



The TIME Collaborative

Creating Schools with More & Better Learning Time

Session 3 – Adding Time and Using it Well

Today's Agenda – Adding Time and Using it Well

8:30 – 9:00

Welcome

9:00 – 10:30

Core Content 1: Frequent Data Cycles

10:30 – 10:40

Break

10:40 – 12:00

Core Content 2: Targeted Teacher Development

12:00 – 12:45

Lunch

12:45 – 1:15

**Redesign Work Session:
How is your school using time to strengthen instruction?**

1:15 – 2:00

Building Support: Sharing What You Have Learned

2:00 – 2:45

Next Steps Planning

2:45 – 3:00

Closing

Objectives

- Build an understanding of how **frequent data cycles** inform targeted teacher development and improve instruction
- Build an understanding of how high-quality ELT schools use additional teacher collaboration **time to strengthen instruction** and how they make sure **this time is used well**
- Assess how you currently use data and teacher collaboration time in order to **generate ideas** about how to use more time at your school

Keeping Track of It All

Choose Roles


Scribe = Blue

Focuser = Red

Timekeeper = Yellow

Throughout the day, your team will have time to jot down ideas and consider implications for ELT at your school.

Each team member also has a note taker you can use throughout the day.



TIME Collaborative: Session 3 Note Taker

SCHOOL/DISTRICT: _____

At the beginning of today's session, identify a scribe for your school team. Throughout the day, you'll have time to discuss and capture ideas your team wants to remember, and to start thinking about what this all means for ELT implementation at your school.

TOPIC	THINGS WE WANT TO REMEMBER	POTENTIAL IMPLICATIONS FOR ELT AT OUR SCHOOL
Frequent Data Cycles	<div style="background-color: yellow; padding: 10px; border: 2px solid black; display: inline-block;"> <p>See note taker, p. 1</p> </div>	
Targeted Teacher Development		
Redesign Session: Teacher Time		
Building Support		

TIME Collaborative: Process

Idea Generation
(Now)

Decision Making
(January-February)

Re-engineering
(Jan-March)

**Final
Design**
(April)

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Need for Frequent Data Cycles

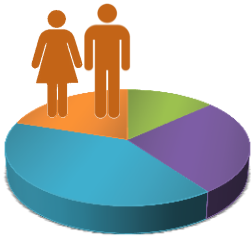
Data Drives Decisions Impacting **Students**, **Teachers**, and the **School**



Students

Data Drives...

- Assignment and grouping in differentiated support period(s)
- Targeted support in core content classrooms



Teachers

Data Drives...

- Professional development, coaching, and observations
- Lesson planning and instructional delivery



School

Data Drives...

- School-wide priorities, including instructional priority
- School-wide goals in achievement and other areas

Requirements and Flexibilities: Frequent Data Cycles

- 1 Focused Schoolwide Priorities
- 2 Rigorous Academics
- 3 Differentiated Supports
- 4 Frequent Data Cycles**
- 5 Targeted Teacher Development
- 6 Engaging Enrichment
- 7 Enhanced School Culture

TIME Collaborative Requirements



At least 60 minutes of weekly collaboration for core academic teachers to analyze and respond to data



School-wide protocols for analysis



4 to 6 interim ELA and Math assessments yearly combined with regular progress monitoring

TIME Collaborative Flexibilities

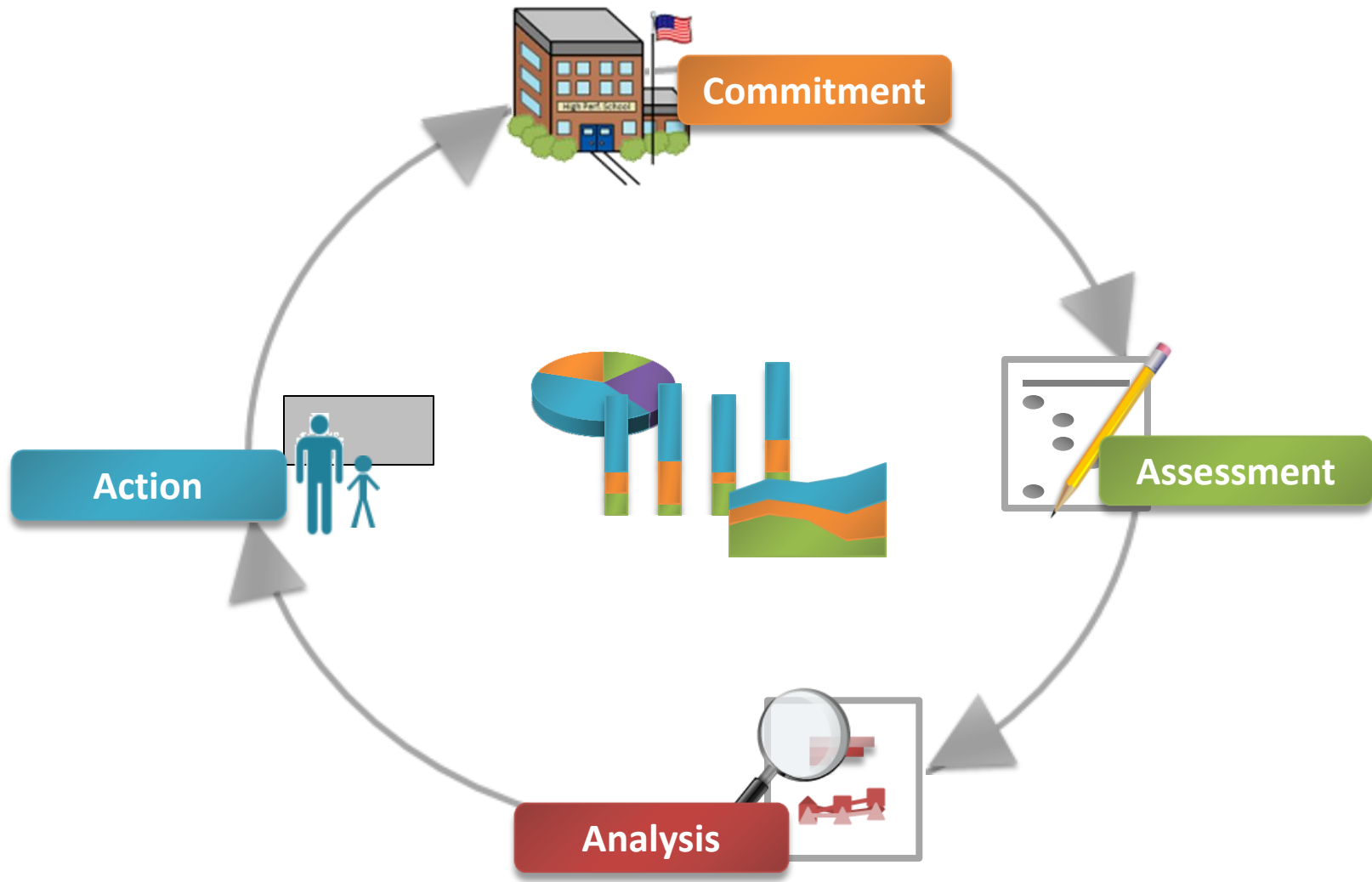


Types of data protocols



Types of interim assessments

Frequent Data Cycles at High-Performing ELT Schools



Frequent Data Cycles: Commitment



Commitment

- ✓ Administrators continuously communicate the importance of data as a tool to improve instruction
- ✓ Data is communicated to staff and stakeholders
- ✓ Teachers are comfortable sharing and discussing data
- ✓ Data drives decisions at the school and classroom level
- ✓ Data is displayed to communicate student progress

Data Wall Display Samples



A green sign with handwritten text providing "Good News" and "Urgent News" regarding student proficiency. The sign is titled "Good News" and "Urgent News" in a cloud-like shape. The text is as follows:

Good News

- Silvia School students saw an increase in proficiency in ELA. Scores improved 6% from 52% in 2009 to 58% in 2010.

Urgent News

- 42% of our students are not proficient.

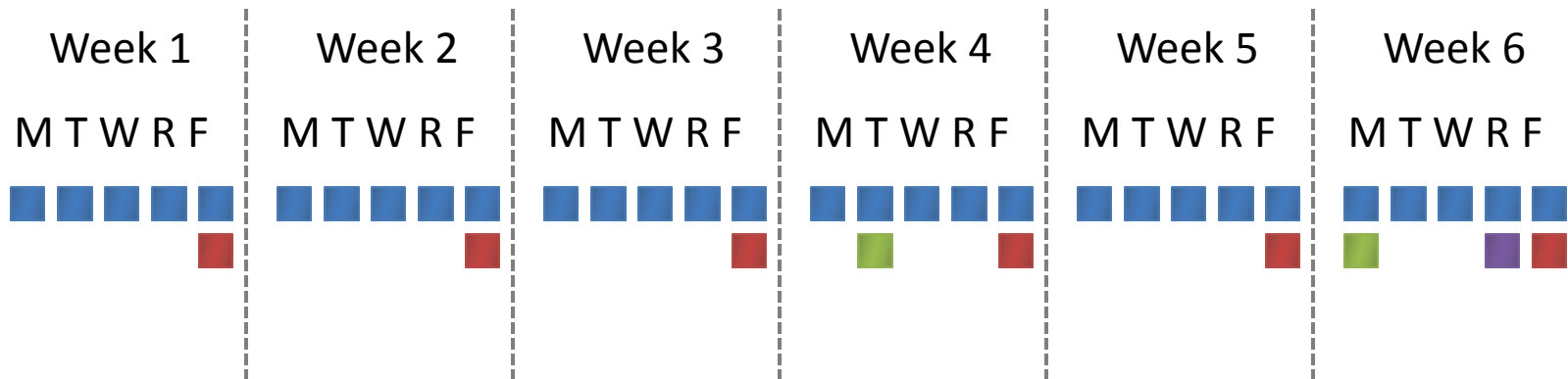
Proficiency Goals

Frequent Data Cycles: Assessment



Assessment

Data Collection in Typical Six Week Cycle



Daily

- Do nows
- Exit tickets

Weekly

- Friday assessments

Quarterly

- ELA/Math Benchmarks

Yearly

- Standardized Test

Frequent Data Cycles: Analysis



Analysis

What: Which data will we use to assess student learning?

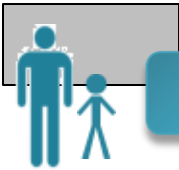
When: When will teachers analyze data? (e.g. data days, grade level team meetings, etc.)

Who: Which teachers and staff need time together to discuss data and in what groups? Who will prepare the data?

How: What protocols can be used to help staff draw conclusions from the data?



Frequent Data Cycles: Action



Action



What: What will we do differently? (e.g. standards to be re-taught, changes to core instruction, interventions)

When: When will we do it? (e.g. scheduled intervention periods, core classes, after school supports)

Who: Which students need additional supports? Which teachers should provide support?

How: How will we implement these changes?



Data Cycles at Aspire Port City and Your School

1. Read the profile on Aspire Port City Academy  on **pages 2-5**

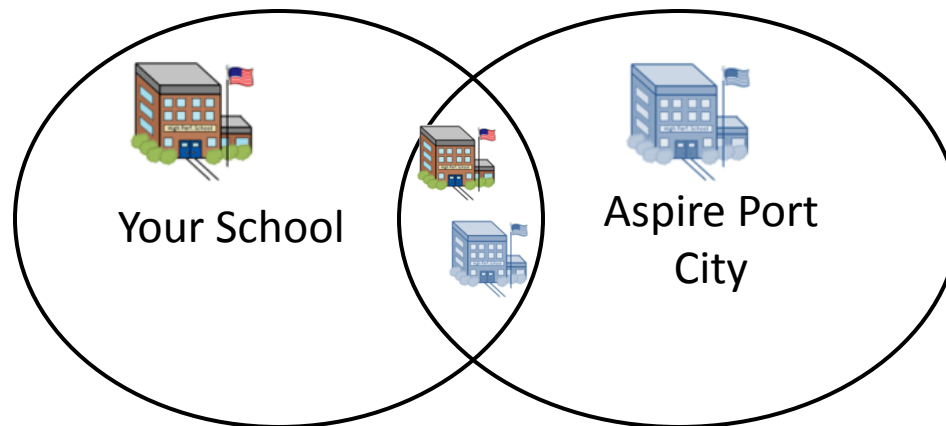
10 minutes

2. Use the guiding questions **on page 6** to discuss data cycles at Aspire Port City 

5 minutes

3. Compare and contrast the use of data at Aspire Port City  to the use of data at your school , using the Venn diagram and guiding questions on **page 6**

15 minutes



Data Cycles Assessment Inventory

Take the next **30 minutes** to work with your team and complete a Data Cycles Assessment Inventory to chart out what your school is currently doing. A master copy should stay in your **Team Binder**. Try to be exhaustive in your analysis.

Frequent Data Cycles: Assessment Inventory

		ASSESSMENT			ANALYSIS	TAKE ACTION	COMMITMENT
Assessment/ Data Source	Grade(s)	Subject(s)/ Skill Area(s)	Administration Date(s)	When do teachers analyze this data? (e.g. in team meetings; at full faculty PD time)? Which teachers and staff come together? What protocols do we use?	As a result of the assessment and analysis, what changes have we made? When did we do it (e.g. intervention periods, core instruction, etc.)? How did we do it?	What role do administrators play? How is data communicated and displayed?	
EXAMPLES	DIBELS	K-2	Early literacy - phonemic awareness, alphabetic principle, accuracy and fluency with connected text, comprehension, vocab.	Beginning of Year - Sept Middle of Year - Jan End of Year - May Plus bi-weekly progress monitoring targeted students	Individually within a week after the assessment has been administered and then share results and interventions with grade level team using a uniform data tool specific for this	More individualized instruction for each student <ul style="list-style-type: none"> Classroom center activities (paper activities/games, computer) based on need Daily review of fluency picture cards in small group 	Principal sits in on grade level meetings when DIBELS data is discussed DIBELS data is included on data chart in assistant principal's office
	Grade-level Writing Benchmarks	2-8	Comprehending and responding to non-fiction text	Monthly - final week of the month	In grade level teams within a week after the assessment has been administered	Integration of writing activities across the curriculum <ul style="list-style-type: none"> Use reading to support writing Follow up instruction in small groups and teacher/student conferences Four writing samples a year using the writing process Grade level writing rubrics 	Improvement, by classroom, posted in hallways Instructional coaches sit in on grade level team meetings to support analysis

Frequent Data Cycles: Discuss & Take Note

Take **10 minutes** to complete the note taker as a team:

What ideas from this section do you want to remember as you build out your school redesign plan?



What are the potential implications of these ideas on your design and implementation of a new school day and year?



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10:30 – 10:40 ***Break***

10:40 – 12:00 **Core Content 2: Targeted Teacher Development**

12:00 – 12:45 ***Lunch***

12:45 – 1:15 **Redesign Work Session:
How is your school using time to strengthen instruction?**

1:15 – 2:00 **Building Support: Sharing What You Have Learned**

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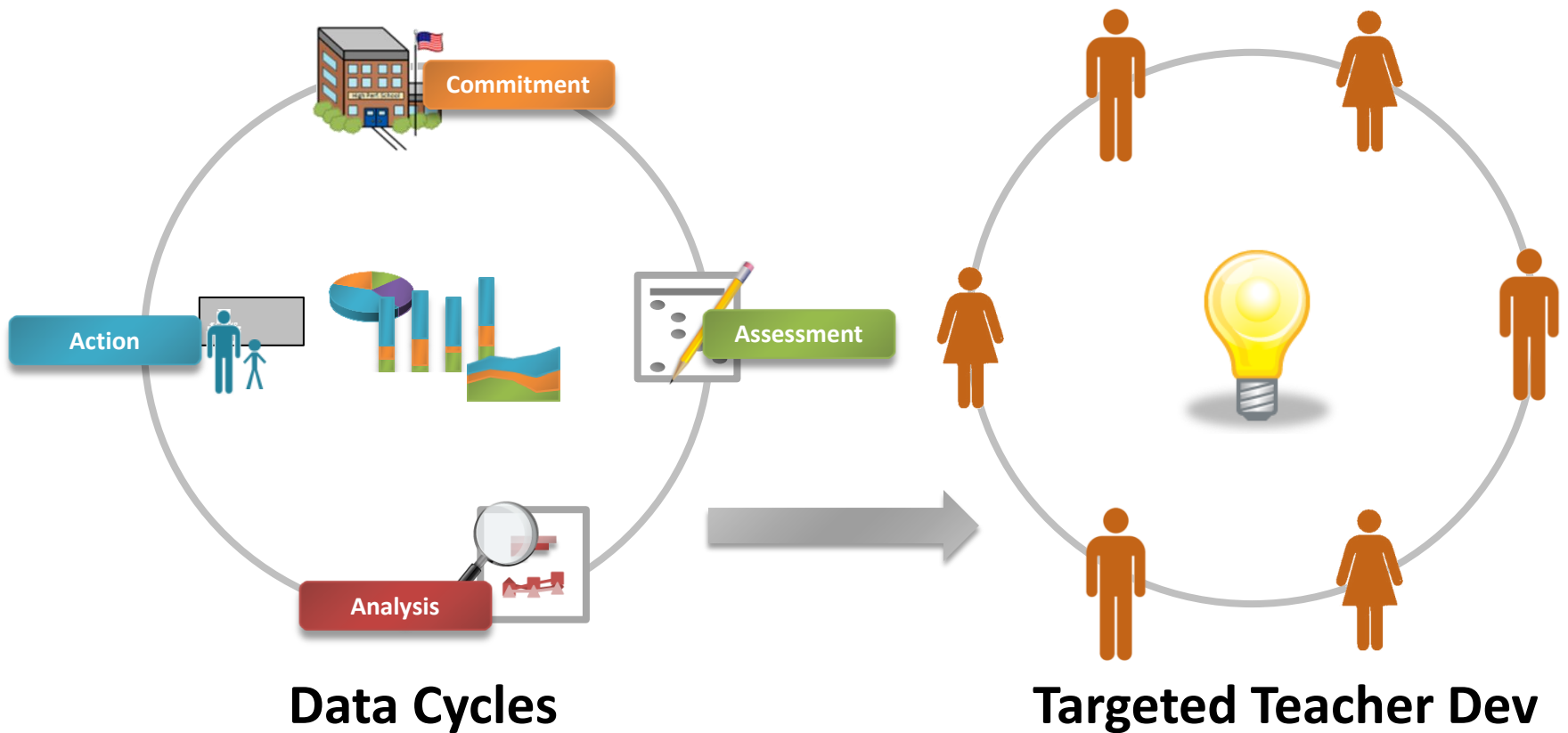
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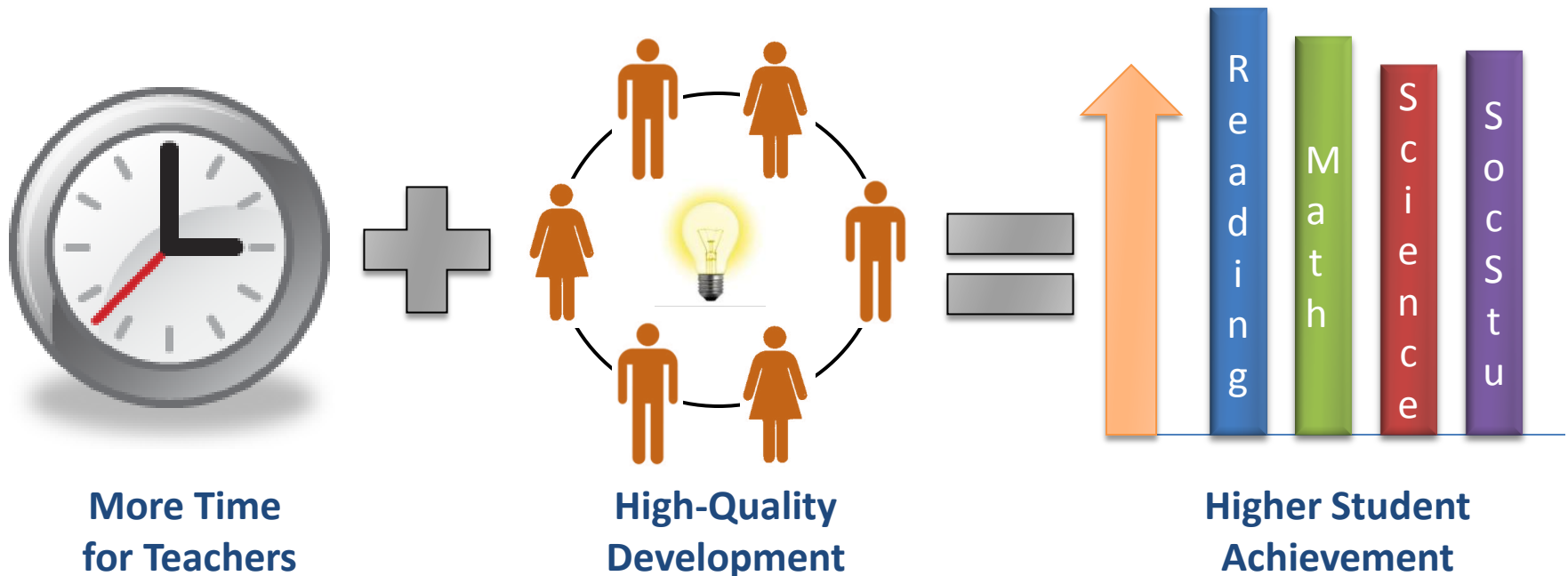
2:45 – 3:00 **Closing**

Data Cycles Inform Targeted Teacher Development



The Need for Targeted Teacher Development

A 2007 study of 47 schools revealed higher performance in math and reading for students who attended schools characterized by higher quality teacher collaboration*



*Goddard et al. *A Theoretical and Empirical Investigation of Teacher Collaboration*

Requirements and Flexibilities: Targeted Teacher Development

- 1 Focused Schoolwide Priorities
- 2 Rigorous Academics
- 3 Differentiated Supports
- 4 Frequent Data Cycles
- 5 Targeted Teacher Development**
- 6 Engaging Enrichment
- 7 Enhanced School Culture

TIME Collaborative Requirements



At least 60 minutes weekly collaboration for all teachers (plus 60 minutes weekly for data analysis)



School-wide protocols for collaboration



Administrators participate in and support collaboration

TIME Collaborative Flexibilities

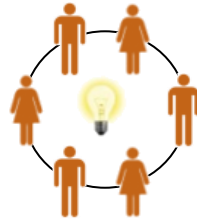


Teacher grouping (e.g. by grade level, content area)



Specific collaboration protocols

Key Principles: Targeted Teacher Development



Targeted Teacher Development is effective when...



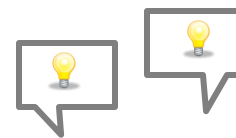
...sufficient time is allocated for collaboration



...discussions are centered on instruction



...leadership supports collab time



...structures promote quality interaction



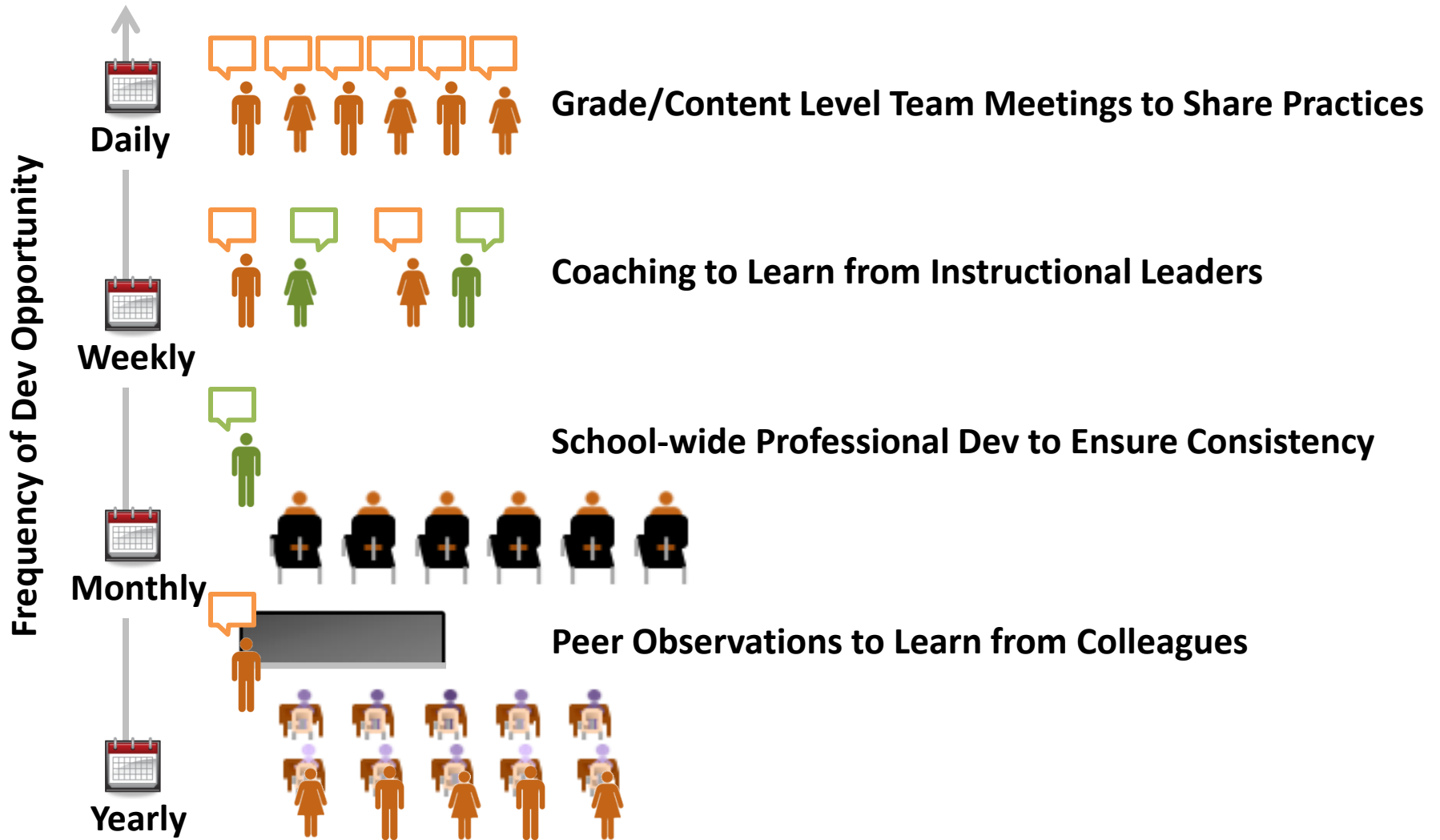
...culture promotes improvement

Targeted Teacher Development at Your School

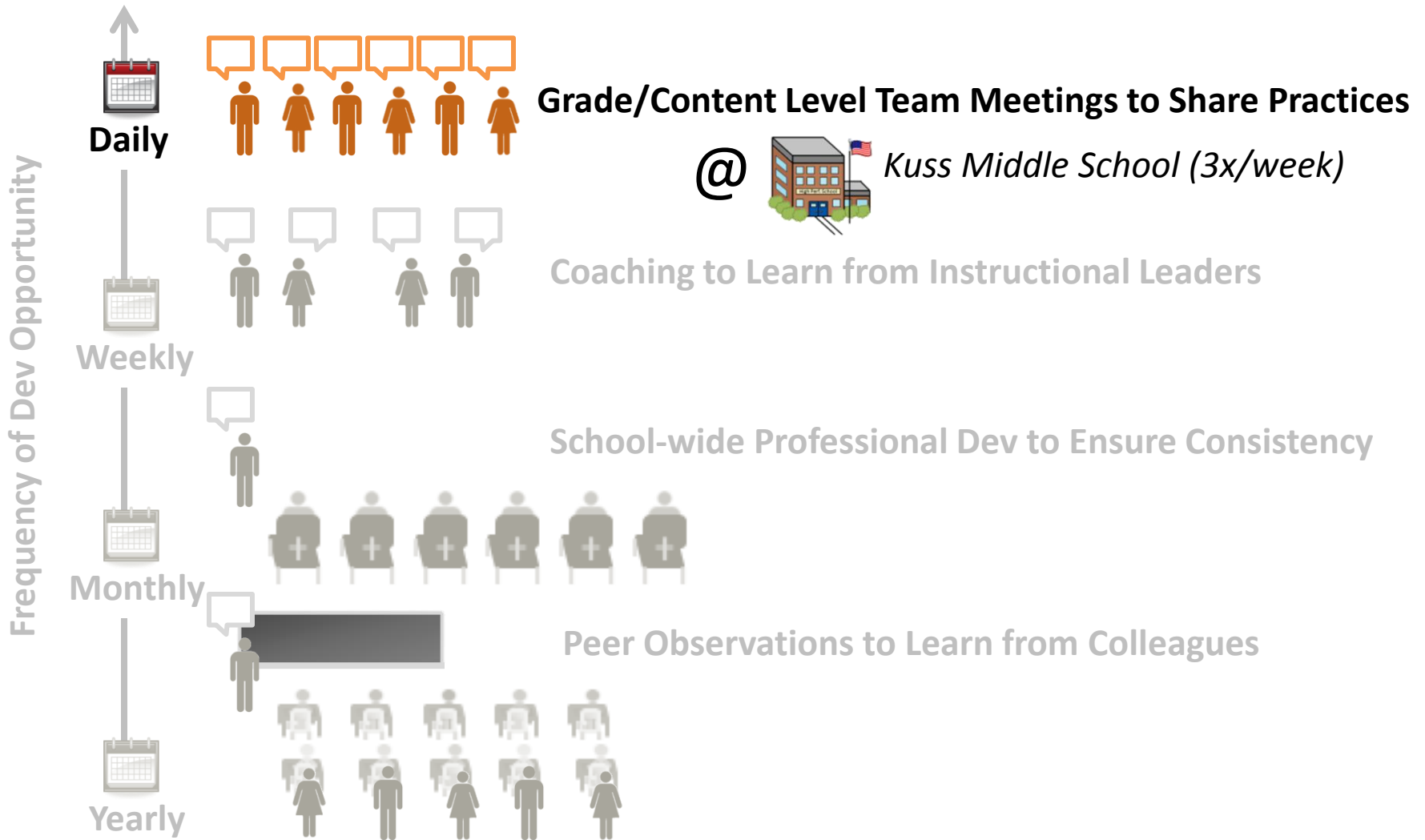
25 minutes

1. Read through **the Framework for Assessing Targeted Teacher Development (p. 11)**
 - Highlight phrases/sentences that most accurately describe your school
 - Highlight areas that are particularly challenging at your school
2. Come together as a school team to discuss

Targeted Teacher Development Takes Time






Targeted Teacher Development Takes Time



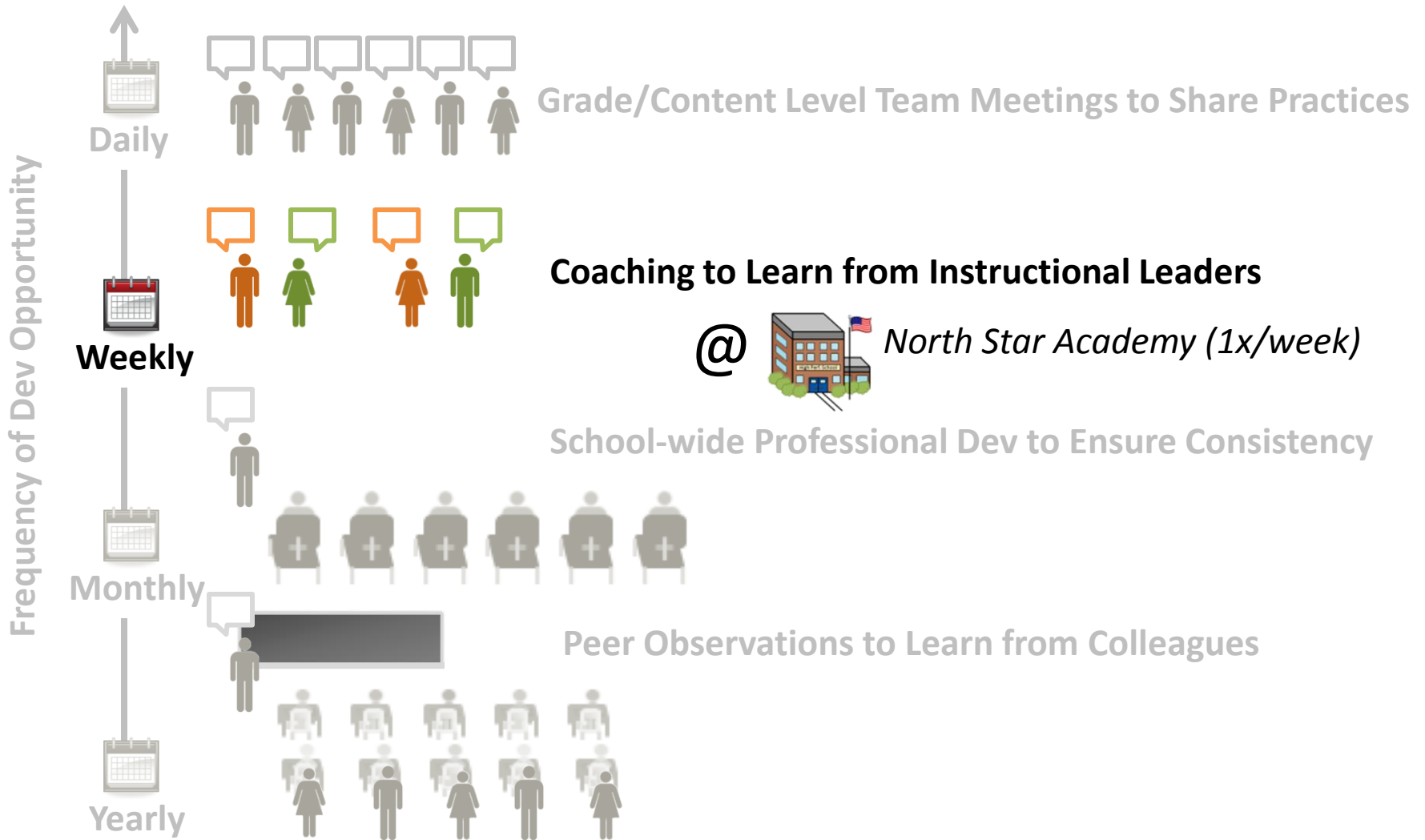
Sample 6th Grade Teacher Schedule at Kuss Middle School

	Mon	Tue	Wed	Thu	Fri
7:15 -8:04	Teach Sec 1	Teach Sec 3	Teach Sec 3	Content Mtg	Teach Int
8:06-8:51	Teach Sec 1	Teach Int	Teach Sec 3	Teach Sec 2	Prep
8:53-9:38	Cluster Mtg	Teach Int	Prep	Teach Sec 2	Prep
9:40-10:25	Teach Sec 2	Teach Int	Teach Sec 2	Teach Sec 3	Advisory
10:29-11:14	Teach Sec 2	Advisory	Sch Imp Mtg	Teach Sec 3	Teach Sec 1
11:16-11:38	Lunch	Prep	Lunch	Lunch	Teach Sec 2
11:43-12:28	Teach Sec 3	Lunch	Teach Sec 2	Teach Sec 1	Lunch
12:30-1:15	Teach Sec 3	Teach Sec 2	Teach Int	Teach Sec 1	Teach Sec 2
1:17-2:02	Prep	Teach Sec 1	Teach Int	Prep	Prep
2:04-2:49	Prep	Teach Sec 1	Teach Sec 1	Teach Int	Teach Sec 3
2:51-3:35	Teach Int	Prep	Teach Sec 1	Teach Int	Teach Sec 3

Teacher Collaboration Meetings at Kuss Middle School

	Mon	Tue	Wed	Thu	Fri
7:15 -8:04					
8:06-8:51					
8:53-9:38	<p>1</p> <p>Cluster Mtg</p> 			<p>3</p> <p>Content Mtg</p> 	
9:40-10:25					
10:29-11:14	<p>Who: Different content teachers with the same students</p> <p>Purpose: Student support, parent mtgs</p> <p>Students at this Time: Specials</p>		<p>2</p> <p>Sch Imp Mtg</p> 		<p>Who: Common content teachers, dept head, instructional coach</p> <p>Purpose: Instruction, assessment, data, curriculum</p> <p>Students at this Time: Core content class</p>
11:16-11:38					
11:43-12:28					
12:30-1:15					
1:17-2:02					
2:04-2:49					
2:51-3:35					

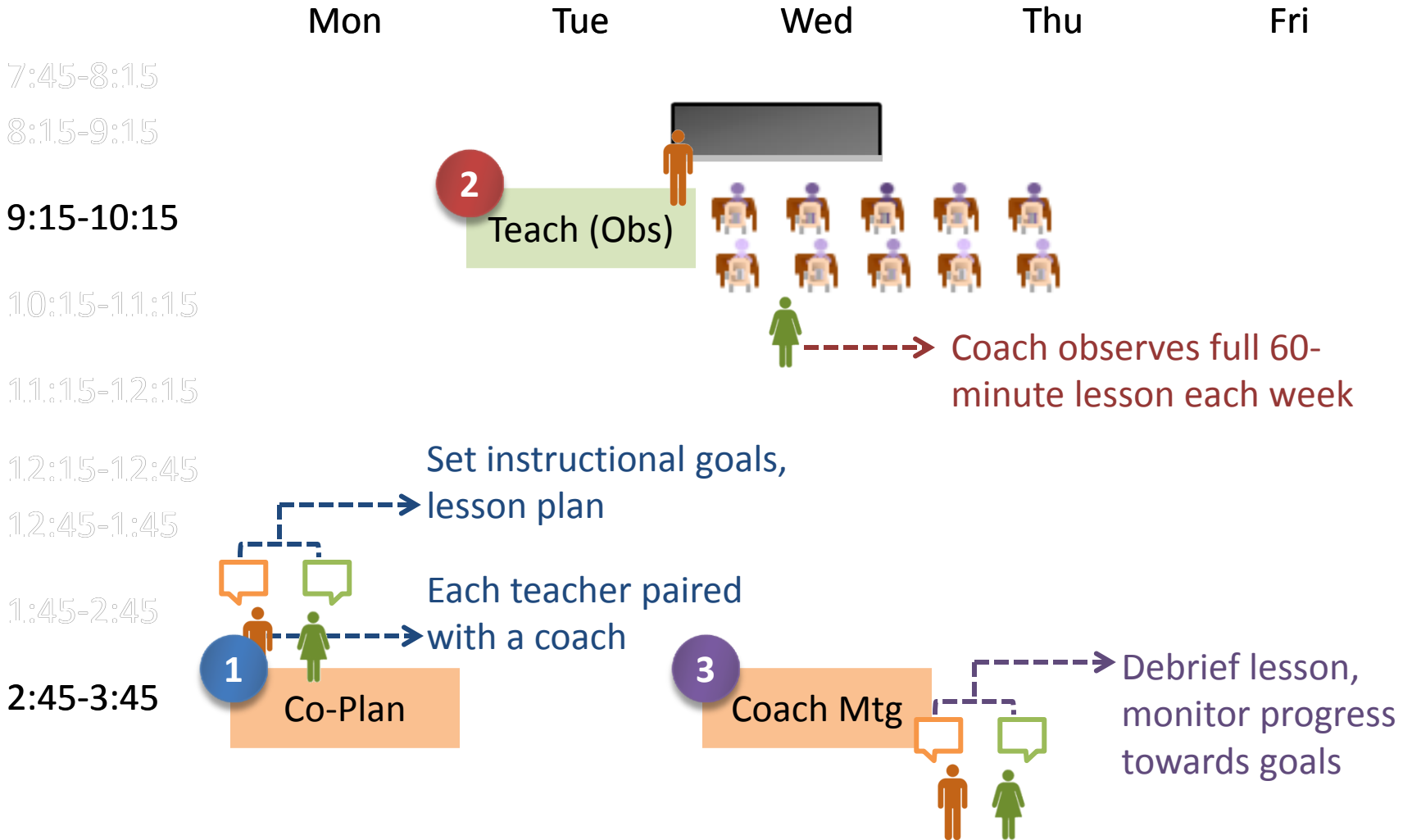
Targeted Teacher Development Takes Time



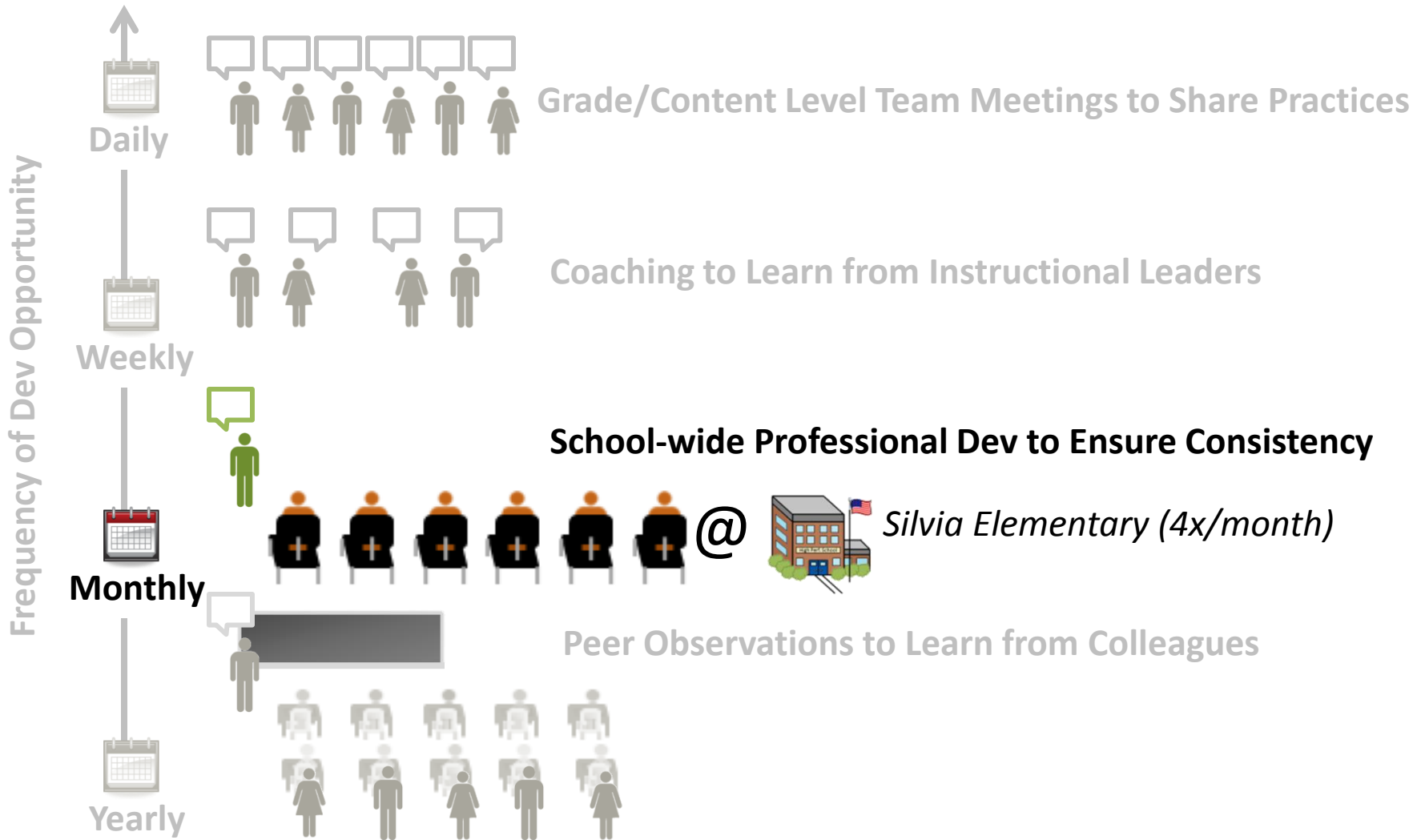
Sample 8th Grade Teacher Schedule at North Star Academy

	Mon	Tue	Wed	Thu	Fri
7:45-8:15	Book Club	Book Club	Book Club	Teach Sec 1	Book Club
8:15-9:15	Prep	Teach Sec 1	Prep	Prep	Teach Sec 1
9:15-10:15	Teach Sec 1	Teach (Obs)	Teach Sec 1	Teach Sec 2	Teach Sec 2
10:15-11:15	Teach Sec 2	Prep	Teach Sec 2	Teach Sec 3	Teach Sec 3
11:15-12:15	Teach Sec 3	Teach Sec 3	Teach Sec 3	Teach Sec 4	Prep
12:15-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:45	Prep	Teach Sec 4	Teach Sec 4	Prep	Teach Sec 4
1:45-2:45	Teach Sec 4	Prep	Prep	Early Rel PD (2:30-5:00)	Prep
2:45-3:45	Co-Plan	Teach Int	Coach Mtg		Teach Int

Instructional Coaching at North Star Academy



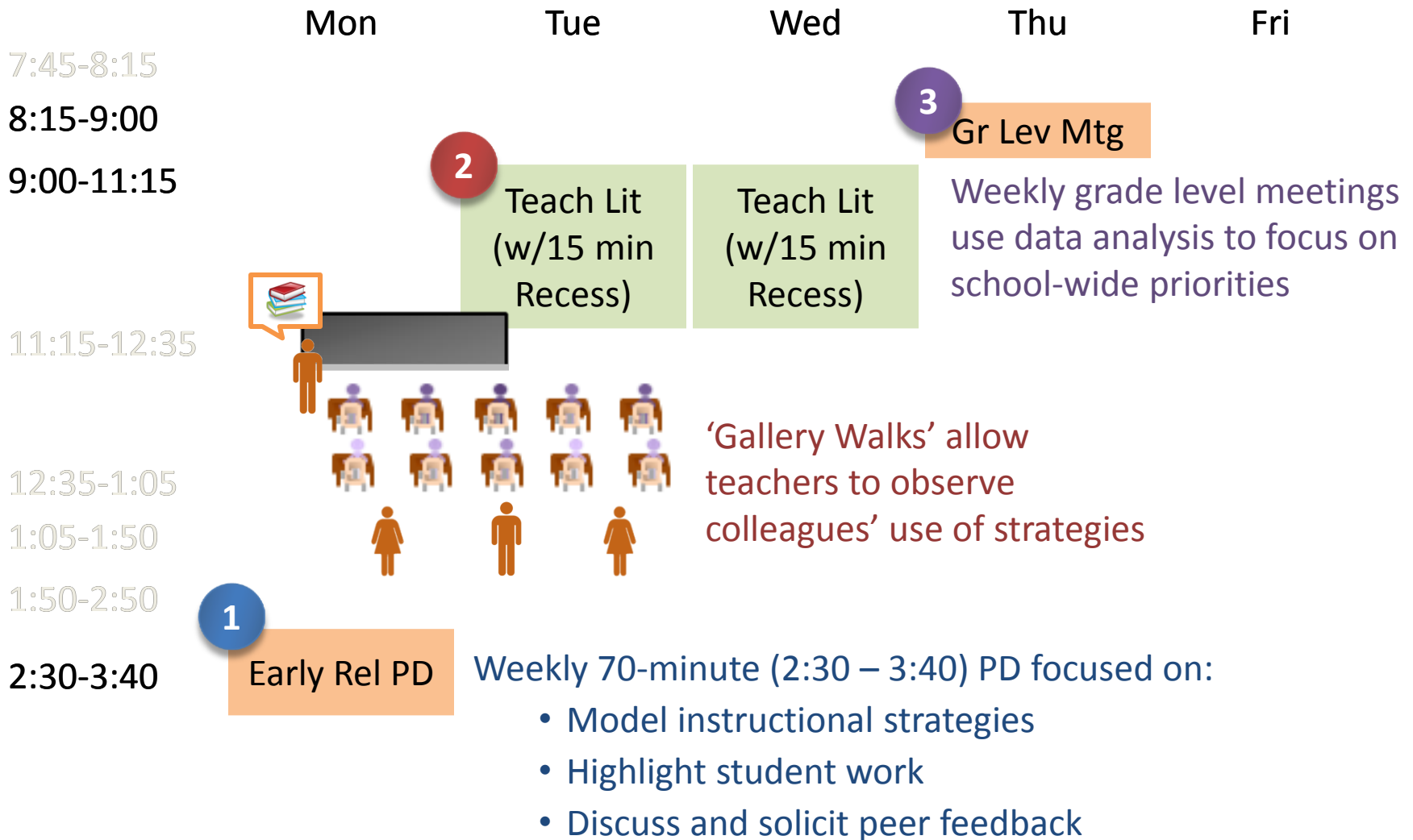
Targeted Teacher Development Takes Time



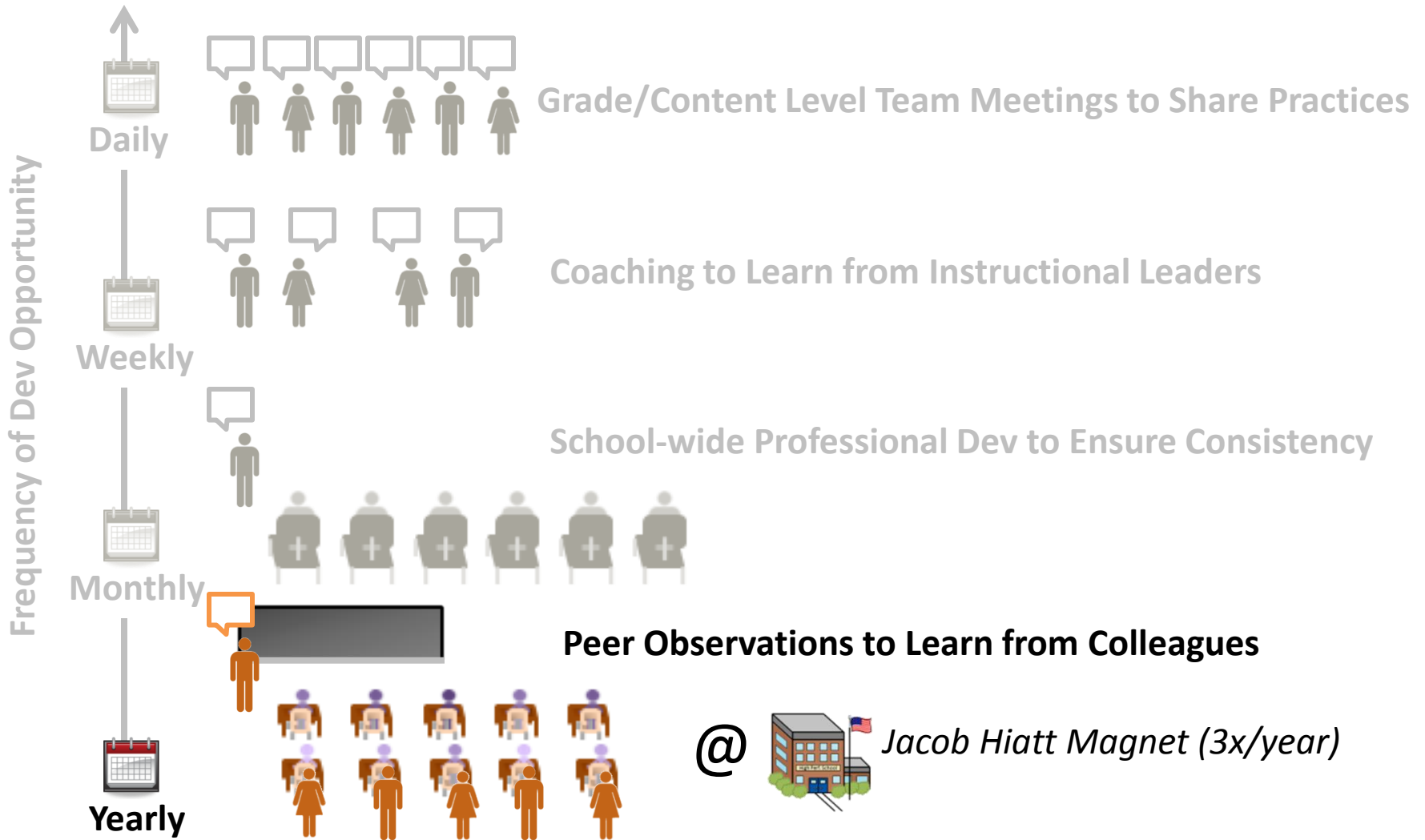
Sample 4th Grade Teacher Schedule at Silvia Elementary

	Mon	Tue	Wed	Thu	Fri
7:45-8:15	Teach Math	Teach Math	Teach Math	Teach Math	Teach Math
8:15-9:00	Prep	Prep	Prep	Gr Lev Mtg	Prep
9:00-11:15	Teach Lit (w/15 min Recess)	Teach Lit (w/15 min Recess)	Teach Lit (w/15 min Recess)	Teach Lit (w/15 min Recess)	Teach Lit (w/15 min Recess)
11:15-12:35	Teach Math	Teach Math	Teach Math	Teach Math	Teach Math
12:35-1:05	Lunch	Lunch	Lunch	Lunch	Lunch
1:05-1:50	Teach Write	Teach Write	Teach Write	Teach Write	Teach Write
1:50-2:50	Teach SS/Sci	Teach SS/Sci	Teach SS/Sci	Teach SS/Sci	Teach SS/Sci
2:50-3:40	Early Rel PD	Teach Int	Teach Int	Teach Int	Teach Int

School-wide Professional Development at Silvia Elementary




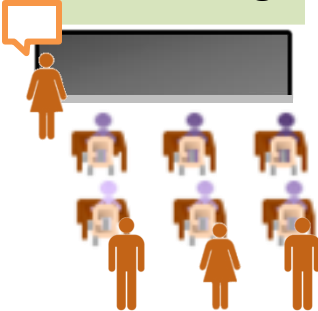
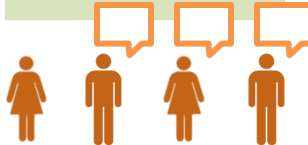
Targeted Teacher Development Takes Time



Sample 3rd Grade Teacher Schedule at Jacob Hiatt Magnet

	Mon	Tue	Wed	Thu	Fri
7:50 -10:00	Teach ELA	Gr Lev Mtg	Teach ELA	Teach ELA	Teach ELA
10:00-10:40	Prep	Teach ELA	Prep	Teach ELA	Prep
10:40-11:40	Tch Writing	Tch Writing	Tch Writing	Tch Writing	Tch Writing
11:40-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:25-12:40	Teach Lit	Teach Lit	Teach Lit	Teach Lit	Teach Lit
12:40-2:10	Teach Math	Teach Math	Teach Math	Teach Math	Teach Math
2:10-2:40	Teach Sci/SS	Teach Sci/SS	Teach Sci/SS	Teach Sci/SS	Teach Sci/SS
2:40-3:35	Teach Int	Teach Enrich	Teach Int	Teach Enrich	Teach Int

Instructional Rounds at Jacob Hiatt Magnet

	Mon	Tue	Wed	Thu	Fri
7:50 -10:00		<p>1</p> <p>Gr Lev Mtg</p> 			
10:40-11:40		<p>2</p> <p>Tch Writing</p> 			
2:40-3:35		<p>3</p> <p>Teach Enrich</p> 			
			<p>60 minute pre-observation meeting for observed teacher to walk through lesson plan</p>		
			<p>Grade level teachers observe full 60 minute lesson and provide occasional support</p>		
			<p>With admin covering their classes, teachers debrief and provide feedback to teacher in 60 minute meeting</p>		

Targeted Teacher Development: Discuss & Take Note

Take **10 minutes** to discuss what you noticed about how Kuss, North Star, Silvia, and Hiatt implement targeted teacher development – and think about implications for your school. **Jot down notes on your Session 3 Note Taker.**

What do we want to remember about targeted teacher development?



What are the potential implications of these ideas on your design and implementation of a new school day and year?

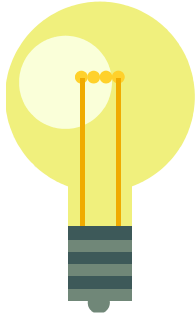


Sneak Preview: Making Time for Teachers



After lunch, your team will have a chance to determine how your school is currently **making time for targeted teacher development** and play out your initial ideas for changes for next year.

What Stood Out For You?



- Jot down an **“aha!” moment** that happened for you today



- Think of a **“shout-out”** to recognize one of your team members or person from another school team

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So Far Today

Frequent Data Cycles

Targeted Teacher
Development

FOCUS

DATA-DRIVEN

CREATIVITY

PERSISTENCE

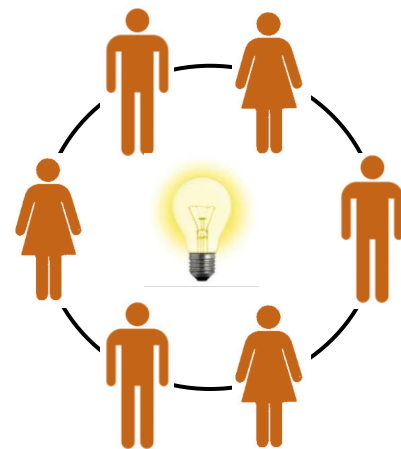
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Redesign Work Session: Making Time for Teacher Dev


Take the next **25 minutes** to work as a team to determine how your school is currently making time for targeted teacher development and your initial ideas for changes for next year, using the activity on **p. 12-13**. As a team, complete the inventory in your **Team Binder**.



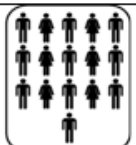
Treat this time as an opportunity to model effective collaboration protocols by assigning roles (**focuser**, **timekeeper**, **scribe**) to team members.



Making Time for Targeted Teacher Development

**See Teacher
Collaboration
Inventory,
p. 12-13.**

Collaboration Activity	Current Quantity? (frequency, duration, participants)	Current Quality? (how is the time used? What DATA are we using during this time?)	For Next Year... <ul style="list-style-type: none"> Changes in quantity? Changes in quality?
Collaboration Meetings 			

Collaboration Activity	Current Quantity? (frequency, duration, participants)	Current Quality? (how is the time used? What DATA are we using during this time?)	For Next Year... <ul style="list-style-type: none"> Changes in quantity? Changes in quality?
Instructional Coaching 			
Peer Observation 			
Full-faculty Professional Development 			

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Keep Communicating!

- ✓ Continue to communicate your key messages to your full school faculty, parents, and partners
- ✓ Provide an update to your full faculty on what you've learned this week
- ✓ Begin to solicit input from your faculty, parents, and partners

Watch out for the rumor mill...be proactive!



Key Messages (November-December)

- **The planning for our new school day and year is well underway.** Since we first met in November:
 - ▶ We've covered: Focused School-Wide Priorities; Differentiated Supports + Engaging Enrichment; Frequent Data Cycles + Targeted Teacher Development
 - ▶ We've begun: Analyzing our current use of time, re-engineering our current schedule, and building support for our new school day and year
- **We still have a lot to do before crossing the finish line**
 - ▶ In January, our school will identify key changes to be made based on school-wide priorities, and begin figuring out cost-effective ELT strategies for our school

Tips for Soliciting Input

DO Ask:

- What suggestions do you have for our redesigned day/year?
- What suggestions do you have for the planning process?
- How can we use more time to strengthen academic instruction?
- What new opportunities can we offer students with more time?
- What is your highest priority for improving our school day/year?

DON'T Ask:

- Do you want our school to have a longer day/year?
- Do you like our plan so far?
- Can you write up a list of every idea you've got for how we should use more time?
- Do you think a longer school day/year is right for your child?
- Should we continue planning or stop now?

Building Support: Sharing What You've Learned

Building Support: Communicating Key Messages

Our school is considering expanding learning time because:

-
-
-

Over the

-
-
-

Over the highest

Building Support Action Plan (p. 14-16)*

Stakeholder Groups to Reach Out to within the Next Month	Our Communications Next Steps <i>What message? What vehicle?</i>	By Whom	By When
FACULTY + STAFF			
FAMILIES + PARENT GROUPS			
COMMUNITY PARTNERS			

Stakeholder Group	
FACULTY + STAFF	<ul style="list-style-type: none"> • Letter from principal and/or superintendent • Representatives on planning team • Continuous updates • Individual grade or content level meetings
FAMILIES + PARENT GROUPS	<ul style="list-style-type: none"> • Letter from principal and/or superintendent • Representatives on planning team • Parent forums to update and solicit ideas

ORGANIZATIONS	SCHOOL BOARD*	<ul style="list-style-type: none"> • Individual meetings • Presentation at School Board meeting
LOCAL MEDIA	OTHER COMMUNITY BASED ORGANIZATIONS	<ul style="list-style-type: none"> • Letter from principal and/or superintendent • Community forum to update and solicit ideas • Representatives on planning team • Individual meetings
	LOCAL MEDIA*	<ul style="list-style-type: none"> • Meet with local media to inform of process • Submit op-eds and letters to the editor • Invite to public meetings

*During this time,

Use the next **25 minutes** to:

- Complete **p.14** of the *Building Support Action Plan* by refining your key messages
 - *Our school is considering expanding learning time because...*
 - *Over the last two months we have learned...*
 - *Over the next several weeks we are beginning to make decisions on our highest priorities...*
 - *In the coming weeks, you can get involved by:*
- Complete **p.15** of the *Building Support Action Plan* by developing your communications work plan for the next month

*Available in Word format at www.timeandlearning.org/newyork

Building Support Resource



The TIME Collaborative
Creating High Quality & Sustainable Expanded Learning Time Schools

KEY TAKEAWAYS FROM SESSION 2

Differentiated Supports

- ✓ Next year, all student schedules will incorporate academic intervention or acceleration taught primarily by certified teachers
- ✓ We'll devote at least 120 minutes/week for all students, who will be grouped based on data identifying academic needs

Engaging Enrichment

- ✓ Supports will be balanced by engaging enrichment offerings
- ✓ Every student will receive at least 90 minutes of enrichment weekly
- ✓ [partially obscured]
- ✓ [partially obscured] opportunities for

Using

- ✓ [partially obscured] currently used at our school, hers

See Summary of
Key Takeaways,
p. 17

KEY

Frequent Data Cycles

- ✓ Next year, all core academic teachers will spend at least 60 minutes weekly collaborating to analyze and respond to data
- ✓ We'll use a school-wide protocol for analysis
- ✓ We'll administer 4 to 6 interim ELA and math assessments a year

Targeted Teacher Development

- ✓ All teachers will engage in at least 60 minutes of weekly grade level and/or content area collaboration (in addition to the data analysis time for core academic teachers)
- ✓ We'll use a school-wide protocol for collaboration
- ✓ Administrators will participate in and support collaboration


Please refer to the *Summary of Key Takeaways from Sessions 2+3* as you complete the *Building Support Action Plan*

Today's Agenda – Adding Time and Using it Well

8:30 – 9:00	Welcome
9:00 – 10:30	Core Content 1: Frequent Data Cycles
10:30 – 10:40	<i>Break</i>
10:40 – 12:00	Core Content 2: Targeted Teacher Development
12:00 – 12:45	<i>Lunch</i>
12:45 – 1:15	Redesign Work Session: How is your school using time to strengthen instruction?
1:15 – 2:00	Building Support: Sharing What You Have Learned
2:00 – 2:45	Next Steps Planning
2:45 – 3:00	Closing

Next Steps Planning

- ✓ This time is **sacred** and **mandatory**
- ✓ We shared a lot of information with you today—use this time to debrief as a team and to ask any lingering questions of our team
- ✓ Complete the **Next Steps Planner in your Team Binder** to identify action steps as a whole team
- ✓ All resources from today's session can be found at www.timeandlearning.org/newyork

 **Session 3 Next Steps Planner: Planning for Success & Building Momentum**

SCHOOL/DISTRICT: _____

BY SESSION 4 <i>January 23, 2013</i>	What Steps Have to Be Taken?	Who is Responsible?	By When?
1) Communicate what you've learned today to staff and families			Deliverable for Session 4 <input type="checkbox"/> Evidence/artifacts of communication to staff and families
2) Get input from staff and key parent and partner allies	See Next Steps Planner, p. 18		
3) Make preliminary decisions about what frequent data cycles and targeted teacher development will look like at your school			Deliverable for Session 4 <input type="checkbox"/> Completed worksheets on Frequent Data Cycles & Targeted Teacher Development <i>(see team binder section 8)</i>

Other Deliverables to Bring to Session 4

- Completed worksheets on Differentiated Supports and Engaging Enrichment *(see team binder section 8)*
- Data and information collected by Re-engineering Subcommittee
(see www.timeandlearning.org/connecticut for information collection templates)

Your Next Steps

By Session 4 on January 28th, your team must:

1. **Communicate what you've learned** today to staff, families, and partners
2. **Get input** from staff and key parent and partner allies
3. **Make some preliminary decisions** about what frequent data cycles and targeted teacher development will look like at your school

Make Some Preliminary Decisions

Over the coming weeks, get input from your teachers and work with your coach to make some preliminary decisions about how each essential element will look at your school next year.

Use the **ELT planning worksheets**
(at www.timeandlearning.org/newyork)

The image displays two side-by-side ELT planning worksheets from the National Center on Time & Learning. The left worksheet is titled 'ELT PLANNING WORKSHEET: FREQUENT DATA CYCLES' and the right is 'ELT PLANNING WORKSHEET: TARGETED TEACHER DEVELOPMENT'. Both worksheets include sections for 'Key Decisions', 'Collaborative Flexibilities', and 'Requirements'. A central yellow box with blue text reads 'See ELT Planning Worksheets in Other Resources'. The worksheets are partially obscured by this box and each other.

ELT PLANNING WORKSHEET: FREQUENT DATA CYCLES

Work with your planning team and coach, integrating feedback from the whole school community, to flesh out 2-3 decisions your school makes to address Differentiated Supports. Ensure your decisions align with your Focused School-wide Priorities, incorporate all of the cycle components, meet the TIME Collaborative requirements and exercise the TIME Collaborative flexibilities. Also, think through financial and operational implications.

School/District: _____

Frequent Data Cycles: Key Decisions
Systemic approach to analyzing and responding to data to improve instruction

How do these decisions connect to at least one of our Focused School-wide Priorities?

4-6 interim ELA and math assessments yearly

TIME Collaborative Flexibilities:

- Types of data protocols
- Types of interim assessments

Components of Frequent Data Cycles

- ✓ School-wide commitment to data analysis
- ✓ Regular assessments integrated into the day, week and year
- ✓ Data analysis drives instruction
- ✓ Data drives differentiated supports

ELT PLANNING WORKSHEET: TARGETED TEACHER DEVELOPMENT

Work with your planning team and coach, integrating feedback from the whole school community, to flesh out 2-3 decisions your school makes to address Targeted Teacher Development. Ensure your decisions align with your Focused School-wide Priorities, incorporate the key principles, meet the TIME Collaborative requirements and exercise the TIME Collaborative flexibilities. Also, think through financial and operational implications.

School/District: _____

Targeted Teacher Development: Key Decisions
All teacher schedules include weekly opportunities to collaborate with peers to strengthen instruction

How do these decisions connect to at least one of our Focused School-wide Priorities?

TIME Collaborative Flexibilities:

- Types of collaboration protocols

TIME Collaborative Requirements:

- At least 60 minutes weekly grade level and/or content area collaboration for all teachers, in addition to 60 minutes allocated to data analysis
- School-wide protocols
- Administrators participate in and support collaboration

Principles: Targeted Teacher Development

- ✓ Sufficient time is allocated for teacher collaboration
- ✓ Collaboration is centered on instruction
- ✓ Leadership provides support to ensure effective use of collaboration time
- ✓ Structure promotes quality interaction and peer learning
- ✓ Culture of continuous improvement

One Day at a Time

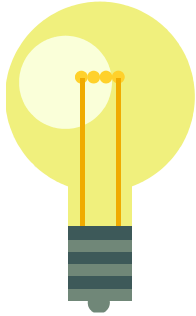
Use the **Planning Calendar** to determine a timeline for completing your action steps before Session 4.

See Planning
Calendar, p. 19

Today's Agenda – Adding Time and Using it Well

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What Stood Out For You?



- Jot down an **“aha!” moment** that happened for you today



- Think of a **“shout-out”** to recognize one of your team members or another school team