

Learning Time

Changes to Support Learning for Both
Students and Teachers

Timeline

- Throughout negotiations, the district position was altering the school day after CBA approval to provide teachers time to look at student work and collaboratively plan lessons, that support each student.
- New Bargaining Agreement ratified and approved week of November 20th.

Changes to CBA

- Expanded elementary teacher work day by 20 minutes.
 - At the elementary level the teachers' work day shall begin no earlier than 8:10 a.m. and end no later than 3:40 p.m. and not exceed seven (7) hours and twenty (20) continuous minutes
- The secondary teacher work day length remains the same:
 - The work day for secondary level teachers shall begin no earlier than 7:30 a.m. and end no later than 3:30 p.m. and not exceed seven (7) hours and forty (40) continuous minutes per day.

Parameters

- Begin this year.
 - Fiduciary responsibility to carry out CBA.
- Provide daily period for teachers to be available to each other.
 - Professional Learning Period (PLP)
- Minimal disruption to bell schedule this year.
- If change, start students later, not earlier.
 - Minimal bus changes.

Why?

Matters Less

- Homework: .29
- Summer School: .23
- Matching Learning Style: .17
- Ability Grouping: .12
- Retention: -.13

Matters More

- Teacher Collective Efficacy: 1.57
- Student Expectations: 1.44
- Formative Evaluation: .90
- Classroom Discussion: .82

Why?

- When teachers work in collaborative teams schools are more likely to see gains in student achievement, find higher quality solutions to problems, promote increased confidence among staff, create an environment in which teachers support one another's strengths and accommodate weaknesses, provide support for new teachers, and provide all staff with access to an expanded pool of ideas, materials, and methods (Little, 1990).
- “The single most important factor for successful school restructuring and the first order of business for those interested in increasing the capacity of their schools is building a collaborative internal environment.” (Eastwood & Seashore Louis, 1992,p. 215)
- Improving schools requires a collaborative culture: “without collaborative skills and relationships it is not possible to learn and to continue to learn” (Fullan, 1993, p. 18).

Why?

- When groups, rather than individuals, are seen as the main units for implementing curriculum, instruction, and assessment, they facilitate development of shared purpose for student learning and collective responsibility to achieve it (Newmann & Wehlage, 1995).
- High-performing schools promote collaborative problem solving and support professional communities and exchanges among all staff. Teachers and staff collaborate to remove barriers to student learning and communicate regularly with each other about effective teaching and learning strategies. They have regularly scheduled time to learn from one another (National Education Association, 2003).
- “[High-achieving schools] build a highly collaborative school environment where working together to solve problems and to learn from each other become cultural norms.” (WestEd, 2000, p. 12)
- “It is imperative that professional learning be directed at improving the quality of collaborative work.” (National Staff Development Council, 2006)

HS/MS Planned School Day

- Teacher work day is 7:30-3:10
- Homeroom/1st period begins at 8:10.
- End of day dismissals remain the same.
 - 40 minute periods
- Transportation:
 - Longer routes may see minimal change.
 - Shorter routes may see a later pick-up time.
 - BOCES run will arrive ready for classes.

Elementary Planned School Day

- Teacher work day is 8:10-3:30
- Doors open at 8:50
- Dismissal is 3:20
 - Will be reviewing this to possibly move to 3:25
- Transportation:
 - Pick-up times will be 5(longer runs)-15(shorter runs) minutes later to start.

Future

- MS/HS students will have access to all teachers everyday for extra help.
- Scheduling committees will review school day options for September.
 - When will extra help period be?
 - No overlapping lunches
 - Bus Runs

Why?

“The key to ensuring that every child has a quality teacher is finding a way for school systems to organize the work of qualified teachers so they can collaborate with their colleagues in developing strong learning communities that will sustain them as they become more accomplished teachers.” (National Commission on Teaching and America’s Future, 2003, p. 7)

“Collaboration and the ability to engage in collaborative action are becoming increasingly important to the survival of the public schools. Indeed, without the ability to collaborate with others, the prospect of truly improving schools is not likely.” (Schlechty, 2005, p. 22)

“It is time to end the practice of solo teaching in isolated classrooms.” (Fulton, Yoon, & Lee, 2005)

Why?

“[Today’s teachers must] transform their personal knowledge into a collectively built, widely shared and cohesive professional knowledge base.” (Chokshi & Fernandez, 2004, cited in Fulton, Yoon, & Lee, 2005)

Teacher collaboration in strong professional learning communities improves the quality and equity of student learning, promotes discussions that are grounded in evidence and analysis rather than opinion, and fosters collective responsibility for student success (McLaughlin & Talbert, 2006).

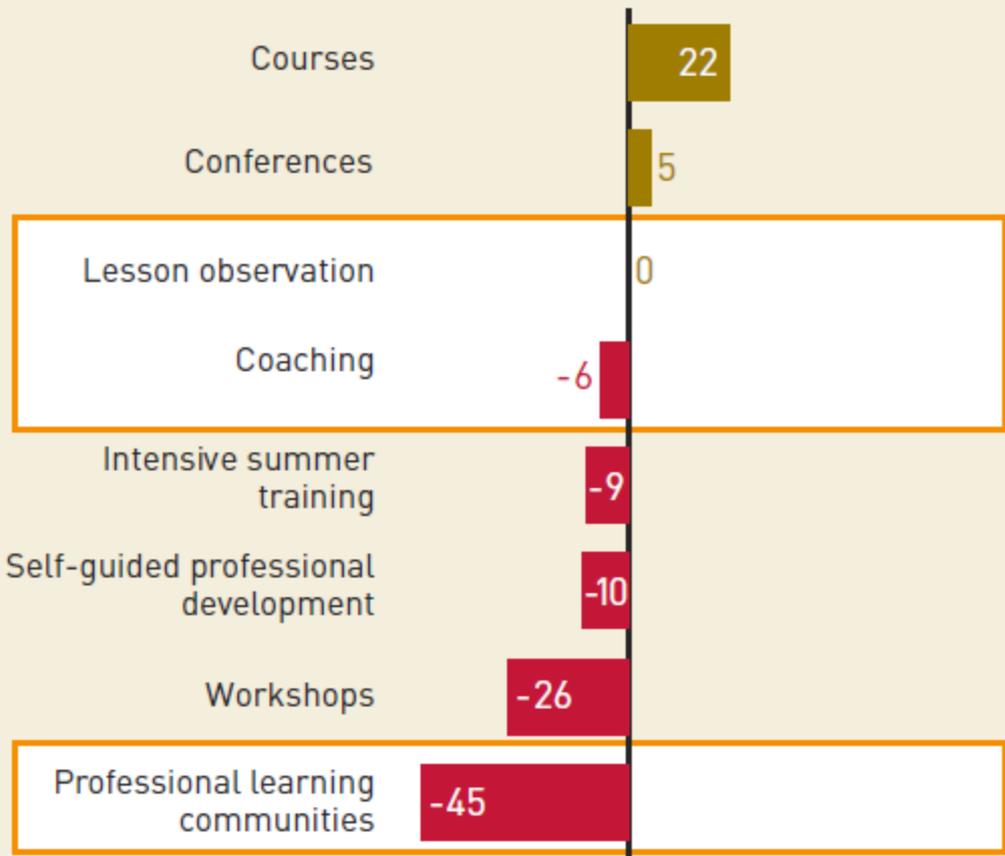
“Quality teaching is not an individual accomplishment, it is the result of a collaborative culture that empowers teachers to team up to improve student learning beyond what any one of them can achieve alone.” (Carroll, 2009, p. 13)

High-performing, high-poverty schools build deep teacher collaboration that focuses on student learning into the culture of the school. Structures and systems are set up to ensure teachers work together rather than in isolation, and “the point of their collaboration is to improve instruction and ensure all students learn” (Chenoweth, 2009, p. 17).

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Current state: Teachers are not satisfied with professional development (PD) formats ...

Question: Overall, how would you rate your satisfaction with the PD offered to teachers in your school district/school?¹



... that local education agency (LEA) ... want to spend more ...

Question (for local education agency development leaders): If it were up to you, how much more would you believe your district should deliver to teachers relative to the current state?

