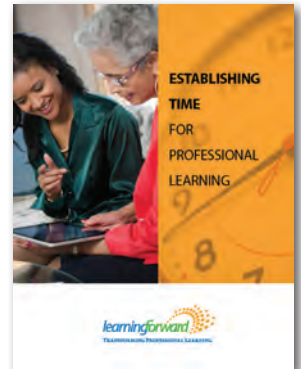


Establishing time for professional learning

Time for collaborative learning is an essential resource for educators working to implement college- and career-ready standards. The pages that follow include tools from the workbook *Establishing Time for Professional Learning*. The tools support a complete process to help educators effectively find and use time.

The complete workbook is available online at www.learningforward.org/publications/implementing-common-core.



7 STEPS FOR ESTABLISHING TIME

THE PROCESS FOR ESTABLISHING TIME WITHIN THE SCHOOL DAY FOR PROFESSIONAL LEARNING INVOLVES SEVEN STEPS:

- 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.
- 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 members of the time study team as they engage in their work.
- 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.
- 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.
- 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.
- 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.
- 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.

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

EXPLORING ASSUMPTIONS ABOUT TIME

USE THE STATEMENTS BELOW AND ON P. 24 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.

EXPLORING ASSUMPTIONS ABOUT TIME (continued)

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.

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

POLICY PARAMETERS REGARDING TIME

USE THE QUESTIONS BELOW AND ON P. 26 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?

POLICY PARAMETERS REGARDING TIME (continued)

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?

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

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 p. 28.
- 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.

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

TIME USE LOG

USE THE LOG TO IDENTIFY HOW NONINSTRUCTIONAL 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, nonacademic 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 Killion, J. (2006). *Collaborative professional learning in school and beyond: A tool kit for New Jersey educators* (p. 117). Oxford, OH: New Jersey Department of Education & National Staff Development Council.