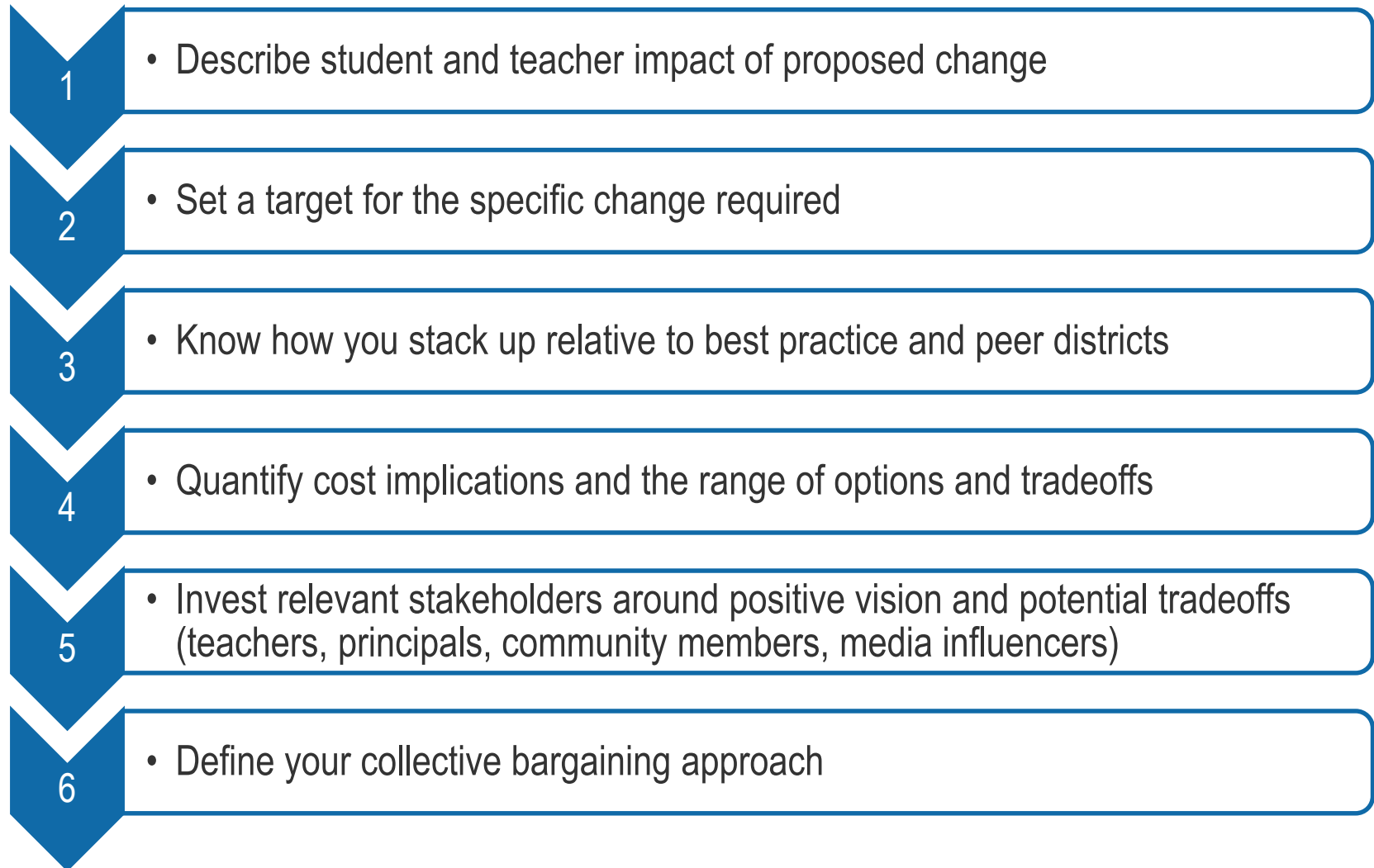


**Strategic priorities for  
collective bargaining: The  
CFO's role**

# CFO role in supporting changes in work rules and time

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## Research on PL and early findings from our case study sites are extending and deepening the existing framework

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Teachers have regular, protected blocks of time, built into the flow of their week, dedicated to improving their practice

Time is dedicated to a structured improvement cycle, which is focused on students at different levels and includes: analysis of data and student work, including disaggregated data to identify instructional approaches for struggling students; collaboration with coaches and peers; anchoring in a shared curriculum & college-ready standards; planning, delivery, review of actual classroom lessons

Time allows teachers to calibrate their instructional practices with one another, to develop a shared understanding of effective practice

- All teachers are part of shared content teaching teams that plan analyze student work and plan instruction
- Teachers have at least 90 minutes/week and one full day at least every six weeks to analyze student work and plan instruction
- Teachers have at least 13 dedicated days to collaborate, including 3 for analysis of student data and 10 for planning

During this time, teachers have access to professional learning experiences support them to improve their practice in accordance with the feedback they've received

Instructional experts are always present at CPT to ensure the time is well used

**Strategic directions: setting expectations for professional learning and recognition**

System

**Strategy and Policies**

**Developing Leaders**

**Evaluation and accountability**

**Creating time**

School

School improvement organized around effective PL

Professional learning built into daily practice

Recognise the development of teacher expertise

Shared responsibility for professional learning

Distinct roles to lead professional learning

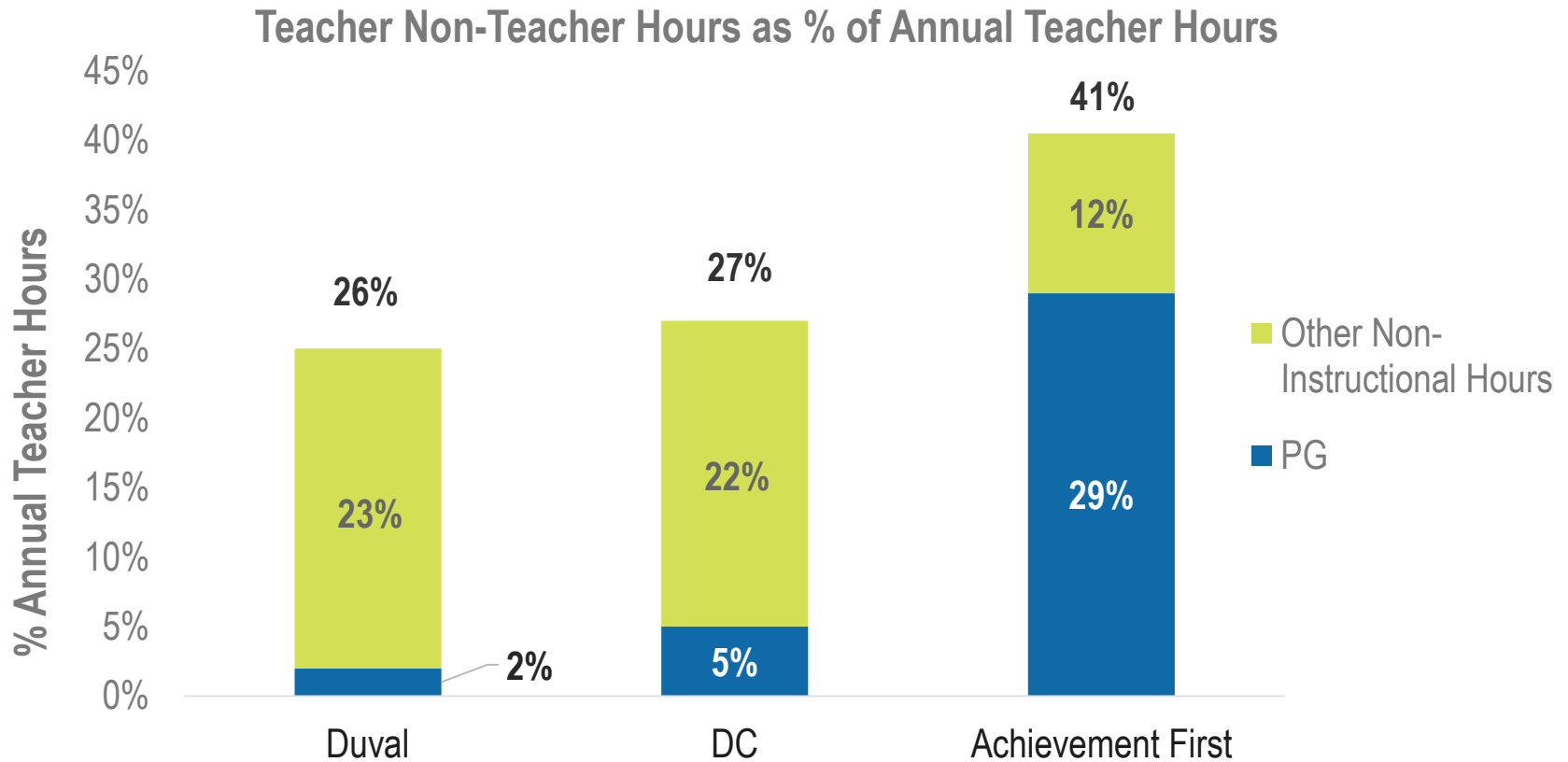
**Effective professional learning = school improvement**

# Implications for structure and spending

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- More time for learning and working together in teams
  - Amount of time available to work together
    - Professional Development days
    - Collaborative Planning time
  - Ability to organize time in meaningful shared blocks
    - More flexibility on organization of school day
    - Ability to use untraditional ways to cover student time
  - Ability to assign teachers to the right team based on skill level and specific competency areas
- Career paths, job structure and compensation that reward different levels of expertise and contribution

# Districts pay teachers for significant “non-teaching time”, capturing varying amounts for learning and collaboration



Annual Non-Instructional Hours	~375	~400	~725
Total Annual Teacher Work hours	~1,425	~1,450	~2,050

# Implications for structure and spending

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- More time for learning and working together in teams
  - Amount of time available to work together
    - PD days
    - Collaborative Planning time
  - Ability to organize time in meaningful shared blocks
    - More flexibility on organization of school day
    - Ability to use untraditional ways to cover student time
  - Ability to assign teachers to the right team based on skill level and specific competency areas
- Career paths, job structure and compensation that reward different levels of expertise and contribution

# Extended Learning Time in BPS: “Schedule A”

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## What:

- Mayor negotiated 30 minutes added to the school day
- Bargain included 30 minutes per week of teacher planning time
- Planning time would be facilitated by teacher leaders who would be given a stipend for their leadership
- Cost: \$12.5M+
  - A significant portion of this for additional teacher compensation in extended learning time schools
  - For 60 schools in next 2 years

**This sounds great! So, what's the catch...?**



## Taken within the existing parameters of the teacher contract and budget, implementing Schedule A limits a school's ability to create schedules that optimize the use of time

Limitation	Implication	Student Impact	Teacher Impact	Cost Implications
Max teaching minutes per day in secondary schools (240 min/day)	In order to comply with daily minutes <i>and</i> class size max, only feasible schedule is 7-per day	Offering extra time in core means tradeoff with enrichment	Limited flex for long blocks of collab. planning	To provide sufficient collab. planning, need to invest in add'l FTE to release tchrs for more time
Consecutive teaching time in secondary schools unchanged for ELT schools, even though longer day	Difficulty designing a schedule w/adequate specialist coverage; prevents block-scheduling	Lunch & electives aligned for when teachers must be released vs. when is optimal for student learning	Difficult to ensure right people are off together for collab. planning	Lunch monitors, electives teachers, and use of space not efficiently used
7 distinct planning blocks per week: 5 45-min, 1 35-min, 1 40-min	Schools must offer more time (making blocks even lengths) or sm. blocks of un-strategic random time	Restricts student choice & options better suited to student need	6-per day is most feasible option, likely resulting in teaching 5/6 per. (83%)	More electives teachers needed to cover add'l planning time (if equal length blocks)
K8 schools have to adhere to ES & MS/ HS CBA language	Different release times, lunch times, & total minutes; 2 schedules	School culture feels non-uniform; limited electives	Limited expert support for collab. planning	Limited sharing of electives teachers, subs, & supports

# Possible solutions/ alternate approaches

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1. Replace daily max # minutes with less restrictive options that maintain the same overall teaching time
  - a. Weekly maximum # minutes
  - b. Average % instructional time
2. Apply flexibility to both max # teaching minutes and consecutive teaching minutes to provide most flexibility in designing strategic scheduling options
3. Restate planning & development time as a weekly minimum # minutes, inclusive of a minimum # minutes for collab. planning
4. Make this flexibility standard, not a waiver