

FINDING TIME

for Professional Learning



National
Staff
Development
Council

Edited by Valerie von Frank



National Staff Development Council
5995 Fairfield Road, #4
Oxford, OH 45056
513-523-6029
800-727-7288
Fax: 513-523-0638
E-mail: NSDCoffice@nsdc.org
www.nsd.org

**Finding TIME
for Professional Learning**

Editor: Valerie von Frank
Designer: Stacey D. Sanders

© National Staff Development Council, 2008.
All rights reserved.

Reproduction in whole or part without written permission is prohibited. Unless indicated otherwise, buyers of this book have permission to make up to 30 copies of copies of up to 10 articles in this collection if they are to be used for instructional purposes as long as this book and NSDC are properly cited.

Requests for permission to reprint or copy any part of this book should be faxed to Joan Richardson, Director of Communications, National Staff Development Council at 313-824-5062 on organization letterhead. No e-mail requests will be accepted. All requests must specify the number of copies that will be made and how the material will be used. Please allow two weeks for a response.

Printed in the United States of America
Item # B379

ISBN: 978-0-9800393-1-3

TOOL 3.1: WHAT TO LISTEN FOR

Here are statements that indicate positive and negative views of time. Which of these do you hear at your school?

NEGATIVE:

"Staff development takes time that I don't have."

"We're doing too much already."

"I don't want to waste my time in that session! It won't help me at all."

"I need to get this week's plans done. I don't have time to think about next year."

"This didn't work when they tried it in 19__ and it won't work today."

"You're wasting your time. It won't help these kids learn."

"I'm already changing my curriculum/instruction/assessment/etc. I don't want one more thing to do."

POSITIVE:

"We use a lot of time for our own learning, but it's important."

"We can do a couple more sessions on this technique this semester."

"Let's try this out. I think it might help me a lot in the classroom."

"If we fit this workshop in, it will help us for next year."

"It didn't work the last time they tried it, but times have changed/we can learn from their mistakes."

"This is important to the school's improvement efforts. Let's put our time into it."

"This work will support the new curriculum/instruction/assessment I want to try."

SHAPING SCHOOL CULTURE

To shape a more nurturing culture, a school's principal, staff developers, and teacher leaders need to examine their school with an eye for time issues. Suggested steps include:

Read the school's culture. Leaders need to first understand the deeper norms, values, and beliefs of the school. Compile a history: Information sources could include present and former staff members, other district personnel, yearbooks, newspaper clippings, parents, and community leaders. Seek out the informal networks that touch the school. Look at how the school's values have developed over time. Examine the symbols and stories that permeate the culture. Listen to how people talk about time they spend in the school. Look for rituals of time use.

Assess views of time. Does the school's culture include ideas about time that support adult learning? For example, do teachers want to spend time conferring with colleagues and improving their teaching? Do they feel that time spent on staff development is worthwhile? What common

conceptions about time do staff members share? Are there specific attitudes about time that need to be changed before teaching can improve?

Reinforce the positive. Through symbolic actions and model behaviors, leaders need to support positive and energizing views of the time spent learning and growing. Some examples:

- Look for teachers or activities in the school that make good use of time and single them out for public praise;
- Make a point of being a model by using their own time to do important work: If the principal makes regular time for conversations with teachers about curriculum, for example, that sends a powerful message that curriculum development is important;
- Provide positive examples: Make contact with other schools that succeed academically despite similar challenges, so teachers can see for themselves that it can be done; and
- Select staff members who share positive values of time, who will be assets to a nurturing school culture.

Journal of Staff Development, Spring 1999, Vol. 20, No. 2, 16-19. © Kent Peterson. All rights reserved. Reprinted with permission.

TOOL 3.2: BELIEFS ABOUT TIME

Norms, values, and beliefs about time differ across schools. Some important concepts to consider when examining your school's culture:

- Amount of time: How much time is “a lot” of time? In some schools, two days of inservice is considered “too much,” while in other schools this is seen as a bare minimum for learning new ideas.
- Time as investment: Is professional learning viewed as a waste of time or an important investment in students?
- Rate or speed of change over time (Schein, 1992). How fast should new ideas and techniques be incorporated into the school? Should the school focus on one reform approach during the next three or four years, or should the school try to adopt two or more approaches at once?
- Time on/time off: When can staff members relax, disengage, or rest? In some school cultures, professional development sessions are time for a respite or breather, a time to doze — perhaps not physically, but psychologically. In other schools, staff development time is a period of heightened attention, energy, and focus.
- Sequence of events over time (Schein, 1992): What should be done first, second, or never? In some schools, everything but professional learning occurs first. Workshops, faculty study groups, discussions of practice, etc., take last place to other activities.
- Ownership of time: Whose time is this? In some schools, the culture decrees that time is the sole property of individual teachers. In other schools, time is understood as shared for the good of the whole organization.

At the same time, the school must address any negative, pessimistic views of time in the culture. Be candid and forthright: Toxic cultures are so unpleasant that no one wants to admit to being in one. This reluctance can stall serious discussion of how negative values can be turned around.

REFERENCES

Deal, T. E. & Peterson, K. D. (1998). *Shaping school culture: The heart of leadership*. San Francisco: Jossey-Bass.

Fullan, M. (1998). Leadership for the 21st century: Breaking the bonds of dependency. *Educational Leadership*, 55(7), 6-10.

Levine, D.U. & Lezotte, L.W. (1990). *Unusually effective schools: A review and analysis of research and practice*.

Madison, WI: National Center for Effective Schools Research and Development.

Lortie, D.C. (1975). *Schoolteacher*. Chicago: University of Chicago Press.

Newmann, Fred and Associates (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco: Jossey-Bass.

Schein, E.H. (1992). *Organizational culture and leadership*. (2nd ed.) San Francisco: Jossey-Bass.

Kent Peterson is a professor of educational administration at the University of Wisconsin-Madison. He can be reached at 1025 W. Johnson St., Madison, WI 53706, phone (608) 263-2720, fax (608) 265-3135, e-mail: kpeterson@mail.soemadison.wisc.edu.

"I wish I could stand on a busy corner, hat in hand, and beg people to throw me all their wasted hours."

— Bernard Berenson



STRATEGIES FOR FINDING TIME

Schools and districts that have carved out more time for professional learning have typically relied on one of the following strategies. Most of these strategies were initially identified in "The time dilemma in school restructuring," by Gary Watts and Shari Castle, *Phi Delta Kappan* 75 (1), December 1993.

Bank time

- Lengthen the regular school day. "Save" the extra minutes to create larger blocks of time when teachers can plan or learn together.
- Create regularly scheduled early dismissal/late start days.
- Shave minutes off the lunch period and "save" that time for teacher learning time.

Buy time

- Hire more teachers, clerks, and support staff to create smaller classes and/or expand or add planning or learning times for teachers.
- Hire substitute teachers to fill in for regular classroom teachers to enable those teachers to plan or learn together.
- Add an extra teaching position in the school for a rotating substitute teacher who would regularly fill in for teachers in order to free them for planning or learning time.
- Create a substitute bank of "staff development substitute teachers" which regular classroom teachers can tap in order to participate in various forms of professional learning.

TOOL 3.3

Common time

- Use common planning time to enable teachers working with the same students, the same grade level, or the same subject to share information, collaborate on projects, or learn more about their shared interest.
- Organize “specials” into blocks of time to create common time for teachers with similar interests.
- Link planning periods to other non-instructional times, such as lunch periods, giving teachers the option to use their personal time for shared learning time.

Free teachers from instructional time

- Enlist administrators to teach classes.
- Authorize teaching assistants and/or college interns to teach classes at regular intervals, always under the direction of a teacher.
- Team teachers so one teaches while the other plans or learns independently.
- Plan day-long, off-site field experiences for students in order to create a large block of time when teachers can learn.

Add professional days to the school year

- Create multi-day summer learning institutes for teachers in order to ensure that they receive the necessary depth in areas of strategic importance for the district.
- Create a mid-year break for students and use those days for teacher learning.

Use existing time more effectively

- Provide professional learning time during staff meetings. (For ideas on better ways to use staff meetings, see the Oct./Nov. 1999 *Tools for Schools*.)
- Spread time from multi-school planning days across the calendar to provide more frequent, shorter school-based learning opportunities.

“Don’t say you don’t have enough time. You have exactly the same number of hours per day that were given to Helen Keller, Pasteur, Michelangelo, Mother Teresa, Leonardo da Vinci, Thomas Jefferson, and Albert Einstein.”

— H. Jackson Brown, Jr.

How much time do teachers need?

In a survey of 178 principals in urban high schools undertaking major change efforts, lack of time, energy, and money were identified as the key implementation problems. On average, teachers devoted 70 days of time to implementing a project, while “the more successful schools used 50 days a year of external assistance for training, coaching, and capacity building.”

Source: “Using time well: Schedules in Essential schools,” by Kathleen Cushman, *Horace* 12 (2), Nov. 1995.

www.essentialschools.org/cs/resources/view/ces_res/15.



Analysis of current time usage with time use log

1. How much time in minutes do staff members have for planning?
2. How much time in minutes are staff members expected to attend staff meetings per week/month?
3. How many professional development days are planned into the current school year? When do those days occur? Add the number of minutes available in professional development days. Remember to subtract lunchtime.
4. For one week, log how planning time is used using the Time Use Log on the next page.
5. As a team, graph how all members of the team or schoolwide used time collectively by adding the total amount of time used in each category across all members' logs.
6. Identify how much of the available time was spent in school-based team learning.
7. Complete the Time Use Log on the next page. Identify how much of the total available time was invested in work related to the areas in the first column.
8. Use the graph and personal perceptions to consider the impact of various ways time is used by considering these questions:
 - a. What is the difference between the amounts of time spent in individual work versus time spent in collaborative work?
 - b. What kind of time usage is the most satisfying to you?
 - c. What kind of time usage is the least satisfying to you?
 - d. What type of time usage has the greatest impact on achievement of your students?
 - e. What kind of time usage has the greatest impact on your practice as a teacher?
9. Identify the norms/agreements/expectations about time in the school.
10. Consider how to increase the kind of time usage that is most satisfying to you and that has the greatest impact on achievement of your students.

TOOL 3.4

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.
	# min.	A/C	# min.	A/C	# min.	A/C	# min.	A/C	# min.	A/C	
Management/clerical (attendance, non-academic reports, business transaction, copying, getting supplies, etc.)											
Assessment (analyzing student work, grading student work, designing assessments, etc.)											
School-focused work (committee work, etc.)											
District-focused work (committee work, etc.)											
Non-school related (personal phone calls, errands, etc.)											
Other											
Other											
Other											
Total daily time											
Total alone											
Total collaborative											

TOOL 3.5

Comparison of strategies for making time for collaborative professional learning

As you read the newsletters and study the schedules provided, determine the strategy each school used for making time, how much time they created, and whether this approach meets your criteria. Write in your criteria at the top and place a check if the strategy meets the criteria established.

TOOL 3.5

Comparison of strategies for making time for collaborative professional learning

As you read the newsletters and study the schedules provided, determine the strategy each school used for making time, how much time they created, and whether this approach meets your criteria. Write in your criteria at the top and place a check if the strategy meets the criteria established.

My criterion #1:	My criterion #2:	My criterion #3:	My criterion #4:	My criterion #5:	My criterion #6:
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

District	Strategy	How much time?	Check if #1 is met	Check if #2 is met	Check if #3 is met	Check if #4 is met	Check if #5 is met	Check if #6 is met

TOOL 3.6

Forming a recommendation

- From the ideas generated, decide on two or three that would work for this school and its community.
- Develop a proposal that includes consideration of how each recommendation would impact various aspects of the school community.
- Identify how you plan to use the extra time.
- Identify the goals you want to accomplish with the additional time and relate those goals to student learning.

SECTION III ■ MAKING CHANGE, TAKING ACTION

TOOL 3.6

Recommendation	R E C O M M E N D A T I O N ' S E F F E C T O N :					
	Other schools	Budget	Transportation	Parents	Before- and after-school care programs	Other
1						
2						
3						

THIS IS HOW MY SCHOOL WILL USE THE EXTRA TIME:

Goals to accomplish with the extra time	Relationship of goal to student learning
1	
2	
3	
4	

NSDC TOOL

DISTRICTWIDE
BOOK CLUB FOR
LEADERS

Fifty leaders in Hamilton County participate in a districtwide book club each year. The club reads six books that focus primarily on leadership, change, and instruction.

Participants can choose between early morning or late-afternoon discussions that last for 90 minutes each. Once assembled, the larger group divides into three or four smaller groups for the discussion.

Recent books have included *Teaching with Fire*, edited by Sam Intrator and Megan Scribner (Jossey Bass, 2005) and the Winter 2006 issue of *JSD* which focused on assessment.

Ann Kilcher, senior advisor for the leadership initiative, said the cost per participant is \$100 a year. "This is high-impact, low-cost professional development activity," she said.

WHAT A DISTRICT LEADER NEEDS TO KNOW ABOUT ...

MAKING TIME FOR READING

Reading is an essential part of being a professional. But reading can also feel challenging for teachers and principals who already have busy lives.

A Jigsaw Reading is one strategy that can make reading articles and books less taxing for your staff. Be sure that you read the article or book in advance yourself in order to make wise decisions about how to divide up the text for your staff.

Magnetic Questions can be used with the same group to prepare them for the reading.

Save the Last Word for Me is a strategy that can be used by the same group when they assemble for their final discussion.



JIGSAW READING

Comments to the facilitator: A jigsaw provides a good way for staff members to learn new content and also provides an opportunity for staff members to teach each other what they have learned.

Time: One hour.

Supplies: Several articles or selections from books which would be helpful in a school improvement effort.

Preparation: Make sufficient copies of the readings for each participant.

Note: Although individuals will only be reading one section, the leader should provide the book or copies of each article for all participants. Encourage them to collect the material in a folder or notebook for future review.

Directions

1. Provide the selected reading(s) to participants.
2. Divide the group into small groups of three to five persons each.
3. Have each member of the small groups silently read a different topic. *Time: 10 minutes.*
4. Create new small groups from the individuals who have read the same material. Allow them time to discuss what they have read. *Time: 20 minutes.*
5. Recreate the original small groups. Have each person teach the rest of the group about his or her reading. *Time: 30 minutes.*
6. Conclude with the question: What are the implications of this for our school? For our district?

TOOL 3.7

NSDC TOOL

MAGNETIC QUESTIONS

Purpose: This enables readers to identify key issues and underlying assumptions before they read. This is best used by a large group that will be reading a lengthy article or book together or viewing a videotape.

Materials: Poster paper, markers.

Time: 30 to 60 minutes.

Directions for the facilitator

1. Before the group gathers, write several key questions related to the reading or video. The facilitator should strive for provocative, thought-provoking questions. Write the questions on poster paper and post around the room.
2. After introducing the topic, invite participants to read the questions and choose one that appeals to or angers them.
3. Invite participants to stand by their chosen question.
4. Invite these small voluntary groups to talk with each other about what they find intriguing or important about the question.
5. After participants have talked about the questions, invite each group to report out or invite participants to individually speak up about what they discussed.
6. Capture on poster paper the big ideas raised by this group discussion. These questions can be used to guide the group's discussion after the group has finished its reading or viewing activity.



**"If you do not
have time to
read, you do not
have time to
lead."**

— Phillip Schlechty

SAVE THE LAST WORD FOR ME

This strategy works best for groups reading articles, but it could be adapted for a book club by breaking down the book into chapters.

1. Have an entire group read the same article silently.
2. If the group is large, break down the larger group into smaller groups of five to six participants for this discussion.
3. Invite one participant in each group to begin by selecting one idea that they most want to share with others. There should be no dialogue during this sharing. *Time: 2 to 3 minutes.*
4. In a round-robin fashion, the next person suggests another idea. Again, no dialogue during this sharing. *Time: 2 to 3 minutes.*
5. Continue this until every participant has had an opportunity to talk. Continue doing rounds of sharing until participants have exhausted their comments or your time has expired.

Before the Planning

Pre-planning how you will devise your summer professional learning plan is essential. Here are some questions to consider as you begin.

Personnel: Who will participate?

Determine which groups must be represented on the planning team. Planning teams should include about 6-10 persons.

Schedule: How long do we have?

Serious long-range planning takes three months or more. If you have less time, scale back what you hope to accomplish. Then begin the longer-range planning for next year.

Incentives: What can we offer?

Why would anyone want to serve on the planning committee? The biggest incentive is the opportunity to influence programs that help students. But stipends, released time, recognition, site visits to model programs, meals, media coverage, and occasional prizes can help.

Measurement criteria: How will we measure success?

Before setting training objectives, learn the expectations of key leaders such as the superintendent and school board members.

Facilitation: Who will lead the process?

Will you use an external facilitator? Does someone in the district have the necessary skill and knowledge? Using an outside facilitator need not be expensive. Lead teachers or trainers from other nearby districts may be able to serve.

Budget: Do you have funds to support the plan?

There are really two questions here. Do you have funds to support the planning process — facilitator, retreat, substitutes, long-distance phone calls? Do you have funds to implement the completed plan? If funds will have to be redirected, clarify that early in the process.

Retreat: Do you have funds for a retreat setting?

What other low-cost options exist for providing a suitable, non-school location for professional learning?

Approval: Who can veto the plan?

It's critical that those who participate in planning know who holds the final power.

Commitment: Who will ensure the success of the process?

Identify and cultivate key cheerleaders. Long-range planning cannot rely on the commitment and energy of one individual.

Trust: Do we have an organizational context that supports the process?

Do team members trust each other? Do people within the system have confidence in the process? If not, time must be given to building that trust. Open forums can be used to develop awareness of learning goals and enable all the stakeholders to ask questions and air concerns.

Knowledge: Do planning team members have the necessary knowledge to develop a quality plan?

They must have a working knowledge of the key concepts of change and staff development.

Source: "Staff developers as planning facilitators," by Stephanie Hirsh, *Journal of Staff Development*, Spring 1993 (Vol. 14, No 2).

TOOL 3.9

Tools For Schools

April/May 2003

Process Planner

Purpose: This tool will help you define how you will make specific content and activity decisions to achieve your professional learning goal.

Directions: Fill in the name of the person completing the tool and the date of the final version. For each organizational level listed, answer each of the questions. When you are finished, review your answers to ensure that decisions at all levels make sense together. Do these decisions fit with how you make other decisions in your school or district? If not, consider other changes that may be needed.

Name _____ Date _____

Professional learning goal _____

Organization level	Who identifies potential content and activities for professional learning? How?	Who else has input into content and activities? How do they provide that input?	Who researches activity costs and benefits?	Who makes final decisions about professional learning activities? How?
Example: <i>Schoolwide PD activities</i>	<i>School leadership team for instruction, leadership, and technology (all academic content chosen at team level). By examining data about student achievement.</i>	<i>Other staff via annual survey and review at staff meetings</i>	<i>Leadership team members (including instructional leaders) accountable for research but may ask other staff for help</i>	<i>Principal, in consultation with leadership team</i>
District				
School				
Team				
Individual				

Source: *Professional Development: Learning from the Best* by the North Central Regional Educational Laboratory, an online professional development toolkit available for free downloading at www.ncrel.org/pd/toolkit.htm.

Content and Activity Planner

Fill in the name of person completing the tool and the date of the final version. Indicate the organization level and the professional learning goal you are addressing.

On a separate sheet, generate ideas for topics that support the goal. For each topic, brainstorm and research potential activities. For activity, describe the content and process, time required and deadlines, resources, and expected impact.

Name _____ Date _____

Level (check one) District School Team

Professional learning goal _____

Topic	Potential Activity (content and process)	Time: a. Deadlines b. Staff time	Required Resources (funding, expertise, facilities)	Impact on Goal (high, medium, or low)
Example: <i>Enhancing the reading experience for gifted students</i>	<i>Training for reading team in implementing individual reading programs for gifted students using ABC method. Monthly review of achievement of gifted students using ABC method.</i>	<i>a. Initial training = 4 hours (voluntary) b. Initial = 3 hours Ongoing = 30 minutes/month</i>	<i>Materials for training: \$400. Can train and do ongoing work in weekly team time blocks so no substitutes needed; no special expertise or facilities needed.</i>	<i>Expect will maintain "steep" individualized learning curve for gifted readers; help catch problems early; high impact, low cost.</i>

Source: *Professional Development; Learning from the Best* by the North Central Regional Educational Laboratory, an online professional development toolkit available for free downloading at www.ncrel.org/pd/toolkit.htm.

TOOL 3.11

Tools For Schools

April/May 2003

Taking Ideas Home

Ensure that summer workshop participants know that the district expects them to take summer learning “home” with them into their classrooms during the next school year.

This activity often catches participants off guard and encourages them to think about what they will need to do to transfer what they have learned during a summer workshop or institute into their classrooms.

Time: 20 minutes.

Supplies: Paper/index cards, pencils, flip chart, and markers.

Directions

1. Distribute sheets of paper or index cards to each participant.
2. Write this question on a flip chart and reveal it as you ask participants to answer the question:
 - *What can I do to ensure that I will not change the way I work because of what I learned in this workshop?*
3. Suggest that participants consider these questions as they respond:
 - *What can you think about to prevent/discourage yourself from using new ideas?*
 - *How can you interact with other teachers or with your principal to ensure that you won't try anything new?*
 - *What can you do with your workshop materials to ensure that you won't use them or refer to them again?*
4. Invite participants to share their answers with the rest of the group.
5. Record 10 to 12 of their suggestions on a flip chart.
6. Ask participants to suggest ways to turn those negative responses into positive ones. Record those suggestions on the flip chart as well.
7. Encourage more discussion about how they can take their ideas home. A good reference for this is the April/May 1999 issue of *Tools for Schools*.

Source: “After the workshop,” *Tools for Schools*, December/January 2000.

RESOURCES

For additional information on creating time for professional learning, see:

TIME USE RESEARCH STUDIES

Finding the time to build professional development into the life of schools: Teachers take charge of their learning. Transforming professional development for student success.

www.nfie.org/publications/charge/section2.htm
NEA Foundation for the Improvement of Education. (1996).

NFIE gives two primary recommendations for finding time for professional development: flexible scheduling and an extended school year for teachers. The organization recommends team teaching as a way to create greater freedom with scheduling and ample opportunity for mentoring relationships.

Finding time to learn

www.connectseward.org/shs/block/TIME.HTM
O'Neil, J. (1995, November). *Educational Leadership*, 53(3), 11-15.

Researcher John O'Neil describes how a number of high schools seeking better instruction and improved student outcomes are exploring alternatives to the traditional schedule.

Guarding teachers' time

www.edweek.org/ew/ewstory.cfm?slug=02steven.h18&keywords=time

Stevenson, H. (1998, Sept. 16). *Education Week*. As part of the Third International Mathematics and Science Study (TIMSS), the U.S. Department of Education studied time use by teachers in the U.S., Germany, and Japan. U.S. teachers have significantly less noninstructional time for planning and collaborative activities than their international peers.

Life on and off the job: Time-use study of Nova Scotia teachers

<http://web.archive.org/web/20030403205638/http://www.nstu.ns.ca/timeuse/>
Harvey, A.S. & Spinney, J. (2000). Time Use Research Program, St. Mary's University.

The Nova Scotia Teachers' Union commissioned this study by St. Mary's University to explore the realities

of time use in teaching activities and how teachers allocate work and personal time. The information was gathered in time-use diaries and was motivated by a need to understand how intensifying demands on teachers affect their time use at school and home.

More time for teachers

www.nctm.org/about/committees/iiaac/feedback/timeforteachers.htm

NCTM Instructional Issues Advisory Committee. (1996, October).

This committee of the National Council of Teachers of Mathematics conducted a survey on the web and gathered additional resources to summarize issues and recommendations about creating time for teachers.

The power of innovative scheduling

Canady, R.L. (1995, November). *Educational Leadership*, 53(3), 4-10.

Alternative schedules may or may not add hours to the school day, but they can vastly improve the quality of the time students spend at school, says scheduling expert Robert Lynn Canady in this much-discussed and cited article.

Prisoners of time

http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/b9/60.pdf
Report of the National Education Commission on Time and Learning. (2005).

Prisoners of time was ground breaking in its examination of the role of time structures in determining what and how students learn and teachers teach. This revised edition of the 1994 report is designed to refocus attention on the critical issue of using time as a resource for teaching and learning. It contains the same text as the original report but also includes some up-to-date examples of the creative and productive ways in which schools can use time. State and local education leaders are called upon to take on this agenda as an important opportunity to improve student learning across a broad range of skills-and thus the economic and civic strength of the country.

Prisoners of time: Research

www.ed.gov/pubs/PrisonersOfTime/PoTResearch/
National Education Commission on Time and Learning. (1994, September).

This research supplement to the 1994 *Prisoners of Time* report may be useful to school leaders. It

provides detailed information about the research upon which the report is based and includes sound recommendations for breaking the chains of “the clock and calendar” and reinventing schools “around learning, not time.”

Professional development: Changing times

www.ncrel.org/sdrs/areas/issues/envrnmnt/go/94-4toc.htm

North Central Regional Educational Laboratory Policy Brief. (1994).

With regular ongoing professional development during the school day as a goal for school improvement, this brief presents education research on the topic of time for learning and discusses implications for school reform and policy.

Providing effective professional development: What’s holding us back?

Zimmerman, J.A. & May Jackson, J. (2003, Spring).

American Secondary Education, 31(2), 37-48.

Inhibitors to effective professional development emerged during analysis of qualitative data gathered during stratified random sample of Ohio principals. Although principals appeared to recognize their pivotal role in the professional development process, a majority reported financial restrictions and time constraints as major barriers to their roles as instructional leaders.

Time for teachers in school restructuring

www.ed.gov/pubs/EdReformStudies/SysReforms/cambone1.html

Cambone, J. (1994, September). *Systemic reform:*

Perspectives on personalizing education, U.S.

Department of Education.

A variety of research studies inform this report, which defines different ways that teachers conceptualize and use time. With a better understanding of teachers’ time constructions, the author hopes to assist educators in effective school restructuring.

Trying to beat the clock: Uses of teacher professional time in three countries

[www.eric.ed.gov/ERICWebPortal/custom/](http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=E)

[portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=E](http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=E)
[D420651&ERICExtSearch_SearchType_0=eric_accno&accno=ED420651](http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=E)

Adelman, N. (1998). U.S. Department of Education.

This research report, part of the Third International Mathematics and Science Study, documented and compared variations on the quantity, structure, and uses of teachers’ overall professional time in the United States, Germany, and Japan. The specific focus was on professional time when teachers are not in direct contact with students.

The uses of time for teaching and learning

www.ed.gov/pubs/SER/UsesofTime/

U.S. Department of Education. (1996, October).

An extensive research study into the uses of time in school focuses primarily on the quantity and quality of students’ time in school. Case studies were conducted in 14 schools, and the research results cover resource issues, student experiences, and the meaning of time for teachers.

STRATEGIES AND SCHEDULING OPTIONS

A discussion paper: It’s about time

www.bcssa.org/topics/SD35.AboutTime.pdf

Langley School District 35, British Columbia, Canada.

This paper from a district committee opens with a question: “What does the research say about time as it relates to student achievement and equity?” It presents members’ extensive review of models for modifying time usage and includes discussion questions and numerous references.

A nine-step program: A successful, replicable model for professional development

http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/2a/19/dc.pdf

Taylor, L.M. & Walls, R.T. (2005, May). *Learning and Leading with Technology*, 32(8), 36-38.

This teacher-designed, classroom centered model takes teachers through a nine-step process that results in the development of integrated instructional units. From its inception, the project has focused on allowing teachers time to mold their everyday lessons into technology-rich integrated units of instruction. This is a process that assists teachers not only in developing but also in taking ownership of curriculum content.

Block scheduling: The key to quality learning time

www.naesp.org/ContentLoad.do?contentId=414

Canady, R.L. & Rettig, M.D. (2001, January). *Principal Magazine*, 80(3), 30-34.

This article in the publication of the National Association of Elementary School Principals indicates that block schedules can help elementary school principals increase quality learning time and reduce class size. The article includes examples of an effective block schedule and a sidebar, “Six Ways to Improve an Elementary School Schedule.” It is part of a special issue on “Time and Learning.”

Block scheduling: Innovations with time

www.alliance.brown.edu/pubs/ic/block/block.pdf
Northeast and Islands Regional Educational Laboratory. (1998).

Block scheduling is one option for changing the structure of the instructional day in schools. This booklet describes block scheduling and several different scheduling structures.

Critical issue: Finding time for professional development

www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd300.htm

Cook, C.J. & Fine, C. (1997). Midwest Consortium for Mathematics and Science Education, North Central Regional Educational Laboratory.

This web-based brief describes the importance of finding time for learning, outlines goals and action items for making time, warns of implementations pitfalls, and showcases models in several midwest districts. The brief includes video commentary on the issue and references and contacts.

Extended learning: What are states doing?

www.naesp.org/ContentLoad.do?contentId=393
Brown, C.G. (2001, January). *Principal Magazine*, 80(3), 12-15.

As the need for additional learning time becomes critical, states are initiating and funding promising programs, with a particular emphasis on extended-day and extended-year options. A trends article by Cynthia G. Brown, director of the Resource Center on Educational Equity for the Council of Chief State School Officers.

Finding time for collaboration

www.ascd.org/ed_topics/el199309_raywid.html
Raywid, M.A. (1993, September). *Educational Leadership*, 51(1), 30-34.

Ten strategies schools are using to create time.

Finding time for professional development

www.nwrel.org/request/june98/article8.html
Northwest Regional Educational Laboratory. (1998, June). *High quality professional development*.

An overview of strategies for making learning time is included in a report about several aspects of effective professional development.

Finding time to educate teachers

http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/de/1b.pdf
Halsdorfer, J. (2006). ERIC online submission.

The Rochester (NY) City School District eliminated much of teachers’ mandatory staff development time. This document offers numerous approaches to offering quality professional development to staff.

Finding time to support PLCs

<http://assist.educ.msu.edu/ASSIST/school/together/seciiplc/seciiaorg/findtimetosupport.html>
Michigan State University and the Michigan State Board of Education.

This page provides examples of how schools and districts have organized time to support teachers’ professional learning. It identifies six different strategies for organizing time and offers specific examples of schools and districts that have used each strategy to support teachers’ professional learning.

Helping teachers teach well: Transforming professional development

www.ed.gov/pubs/CPRE/t61/index.html
Corcoran, T. (1995, June). *CPRE Policy Brief*.

Directed at policymakers, this policy brief describes the state of professional development and what changes are needed to improve schools. It includes a summary of five approaches that have been used to create time for staff development in schools.

Improving instruction through professional learning teams: A guide for facilitators

Abel, J., Raphael, J., & Sather, S. (2005). Northwest Regional Educational Laboratory.

This document is a resource developed for educators trained in the Professional Learning Team (PLT) process by NWREL. The PLT process is a research-based model for effective schoolwide professional development that results in teachers changing their instructional practices. This publication provides guidance and

resources to facilitators as they help school staff plan and implement PLTs. In the PLT process, teachers examine student data and current instructional practices and identify and implement research-based instructional practices most likely to increase student learning. The process occurs during one to two years of inquiry facilitated through eight sessions that are conducted during professional development days and additional reserved work time for teachers.

Innovative teacher professional development: PBS Teacherline

Donlevy, J. (2005, Summer). *International Journal of Instructional Media*, 32(3).

Professional development requires time and resources. With full daily schedules and pressing workloads, teachers are always looking for better ways to improve their skills and meet the professional requirements of their positions. This article describes the service and advantages of the online provider, PBS TeacherLine, for teachers.

It's about time

www.aasa.org/publications/saissuedetail.cfm?ItemNumber=3373&snItemNumber=950&tnItemNumber=1995
American Association of School Administrators. (1999, March). *The School Administrator*.

This special issue of *The School Administrator* includes articles on the effects of block scheduling and "12 findings about block use;" a three-semester high school schedule; a four-day school week; and a story about how some secondary schools are modifying their start times based on new research on adolescent sleep needs.

It's about time

www.teachingquality.org/BestTQ/issues/v01/issue07.pdf

Wade, C. (2001). *Teaching Quality in the Southeast: Best Policies and Practices*, 7.

In this brief, a Wake County Public School teacher outlines the demands placed on a teacher's time during the typical school day and discusses the importance of providing teachers with time for professional collaboration and reflection.

Letting teachers lead: A story of collaboration

McEnergy, D. & Hillestad, P. (2005, December). *Principal Leadership*, 6(4), 34-38.

Doug McEnergy, a principal of Aviano High School, encouraged Pam Hillestad, an experienced teacher at

Aviano, to spend time as a resource for her colleagues. This model for collaboration and teacher-led professional development involves giving experienced teachers an extra period in the master schedule in which to provide guidance to peers. Specific goals ensure that the time spent teaching other teachers is worth the time taken away from students.

Making space for critical reflection in professional learning communities

Servage, L. (2006-07, Winter). *Education Canada*, 47(1), 14-17.

Without time and reflection devoted to why teachers do what they do, a sustainable culture of collaboration is unlikely to emerge. Based on experience as an instructor in a graduate program for practicing teachers, the author found that the opportunity to connect through open-ended reflective dialogue about the perennial problems of education sent students back into their schools ready to innovate.

Making time: What research says about reorganizing school schedules

www.centerforpubliceducation.org/site/c.kjJXJ5MPlwE/b.2086551/k.9967/Making_time_What_research_says_about_reorganizing_school_schedules.htm
The Center for Public Education. (2004).

A historical look at the school calendar with research summaries and frequently asked questions.

Making time for teacher professional development

www.ericdigests.org/1997-2/time.htm
Abdal-Haqq, I. (1996, October). ERIC Clearinghouse on Teaching and Teacher Education.

A brief overview of the elements of effective professional development, the importance of creating time for learning, and strategies that various districts use to create time.

Making time for in-service training

www.aasa.org/publications/saarticledetail.cfm?ItemNumber=4470&snItemNumber=950&tnItemNumber=1995

Guskey, T.R. (1998, August). *The School Administrator* web edition.

Guskey outlines several strategies for making time for learning and for using that time effectively.

Online training: What's really working? What does today's successful online professional development look like?

Carter, K. (2004, May). *Technology & Learning*, 24(10), 32. The author reports on how several models are meeting the challenges of time, technology, and motivation. Some of the models discussed are videoconferencing models, the Anytime, Anywhere learning initiatives, and Educational Impact. Several others are discussed in detail. A sampling of online learning resources is included.

Pressure builds for effective staff training

Viadero, D. (2005, July 27). *Education Week*, 24(43), 1, 18-19.

Experts know that longer-lasting professional development tends to produce better results. They also know that such programs work best when they link to teachers' daily classroom experiences — the tasks their students will have to do, for example, or the texts they will use. Researchers also have a hunch that it is important for teachers to engage in learning sessions collectively — maybe with other teachers from the same department or grade — so that they can meet later to reflect on what they learned.

Principles for professional development: AFT's guidelines for creating professional development programs that make a difference

American Federation of Teachers. (2002, May). One of the American Federation of Teachers' 11 guidelines for developing programs to prepare teachers states that professional development should provide sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate this knowledge and skill into their practice. Read more about this and the remaining 10 guidelines.

Prisoners no more

Ballinger, C. (1995, November). *Educational Leadership*, 58(3), 28-31.

Modifying the school year from a traditional nine-month schedule is one option for restructuring instructional time. This article describes the benefits of year-round schools and includes suggestions for making such a dramatic change.

Professional development for you

Kaser, J.S. (2004, February). *Science and Children*, 41(5), 26-29.

Professional development in education has undergone rapid change. A few years ago, most teachers did not have a voice in the sessions they attended or the opportunity to connect what they learned to their classrooms. Most sessions were at an awareness level only with no follow-up. All that has changed. The move toward greater accountability has resulted in professional development that: (1) is related to the school's goals and the staff's needs; (2) supports teachers in applying what they are learning to their classrooms; (3) empowers staff to design, conduct, and follow through on their own learning; (4) is designed to build a learning community in which all take responsibility for learning and staff work collaboratively to share knowledge, insight, and experience; (5) provides follow-up support and time for practice and reflection; (6) establishes a safe environment for learning in which staff can make mistakes without fear of failure or ridicule; (7) holds educators accountable for their learning and its impact on outcomes; and (8) is continuously monitored and evaluated, with data used for making course corrections.

Reinventing high school: The Coalition Campus Schools Project

www.srnleads.org/data/pdfs/reinventing_hs.pdf
Darling-Hammond, L., Aness, J., & Wichterle, O.S. (2002). *American Educational Research Journal*, 39(3), 639-673.

The authors document the efforts of the Coalition Campus Schools Project to create smaller, more communal schools in response to the failures of comprehensive high schools. The project replaced two large comprehensive schools with 11 small schools. This article focuses on the reform project at Julia Richman High School in New York City; it highlights school designs, successes, challenges, and issues for district restructuring. These schools offer smaller class sizes, at least a two-hour block of collaborative planning time weekly, and more opportunities for teachers to work individually with students.

Rethinking the allocation of teaching resources: Some lessons from high-performing schools

www.cpre.org/images/stories/cpre_pdfs/pb-03.pdf
Hawley Miles, K. & Darling-Hammond, L. (1998). *Educational Evaluation and Policy Analysis*, 20(1), 9-29. The study looks at five high-performing schools that have redesigned the way they allocate teaching

resources. The article gives concrete ways to reorganize teacher time and identifies six principles of resource allocation among the five schools. Suggestions include combining lunch periods with common planning time. For example, Lyons School gave teachers a common lunch period followed by one hour and 15 minutes of common planning time.

Scheduling with a purpose: Professional learning communities

Bolce, M. & Rypka, S. (2005, April). *Middle Ground*, 8(4), 14-16.

The staff at Bethel (Conn.) Middle School committed to establishing the school as a professional learning community. The first step was taking a close look at how they used time during the school day and to determine how to give teachers time during the school day to meet in groups. The staff developed a modified block schedule that allowed them the flexibility to meet students' needs while allowing teachers to conduct efficient and focused PLC meetings.

Special report: From risk to renewal — time and space

www.edweek.org/ew/ewstory.cfm?slug=23time.h12&keywords=time%20and%20space

Sommerfeld, M. (1993, March 3). *Education Week*.

As part of a series of articles examining important factors in successful school reform, this article highlights alternatives to the time-bound and time-conscious traditional nature of schooling.

Synergy yields dividends for all: Schools that find time, resources to integrate lesson plans are creating enthusiasm on both sides of the desk

www.washingtonpost.com/wp-dyn/articles/A25081-2001Apr16.html

Strauss, V. (April 16, 2001). *Washington Post*, A09.

Part of a *Post* series called, "The Secrets of School Success," this article says that "establishing a professional collegial community is difficult to achieve, but is a critical element to a successful school." It describes how some schools are creating more time for faculty synergy.

Teacher support systems: A collaboration model

Perez-Katz, A. (2007, May). *Principal Leadership*, 7(9), 38-41.

The principal of Baruch College Campus High School in New York City learned that the best professional development happens when teachers have well-structured time to meet and reflect on their practices, such as in grade-based or departmental teams. She developed the Teacher Collaboration Model (TCM) to encourage everyone in the school to collaborate. Almost every teacher has a collaborative partner, and teachers meet weekly to plan curricula, make decisions, and agree on common benchmarks for their classes.

Teachers take charge of their learning: Transforming professional development for student success

www.nfie.org/publications/takecharge_full.htm

Renyi, J. (1996). NEA Foundation for the Improvement of Education.

This report addresses two key issues: rationale for teacher development work and the relationship between teacher learning and student learning. Suggestions for making time and examples of effective models are included.

Teachers who learn, kids who achieve

http://web.wested.org/online_pubs/modellPD/welcome.shtml

WestEd. (1996, October).

Vignettes and teacher voices help to tell the story of eight Department of Education professional development award-winning schools. From common elements in the eight schools, guiding principles for successful reform are outlined. Cultural elements, including time use, are important.

The time dilemma in school restructuring

Watts, G.D. & Castle, S. (1993, December). *Phi Delta Kappan*, 75(1).

Five primary ways that innovative schools "found" time for professional learning.

Time for reform

www.goodschools.gwu.edu/researchdb/PDFDocs/ED/354/595/ED354595.PDF

Purnell, S. & Hill, P. (1992). Published originally by RAND and reproduced on the web by ERIC.

The authors identify six strategies that schools use to provide time for reform and outlines the role of time in making effective change in schools.

Time well spent

Holler, E.W., Callender, S., & Skinner, C. (2007, May). *Principal Leadership*, 7(9), 42-44, 46.

The authors discuss how Grafton Middle School in the York County (Va.) School Division implemented ongoing, on-site professional development that is focused on teacher-selected topics and takes place during the school day.

Treating teachers as professionals

www.edutopia.org/node/412

Curtis, D. (2000, October). *Edutopia*.

At the Sherman Oaks Community Charter School, the principal and teachers all meet each day from 11:30 to 1 for professional development. This article describes the benefits of this collaborative period and how the teachers use the time.

Using time well: Schedules in Essential Schools

www.essentialschools.org/cs/cespr/view/ces_res/15

Cushman, K. (1995, November). *Horace*.

With the *Prisoners of Time* report in 1994, many schools began to question how the school day was structured. This article highlights the goals of alternative scheduling arrangements and describes several options with examples from different schools.

NSDC'S PURPOSE

Every educator engages in effective professional learning every day so every student achieves.

NSDC STAFF

Stephanie Hirsh, Executive director

Joellen Killion, Deputy executive director

Leslie Miller, Director of business services

Joan Richardson, Director of communications

Cathy Owens, Director of learning

Hayes Mizell, Distinguished senior fellow

Dennis Sparks, Emeritus executive director