multiple teams, including a grade-level, department, or course-focused learning team, to accomplish educator and student learning goals, whole-school learning team focused on student and educator schoolwide learning goals, or cross grade-level, content-area, and course teams focused on vertical alignment of curriculum, assessment, and instruction. | Participate in a single team, including a grade-level, department, or course-focused learning team, to accomplish educator and student learning goals, whole-school learning team focused on student and educator schoolwide learning goals, or content-area and course teams. | Participate in a single team, including a grade-level, department, or course-focused learning team. | |

Reviewing Time Use and Results

TOOL 7.6, cont.

Classroom implementation

5.4: In learning schools, teachers implement and reflect on their learning in their classrooms.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|--|---|---------|
| Implement learning from collaborative professional learning teams in the classroom; gather data from the classroom to share with the team to assess effectiveness of the intervention; report to team members the effect of interventions on student learning; adapt instruction and classroom curriculum to align with student learning needs and goals; reflect on individual progress toward professional learning goals and student learning goals. | Implement learning from collaborative professional learning teams in the classroom; gather data from the classroom to share with the team to assess effectiveness of the intervention; report to team members the effect of interventions on student learning; adapt instruction and classroom curriculum to align with student learning needs and goals; reflect on individual progress toward professional learning goals and student learning goals. | Implement learning from collaborative professional learning teams in the classroom; adapt instruction and classroom curriculum to align with student learning needs and goals; reflect on individual progress toward professional learning. | Implement learning from collaborative professional learning teams in the classroom; adapt instruction and classroom curriculum to align with student learning needs and goals. | Implement learning from collaborative professional learning teams in the classroom. | |

Reviewing Time Use and Results

TOOL 7.6, cont.

District support for collaborative professional learning

Outcome 6: Learning schools receive support for collaborative professional learning from district leaders through policy, resources, expectations, professional learning, and ongoing support.

District leader support

6.1: District leaders support learning schools.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--|---|--|---|--|--|
| Advocate school board policies, guidance documents, and district structures to support collaborative professional learning and embed collaborative learning teams in both principal and teacher performance standards; communicate the importance of collaborative professional learning to the community; allocate resources to support collaborative professional learning; engage district and school leaders in collaborative professional learning teams; provide professional learning and ongoing support for principals and teacher leaders (coaches) on leading, facilitating, supporting, and monitoring collaborative professional learning teams; develop and support teacher leaders (coaches) to facilitate learning teams; coordinate ongoing cross-school collaboration to share successes and address challenges. | Allocate resources to support collaborative professional learning; engage district and school leaders in collaborative professional learning teams; provide professional learning and ongoing support for principals and teacher leaders (coaches) on leading, facilitating, supporting, and monitoring collaborative professional learning teams; develop and support teacher leaders (coaches) to facilitate learning teams; coordinate ongoing cross-school collaboration to share successes and address challenges. | Allocate resources to support collaborative professional learning; provide professional learning and ongoing support for principals and teacher leaders (coaches) on leading, facilitating, supporting, and monitoring collaborative professional learning teams; develop and support teacher leaders (coaches) to facilitate learning teams; coordinate ongoing cross-school collaboration to share successes and address challenges. | Allocate resources to support collaborative professional learning; provide professional learning and ongoing support for principals and teacher leaders (coaches) on leading, facilitating, supporting, and monitoring collaborative professional learning teams; develop and support teacher leaders (coaches) to facilitate learning teams. | Provide professional learning and ongoing support for principals and teacher leaders (coaches) on leading, facilitating, supporting, and monitoring collaborative professional learning teams, and develop and support teacher leaders (coaches) to facilitate learning teams. | Endorse collaborative professional learning without providing specific support to schools. |

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Resources about time

***The Learning Professional* journal issue: The Time Dilemma**

Prioritizing professional learning time is an investment in educators and the students they teach. This issue of Learning Forward's journal explores a variety of strategies, tools, and mindsets to make every minute count.

learningforward.org/journal/the-time-dilemma

***The Learning Professional* journal article: "Where to start when everything feels urgent"**

This article from *The Learning Professional* journal shares how to use an effort-to-impact matrix, a simple but valuable tool for setting priorities and taking action. The tool allows the user to map out potential strategies and identify how much effort each will take versus how much impact it is likely to make.

learningforward.org/journal/coaching-for-change/where-to-start-when-everything-feels-urgent

Other resources for planning

Professional Learning Plans: A Workbook for States, Districts, and Schools

Professional learning plans establish short- and long-term guidance for professional learning and its implementation. This workbook offers information and tools to walk educators through seven planning steps, from data analysis to setting goals to identifying learning designs to monitoring impact. Effective plans help individuals, schools, districts, and states to coordinate learning experiences designed to achieve outcomes for educators and students.

learningforward.org/wp-content/uploads/2017/09/professional-learning-plans.pdf

Professional Learning State and District Planner

This planner is designed to help state education agencies support local education agencies with implementing high-quality professional learning that aligns with Title II, Part A of the Every Student Succeeds Act. It is designed to help teams make strategic, evidence-based decisions about funding to improve teaching and learning for all students.

essa.learningforward.org

Standards for Professional Learning

Learning Forward's Standards for Professional Learning offer educators the latest knowledge and insights to design, implement, and sustain high-quality professional learning, leading to environments in which educators and students have equitable access to powerful learning. Resources for implementing standards include action guides, research foundations, and tools.

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Telephone: 800-727-7288
Email: office@learningforward.org
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