



Time to Teach and Learn: Joint Labor/Management Report on Instructional & Professional Time

Presentation to the School Committee
Tuesday, May 1, 2018

Common Themes Regarding Time

- Entry Plan Process
- District Plan development
 - Rigorous, Joyful and Culturally Responsive Learning and Personalized Support
 - Implementation and Progress Monitoring
- External perspectives
 - Education Resource Strategies
 - National Center on Time & Learning

Joint Labor Management (JLM) Group

- Established as part of the collective bargaining agreement (Unit A/B) to explore issues related to the length of the school /work day and school/work year
- 22 members representing all grade level bands, various departments, educators, administrators, school committee
- Charged with making recommendations to the Superintendent related to instructional and professional time
- Convened for 7 months (June-December 2017)

Our Process to Date

Overview of JLM Process



- Develop vision and establish goal criteria
- Review examples from comparison districts
- Analyze current student time: schedules and experience
- Analyze current educator time: schedules and experience
- Gather additional input from educators and administrators
- Develop recommendation

Establish vision and goal criteria



Vision: *Ensure that teachers and students have time to teach and learn through rigorous, joyful, culturally responsive learning experiences.*

Goal Criteria:

- **Student time** that ensures a developmentally-appropriate school day and school year for every student at every grade level
- **Educator time** that ensures sufficient time to fulfill the diverse responsibilities of educators
- Schedule that respects the needs of **staff, students, families, and community** for time outside of school
- Alignment to the **district's plan**
- Financially **feasible and sustainable**

Goal Criteria: Student Time & Educator Time



Student time that ensures a developmentally-appropriate school day and school year for every student at every grade level, balancing:

- Programmatic time
- Individual time (interventions, enrichment)
- Human time (recess, self-directed play, lunch, breaks, passing time)
- Flexibility for needs of specific age/grade

Educator time that ensures sufficient time to fulfill the diverse responsibilities of educators, balancing:

- Instructional time
- Professional learning
- Individually-directed time (planning, prep, evaluation)
- Collaboration **with colleagues, families & partners**
- Human time
- Flexibility for needs of the specific role

Goal Criteria: Schedule, Alignment & Feasibility/Sustainability

- Schedule that respects the needs of staff, students, families, and community for time outside of school, balancing:
 - Enrichment, extracurricular, student work and athletic opportunities
 - Family work schedules and childcare options
 - Community partners' assets
- Alignment to the district's plan, including:
 - Equity of access and opportunity
 - Expand rigorous, joyful, culturally responsive learning experiences
 - Expand integrated, hands-on, real world learning opportunities
 - Establish student-centered, collaborative, and transformative professional learning
- Financially feasible and sustainable, including:
 - Fair compensation for all staff
 - Additional resources including adequate staffing, physical space, and transportation

Student schedule analysis: Examine student experience against goal criteria

- Instructional experience varies across schools as individual schools make necessary decisions about how to fit everything into their schedules
- Many students, especially students with an Individualized Education Program (IEP) or receiving English Language Learner services, have a fragmented learning experience
- Time when an entire class is present in the room together is limited, which is reported as impacting classroom climate and Tier 1 instruction
- Little flexibility to meet specific or emergent needs of a class or grade level
- *Insufficient “human time” for students at all levels*

Educator schedule analysis: Examine educator experience against goal criteria

- Existing time allotted to professional learning supports a vision of collaborative learning and provides some opportunities for teacher leadership
- Dividing up available professional learning time among school, department & individual choice limits the transformative nature of in-depth learning over time
- Paraprofessionals and specialists have fewer learning opportunities for their specific roles
- Different end times & parking restrictions limit opportunities for cross-district collaboration
- Release days enable more time for uninterrupted learning
- Content and impact of professional learning at schools and in departments vary
- ***Insufficient “human time” for educators at all levels***

Feedback sessions with Educators and Administrators with JLM Group

- Broader educator community was engaged through two open Educator Forums and an online feedback survey in Fall 2017
- Broader administrator community provided feedback during a monthly Admin Council meeting
- Input from CPS Professional Learning Committee

JLM Recommendation to Superintendent: Increase Time



- Increase time for students & educators at all levels to provide:
 - Sufficient instructional time in core, specialist, non-core, individual student needs
 - More time for recess, lunch, class transitions
 - Educator collaboration within and across buildings
 - Professional learning
- Utilize Goal Criteria developed by JLM for future analysis and development of proposals

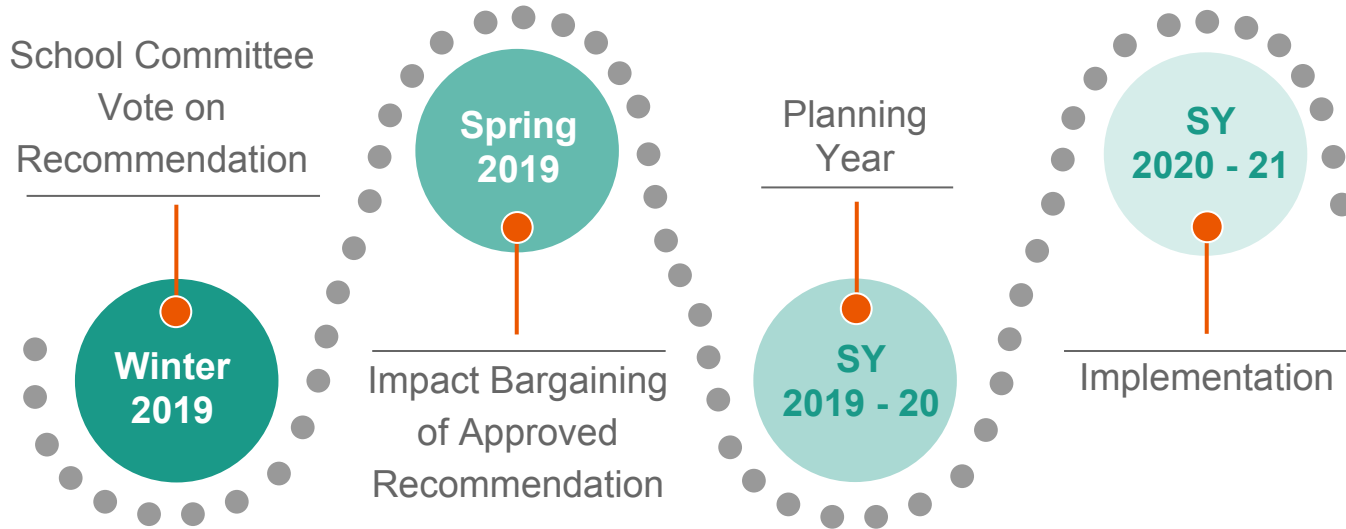
Our Process Moving Forward

Timeline for Stakeholder Engagement





Anticipated Timeline for Decision Making and Implementation



Questions and Discussion