


TRANSFORMING PROFESSIONAL LEARNING

Establishing Time for Professional Learning

Transforming Professional Learning Webinar Series


April 24, 2014







Our Norms

- Engage fully, sharing expertise and asking questions.
- Use the chat box at the bottom of the screen to enter comments and questions.

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 <p>Stephanie Hirsh Executive Director, Learning Forward</p>	 <p>Debbie Cooke Florida Association of Staff Development</p>
 <p>Maggie Westhoff Washington Elementary School District, Glendale, AZ</p>	 <p>Dave Swierpel Carman-Ainsworth Community Schools, Flint, MI</p>

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Today's Outcomes

- Examine assumptions about time and current uses of time for professional learning.
- Consider strategies for overcoming traditional barriers to finding time for professional learning.
- Hear examples of ways to create time among teams of educators who share common professional learning needs.

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Establishing Time Report




Establishing Time for Professional Learning

Available on Learning Forward's website

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Poll #1 – Where Are You Now?

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.



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Poll #2 – Where Are You Now?

Our principal uses staff meetings for professional learning.


excellent
 good
 average
 poor

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Poll #3 – Where Are You Now?

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




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Trends?

- What general patterns are emerging?
- What reactions/insights are you drawing from these responses?
- Add your comments in the chat box.





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Share Your Perspective


Share a significant challenge associated with finding time for professional learning.






Key Tools from the Report


- Examining assumptions about time (p. 41-42)
- Analysis of current time usage (p. 45-46)
- Studying Time Options (p. 47-58)
- Monitoring implementation efforts (Tool 7.6-IC Map, p. 81-94)






Examining Assumptions

- Beliefs about time:
 - Amount of time
 - Time as investment
 - Rate or speed of change over time
 - Time on/time off
 - Sequence of events over time
 - Ownership of time




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Examining Existing Time

- Not all learning time is the same.
- Better use of available learning time would improve learning.
- There is more time allocated to learning than is used effectively to promote learning.
- The easiest way to find time for professional learning is to repurpose existing time.



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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.	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, organizing assessments, data analysis, etc.)											
Professional learning (formal or informal learning that occurs during the workday)											
Management/technical (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											

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Studying Time Options Gathering Models (Tools 4.1 & 4.2)

- Sample criteria might include:
 - Enables all teachers in a grade level or department to meet together at least three times per week for a total of three to four hours
 - Does not adversely affect a single group of teacher or special areas
 - Is compatible with transportation needs and after school care.
 - Works within existing budget

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Learning School Innovation Map

- *IC maps describe in behavioral terms what key stakeholders do in the learning school; describing variations of the ideal or best practices of learning teams.*
 - Effectiveness
 - Collective Responsibility
 - Team configuration
 - Frequency
 - Data analysis
 - Student learning goals
 - Educator learning goals


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Scope of the Work

“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.”




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Guiding Questions

- What was the catalyst for dealing with the issue of time for collaborative learning?
- How did you assess your current state or use of time?
- What research, tools/resources were considered regarding creative use of time for professional learning?
- How did you repurpose time in your context and how do you monitor the use of time?



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**A State Perspective:
Why the issue of TIME?**



Debbie Cooke
Executive Director, Florida
Association of Staff Development

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What We Know and Why We Know It

- Review process in Florida
- Time Resources one of our standards
 - Average of 15 – 29 hours per year (mandatory)
 - Various formats
 - Often a negotiated item
- Selected based on rating
- Using this resource to put the ownership in hands of decision-makers at various levels




Dr. Maggie Westhoff,
Director of Professional
Development Services
Washington Elementary
School District



Washington Elementary School District

Washington Elementary School District (WESD) serves a diverse population in north central Phoenix and east Glendale. WESD is comprised of 32 schools (18 K-6 schools, two K-5 schools, seven K-8 schools and five middle/junior high schools). WESD's 24,500 students represent 50 different languages, 27 Title I schools, and the largest Head Start Program in the Phoenix Area.


The Washington Elementary School District is committed to achieving excellence for every child, every day, every opportunity.



**Professional Learning Community
Early Release Model**


What We Did
What We Learned
What Now

Our 10-Year Journey!!



What We Did...


In the fall of 2004, the Planning and Steering Council began the task of investigating the feasibility of providing a weekly Wednesday early release day for professional development and teacher collaborative planning time for the purpose of improving student achievement.



Addressed the Following Concerns


Four task teams composed of Council members and District support personnel were created to address:

- **Instructional hours:** state mandated and standardized throughout the District
- **Teacher attendance and accountability**
- **Childcare**
- **Transportation:** costs and tiers
- **Communication** with the community, staff and Governing Board before/after
- **Multi-year calendar** aligned with feeder high school/district



Two Years Later...

The 2006-2007 Early Release PLC Wednesday Calendar was approved by the WESD Governing Board!!



What We Learned...

“Changing the order of things” is a massive, emotional task!

- People invest in/do what they value (professional development)
- Transparency is critical to trust and change.
- Consistent, clear, and complete communication is vital.
- Don't assume anything.
- All decisions must be based on what is good for students and not just for the adults.

Don't get discouraged!!



Changes Over the Ten Years...

- PLC focus tied to District/State initiatives
- Developed a year-long plan blending school focused and District focused PLCs
- Schools submit a PLC plan for their designated PLC Wednesdays
- Principal Planning Team collaborates with Academic Services
- Tie yearly SAI results to school plans and supervisor conversations
- Provide ongoing training for principals, coaches, and teachers about PD Standards and job-embedded learning
- Increased early release to every Wednesday
- Utilize a train-the-trainer model to standardize District/State initiatives training across the system

Resources

- The calendar from 2013-14
- A page of the PLC Plan

WASHINGTON SCHOOL DISTRICT
2013-2014 Staff/Student Calendar

JULY 2013							AUGUST 2013							SEPTEMBER 2013							OCTOBER 2013						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13		8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
14	15	16	17	18	19	20	15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	31	22	23	24	25	26	27	28	25	26	27	28	29	30	31
														29	30						27	28	29				
NOVEMBER 2013							DECEMBER 2013							JANUARY 2014							FEBRUARY 2014						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
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22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30						29	30	31					26	27	28	29	30	31	23	24	25	26	27	28		
MARCH 2014							APRIL 2014							MAY 2014							JUNE 2014						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31					29	30	31					29	30					

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Demographics

- Located on the west side of the city of Flint, Michigan, 60 miles north of Detroit
- 1 high school, 1 middle school, 4 elementary schools
- 76% Free and Reduced Lunch population
- 4,441 students
 - 50.2% African American
 - 35.3% White
 - 10.7% Multi-racial

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How We Were Using Our PL Time

- Unfocused, random, disconnected, unproductive, lack of results
- The “perfect storm” 2004
 - Learning Forward Academy
 - Contract negotiations
 - Teacher dissatisfaction with PL
- PL standards as a benchmark and a vision


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Shifts in Professional Learning

	
External Adult Work Process Orientations Limited Time Individual Learning Student Change Professional Development Activity-Based	Internal Student Work Outcome Orientations Extended time Team Learning Adult Change Professional Learning Results-Based


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Assumptions About Time

- We have more than we think we have
- Think about time holistically
- Take an inventory of all your available time
 - District wide PL days
 - Building PL days
 - Staff meeting time
 - Teaming time


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How We Found Time

- 2 district-wide PL days (12 hours)
- 18 hours outside school day (18 total hours)
- 2.5 days – teacher driven “teaming” time (15 hours)
- Five 25 minute building meetings – principal directed (2 hours)
- PL Planning – Building principal and teacher committee jointly decide
- Disconnected, frustrating and unproductive


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Our Solution

- 2 district wide PD days (12 hours)
- 29 eighty minute, weekly PLC days (38 hours)
- No more than 15 minutes for “building business” (we monitored this)

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PL Monitor & Adjust

- PL Monitoring Tool (Central Office participates and observes)
- PL Team Logs
- Talking to Teachers
- PL Cycle Presentations
- PL Cycle Presentations Pt. II

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<p style="text-align: center;"><i>Goal</i></p> <p>What student learning goal are you focused on?</p> <p>What did you do at today's meeting?</p>	<p style="text-align: center;"><i>Results</i></p> <p>What were your major findings about student learning?</p> <p>What do you plan to do at your next meeting?</p>
<p style="text-align: center;"><i>Planning</i></p> <p>What resources, materials, knowledge, data or information would support your team's work?</p> <p>What do you need to do, bring or prepare for your next meeting?</p>	<p style="text-align: center;"><i>Reflection</i></p> <p>Team Reflection - What went well? What did not go well?</p> <p>Principal Feedback -</p>



Reality Check

- We have some great things going
- We have made some mistakes
- We are learning from both

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Teacher Feedback

“Sometimes I think leaders want to give people choice or for people to make their own decisions because they will own it more, but sometimes it’s kind of the reverse; we would like the district leaders to make a decision and then we will go with it. Let’s all be on the same page.”

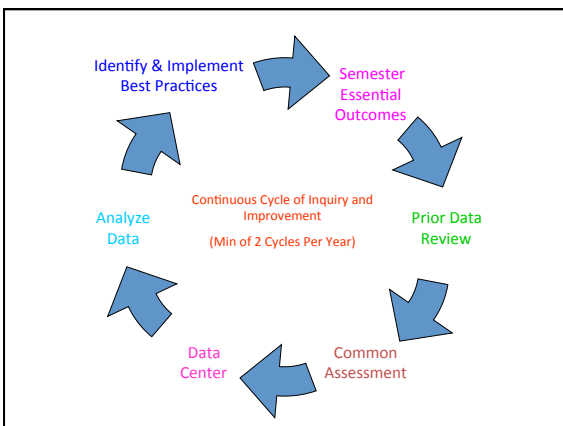
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PL Reviews

- Force teams to reflect on what was accomplished and next steps
- Provide a structure for the continuous or cyclical work of effective PLCs
- Connected to school improvement plan

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Teacher Feedback

“I used to teach in isolation. I was all by myself and I did whatever I wanted... seriously, you’re just in your room and you shut the door and you’re just doing whatever you wanted and PLCs totally changed that. Now we’re refocused.”


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Results

Carman-Ainsworth was the fourth highest ranking school district in Genesee County (top 25% in the state) according to the *Bridge Magazine* analysis of 2012-13 achievement data. They analyzed how students performed on the 4th and 8th grade MEAP (state test) as well as the 11th grade ACT and Michigan Merit Exam (state test) compared to how they were *projected* to perform. The analysis accounts for socioeconomic factors.

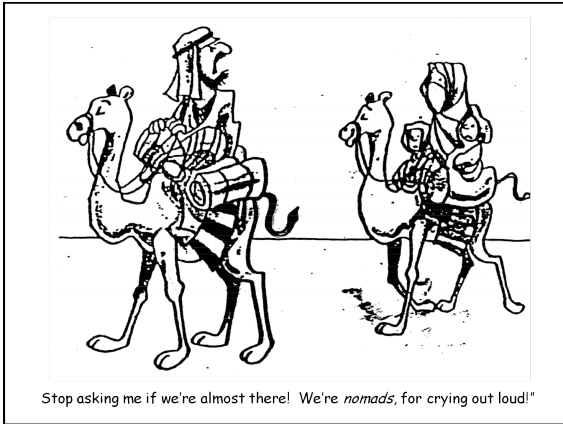
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Three Things

1. Evaluate how you currently use your time.
2. Collect all available time in one bucket.
3. Create structures to monitor your use of time and stay flexible to adjust how you use time.

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Options for Finding Time

Capturing Time <ul style="list-style-type: none"> • Before and after school • Meeting time • New schedules 	Purchasing Time <ul style="list-style-type: none"> • Substitutes • Assemblies • Enrichment/extended days • Coaches/teacher leaders 	Adding Time <ul style="list-style-type: none"> • Banking • Stipends • Waivers
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The Policy Arena

- Key policy areas as policies for time are developed:
 - Vision and purpose
 - Definition of professional learning
 - Standards for professional learning
 - Ongoing assessment and evaluation
 - Roles and responsibilities
 - Funding

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Developing Policy for Time


Questions to consider:

- What policies are important for our context to support time for professional learning?
- How does time for professional learning align with time for student learning?
- What are the uses of time we currently have in place?

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Final Reflection



- What have I learned or new insights have I gained?
- What implications does this have for my work?
- What do I want to continue exploring?

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