***Worksheet/Planning Activity*:**

**Scheduling Prioritization: Prioritizing Strategies for Teacher/Staff Collaboration Time**/–**Common Planning Time – Communities of Practice – Professional Learning Communities**

**Directions/Overview of Tasks:**

**Task One:** Review the list that follows of some of the possible forms faculty /staff collaboration might take. Consider your own practices and ideas related to faculty/staff collaboration as well. Working in Pairs or Small Groups, determine which Faculty /Staff Collaboration Time OR Common Planning Time scheduling strategies are:

* Critical (necessary) to supporting student learning
* Important, but not critical (necessary), to supporting student learning
* Least important to supporting student learning

**Task Two**: Given the teacher/staff collaboration time or common planning time strategies that you identified as critical, what are your suggestions for how best to incorporate or accommodate each of these critical (necessary) strategies in the master schedule.

**Task Three**: Respond to a pair of common planning time quotations.

* **Task One: Complete the chart that follows:**

|  |  |  |
| --- | --- | --- |
| Critical to supporting student learning and college and career readiness  (MOST IMPORTANT) | Important, but not critical, to supporting student learning and college and career readiness | Nice to have, but not critical or important, to supporting student learning and college and career readiness  (LEAST IMPORTANT) |
|  |  |  |

* **Task Two: Complete the Chart that Follows:**

|  |  |
| --- | --- |
| Critical OR Important Collaboration Time or Common Planning Time Strategy | Our recommendation/s for how best to include/embed this strategy in the new Master Schedule |
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**POSSIBLE TEACHER/STAFF COLLABORATION TIME AND/OR COMMON PLANNING TIME SCHEDULING STRATEGIES (a partial list):**

As appropriate to your school and local context, consider each of the following Teacher/Staff Collaboration Time OR Common Planning Time master scheduling strategies or priorities. Feel free to adapt or add a strategy that is important to scheduling priorities in your school.

1. English teachers have common planning time to develop curriculum, lessons, instructional strategies, and formative assessments in order to ensure that students master the Common Core Language Arts standards.

1. Mathematics teachers have common planning time to develop curriculum, lessons, instructional strategies, and formative assessments in order to ensure that students master the Common Core Mathematics standards.
2. Pathway communities of practice (Pathway teachers who share pathway students in common) have common planning time to develop interdisciplinary curriculum, interdisciplinary projects and assessments, and to monitor and support student progress toward college and career readiness and the pathway student outcomes.
3. Science teachers share collaboration time in order to develop curriculum, lessons, and assessments related to the Next Generation Science Standards.
4. English and Social Studies teachers at each grade level share common planning time in order to backward map the writing and research skills needed for students to successfully complete a Senior Project or Senior Defense of Learning.
5. Teachers involved in full inclusion and co-teaching approaches have common planning time to coordinate their instructional strategies, lesson planning, and support for student success.
6. Pathway leads share common planning time in order to better coordinate and align the pathway learning experiences for all students.
7. Department chairs share common planning time in order to better coordinate and align the subject-area learning experiences for all students.
8. Department teachers share common planning time in order to better coordinate and align student learning experiences in a particular subject area.
9. Teachers have opportunities for embedded professional development during the school day --- including professional development trainings, opportunities to work with mentor teachers, etc.
10. Grade level teacher teams have common planning time to develop shared assessments and monitor student progress toward college and career readiness and mastery of the Common Core.
11. Teachers have common planning time to work in Professional Learning Communities that focus on strategies to support students in developing 21st Century Skills.
12. Teacher-leaders and/or administrators have the opportunity to convene special inquiry teams to research and make recommendations around critical school issues, such as a new bell schedule.

**TASK 3: COMMON PLANNING TIME – COLLABORATION TIME QUOATATIONS**

Prompt: “The one commodity teachers and administrators say they do not have enough of even more than money is time: time to teach, time to converse, time to think, time to plan, time to talk, even time to go to the restroom or have a cup of coffee. Time is indeed precious in school.” – Philip Schlecty (1990)

* What does our master schedule say about the value we place on faculty/staff collaboration time and/or common planning time?

Prompt: “Common planning time is designated and protected time for teachers to work with their colleagues. The idea of planning time is not news, but the creation of common planning time typically requires changes to the daily schedule. Schools can arrange schedules in three ways: according to tradition (adult centered), to facilitate instruction (teaching centered), or to facilitate collaboration (learning centered). The question for principals is “Why is the schedule the way it is?” - “Make Time for Collaboration.” http://[www.allthingsplc.org](http://www.allthingsplc.org)

* What does our master schedule say about the way/s in which we use or prioritize common planning time and/or collaboration time?