

ESTABLISHING TIME FOR PROFESSIONAL LEARNING

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Outcomes:

- To examine our assumptions about time and current uses of time for professional learning.
- To share practical school examples of ways to create time among teams of educators who share common professional learning needs;
- To consider the policy implications associated with shifts in the use of time for collaborative professional learning

Guiding Questions:

What are our assumptions regarding the use of time for PL?

How well is PL time being used now?

What is the problem and why is it important to address it?

How are some schools/districts finding time and planning for its effective use?

What policy language supports the issue of time for PL?

What resources/tools can we take away and use to reveal our own assumptions, evaluate our use of time, and gauge our progress with time use and results?

Resources:

- TPL - Establishing Time for Professional Learning accessed at <http://learningforward.org/docs/default-source/commoncore/establishing-time-for-professional-learning.pdf?sfvrsn=6>
- Learning Forward Blog – There IS Time for Professional Learning by Fred Brown on March 4, 2014 accessed at http://blogs.edweek.org/edweek/learning_forwards_pd_watch/2014/03/there_is_time_for_professional_learning.html

**ESTABLISHING TIME FOR PROFESSIONAL LEARNING
(Introduction, Page 11)**

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.

Tool	Page Number in Document	Title Description	Description
1.1	Page 30-32	Time Study team charge statement	A sample charge statement outlines the responsibilities, membership, level of authority, and parameters of Time Study work.
1.2	Page 33	Recommended membership of Time Study team	This list includes recommendations for membership of the Time Study team.

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.

Tool	Page Number in Document	Title Description	Description
2.1	Page 34-35	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	Page 36 - 40	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	Page 41 -42	Staff perceptions about collaborative time	The brief survey collects staff's perceptions about time.

STEP 3: Examining 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.

Tool	Page Number in Document	Title Description	Description
3.1	Page 43-44	Policy parameters regarding time	This series of questions guides investigation into the existing regulations regarding time in schools.
3.2	Page 45 - 46	Analysis of current time usage	This process gathers information and analyzes how time is currently used in school for planning, professional learning, meetings, etc.

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.

Tool	Page Number in Document	Title Description	Description
4.1	Page 47	Establishing criteria for analyzing time options	This rubric guides teams in developing criteria for studying sample schedules and analyzing recommendations.
4.2	Page 48 - 58	Model schedules	This collection shows sample schedules currently in use in multiple levels of schools that provide time for teacher collaboration.
4.3	Page 59	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	Page 60	Summarizing findings from study of model schedules	Teams use this summary table for recording findings that emerged during the study of model schedules.

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.

Tool	Page Number in Document	Title Description	Description
5.1	Page 61 - 62	Forming recommendations	Teams may use this process for developing specific recommendations for establishing time for collaborative professional learning.
5.2	Page 63	Narrowing recommendations	This process reduces the proposed recommendations to identify those to share for feedback.
5.3	Page 64	Seeking input on recommendations	Teams may use this process to collect feedback on the proposed recommendations from stakeholders.
5.4	Page 65	Summarizing recommendations	Teams use this form to summarize recommendations to present to the decision-making authority.

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.

Tool	Page Number in Document	Title Description	Description
6.1	Page 66 - 69	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	Page 70	Planning template	This is a template teams can use to plan for the implementation of an accepted recommendation.

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.

Tool	Page Number in Document	Title Description	Description
7.1	Page 71 - 74	Learning team survey	Teams may use this survey to assess the success of learning teams within a school.
7.2	Page 75 - 76	Rate yourself as a team player	Individual team members may use this survey to assess their effectiveness as team members.
7.3	Page 77	Summative reflection protocol	Teams may apply these guidelines in engaging team members in a discussion of the team's effectiveness.
7.4	Page 78	Individual contribution protocol	Teams may apply these guidelines in discussing the effectiveness of individual member contributions to a learning team.
7.5	Page 79 - 80	Collaborative professional learning team walk-through guide	Teams may use this observation guide for collecting and providing feedback to learning teams.
7.6	Page 81 - 94	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.

Tool 2.1: EXPLORING ASSUMPTIONS ABOUT TIME

#	ONE PERSPECTIVE ABOUT TIME	1	2	3	4	5	ANOTHER PERSPECTIVE ABOUT TIME
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.
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' work days.						The district expects educator professional learning to occur routinely as a part of educators' workdays.
9	The more time allocated to student						It is not the amount of time allocated that affects student

	learning, the more they learn.						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.

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**

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

Strongly Agree Agree Neutral Disagree **Strongly Disagree**

TOOL 2.3, cont.

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

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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10. Teachers in our school are hesitant about asking for help from their peers.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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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?

Adapted from *Becoming a Learning School* by Joellen Killion & Pat Roy, Tool 5.1. Copyright 2009 by National Staff Development Council. Adapted with permission.

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.

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.

SAMPLE ONE FOR PRACTICE ACTIVITY

Deer Park Elementary School: Special Learning Periods “Connect” Teachers with One Another for Collaboration

The approach to creating time for teacher collaboration at Deer Park Elementary School models the principle that time is a vehicle for improving instruction rather than a rigid parameter that limits or restricts learning for students and teachers. “Collaboration among teachers results in tremendous consistency in routines, expectations, communication with families, and academic rigor,” acknowledges Principal Cindy Galloway. By using special learning periods called Connect, students experience weekly learning that combines physical education, music, library, Spanish, and computers, while regular classroom teachers gain job-embedded time for collaboration. In addition, the school takes advantage of special district and university programs, which offer students extended opportunities to engage in art discovery and Chinese, to provide additional time for teacher planning and collaboration.

(See schedule on next page)

K	HR	ELA	Math	Lunch	Science/ SS	Connect	Science/S S	Recess	HR	
	15 min	95 min	80 min	30 min	65 min	50 min	30 min	20 min	15 min	
	7:40– 7:55	7:55– 9:30	9:30– 10:50	10:50– 11:20	11:20– 12:25	12:25– 1:15	1:15– 1:45	1:45– 2:05	2:05– 2:20	
1st Grade	HR	ELA/ Math	ELA/ Math	Lunch	Connect	Science/ SS	Recess	Writing	HR	
	10 min	95 min	95 min	30 min	50 min	60 min 30 SC / 30 SS	20 min	30 min	10 min	
	7:40– 7:50	7:40– 9:25	9:25– 11:00	11:00– 11:30	11:30– 12:20	12:20– 1:20	1:20– 1:40	1:40– 2:10	2:10– 2:20	
2nd Grade	HR	ELA/Math	Connect	ELA/Math	Lunch	Recess	Science/SS/Writing		HR	
	10 min	85 min	50 min	85 min	30 min	20 min	110 min 40 SC / 30 SS / 40 W		10 min	
	7:40– 7:50	7:40– 9:15	9:15– 10:05	10:05– 11:30	11:30– 12:00	12:00– 12:20	12:20– 2:10		2:10– 2:20	
3rd Grade	HR	Connect	ELA	Math	Lunch	Recess	Science/SS/Writing		HR	
	10 min	50 min	95 min	85 min	30 min	20 min	95 min 35 SC / 25 SS / 35 W		10 min	
	7:40– 7:50	7:50– 8:40	8:40– 9:15	9:15– 11:40	11:40– 12:10	12:15– 12:35	12:35– 2:10		2:10– 2:20	
4th Grade	HR	ELA/Math/ Science	ELA/Math/ Science	Connect	ELA/Math/ Science	Lunch	Recess	SS/ Writing	HR	
	10 min	70 min	70 min	50 min	70 min	30 min	20 min	70 min 30 SS / 40 W	10 min	
	7:40– 7:50	7:50– 9:00	9:00– 10:10	10:10– 11:00	11:00– 12:10	12:10– 12:40	12:40– 1:00	1:00– 2:10	2:10– 2:20	
5th Grade	HR	ELA/Math/ SS	ELA/Math/ SS	ELA/Math/ SS	Science/ Flex	Lunch	Recess	Connect	HR	
	10 min	80 min	80 min	80 min	40 min	30 min	20 min	50 min	10 min	
	7:40– 7:50	7:50– 9:10	9:10– 10:30	10:30– 11:50	11:50– 12:30	12:30– 1:00	1:00– 1:20	1:20– 2:10	2:10– 2:20	
Connect	HR	Connect 3rd	Planning	Connect 2nd	Connect 4th	Lunch	Connect 1st	Connect K	Connect 5th	HR
	10 min	50 min	35 min	50 min	50 min	30 min	50 min	50 min	50 min	10 min
	7:40– 7:50	7:50– 8:40	8:40– 9:15	9:15– 10:05	10:10– 11:00	11:00 11:30	11:30– 12:20	12:25– 1:15	1:20– 2:10	2:10– 2:20

SAMPLE TWO FOR PRACTICE ACTIVITY

Henry Middle School: Daily Planning Time Available for Teacher Teams

The only middle school in Denver Public Schools to offer the International Baccalaureate World program, Henry Middle School provides teachers time for daily collaboration with peers within the school-day schedule as well as during monthly late-start days. In addition to daily collaboration time, teachers also have daily time for personal planning. Sixth-grade teachers work on two-person teams teaching either math and science or language arts and social studies. Seventh- and eighth-grade teachers work on four-person teams. Each teacher has four periods of academic instruction and one period of intensive intervention for students in either math or language arts each day.

(See schedule on next page)

Subj	Tcher	Per 1 8:00 - 9:00	Per 2 9:00 – 10:00	Per 3 10:00 – 10:45	Per 4 10:45 – 11:30	Per 5 11:30 – 12:15	Per 6 12:12 – 1:15	Per 7 1:15 – 2:15	Per 8 2:15 – 3:15
6 th Lang	Tchr A	Lang A	Hum	Interven	Lunch	Col/Plan	Lang A inc	Col/Plan	Hum
6 th Math	Tchr B	Sci	Math	Col/Plan	Lunch	Interven	Sci	Col/Plan	Math inc
6 th Lang	Tchr C	Lang A	Hum	Interven	Lunch	Col/Plan	(6) ELD 5	Col/Plan	Hum
6 th Math	Tchr D	Sci	Math	Col/Plan	Lunch	Interven	Sci	Col/Plan	Math
6 th Lang	Tchr E	Lang A	Hum	Interven	Lunch	Col/Plan	Col/Plan	Lang A	Hum
6 th Math	Tchr F	Sci	Math	Col/Plan	Lunch	Interven	Col/Plan	Sci	Math
6 th Lang	Tchr G	Lang A	Hum	Interven	Lunch	Col/Plan	Lang A	Col/Plan	Hum
6 th Math	Tchr H	Sci	Math	Col/Plan	Lunch	Interven	Sci	Col/Plan	Math
6 th Lang	Tchr I	Lang A	Hum	Interven	Lunch	Col/Plan	Col/Plan	Lang A	Hum
6 th Math	Tchr J	Sci	Math	Col/Plan	Lunch	Interven	Col/Plan	Sci	Math
7 th Lang	Tchr K	Col/Plan	Lang A	Lunch	Col/Plan	Interven	Lang A	Lang A	Lang A
7 th Math	Tchr L	Col/Plan	Math	Lunch	Interven	Col/Plan	Math	Math	Math
7 th SS	Tchr M	Col/Plan	Hum	Lunch	Col/Plan	Interven	Hum	Hum	Hum
7 th Sci	Tchr N	Col/Plan	Sci	Lunch	(8) AVID	Col/Plan	Sci	Sci	Sci
7 th Lang	Tchr O	Lang A inc	Col/Plan	Lunch	Col/Plan	Interven	Lang A	Lang A	Lang A inc
7 th Math	Tchr P	Math	Col/Plan	Lunch	Interven	Col/Plan	Math inc	Math	Math
7 th SS	Tchr R	Hum	Col/Plan	Lunch	Col/Plan	Interven	Hum	Hum	Hum
7 th Sci	Tchr S	Sci	Col/Plan	Lunch	Interven	Col/Plan	Sci	Sci	Sci
7 th Math	Tchr T	Col/Plan	Math	Lunch	Interven	Col/Plan	Math inc	Math	Math inc
CSR Sci	Tchr U	(8) WC	(8) EC	Coach	Col/Plan	Lunch	Col/Plan	(7) HC	(7) PC
CSR Hum	Tchr V	(7) HC	Col/Plan	Lunch	Col/Plan	Coach	(7) PC	(8) EC	(8) WC
8 th Lang	Tchr W	Lang A	Lang A	Interven	Col/Plan	Lunch	Col/Plan	Lang A	Lang A inc
8 th Math	Tchr X	Math	Math	Col/Plan	Interven	Lunch	Col/Plan	Math	Math inc
8 th SS	Tchr Y	Hum	Hum	Interven	Col/Plan	Lunch	Col/Plan	Hum	Hum
8 th Sci	Tchr Z	Sci	Sci	Col/Plan	Interven	Lunch	Col/Plan	Sci	Sci
8 th Lang	Tchr AA	Lang A	Lang A	Interven	Col/Plan	Lunch	Lang A	Lang A	Col/Plan
8 th Math	Tchr BB	Math	Math	Col/Plan	Interven	Lunch	Math	Math	Col/Plan
8 th SS	Tchr CC	Hum	Hum	Interven	Col/Plan	Lunch	Hum	Hum	Col/Plan
8 th Sci	Tchr DD	Sci	Sci	Col/Plan	Interven	Lunch	Sci	Sci	Col/Plan
8 th Math	Tchr EE	Math	Math inc	Col/Plan	Interven	Lunch	Math	Math inc	Col/Plan
ELA/IB	Tchr FF	Col/Plan	(6/7) ELA	Consult	Lunch	(7) ELA	Consult	(8) ELA	Col/Plan
IB/ELA	Tchr GG	Col/Plan	(7) ELA	(8) ELA	Lunch	(6) ELA	Consult	(6) Span	Col/Plan
IB	Tchr HH	Col/Plan	(7) Fr	(6) Fr	(7/8) Fr	Lunch	(8) Fr	Col/Plan	(8) Fr
IB	Tchr II	(7) Fr	Col/Plan	(8) Span	(7/8) Sp	Lunch	(6) Span	Col/Plan	(8) Span
IB	Tchr JJ	(7) Span	Col/Plan	(8) Span	Lunch	(7) Span	(6) Span	(6) Span	Col/Plan
Instrum	Tchr KK	(7) Band	Col/Plan	(7) Adv	(7/8) Ad	Lunch	(6) Beg	(6) Beg	Col/Plan
Chorus	Tchr LL	(7) Choir	Col/Plan	(8) Choir	(7/8) Ad	Lunch	(6) Choir	(6) Choir	Col/Plan
Art	Tchr NN	(7) Art	Col/Plan	(6) Art	Ldrshp	Lunch	(8) Art	Col/Plan	(8) Art
PE	Tchr OO	Col/Plan	(7) PE	(8) Fit	Lunch	(7) PE	Col/Plan	(6) PE	(8) PE
PE	Tchr PP	Col/Plan	(7) PE	(6) PE	(7) PE	Lunch	(8) PE	(6) PE	Col/Plan
Tech	Tchr RR	Col/Plan	(7) Tech	Lunch	(8) Tech	Yrbk	(6) Tech	(6) Tech	Col/Plan
ESE	Tchr SS	Col/Plan	Inclu	Lunch	(7) Rdng	(6) Rdng	Inclu	Col/Plan	Inclu
ESE	Tchr TT	Inclu	Col/Plan	(6) Rdng	(8) Rdng	Lunch	Inclu	Col/Plan	Inclu

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	Works within the existing budget	Meets existing agreements for educator work day	Compatible with student transportation	Provides 3 hours of collaborating time per week	Provides multiple times per week for collaboration	Total
	X 3	X 3	X 3	X 2	X 3	X 2	
MODEL	Score X Weight	Score X Weight	Score X Weight	Score X Weight	Score X Weight	Score X Weight	
Example	3 x 3	2 x 3	3 x 3	2 x 2	2 x 3	1 x 3	37
Deer Park Elementary							
Henry Middle School							

Directions for scoring simulation activity:

Use the sample weighted criteria matrix below to study and score model schedules for Deer Park Elementary and Henry Middle School to determine each school's score as determined by the established criteria.



Learning Forward's *Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core* is a multidimensional initiative focused on developing a comprehensive system of professional learning that spans the distance from the statehouse to the classroom. With an immediate focus on implementing Common Core State Standards and new assessments, the initiative provides resources and tools to assist states, districts, and schools in providing effective professional learning for current and future education reforms.

New workbook offers step-by-step planning guidance

All of these resources are available at:

<http://www.learningforward.org/publications/implementing-common-core#.Um7AdyTIVqd>

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.