

## PLAN YOUR LEARNING TIME

<b>Purpose:</b>	Identify options for adding or refocusing time for professional learning.
<b>Recommended time:</b>	1 hour; required time may vary as work continues.
<b>Materials:</b>	Time Review, p. 80
<b>Process:</b>	<ol style="list-style-type: none"><li>1. Determine appropriate group with whom to hold this discussion.</li><li>2. Ensure participants are familiar with the Standards for Professional Learning. To learn more about the standards, see <a href="http://learningforward.org/standards-for-professional-learning/">learningforward.org/standards-for-professional-learning/</a>.</li><li>3. Ask the group to consider how time is allocated/used for professional learning and reasons/ways to increase or reallocate current uses.</li><li>4. Use the Time Review on p. 80 to record time used for professional learning and how it is used.</li><li>5. Use the following questions to guide a discussion of the data:<ul style="list-style-type: none"><li>• On average, how much time do teachers, coaches, principals, and others have for individual planning and reflection?</li><li>• On average, how much time do teachers, coaches, principals, and others have for team learning?</li><li>• On average, how much time do teachers, coaches, principals, and others spend on schoolwide learning?</li><li>• Do teachers, coaches, principals, and others have adequate time for professional learning?</li><li>• What are priorities for using additional time if it were identified?</li><li>• What are considerations for creating new time or reallocating current time?</li></ul></li><li>6. Debrief the discussion. Determine whether any actions may be taken to address the findings.</li><li>7. Identify next three actions to take:<ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li></ol></li><li>8. Over time, collect evidence of impact of the actions and determine whether additional actions are necessary.</li></ol>

# TIME REVIEW#

#	Used for professional learning? Yes/No#	Participants#	Goals/focus for professional learning time	Evidence of impact collected
Before school				
During lunch				
Scheduled time during school day				
Specific professional learning days				
District meetings				
Late-start days				
Early release days				
Substitute coverage				
Team planning time				
After school				
Teacher planning time				
Summer				