

Scheduling Approaches for Teacher Collaboration

	School A	School B	School C	School D
Time and Planning Strategies	<ol style="list-style-type: none"> Once every month, the school day begins two hours later—teachers meet during this time to engage in the activities described below. School makes up this accumulated time by extending the school year. 	<ol style="list-style-type: none"> School staff are released early from school once per week for at least 45 minutes. This time is added to other days throughout the week. Entire staff meets once a week for one hour before school. Staff decreased the “nuts and bolts” of the meetings and prioritized work related to assessment. 	<ol style="list-style-type: none"> Same-grade teachers meet informally during weekly planning periods and formally every six weeks. To accommodate these planning periods, students in entire grades are sent to “specials” (e.g., gym, art classes). Time is also allotted at regularly scheduled staff meetings. Teachers are released from teaching duties several days each year and are replaced by substitute teachers. Teachers meet with principal up to three times each year. 	<ol style="list-style-type: none"> Teachers request time to meet with each other during school hours; substitutes are hired to support this. In addition, teachers meet after school. Teachers meet in “within-grade” and “subject-area” teams during their planning hours once per week.
Activities	<ol style="list-style-type: none"> School staff rewrite district standards and realign the assessments they use accordingly. School staff continuously re-evaluate this work, and discuss and plan changes as needed. 	<ol style="list-style-type: none"> Schools use allotted time to align curriculum across grades and with the state standards. This process is driven by student assessment data. School staff continuously re-evaluate this work and discuss and plan changes as needed. 	<ol style="list-style-type: none"> Staff discuss students’ progress according to the “developmental continuums” written by school staff. Teachers administer individual assessments to students. Staff discuss reports on assessment data from district research department. 	<ol style="list-style-type: none"> Staff share knowledge gained from professional development activities that addressed curriculum and assessment. They also discuss student mastery of standards and other outcomes and possible intervention strategies.