

Making time for Common Core implementation

Download the article and accompanying tools

This presentation is a supplement to the full article. Download more information, resources, and tools to help you implement these ideas in *The Learning System* (Spring, 2013).

Available at www.learningforward.org/publications/learning-system.



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Time is of the essence

“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.”

Source: **Killion, J. (2013).** *Establishing time for professional learning.* Oxford, OH: Learning Forward. (p. 7).



Establish clear professional learning time

“Schedules can be easily manipulated. Sometimes it is like we are married to our schedule. Research schedules. School leaders can change schedules to fit their needs, not put the schedule’s needs first.” (Linton, p. 4)

Source: **Armstrong, A. (2013, Spring)**. Making time for Common Core implementation. *The Learning System* 8(3). (p. 4).



Make schedules work for you

Examples:

- Using modified block schedules instead of modular schedules.
- Increasing class sizes.

Source: **Armstrong, A. (2013, Spring)**. Making time for Common Core implementation. *The Learning System* 8(3). (p. 5).



Generate teacher support

Ensure that professional learning time remains strictly professional growth time.

- Avoid using professional learning time for activities such as class prep time or airing grievances.
- Time spent productively includes such things as discussing and modeling lessons, watching videos of practice, and sharing constructive critiques among colleagues.

Source: **Armstrong, A. (2013, Spring)**. Making time for Common Core implementation. *The Learning System* 8(3). (p. 4).



Teacher leadership is essential

- Principals and superintendents cannot attend as many meetings as they would like.
- Ensure that learning groups stay focused and are constantly improving through protocols and a strong teacher leader facilitator.

Source: **Armstrong, A. (2013, Spring)**. Making time for Common Core implementation. *The Learning System* 8(3). (p. 4).



Learning communities for principals

Leadership academies for principals can include work on best practices, curriculum, Common Core standards implementation.

Continue throughout the year with monthly, principal-led meetings in smaller groups.

- Visit schools across grade levels.
- Conduct book talks.
- Conduct instructional rounds/walk-throughs.

Source: **Armstrong, A. (2013, Spring)**. Making time for Common Core implementation. *The Learning System* 8(3). (p. 5).



Commit at all levels

Ensure that everyone is committed to the change at all levels.

“Beware of those who want to hold on to what was done in the past...commitment to learning communities and Common Core is good for kids and is what we need to be doing to grow professionally” (Linton, p. 5).

Source: **Armstrong, A. (2013, Spring)**. Making time for Common Core implementation. *The Learning System* 8(3). (p. 5).



Additional resource

Meet the Promise of Content Standards: Investing in Professional Learning (Killion & Hirsh, 2012)

- Investments needed to implement Common Core standards.
- How to find time.
- How to ensure that time is spent effectively.
- How to sustain and evaluate those investments.

Available at www.learningforward.org/publications/implementing-common-core.



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