



Establishing Time for Professional Learning

FASD Spring Forum
May 5, 2014



Debbie Cooke – wpglconsulting@comcast.net

Ann Delehant – adelehant@gmail.com

Linda Munger – linda@mungeredu.com

Learning 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 professional learning?
- How well is professional learning time used now?
- What is the problem and why is it important to address it?
- How are some districts/schools finding time and planning for its effective use?
- What policy language supports the issue of time for professional learning?
- 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?



<http://learningforward.org/docs/default-source/commoncore/establishing-time-for-professional-learning.pdf?sfvrsn=6>

Seven Step Process for Establishing Time

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

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.

Seven Step Process for Establishing 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.

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.

Seven Step Process for Establishing Time

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.

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.

Seven Step Process for Establishing Time

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 2.1

Examining Assumptions About Time

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.

Analysis of Your Perspectives on Time

- What trends or patterns emerged in the responses?
- What reactions/insights are you drawing from these responses?
- Share your thoughts with your table group.



Tool 2.3

Staff Perceptions About Collaborative Time

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

Review of the Survey -

Staff Perceptions About Collaborative Time

- How could you use this survey?
- Who would you use this survey?
- How might you adapt the survey to meet the needs of your district/school?
- Are there any statements that are not being asked about staff perceptions of collaborative planning time that might need to be added?

Tool 4.1 - Studying Time Options

- 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
 - 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

Tool 4.2 – Model Schedules

Sample schedules on pages 49-58 in workbook.

Samples for Practice Activity

– Deer Park Elementary

- Handout – pp. 11-12; Workbook – p. 50

– Henry Middle School

- Handout – pp. 13-14; Workbook – pp. 53-54

Tool 4.3

Scoring Models Using Weighted Criteria

Scoring a model

3 = Meets criterion

2 = Moderately meets criterion

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							

Accessing the Resources

- Access all resources online
<http://www.learningforward.org/publications/implementing-common-core#.Um7AdyTIVqd>
- Scan resources using QR codes
- Latest workbook – *Professional Learning Plans: A Workbook for States, Districts, and Schools*



Final Thoughts



- What have I learned or new insights have I gained?
- What implications does this have for my work?
- What are my next steps?