REPORT TO THE LEGISLATURE

School Day Task Force

2019

Authorizing legislation: RCW 28A.150.220 and 28A.150.260

Chris Reykdal, Superintendent of Public Instruction

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Executive Summary

Senate Bill 6362 (2018) directed the Office of Superintendent of Public Instruction (OSPI) to "define the duties and responsibilities that entail a 'school day' under the state's statutory program of basic education under RCW [Revised Code of Washington] 28A.150.220 and 28A.150.260."

In August 2018, Superintendent of Public Instruction Chris Reykdal convened the School Day Task Force. The Task Force met three times over the summer and fall to carry out the assigned objectives. The Task Force reviewed international, national, and statewide research and data; explored various organizational structures around issues of equity, time, and learning; and provided feedback to Superintendent Reykdal as he concluded with the following set of recommendations:

- **Recommendation 1: Recognize Professional Responsibilities, Time, and Effort**
  The three segments of a teacher's professional time (i.e., actual time providing direct instruction, additional teacher work time in the school building, and actual teacher work time outside of the school building) should be the standard expectation for describing the time of a professional educator using the teacher evaluation criterion and totaling approximately between 1600–1950 hours.
- **Recommendation 2: Transforming Washington's Teacher Time to Match More Effective International Models**
  Washington state should look forward in researching and designing a long-term funding model that transforms Washington's teacher time to match more effective international models. Transforming our teacher time could result in reforms such as reduced class sizes and overall caseloads for educators, as well as fewer teaching periods for middle and secondary teachers, providing for collaboration between general and special education teachers.
- **Recommendation 3: Authorize Additional Teacher Time Study and Workgroup**
  Direct OSPI to conduct another *Teacher Time Study* similar to the one conducted by Central Washington University (see Appendix E) from 2013–15.

Background

Senate Bill 6362 (2018) directed the Office of Superintendent of Public Instruction (OSPI) to "define the duties and responsibilities that entail a 'school day' under the state's statutory program of basic education under RCW [Revised Code of Washington] 28A.150.220 and 28A.150.260." In August of 2018, Superintendent of Public Instruction Chris Reykdal convened

the School Day Task Force for the first of its three meetings. Subsequent meetings took place in October and December.

This report describes the work of the Task Force. The report ends with recommendations to the Legislature that will do two things:

1. Provide greater clarity about the expectations of professional educator time and the basic education funding provided for that time.
2. Provide the Legislature with information on better ways of balancing the responsibilities and professional expectations of educators. The purpose of this is to recommend equitable policies and practices that more effectively meet the needs of students and their learning.

State law mandated the specific considerations of the Task Force. The law required the Task Force to review the professional responsibilities, time, and effort required for educators to provide basic education outside the number of hours and duties covered by state funding. These additional duties include, but are not limited to, providing direct instruction to students; the necessary preparations, planning, and coordination for instruction; meeting and collaborating with parents, guardians, and other staff; and the necessary evaluation of student learning.

Task Force membership represented diverse school districts and education stakeholders representing the following organizations:

- Tribal Leaders Congress,
- Educational Opportunity Gap Oversight and Accountability Committee,
- Association of Washington Business,
- Association of Washington School Principals,
- Bilingual Education Advisory Committee,
- Partnership for Learning,
- Public School Employees,
- Special Education Advisory Council,
- Washington Association of School Administrators,
- Washington Education Association,
- Washington Association of School Business Officials,
- Washington State Board of Education,
- Washington State School Directors' Association,
- Washington State Parent-Teacher Association, and
- Washington Teacher Advisory Council (see Appendix A).

Summary of Task Force Work

Washington state policymakers have a long history of establishing and strengthening the teaching profession. Existing statutes and rules generally focus on educator preparation, educator evaluations, and student learning expectations: Revised Code of Washington (RCW) 28A.150.21/RCW 28A.655.070 (basic education and state learning standards), RCW 28A.405.100

(teacher evaluation criteria), RCW 28A.150.260 (instructional hours and basic education funding model assumptions for time), and Washington Administrative Code (WAC) 181-79A-206 (teaching standards and certification requirements). A review of these existing statutes and rules does little to define the daily or annual expectations of educators in relationship to the time they are provided to deliver the state's program of basic education.

Each Task Force meeting had a distinct focus, and the purpose of each focus was to provide the Task Force membership with a common base for their discussions. The focus of the first meeting was on relevant state, national, and international educational research and instructional practices associated with teacher responsibilities and teacher time. The group reviewed and discussed four sources. Key ideas from each of these sources are below.

- **Education Commission of the States Memo:** Statutory definitions of teacher responsibilities and scope of work; research on best practices for planning and professional development time, including state policy examples; teacher/student ratio adjustments made by some states; state examples focused on improving teacher quality; two state examples of policy changes to salary schedules; and various resources that examine the role of collective bargaining in public education (see Appendix B).
- **Learning Policy Institute Memo and Time, Learning, and Equity Presentation:** Comparison of required hours delivering instruction to students relative to the United States and other parts of the world; teacher's collaborative role in school improvement; interruptions to instructional time in high-poverty schools; and examples of school schedule redesign (see Appendices C and D).
- **Central Washington University (CWU) Teacher Time Study: How Washington Public School Teachers Spend Their Work Days:** Central Washington University's College of Education was directed by the 2013–15 Washington State Operating Budget (Sec. 609) to conduct a study identifying the duties encompassed in the typical workday of the state-funded teacher. More than 5,000 teachers participated in the study. Classroom planning or assessment, direct contact time with students, preparation for state examinations, professional development, and communication with parents/guardians were among the activities that CWU tracked (see Appendix E).
- **Danielson's Framework for Teaching (2011) Rubrics by Washington State:** Washington state's teacher evaluation framework provides clear and specific descriptions of teacher activities and behaviors that result in student learning. Domains 1 and 4 include the descriptions of effective planning for instruction; knowing one's students and meeting student learning needs; planning for learning to occur and addressing various types of learning needs; providing various opportunities for student learning; effective practices for lesson planning and self-assessment of instructional practice based on student learning; effective communication with families and other

professionals; and professionalism with students and all members of school communities (see Appendix F).

Subsequent Task Force meetings included reviews of current Washington state statutory definitions of instructional time and the teacher workday. These statutes outline the minimum expectations of all school districts across the state with respect to instructional time and teacher working conditions. Specifically, the law requires school districts to make available an average of 1,000 hours of instruction in grades K–8 and 1,080 hours of instruction in grades 9–12 on an annual basis.[1] This is the equivalent of between 5.6 and 6.0 instructional hours per day. Within this day, the law also requires school districts to make provisions for each certificated staff person to have a reasonable lunch period of not less than 30 continuous minutes per day with no assigned responsibilities.[2]

In addition to specifying how school districts assign a portion of certificated staff time within the student day, the law also requires districts to adopt a policy outlining when teachers and other certificated personnel will be present at their respective schools before and after the school day.[3] This second subject, while clearly stated as a local board policy requirement, is often arrived at through the process of local collective bargaining. According to the vast majority, teacher contracts land on 7.5 hours as a standard teacher workday, inclusive of a duty-free lunch (7.5 hours x 180 days = 1,350 building hours in a year).

In particular, Task Force members discussed the CWU Teacher Time Study research, which indicated that Washington's teachers work significantly longer than 7.5 hours per day. The teachers who were studied actually spent 8.9 hours per day, and 44.5 hours per week during the school year, working. A typical school year calendar includes 36 weeks. These hours were not inclusive of time "outside of the school building." In adding time for work "outside of school building," we can turn to two additional studies that similarly suggest hours in excess of the standard teacher workday. The Organisation for Economic Cooperation and Development (OECD) produced the TALIS 2013 report, which concluded that, on average, American teachers were working 54 hours per week.[4]

In addition, a report from the Scholastic and the Bill and Melinda Gates Foundation found that teachers were averaging 53-hour workweeks. Based on analysis of several data points, the range of hours for professional educators is between 44.5–54 hours per week.[5] Variables across

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[1] RCW 28A.150.220 Basic education—Minimum instructional requirements—Program accessibility—Rules
[2] RCW 28A.405.460 Lunch period for certificated employees
[3] RCW 28A.405.466 Presence of certificated personnel at schools before and after school—Policy.
[4] OECD. (2014b). *TALIS 2013 results: An international perspective on teaching and learning*. OECD Publishing. Retrieved from http://dx.doi.org/10.1787/9789264196261-en.
[5] Scholastic (2013). *Primary Sources: America's Teachers on the Teaching Profession.* NY: Scholastic.

the research and the length of time since these studies were conducted may broaden or change that range.

Pulling together related studies from the state, national, and international research, we estimate that teachers work between 1,600–1,950 hours throughout the year. This demonstrates that Washington certificated educators are full-time employees who, in fact, carry out a year's worth of work compressed and driven by the traditional 180-day school calendar.

The Task Force also reviewed current basic education funding model assumptions that determine both the number of teachers allocated to school districts by the state as well as how much teaching and planning time the state assigns per teacher.

There are three components of the basic education funding law that informed what the Task Force referred to as "funded teacher time" (RCW 28A.150.220 and 28A.150.260). First, the law draws on the minimum instructional hours requirement reference above as the basis for the number of student instructional hours that certificated teachers need to be available to cover. Second, the law specifies funded class sizes that teachers are divided over. Finally, the funding model allows for a minimum of one planning period for each funded teacher that is expressed in the form of a percentage of a teacher's workday.

This review shows that existing statutes address the following:

- Direct Instructional time.
- Availability before and after school (locally bargained and adopted as local board policy).
- Lunch break.
- Planning period.

In the third and final meeting, the Task Force reviewed information presented in the first two meetings, funding data from the first three months of district payroll for the new 2018–19 school year, and discussed possible recommendations in preparation for the final report. Together, the content of each meeting provided Task Force members with access to common information ranging from the actual experiences and expectations of teachers in districts, funded work time, and the minimum requirements of the law.

Themes

The following sections contain discussion themes from School Day Task Force meetings as well as Superintendent Reykdal's recommendations. These themes are meant to reflect areas of

either general support or frequent discussion among Task Force members, and surfacing this information is one way to acknowledge the investment of time and input by Task Force members as they informed these recommendations. Included with each theme is some additional background to expand upon it. The recommendations represent those from Superintendent Reykdal, who considered the valuable and varying insight, experiences, and interests expressed by Task Force members.

Themes from Task Force Discussions

Students & Equity

Task Force participants routinely grounded their work in the needs of students and described their work in terms of systematically addressing equity and providing every student with opportunities to learn. Discussions focused on how to make sure all students, including students of color, students with disabilities, students who receive English learner services, and students experiencing poverty, have access to the right amount of learning time for them.

Discussions were in response to the topic at hand and the information or research provided. For example, the brief from the Learning Policy Institute (LPI) reminded the group that "rethinking time is not a new issue." The 1994 report by a National Education Commission on Time and Learning underscored the importance of organizing schools around student learning instead of time, noting, "The first issue is not 'How much time is enough?' but 'What are we trying to accomplish?'" (NECTL, 2005, p. 30). The Commission recommended that time be used in new and better ways, so "time becomes a factor supporting learning, not a boundary marking its limits" (p. 31). In addition, LPI noted, "the redesign of time can be part of a broader resource equity strategy to provide equal access and opportunity to learn for all students" (LPI, 2018). Task Force discussions about the importance of time as a matter of student achievement and equity were a recurring theme throughout Task Force meetings.

Educators are Professionals

Another consistent point of discussion was the desire to acknowledge and describe certificated staff as highly trained professionals who perform complex, full time work compressed in the traditional 180-day school calendar. There was also considerable discussion about the various professionals that make up a school and district staff. Throughout the Task Force discussions, the group acknowledged that Educational Staff Associates (ESAs), paraeducators, principals, and other support staff are critical components to healthy, vibrant, and positive school climate, culture, and student learning.

This compression (in a 180-day school calendar) leads to inaccurate assumptions about educators as "part-time employees" or "having summers off." The reality is that educators are working as full-time employees when considering the following elements of their work, or time, as described in the educational research shared with the Task Force:

- Actual time providing direct instruction or services to students ("teaching time"): 1,000–1,080 hours per year
- Additional teacher work time (in school building)
- Actual teacher work time (outside of school building)

Teachers from the Central Washington University (CWU) research report an additional 1.4 hours longer than the contracted day for both in school building and out of school building time completing non-instructional activities.

The complex nature of requirements expected of teachers was another element of the Task Force review and discussion. Washington state has a robust suite of current statutory requirements that provide the context for entry into the profession and advanced certification, as well as clear expectations defining the professional duties and responsibilities of educators. Every teacher is expected to address the following requirements:

- **Washington State Basic Education Act and State Learning Standards** (RCW 28A.150.21 and RCW 28A.655.070)—Basic education in Washington state is defined by the Legislature (RCW 28A.150.210). As required by state law, the Office of Superintendent of Public Instruction (OSPI) develops the state's learning standards (RCW 28A.655.070) and oversees support for implementation and assessment of the standards. Learning standards define what all students need to know and be able to do at each grade level. Educators in Washington state are charged with understanding how to teach to those standards and provide all students access to meeting and growing along the continuum of the standards. In addition, these expectations illustrate the difficulty of meeting Washington State Learning Standards with such diverse learning needs of their students each school year.
- **Washington State Teacher Evaluation Criterion and Frameworks** (RCW 28A.405.100 and WAC 392-191A-120)—Beginning in 2010, the Legislature adopted new teacher and principal evaluation criteria through RCW 28A.405.100. Since the 2017–18 school year, all Washington state teachers and principals are required to be evaluated, either on a comprehensive or focused evaluation, through one of three instructional frameworks adopted through rule (WAC 392-191A-120). The standards for evaluating professional educators is defined through the eight teacher and principal criteria as outlined in RCW 28A.405.100:
    1. Centering instruction on high expectations for student achievement.
    2. Demonstrating effective teaching practices.
    3. Recognizing individual student learning needs and developing specific strategies to address those needs.
    4. Providing clear and intentional focus on subject matter content and curriculum.
    5. Fostering and managing a safe, positive learning environment.

6. Using multiple student data elements to modify instruction and improve student learning.
7. Communicating and collaborating with families and school community.
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

- **Washington state teaching standards and certification** (RCW 28A.410, WAC 181-79A-206)—All teachers and ESAs in Washington must be certificated. The initial residency certification is based on a rigorous set of teaching standards as established in rule (WAC 181-79A-206). Washington is one of 12 states that have an independent standards board that governs educator certification policy. The Professional Educator Standards Board (PESB) sets policy around teacher, principal, and superintendent certification in Washington.

Educators beyond Certificated Classroom Teachers

Task Force members discussed the question of whether the cited statutes may have limited a necessary, larger discussion by focusing so narrowly on certificated classroom teachers. Ensuring equitable policies and practices more effectively meet the needs of students and their learning involves other educators, such as principals, school counselors, paraeducators, among others. In addition, among classroom teachers, there are various roles and responsibilities designed to meet the needs of student groups with differing needs. For example, certificated classroom teachers supporting students with disabilities have different responsibilities and requirements on their time. Likewise, the requirements and responsibilities of building administrators was an element of Task Force discussions exploring how better to define time. Task Force members often referenced that talking about certificated instructional staff without addressing the important and skillful collaboration between of various types of school staff is not in the best interest of students.

Certificated Salaries

Task Force members did not have broad agreement on the relevance of salaries to the Task Force's work; the topic of certificated salaries is included as a theme, as it was a recurring topic in Task Force meetings. Washington state has statutorily increased compensation for educators over the last two years. Additional state funds, combined with local collective bargaining, appears to have moved salaries to competitive levels across the state. These competitive salaries will begin to address needed solutions to increasingly challenging recruitment and retention issues across the state.

A review of initial financial information reported to OSPI by school districts seems to indicate that substantial amounts of supplemental contract compensation has been absorbed into base compensation amounts. The Legislature's decision to use a regional funding model results in statewide averages related to total compensation for certificated staff being less meaningful; however, there is a clear indication salaries have increased overall. The aggregate of districts in

each of the regionalization categories (1.0, 1.06, 1.12, etc.) saw similar percentage increases in net salary from 2017–18 to 2018–19. Three documents were shared at the final Task Force meeting on December 7, 2018 to illustrate this information based on initial information reported by school districts (see Appendix G–I).

The following notes should be taken into consideration regarding the initial financial information on certificated salaries (e.g., Appendix G–I):

1. Appendix I should be used carefully before drawing definitive conclusions. The salaries represented in Table 5 are statewide averages divided over the five different regionalization factors. They are also data collected from the S-275, which includes state, federal, and local funding sources.
2. There has been a changing definition of "market rate salaries" over the past 20 years of funding and compensation work. In previous workgroups, the definition of market rate has depended on the charge of that Task Force and therefore there is not a consistent and reliable comparison.
3. In Appendix I, Table 4 we can see the reliance on supplemental contracts has declined sharply. As there is not a consistent and uniform metric for enrichment defined in statute, caution should be used before drawing definitive conclusions about market rate salaries and the obligations of a professional educator delivering basic education in the context of a local school district.

Recommendations

The following represents Superintendent Chris Reykdal's recommendations based on consideration and input from the diverse school districts and education stakeholders represented on the School Day Task Force. These are not consensus recommendations; each member of the Task Force, and the organizations or interests they represent, may have drawn different conclusions from the research and the work of the Task Force.

Recommendation 1: Recognize Professional Responsibilities, Time, and Effort

When considering the topic of teacher time as described in this recommendation, the "whole child" needs of students should serve as the guiding principle or filter. The Task Force charge did not explicitly include a focus on student need from the school system beyond teacher time described by teacher evaluation criteria. Though this recommendation addressed thinking about teacher time moving forward, these decisions must include adequate time for recess, for lunch, and for access to educators (outside of direct instruction) in order for desired student success to be achieved. State and local decisions about time that consider these values are in the best interests of students.

The Legislature defined in statute and should maintain the expectations of a professional teacher under the definition of basic education. As the Legislature considers what changes are needed related to Senate Bill 6362 (2018), Superintendent Reykdal recommends they consider

describing professional educator time differently, as part of a new definition of basic education compensation for the program of basic education. The new definition should include:

- Actual time providing direct instruction or services to students in proportion to the basic education requirement of instructional hours.
- Additional teacher work time in the school building, inclusive of various teacher evaluation criterion, such as planning and preparation, working with families and communities, collaborating with other educational professionals, and assessment of student learning, subject to local collective bargaining. Building principals, district leadership, and educators at the building level all play an important role in this work. The distribution of this time will likely vary from district to district; however, it should be overtly connected to improving instructional practice and student learning. It should be structured, observable, and focused on collaborative professional activities in line with school improvement plans.
- Actual teacher work time outside of the school building (non-directed); representative of research-based annual workload of teachers minus the direct instruction and additional building time. This additional work time includes planning, preparation, and assessment of student learning, inclusive of various teacher evaluation criterion.

These three labels (i.e., actual time providing direct instruction, additional teacher work time in the school building, and actual teacher work time outside of school building) for describing time should be the standard expectation for describing the time of a professional educator. In addition, state statute should reflect the full time nature of the employment of professional educators – the CWU teacher time study and other cited studies suggests a total amount hours between 1,600 and 1,950 throughout the year. The distribution of time (associated with each of the labels above) should remain subject to local collective bargaining, unique district schedules, and with an eye to evolving past the traditional 180-day agrarian calendar. The Legislature should expect that such negotiations will likely result in varying timelines for implementation from district to district. Wages, hours, and working conditions are mandatory subjects of collective bargaining.

Recommendation 2: Transforming Washington's Teacher Time to Match More Effective International Models

The United States does not allocate adequate time for teacher planning and preparation, family and community engagement, or assessment of student learning. Engaging in these activities, either individually or with teams, meaningfully contributes to the ability of professional educators to address the unique learning needs of each student. Expectations for educators and state learning standards call for dedicated time, inside of the school day, to be provided for activities that allow educators to more effectively address student needs. Other countries devote substantially more time for these activities by hiring additional staff and adjusting the

instructional hours delivered by each teacher without sacrificing the total instructional time provided to students.

Such substantial changes to our state's educational delivery model should be piloted, evaluated, and scaled quickly. Educators and school boards alike will be positioned to identify different school calendars, and they will find unique ways to address existing physical space given the same number of student instructional hours will be spread over more educators.

The Legislature should design a long-term funding model that reduces class sizes and overall caseloads for educators. This updated funding model should result in fewer students in elementary classrooms, and it should result in fewer teaching periods for middle and secondary teachers, providing for collaboration between general and special education teachers.

Washington state and the United States remain glued to an archaic agrarian calendar that is effectively maintaining a factory model of educational delivery. This model has resulted in an overemphasis on large volumes of teacher instructional time at the expense of other teacher responsibilities that are proven to create better outcomes for students and more sustainable professional growth for educators. Our state and nation are diverse, and the need for teacher collaboration, preparation, parent and family engagement, and student data analysis to inform differentiated instruction are essential to closing opportunity gaps and graduating ALL students with a high-quality diploma.

Our teachers work full time (between approximately 1,600 and 1,950 hours per year), but they do it in a compressed calendar. The expectations for essential work beyond direct instruction are mounting, and the system is inadequately attempting to outsource these additional demands. Parent outreach, for example, is increasingly becoming a separate position in a school without the context of the actual student-teacher classroom relationship. Hiring additional educators and reducing the volume of teacher time on direct instruction, provides classroom teachers the necessary time for parent and family engagement, planning for differentiated instruction, and other tailored supports.

Recommendation 3: Authorize Additional Teacher Time Study and Workgroup

The Legislature should direct OSPI to conduct another *Teacher Time Study* similar to the one conducted by CWU (see Appendix E) from 2013–15. While this study provided the Task Force with important background, the study was conducted before recent policy changes were put in place, such as the Teacher and Principal Evaluation (TPEP) system and locally bargained changes brought on by Senate Bill 6362 (2018). An updated teacher time study would provide additional, valuable information for educators and policymakers alike.

In addition, the Legislature should direct OSPI to conduct a second time study to explore the time demands of other essential school personnel. Task Force members described the work of classroom teachers being supported by other certificated personnel, such as school counselors

and school psychologists, along with Education Support Personnel (ESP) and building administrators. Effective classroom instruction depends on effective school systems, and other types of education personnel provide and deliver these supports and services.

Conclusion and Next Steps

In conclusion, Superintendent Reykdal met with the Task Force three times in 2018 "to define the duties and responsibilities that entail a 'school day' under the state's statutory program of basic education under RCW 28A.150.220 and 28A.150.260." The three recommendations outlined in this report represent Superintendent Reykdal's recommendations based on consideration and input from the diverse school districts and education stakeholders represented on the School Day Task Force.

Finally, OSPI will convene the "staffing enrichments taskforce" outlined in Senate Bill 2242 (2017). Consistent with the statutory requirements outlined therein, the workgroup will include representatives from organizations representing teachers, principals, superintendents, school directors, and their work will build on both the themes and recommendations contained in this report.

APPENDICES

Appendix A: Task Force Member List

Name	Representing	Appointing Organization
Amy Anderson	Association of Washington Business	Association of Washington Business
Arden Watson	Pilchuck Uniserv Council	Washington Education Association
Bernie Thomas	Lummi Nation	Tribal Leaders Congress
Brian Jeffries	Partnership for Learning	Partnership for Learning
Concie Pedroza	Seattle School District	Bilingual Education Advisory Committee
Cris Turner	Bonny Lake High School, Sumner School District	Association of Washington School Principals
Dawna Hansen-Murray	Public School Employees	Public School Employees
Freedom Johnson	Lake Hills Elementary, Bellevue School District	Washington Education Association
Frieda Takamura	Educational Opportunity Gap Oversight and Accountability Committee	Educational Opportunity Gap Oversight and Accountability Committee
Gary Cohn	Everett School District	Washington Association of School Administrators
Gina Yonts	Association of Washington School Principals	Association of Washington School Principals
Janie White	North Elementary, Renton School District	Washington Education Association
Jenny Steele	North Middle School, Everett School District	Washington Education Association
Joel Aune	Washington Association of School Administrators	Washington Association of School Administrators
John Bash	Tumwater School District	Washington Association of School Administrators
JoLynn Berge	Seattle School District	Washington Association of School Business Officials
Marnie Maraldo	Issaquah School District	Washington State School Directors' Association
Matt Charlton	Manson School District	Washington Association of School Administrators

Name	Representing	Appointing Organization
Michael Allen	Freeman Elementary, Freeman School District	Washington Education Association
Nancy Chamberlain	Washington State Parent Teacher Association	Washington State Parent Teacher Association
Nathan Bowling	Washington Teacher Advisory Council	Washington Teacher Advisory Council
Patty Wood	Washington State Board of Education	Washington State Board of Education
Sarah Butcher	Special Education Advisory Council	Special Education Advisory Council
Shannon McCann	Federal Way School District	Washington Education Association
Shelley Redinger	Spokane School District	Washington Association of School Administrators
Tim Garchow	Washington State School Directors' Association	Washington State School Directors' Association

Appendix B: Education Commission of the States Memo

EDUCATION COMMISSION OF THE STATES
Your education policy team.

Response to information request

July 18, 2018
Erin Whinnery & Louisa Diffey
Ewhinnery@ecs.org & Ldiffey@ecs.org

This response was prepared for Michaela Miller, Deputy Superintendent, Washington Office of Superintendent of Public Instruction

Your Question:

You asked for background research that may be useful to the workgroup's development of recommendations regarding a wide area of teachers' professional responsibilities, including duties outside of instructional time, instructional planning time, and evaluation.

Our Response:

We have compiled a variety of policy topics that may be useful to the workgroup's discussion. Our response is organized into seven main areas. Click on each area to jump to the topic area.

- Defining teachers in policy: teacher responsibilities and scope of work can often be found in state statute.
- We have provided examples of statutory definitions of "teacher."
- Planning and professional development time: we have outlined research on best practices, as well state policy examples to support professional development.
- Instructional time and defining the school day: here, we review policy examples from some states that have considered substantial changes to school calendar and instructional time policy.
- Teacher/student ratios: as states have looked to improve teacher quality and student outcomes, some have reviewed their teacher/student ratios.
- Elevating the profession: many educators and policymakers have considered ways to ensure that the teaching profession is considered equal to other professional careers. Here we review research and state examples to improve teacher quality.
- Salary schedules: intended to promote teacher recruitment, salary schedules have come under scrutiny for not rewarding teacher performance. We have provided two state policy examples of states that have made changes to their teacher salary schedules in response to legislative directives.
- Collective bargaining: closely linked to salary schedules, we have provided a variety of resources that examine the role of collective bargaining in public education.

1. Defining teachers in policy

Teachers are generally defined as licensed and qualified employees who instruct students for a given amount of time during the day. Below, we have included statutory definitions of teachers from a few states. Note that variations in responsibilities and scope of work exist across the states.

State	Definition
Arizona Ariz. Rev. Stat. Ann. § 15-501	"Certificated teacher" means a person who holds a certificate from the state board of education to work in the schools of this state and who is employed under contract in a school district in a position that requires certification except a psychologist or an administrator devoting less than 50 percent of his time to

State	Definition
	classroom teaching.
Colorado Colo. Rev. Stat. Ann. § 22-63-103 (West) 1 Colo. Code Regs. § 301-37:2260.5-R-2.01	"Teacher" means any person who holds a teacher's license issued pursuant to the provisions of article 60.5 […] and who is employed to instruct, direct, or supervise the instructional program. "Teacher" does not include those persons holding authorizations and the chief administrative officer of any school district.
California Cal. Educ. Code Ann. § 41011 (West) Cal. Educ. Code Ann. § 41376 (West) Cal. Educ. Code Ann. § 41401 (West)	As used in this section [Accounting System Requirements] a "teacher" means an employee of the district employed in a position requiring certification qualifications and whose duties require him to teach pupils of the district for at least one full instructional period each school day for which the employee is employed. In the case of a teacher employed to teach in an elementary school, an instructional period is a period of not less than 20 minutes. In the case of a teacher employed to teach in a secondary school, an instructional period is the number of minutes equal to the number of minutes of the regular academic period in the junior high school, or high school, in which the teacher is employed to teach. For purposes of this section [Minimum Class Size Standards; apportionments], a "full- time equivalent classroom teacher" means an employee of an elementary, high school, or unified school district, employed in a position requiring certification qualifications and whose duties require him to teach pupils in the elementary schools of that district in regular day classes for the full time for which he is employed during the regular school day. For purposes of this article [Teaching and Nonteaching Certificated Employee Ratios…] "Teacher" means an employee of a school district, employed in a position requiring certification qualifications, whose duties require him or her to provide direct instruction to pupils in the schools of that district for the full time for which he or she is employed. "Teacher" includes, but is not limited to, teachers of special classes, teachers of exceptional children, teachers of pupils with physical disabilities, teachers of minors with intellectual disabilities, substitute teachers, instructional television teachers, specialist mathematics teachers, specialist reading teachers, home and hospital teachers, and learning disability group teachers.
New Mexico N.M. Stat. Ann. § 22-1-2 (West)	"Teacher" means a person who holds a level one, two or three-A license and whose primary duty is classroom instruction or the supervision, below the school principal level, of an instructional program or whose duties include curriculum development, peer intervention, peer coaching or mentoring or serving as a resource teacher for other teachers.
Texas Tex. Educ. Code Ann. § 21.201 (Vernon)	"Teacher" means a superintendent, principal, supervisor, classroom teacher, school counselor, or other full-time professional employee who is required to hold a certificate issued under Subchapter B or a nurse. The term does not include a person who is not entitled to a probationary, continuing, or term contract [as defined], an existing contract, or district policy.
Utah Utah Code Ann. § 53A-6-111	"Teacher" means a person who currently holds a level 1, 2, or 3 license.

2. Planning and professional development time

Planning Time

NCTQ collects 50-state information on teacher planning time. State-specific data on elementary and secondary teacher planning time requirements can be accessed here. Most states leave the decision up to the local school district. However, some states do have specific requirements. Examples include:

State	*How much planning time does an elementary teacher receive?*	*How much planning time does a secondary teacher receive?*
Arkansas	3 hours, 20 minutes weekly distributed in increments of no less than forty minutes during the student instructional day	3 hours, 20 minutes weekly distributed in increments of no less than forty minutes during the student instructional day
Hawaii	45 minutes/day	45 minutes/day
Kentucky	decided at local level, up to 2 days	decided at local level, up to 2 days
Louisiana	at least 45 minutes daily or the equivalent weekly	at least 45 minutes daily or the equivalent weekly
Minnesota	decided at local level or adherence to state minimum (5 minutes of preparation time for every 25 minutes of classroom time)	decided at local level or adherence to state minimum (5 minutes of preparation time for every 25 minutes of classroom time)
Mississippi	minimum of 3 hours and 45 minutes a week for traditional six-period or seven-period day schedules or per instructional cycle for modular/block schedule schools	minimum of 2.5 hours a week
North Carolina	state requires teacher planning time to the extent that supervision of the children and funding allow	state requires teacher planning time to the extent that supervision of the children and funding allow
Ohio	"classroom teachers assigned to a school with a teacher day of six hours or longer, excluding the lunch period, shall include two hundred minutes per week for these purposes. "	"classroom teachers assigned to a school with a teacher day of six hours or longer, excluding the lunch period, shall include two hundred minutes per week for these purposes. "

Oklahoma	3 hours, 40 minutes weekly	3 hours, 40 minutes weekly
Rhode Island	state requires common planning time though amount is not specified	state requires common planning time though amount is not specified
Tennessee	2 hours, 30 minutes per week	2 hours, 30 minutes per week
Texas	7 hours, 30 minutes every 2 weeks	7 hours, 30 minutes every 2 weeks
Virginia	at least an average of 30 minutes per day	at least an average of 30 minutes per day
West Virginia	not less than 40 minutes per day	one planning period each day for the length of usual class period and not less than 40 minutes

Professional Development

Research has shown that much of the professional development teachers receive is ineffective at improving teacher and student performance. Few districts offer training that is in alignment with best practices (incorporates active learning, supports collaboration, provides expert support, etc.) and teachers are mostly unhappy with the training they receive. A recent survey found that 42 percent of teachers say they have little to no influence on the professional development available to them.

As noted in this ECS report, "providing teachers with ongoing feedback and targeted professional development following evaluations can be an effective strategy to retain teachers." The two resources highlighted below provide research and recommendations for states on how to create more meaningful professional development opportunities for teachers:

- Effective Teacher Professional Development (Learning Policy Institute, 2017) Identifies common elements of effective professional development for teachers and recommends states support evidence-based professional development by, among other things: 1) evaluating and redesigning the use of time and school schedules to increase opportunities for professional learning and collaboration; 2) regularly conducting needs assessments using data from staff surveys to identify areas of professional learning most needed and desired by educators; 3) providing technology-facilitated opportunities for professional learning and coaching; and 4) providing flexible funding and continuing education units for learning opportunities that include sustained engagement in collaboration, mentoring and coaching.
- No Panacea: Diagnosing What Ails Teacher Professional Development Before Reaching for Remedies (New America, 2016) Outlines the primary obstacles to effective professional development for teachers and recommends states: 1) develop leaders of professional learning at the school, district and state system levels;

2) ensure that evaluation and accountability mechanisms recognize and reward effective professional learning; and 3) prioritize professional learning by creating time for teachers to pursue learning throughout the work week, and ensuring supports to use that time effectively
Some states made strides to improve professional development for teachers in the 2017 legislative session. Examples include:

- **Arizona SB 1038:** Requires the Department of Education to establish a high-quality teacher professional development pilot program and issue scholarships and grants on a competitive basis to qualified applicants to obtain high-quality teacher professional development from a qualifying postsecondary institution that will support certificated teachers in additional accreditation for high-need content areas.
- **Nevada SB 300:** Makes an appropriation to the Department of Education for allocation to school districts to carry out a program of peer assistance and review of teachers. Provides that a school district that receives the allocation shall provide assistance to teachers in meeting the standards of effective teaching by: 1) conducting observations and peer assistance and review, and 2) providing information and resources to teachers about strategies for effective teaching. AB 77: Requires the State Board to adopt regulations prescribing standards for the professional development training provided to teachers and administrators employed by a school district or charter school. Requires the State Board to consider the findings and recommendations made by the Advisory Task Force on Educator Professional Development when adopting such regulations.

Some states are exploring micro-credentialing as a way to improve teacher professional development. For more information on this approach, see this detailed information request response.

Another resource is Time for Teachers: Leveraging Expanded Time to Strengthen Instruction and Empower Teachers (National Center on Time & Learning, 2015) that includes 7 strategies and local examples of strengthening teacher professional learning such as: collaborative lesson planning, embedded professional development, summer, training, data analysis, individualized coaching, and peer observation.

3. Instructional time and defining the school day

This year, Education Commission of the States updated its 50-state scan of school year and instructional time policies, "50 State Comparison: Instructional Time Policies." This database provides state instructional time requirements for kindergarten through 12th grade including days or hours per year, hours per day, and start to end date parameters when available.

Over the past several years, when states have amended their school calendar and instructional time policies, it is often to include waivers to requirements in the event of extreme weather and natural disasters. The following bills relate to more wide-sweeping changes to school calendar and instructional time policy over the past several years:

- Connecticut HB 7276 (2017) gives local school boards flexibility in adopting the uniform regional school calendar developed by its respective regional education service center (RESC) rather than mandating that they adopt it.
- Hawaii SB 822 (2015-2016) applies the requirement for a 180 day, 1,080 hour school year to all school years beginning with the 2016-2017 school year. Specifies that the definition of "student hours" will be determined by the board of education in consultation with the exclusive representatives of the appropriate bargaining units.
- Florida HB 7069 (2015) changes the permissible school start date from no earlier than 14 days before Labor Day to no earlier than August 10.

- Texas HB 2610 (2015) defines the minimum length of school year as 75,600 minutes, including intermissions and recesses, rather than 180 days. It also defines a day of instruction as 420 minutes and prohibits districts from scheduling the last day of school before May 15.
- South Dakota HB 1137 (2015) excludes passing time between classes from the number of instructional hours required for middle and high school students.

4. Teacher to student ratios

Education Commission of the States' 50 State Comparison: State Kindergarten through Third Grade Policies includes teacher to student ratio requirements for K-3 years. Additionally, the National Center for Education Statistics (NCES) captures the average class size for elementary and secondary classes in 2011-2012 across the states, where as the Organization for Economic Co-operation and Development (OECD) reports on the 2015 class sizes and teacher to student ratios around the world (pages 357-358).

Research differs as to the ideal class size to improve student achievement, both generally and for the early grades. The studies below provide research on class sizes.

- Class Size: What Research Says and What it Means for State Policy (Brookings Institute) finds that research generally shows that reducing large class sizes by 7-10 students can have significant long-term effects on student achievement, especially when introduced in the early elementary years for students from low- income households.
- The Center for Public Education's Class size and student achievement: Research review suggests, among other things, that class sizes of no more than 18 students per teacher are ideal and stresses the importance of smaller class sizes in the K-3 years.
- The Effectiveness of Class Size Reduction (National Education Policy Center, June 2016) – This publication provides an overview of some of the research on class size as well as policy considerations.
- Reducing Class Sizes in New York City: Promise vs. Practice (Education Law Center, June 2016) – This report is an analysis of a class size reduction plan. New York City is an interesting case because class size limits were initially imposed in response to a 2003 lawsuit.
- The False Promise of Class-Size Reduction (Center for American Progress, April 2011) – This publication addresses the conflicting evidence about the effectiveness of class-size reduction.

Cost-Effectiveness of Class Size Reduction

Little research speaks to the cost-effectiveness of class size reduction. However, there are some key considerations for balancing class size and cost. Currently, we are not aware of research that compares reducing class sizes or teacher to student ratios to other investments.

- **Smart Class-Size Policies for Lean Times** details creative strategies states have used to address class size issues and funding. For example, Georgia's class size reduction policy was implemented in 2006; however, budget pressures made it hard for districts to implement in the 2009-10 school year. To alleviate this pressure, the State Board of Education granted waivers to districts that could not implement this policy that year. Additionally, Texas moved away from caps on class size and instead uses class size averages to alleviate district level budget issues.

Lessons Learned

States that have implemented class size reductions often provide some flexibility on class sizes or additional funding options in their policies. Research indicates the other valuable cost-effective strategies could also strengthen student

results. These include increasing teacher salaries and performance systems, using stronger curricular supports, or strengthening early learning investments.

Wisconsin piloted a class size reduction policy beginning in the 1996-97 school year in 30 schools. While the policy continues to gain traction around the state, the research indicates that this policy helped certain students more than their peers. Specifically, kindergarten, first grade, and African-American students benefited the most from reduced teacher to student ratios.

5. Elevating the Teaching Profession

Elevating the teaching profession to be viewed as equal to other professional fields of work is at the forefront of many teachers' and policymakers' agendas. Efforts to improve the quality and efficacy of teachers have primarily focused on teacher recruitment, retention and evaluation. Below, we review a few research papers focused on improving the teaching profession, and provide links to our recent research on teacher quality.

The Learning Landscape is an online resource, prepared by the Bellwether Education Partners, that provides an assessment of the status of education in the US. Chapter Four provides and in-depth review of teacher effectiveness. The chapter covers the latest research and high-quality data on who makes up the teacher workforce, teacher quality, performance, and compensation and tenure practices.

In a 2018 paper, the Center for American Progress reviewed each state's ESSA plan, looking for state-led and -supported programs - funded by Title II, Part A - to recruit, prepare and support teachers. The report finds that states are focused on recruiting teachers of color, improving teacher preparation, improving on-boarding and mentoring for new teachers, increasing compensation, and encouraging career pathways. The report is accompanied by an interactive tool to search for examples of initiative to elevate the teaching profession.

The Center for American Progress previously published a 2015 report, Smart, Skilled and Striving: Transforming and Elevating the Teaching Profession, which notes that teaching has become an increasingly complex profession, and argues that the "systems designed to select, educate, train, and support teachers must also change in order to support their efforts to keep pace with new, higher expectations for their work" (p. 10). The report reviews domestic and international efforts to:

- Change teacher preparation, compensation and working conditions
- Prepare teachers for demanding and illustrious careers
- Improve licensure standards

The report also includes policy recommendations to support teacher and administrator development.

Additional Resources

- The **2018 State Teacher Policy Best Practices Guide**, National Council on Teacher Quality. The guide highlights state work across nine education improvement goals that impact teacher quality.
- The most recent **State Teacher Policy Yearbook**, National Council on Teacher Quality. The bi-annual report grades states on their programs and policies to improve teacher quality.
- **No Time to Lose: How to Build a World-Class Education System State by State**, National Conference of State Legislatures.
- The **most recent data** from the National Center for Education Statistics on the number and percentage of public elementary and secondary school teachers who meet state licensing and certification requirements, as well as the number of teachers with less than two years of teaching experience.

State Examples

ECS tracks state legislation related to teacher recruitment, retention and evaluation. We recently published three Policy Snapshots, which provide an overview of recent legislative action across the states. To learn more about efforts other states are making to elevate the teaching profession, please see these three reports.

- Teacher Recruitment
- Teacher Development and Advancement
- Teacher Evaluations

6. Salary Schedules & Alternatives

Salary schedules are intended to aid in teacher recruitment and retention, but have recently come under scrutiny for ignoring teacher performance. As of March 2016, seventeen states used a statewide teacher salary schedule. ECS has observed state level interest in linking teacher salaries with performance and other alterations to teacher compensation.

Statewide teacher salary schedules are not the only way that states can help to influence teacher pay in districts. According to a 2016 ECS brief:

> "Some states make use of pay-for-performance programs or diversified pay for teachers in hard to staff schools or subjects, or by providing teachers with pay incentives based on prior work experience. There are other states that have chosen to achieve this goal through the use of minimum starting salaries.
>
> Some states do not have salary schedules but require their districts to provide all of their teachers with a certain minimum amount of pay – this is true in Iowa ($33,500) and Maine ($30,000). New Mexico requires districts to pay its starting teachers at least $34,000, and any teachers who qualify for Level 2 and Level 3 certification are to be paid at least $40,000 and $50,000, respectively. California does not have a minimum salary schedule but does require its school districts to report their starting and average teacher pay each year."

State Examples

In 2014, Alaska passed the Alaska Education Opportunity Act (HB 278) which required the Department of Administration to propose a salary and benefits schedule for school districts and address teacher tenure. The department partnered with the UAA Center for Alaska Education Policy Research. The resulting study:

- Developed geographic cost differentials for school districts
- Developed a base salary and benefit schedule
- Outlined superintended duties, compensation and responsibilities
- Prepared a menu of benefit options and associated costs for school districts
- Made recommendations on teacher tenure policies

In 2011, **Wisconsin** passed Wisconsin Act 10, which eliminated collective bargaining rights, but retained teacher compensation bargaining for base pay increases. Following the passage of Act 10, some Wisconsin school districts introduced teacher compensation reform initiatives. A research study from the Wisconsin Center for Education Research at the University of Wisconsin-Madison reviews these initiatives and outlines key findings from interviews with district leaders. The paper includes key questions to consider as pay systems are revised or reviewed. The paper

also provides an overview of the two standard compensation practices (single salary schedule and salary supplements) as well as seven popular reform initiatives. The seven reform initiatives are:

- Modifications to the single salary schedule
- Performance pay
- Knowledge and skills-based pay
- Career Levels, bands, ladders
- Competitive pay
- Pay for leadership roles
- Combined plans

7. Collective Bargaining

According to the National Center for Teaching Quality (NCTQ), 43 states and the District of Columbia either require or permit collective bargaining for teachers while collective bargaining for teachers is illegal in 7 states. NCTQ maintains a teacher contract database that provides information about the collective bargaining agreements and state policies across all 50 states. The database allows comparison between the 50 states and the District of Columbia as well as between 145 districts "representing the 100 largest districts in the country, the largest district in each state, and member districts of the Council of Great City Schools." It also includes citations for each state where collective bargaining issues are addressed in statute and/or case law.

In 2011, Education Commission of the States published a 50-state comparison of State Collective Bargaining Policies for Teachers. While somewhat dated, this report provides 50-state information on collective bargaining policies for teachers, including bargaining impasse laws. It also includes information on: if a collective bargaining law exists, who is covered and who is excluded, which issues are negotiable, "right-to-work" laws, and strikes.

Additional Resources

- A 2018 publication from Bellwether Education Partners on the history and status of teachers' unions.
- A 2015 paper from ECS reviewing Vergara v. California and the surrounding conversations on teacher employment policies.
- A 2014 report from the Center for Economic Policy and Research, Regulation of Public Sector Collective Bargaining in the States, which provides a breakdown of permissible collective bargaining activities by state and includes citations.
- The Center for Evaluation and Education Policy published Arguments and Evidence: The Debate over Collective Bargaining's Role in Public Education in 2008. The brief summarizes studies on the effects of collective bargaining, and provides a variety of policy perspectives.

State Examples

ECS tracks legislation related to collective bargaining. To see vetoed or enacted legislation, visit our State Policy Tracking Database. Filter for issue area "Teaching," then sub-issue area "Collective Bargaining."

Appendix C: Learning Policy Institute—Using Learning Time Effectively for Students and Teachers

Using Learning Time Effectively for Students and Teachers

Dion Burns and Linda Darling-Hammond Learning Policy Institute

Contents

Overview

Rethinking time is not a new issue. The 1994 report by a National Education Commission on Time and Learning underscored the importance of organizing schools around student learning, not around time, noting: "The first issue is not 'How much time is enough?' but 'What are we trying to accomplish?'" (NECTL, 2005, p. 30) The Commission recommended that time be used in new and better ways, so that "time becomes a factor supporting learning, not a boundary marking its limits."

For students, having enough of the right kind of learning time can make a substantial difference in outcomes – including reducing inequalities that are often the result of differences in learning

opportunities outside of schools. Having access to high-quality early learning opportunities, when brain development is rapid, as well as having access to summer enrichment, so that children continue to experience rich learning opportunities that build brain development and achievement throughout the year, are two examples of how current inequalities can be substantially disrupted by different uses of time. It is also important that learning time be engaging, enriching, and empowering so that students benefit optimally from it in terms of building competence, confidence, and motivation to continue to learn (Darling-Hammond et al., in press). Enrichment is more productive than remediation in the use of learning time.

Time for educators to learn is also critical. The deeper learning competencies promoted by the Washington K-12 Learning Standards since 2014-15 entail concomitant changes in pedagogical practice. This has two clear implications for the use of time:

(1) greater within-class instructional time should be devoted to "active" teaching practices such as student inquiry and structured collaborative conversations; and

(2) more frequent opportunities for teacher professional collaboration are needed to develop and share standards-aligned instructional practices.

Ample research literature identifies that professional learning is most effective in shifting teaching practices when it is grounded in the actual work of teaching, engages teachers in collaboration, is of sustained duration, and provides opportunities for observation, feedback, and coaching (Darling-Hammond, Hyler, & Gardner, 2017).

By focusing on the quality of education, teachers' non-instructional time – collaborative lesson planning and learning, meeting with students and parents, observing experienced teachers, student-focused peer conversations, lesson study - also becomes understood as supporting student learning, not a deviation from the school day (NECTL, 2005).

The redesign of time holds promise for improved equity. Redesign should be informed by several key principles, centered on a coherent approach to improving student learning, taking a whole-child approach, expanding time for educators and incorporating community partners. Redesign entails shifts in a broad number of factors and should be informed by the collection and analysis of key data to support implementation decisions.

Time and Student Learning

There is large variation internationally in the number of compulsory school hours. Among OECD countries, these range from a total of about 750 hours per year at the lower secondary level in countries such as Lithuania, Slovenia, and Sweden, to nearly 1200 hours a year in

Denmark and Columbia. The US requires that students attend school for about 1000 hours per year, well above the OECD average at each level of school (OECD, 2017, p. 345).

Number of Annual Hours of Compulsory Education

	Primary	Lower Secondary	Upper Secondary
United States	970	1019	1034
OECD Average	800	913	967

A larger number of total school hours does not correlate with relative achievement on PISA (Van Damme, 2014). In fact, high-performing countries such as Finland, Korea, Japan, Estonia, Belgium and Germany all have fewer than average total instructional hours (OECD, 2017, p. 334). While additional hours of private after school instruction may be a factor in achievement in a few countries (e.g., Korea, Japan), this is not the case in many others, such as Finland and Belgium. The relationship between learning time and educational achievement is complex, with the quality of time impacted by many variables, suggesting that "how" time is used may be more important than total time (OECD, 2013, 2014a; Silva, 2007).

Evidence from both neuroscience and learning research in the U.S. shows that the amount of brain development and learning are associated with the quality of interactions – with opportunities for inquiry and interactive exchanges a critical component of both. In addition, learning is enhanced by having rich materials to manipulate and intellectually engaging and challenging tasks to undertake with strategic support (Darling-Hammond et al., in press). Good nutrition, adequate sleep, and frequent opportunities for physical activity all support brain development and learning (Pellegrini & Bohn, 2005; Pellegrini, Kato, Blatchford, & Baines, 2002). Finally, the human brain learns more productively in a climate of positive relationships with low levels of threat and high levels of emotional support (Darling-Hammond et al., in press). Thus additional time will be most productively used if students are engaged in these kinds of enriched instructional settings that support the development of the whole child.

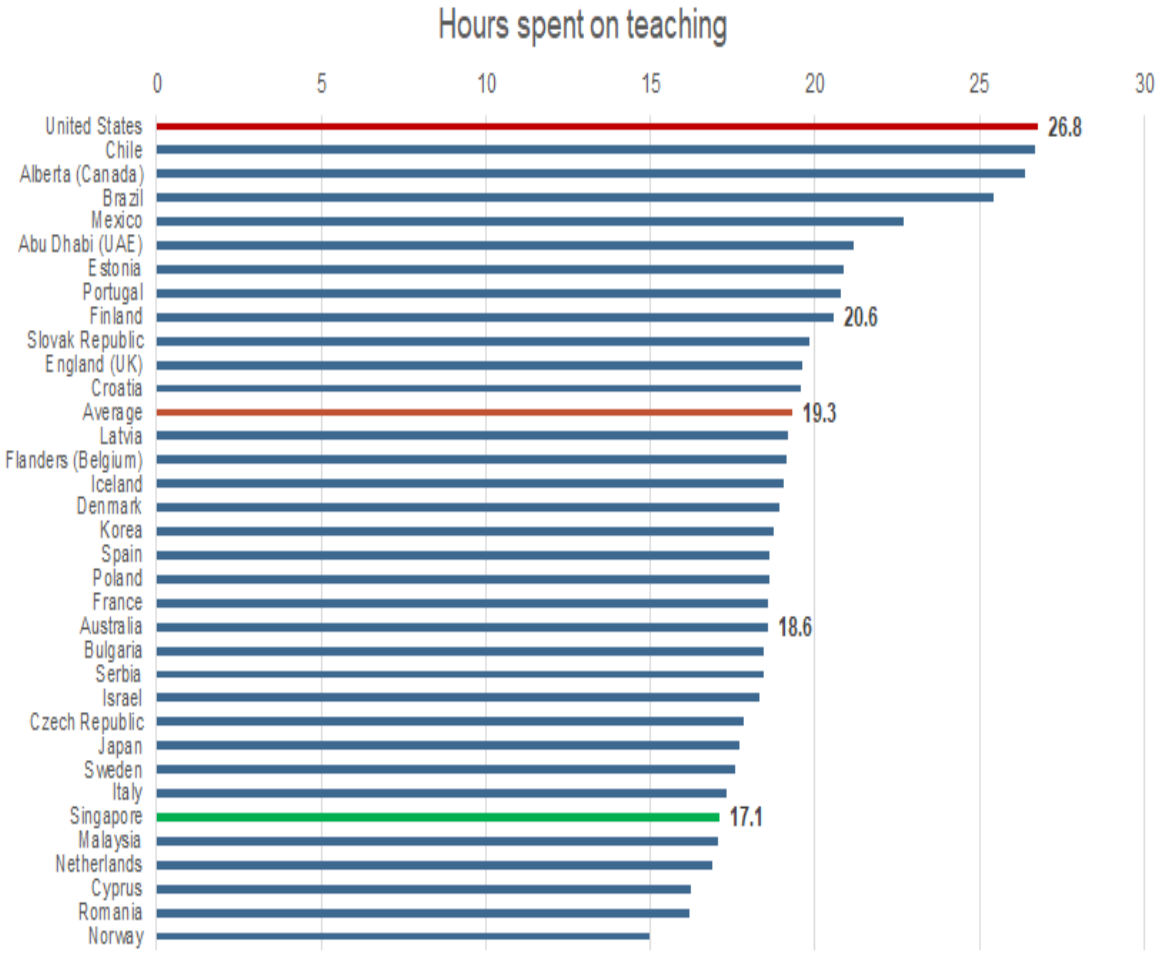
Schools in high-achieving countries tend to focus on strategic, inquiry-based learning aimed at critical thinking skills rather than rote memorization. They also tend to be equitably resourced, providing additional time and support to students that need it. Among Finnish students in grades 1-9, for example, around 30% receive some form of "special support" based on their learning needs at a given moment in time (Hammerness, Ahtiainen, & Sahlberg, 2017). Additionally, in Finland, most lessons consist of 45 minutes followed by 15 minutes of recess for every hour of the school day (Hammerness et al., 2017).

Time and Teachers' Instruction and Learning

In order to offer this kind of instruction, teachers need time for planning. However, teachers have less time for planning and the other tasks of teaching than those in other countries. Teachers

in the United States spend far more of their time teaching than their colleagues in other countries. Lower secondary teachers in the United States spent nearly 1000 hours a year teaching, among the highest in the OECD (OECD, 2017, p. 378). US teachers also have the highest number of weekly instructional hours according to the OECD's Teaching and Learning International Survey (TALIS) of more than 100,000 lower secondary teachers across 37 jurisdictions. Teachers in the United States taught around 27 hours a week, the largest among jurisdictions surveyed (OECD, 2014b). The average number of weekly instructional hours was 19, about 8 hours less than the average US teacher. Teachers in other countries use this time for individual and collaborative planning and learning, action research and lesson study, and observing one another teach, as well as meeting individually with parents and students, and grading student work.

Source: OECD. (2014). Talis 2013 Results: An International Perspective on Teaching and Learning. Paris, France: OECD Publishing. http://dx.doi.org/10.1787/9789264196261-en.



In addition, the ratio of scheduled planning to teaching time for US teachers was among the lowest of jurisdictions surveyed, at 16 minutes per instructional hour, compared to an international average of 22 mins, and 29 minutes in high-ranking Singapore (Burns & Darling-

Hammond, 2014). US data support these findings. The 2012 Metlife teacher survey found that around half of all teachers had one hour a week or less of teacher collaboration time (Markow, Macia, & Lee, 2013; Strauss, 2013). Likewise, a review of US teacher contracts in 145 districts (including the nation's 60 largest) found that the most common amount of teachers' specified planning time was 45 minutes a day. The same review found that 57% of these districts did not address dedicated time for professional collaboration in teacher contracts (Nittler, 2016).

The large number of instructional hours for US teachers constrains the remaining time available in the school day for the many other activities that comprise teaching. US teachers who were surveyed reported spending around the same total number of hours each week as the TALIS average engaged in lesson preparation (7.2 hours), dialogue with colleagues (3.0 hours), correcting work (4.9 hours), student counseling (2.4 hours), parent communication (1.6), and school management (1.6). US teachers spent more hours than the TALIS average in sports and extracurricular activities (3.6 hours), and other tasks (7.0 hours) (OECD, 2014b, pp. 387–388). Not counting extracurricular activities, this 27.7 hours added to the 27 hours of classroom teaching amounts to over 54 hours of work time weekly.

And indeed, according to a report from Scholastic and the Bill & Melinda Gates Foundation, called *Primary Sources: America's Teachers on the Teaching Profession*, US teachers work 10 hours and 40 minutes a day on average, or a 53-hour work week, far above the hours in their formal contracts. In addition to the 7.5 hours in a typical contract day, teachers are at school on average an additional 90 minutes beyond the school day for mentoring, providing after-school help for students, attending staff meetings and collaborating with peers. Teachers then spend another 95 minutes at home grading, preparing classroom activities, and doing other job-related tasks. The workday is even longer for teachers who advise extracurricular clubs and coach sports —11 hours and 20 minutes, on average.

These tallies demonstrate that many of these activities take place outside of the scheduled school day in the late afternoons, evenings, and weekends.

Time for Teacher Collaboration

Time for teacher professional collaboration is central to school and system improvement, and can contribute to teacher effectiveness and retention. Researchers identify developing teachers' collective capacity as key to continuous school improvement and system development (Hargreaves & Fullan, 2012). This is supported by quantitative research that find that peer learning among teachers is among the strongest predictors of student achievement growth (Jackson & Bruegmann, 2009). Further research finds that teachers are more effective – and increase their effectiveness to a greater extent over time -- when they work in collegial environments (Kraft & Papay, 2014).

Other research finds that teacher professional learning is most likely to be effective when it is collaborative and job-embedded, of sustained duration, and with opportunities for feedback and reflection (Darling-Hammond, Hyler, et al., 2017). In addition, greater frequency of teacher professional collaboration is associated with increased teacher self-efficacy and job satisfaction (OECD, 2014b), which are associated with higher retention and greater effectiveness (Darling-Hammond, Chung, and Frelow, date). Collaboration can help buffer against the emotional exhaustion that can lead to teacher burnout (Skaalvik & Skaalvik, 2011).

Teacher turnover incurs often unacknowledged costs on districts - estimated at around $20,000 per urban teacher who leaves and must be replaced - and is deleterious to the development of a productive working culture. In the United States, annual teacher turnover is around 16%, half of which is due to attrition, that is, teachers leaving the professional altogether (Carver-Thomas & Darling-Hammond, 2017). In Finland, Singapore, and Ontario, Canada, annual attrition rates average between 3% and 4%, most of which are due to retirements (Darling-Hammond, Burns, et al., 2017). Developing collaborative working environments that emphasize professional learning is shown to have a positive influence on teacher retention (Futernick, 2007; Ingersoll & Strong, 2011; Podolsky, Kini, Bishop, & Darling-Hammond, 2016).

Time for teacher professional collaboration is a characteristic of high-performing education systems (Darling-Hammond, Burns, et al., 2017). In some countries, teachers' schedules include significant blocks of non-instructional time, allowing teachers to conduct the other work of teaching. Below is an example schedule over two weeks of an experienced teacher from a regular Singaporean high school (Low, Goodwin, & Snyder, 2017). The orange blocks are face-to-face instructional time, while those in green represent time the teacher may use flexibly for lesson planning and professional collaboration.

Even Week	Monday	Tuesday	Wednesday	Thursday	Friday
7.35 — 7.55	SDT	MA	MA	MA	MA
7.55 — 8.30	MA				
8.30 — 9.00	RCP (8:15–8:50)				
9.00 — 9:30	Teaching Sec 4	Teaching Sec 3	Teaching Sec 4	Teaching Sec 2	Teaching Sec 3
9.00 — 10.00					
10.00 — 10.35		Teaching Sec 4			
10.35 — 11.05					
11.05 — 11.35					
11.35 — 12.05	Teaching Sec 5		Teaching Sec 2		Assembly CCE
12:05 — 12.35					
12.35 — 13.05	Teaching Sec 3	Teaching Sec 3	Teaching Sec 2	Teaching Sec2	
13.05 — 13.35					
13.35 — 14.05					
14.05 — 14.35		Teaching Sec 5	Teaching Sec 3		
14.35 — 15.05					
15.05 — 15.35			CCA		
15.35 — 16.05					
16.05 — 16.35					
16.35 — 17.05					

Odd Week	Monday	Tuesday	Wednesday	Thursday	Friday
7.35 — 7.55	SDT	MA	MA	MA	MA
7.55 — 8.30	MA				Teaching Sec 4
8.30 — 9.00	RCP (8:15–8:50)				
9.00 — 9:30		Teaching Sec 4	Teaching Sec 2		
9.00 — 10.00					
10.00 — 10.35		Teaching Sec 5	Teaching Sec 3	Teaching Sec 4	Teaching Sec 4
10.35 — 11.05					
11.05 — 11.35					
11.35 — 12.05		Teaching Sec 4	Teaching Sec 2		Assembly CCE
12:05 — 12.35					
12.35 — 13.05	Teaching Sec 2	Teaching Sec 3		Teaching Sec 3	
13.05 — 13.35					
13.35 — 14.05					
14.05 — 14.35	Teaching Sec 3	Teaching Sec 2			
14.35 — 15.05					
15.05 — 15.35			CCA	L&G	
15.35 — 16.05					
16.05 — 16.35					
16.35 — 17.05					

Source: Low, E. L., Goodwin, A. L., & Snyder, J. (2017). *Focused on Learning: Student and Teacher Time in a Singapore School* (Time Matters: Teacher Collaboration for Learning and Leading). Stanford, CA. https://edpolicy.stanford.edu/sites/default/files/scope-singapore-student-and-teacher-time-report-final_0.pdf.

Experienced teachers (ET) at this school spend around 18.5 (40%) of their 46.25 weekly working hours with students. Beginning teachers (BT) and senior teachers (ST) have reduced teaching assignments to create additional time for mentorship.

Activity	BT (hours)	ET (hours)	ST (hours)
Morning Assembly	2.5	2.5	2.5
Assembly (CCE)	1.0	1.0	1.0
Staff & Development Time	0.5	0.5	0.5
Reflection cum Curriculum Planning	0.5	0.5	0.5
Co-curricular Activities	2.0	2.0	2.0
Learn & Grow	1.0	1.0	1.0
Classroom Teaching	10.0	14.0	12.0
Planning and Assessing Students' Work (including white spaces till 4:35pm)	26.75	24.25	24.75
Structured Mentoring Programme	0.5	N.A.	0.5

Source: Low, E. L., Goodwin, A. L., & Snyder, J. (2017). *Focused on Learning: Student and Teacher Time in a Singapore School* (Time Matters: Teacher Collaboration for Learning and Leading). Stanford, CA. https://edpolicy.stanford.edu/sites/default/files/scope-singapore-student-and-teacher-time-report-final_0.pdf.

Equity and Time

High-poverty schools often experience lower quality resources than low-poverty schools. Time is no exception. Students in high-poverty schools are more likely to face greater loss of instructional time than their peers in low-poverty schools. The redesign of time can be part of a broader resource equity strategy to provide equal access and opportunity to learn for all students.

Students from low-income backgrounds are more likely to experience economic and social stressors that can interrupt learning (Jensen, 2013; Mirra & Rogers, 2015), and to attend schools with insufficient resources to support learning. A multi-year study of time in 783 Californian schools found that high-poverty schools (75-100% free or reduced-price lunch) lost more class instructional time due to interruptions and institutional challenges (17.7 vs. 12.7 mins per class) than low-poverty schools (0-25% FRL), and lost almost ten more instructional days each year (22.3 vs. 12.6) due to teacher absences, emergency lockdowns, and preparation for standardized tests (Rogers, Mirra, Seltzer, & Jun, 2014). During recent budget cuts, districts serving students from low-income families were most likely to reduce the number of school days in order to make

ends meet. These losses of instructional time compound over time, and represent an opportunity gap.

Teachers in high-poverty schools also often have less time for instructional planning and learning. They spend substantially more time than their peers supporting students' social and emotional needs, and covering classes for colleagues, among other things (Rogers et al., 2014). The authors conclude that "learning time currently varies in a way that favors those already advantaged." (Rogers et al., 2014, p. 19)

The loss of instructional time for students from low-income families is particularly problematic given that wealthier families are able to invest more private resource in afterschool tutoring and enrichment activities that support learning. The loss of collaborative planning and learning time for their teachers is also particularly problematic, given that there are greater needs that can benefit from shared learning and problem solving in these schools, and teachers are more likely to feel overwhelmed and burnt out when they are not supported.

Innovating School Schedules

There are many options for redesigning school time. Some involve the innovative use of time within the existing school day, while others opt for extending the school day and/or school year. Better learning time and especially expanded opportunities for deeper learning is the purpose of innovation in each case. Redesign often involves increased teacher collaborative time to support high quality lessons and attend to continuous school improvement. As one report remarked: *"The amount of time spent in school is much less important than how the available time is spent and on which subject, what methods of teaching and learning are used, how strong the curriculum is, and how good the teachers are."* (OECD, 2014a)

Some innovative uses of time include:

- Shorter school days teaching longer periods of fewer subjects;
- Using class periods of different periods for different grade levels;
- Allowing schedules to shift over a longer cycle (e.g., ten-day rotation);
- Giving students greater flexibility in the use of longer class periods;
- Shifting to a four-day week of longer class time, with a day free for internships or flexible study;
- Organizing time according to core instruction, personal work, and team work, rather than according to subject area;
- Eliminating school bells, giving teachers greater flexibility to adjust period length (OECD, 2013, pp. 83–86).

Redesigning the Use of Time

Research on school reform suggests the redesign of time should be centered on several equity-oriented principles:

- School days are redesigned to provide students with significantly more and better learning time
- Schools provide students with well-rounded learning and development opportunities
- Educators' time is reinvented in and out of schools to support their learning, planning, and more effective teaching
- Programs use a whole-school/every-child approach
- Schools engage families and integrate community partnerships. (Del Razo, Saunders, Renée, López, & Ullucci, 2014, pp. 8–9)

The authors further outline four phases of implementation: "creating and sustaining the conditions for more and better learning time; ensuring equitable access to and implementation of more and better learning time; preparing students for college, career, and civic life; scaling up." (Del Razo et al., 2014) At each phase, data indicators at each of system, school, and student levels should be collected and analyzed to inform improvements in student learning, including both academic, and social and emotional development.

School Schedule Redesign

Recent research in the United States has looked at four innovative ways schools can reorganize their schedules to provide greater opportunities for teacher professional collaboration (Snyder & Bae, 2017). They found that redesign began with a clear philosophy of teaching and learning, and reorganized schedules accordingly. For example, at Hillsdale High in San Mateo, CA, the reorganization of schedules was part of a broader restructuring of a large high school into several small learning communities, and underpinned by a philosophy of shared decision-making and building strong student-teacher relationships (Bae, 2017).

An example teacher schedule from this school is shown below. By using shorter periods on some days (Monday, Wednesday, and Friday), and expanded block schedules on others (Tuesday and Thursday), the school was able to create additional time for both subject-level professional learning communities, and advisory collaborations to discuss individual student learning needs, while simultaneously creating time for engaging in deeper learning (Bae, 2017).

In addition to general changes in the teacher schedule, it is important to think about changes in use of time for specific teachers: For examples, reductions in teaching obligations for beginning teachers, as is the case in Singapore and many other nations with effective new teacher induction programs, has been identified, along with coaching from a mentor in the same field, as one of the predictors of greater effectiveness and retention in teaching (Ingersoll & Strong, 2011). Mentor teachers and others who assist colleagues also need changes to their teaching schedules.

Direct Contact with Students Collaboration Time Individual Teacher Time

TABLE 1: HILLSDALE HIGH SCHOOL, 9TH-GRADE SOCIAL STUDIES TEACHER SCHEDULE, MONDAY/TUESDAY/FRIDAY

PERIOD	TIME	MONDAY	TUESDAY	FRIDAY
1	7:45 – 8:35	World History Intro.	World History Intro.	World History Intro.
2	8:40 – 9:30	Individual Prep	Individual Prep	Individual Prep
–	9:30 – 9:40	Brunch	Brunch	Brunch
–	9:45 – 10:10	Advisory	Advisory	Advisory
3	10:15 – 11:05	Marrakech House Meeting	Marrakech House Meeting	Marrakech House Meeting
4	11:10 – 12:00	World History Intro.	World History Intro.	World History Intro.
–	12:00 – 12:30	Lunch	Lunch	Lunch
5	12:35 – 1:25	World History Intro.	World History Intro.	World History Intro.
6	1:30 – 2:20	World History Intro.	World History Intro.	World History Intro.
7	2:25 – 3:15	Individual Prep	Individual Prep	Individual Prep

TABLE 2: HILLSDALE HIGH SCHOOL, 9TH-GRADE SOCIAL STUDIES TEACHER SCHEDULE, WEDNESDAY/THURSDAY

PERIOD	TIME	WEDNESDAY	PERIOD	TIME	THURSDAY
1	7:45 – 9:13	World History Intro.	2	7:45 – 9:13	Leadership Team Meeting
_	9:13 – 9:23	Brunch	_	9:13 – 9:23	Brunch
_	9:28 – 10:06	Advisory	_	9:28 – 10:13	Tutorial
3	10:11 – 11:39	Marrakech House Meeting	4	10:18 – 11:46	World History Intro.
_	11:39 – 12:09	Lunch	_	11:46 – 12:16	Lunch
5	12:14 – 1:42	World History Intro.	6	12:21 – 1:49	World History Intro.
7	1:47 – 3:15	Individual Prep	_	2:00 – 3:15	Whole Staff Professional Development

Source: Bae, S. (2017). It's about time: Organizing schools for teacher collaboration and learning (Time Matters: Teacher Collaboration for Learning and Leading). Stanford, CA. https://edpolicy.stanford.edu/sites/default/files/Hillsdale Teacher Time Final.pdf.

Redesign for Extended Learning Time

Other approaches have sought to use extended learning time (Saunders, de Velasco, & Oakes, 2017). Given that low-income students are less likely to have access to the range of enrichment activities of their more affluent peers, such approaches are necessarily equity oriented.

According to one set of studies, by high school, as much as two- thirds of the difference in achievement between students from affluent and low-income families may be the cumulative result of summer learning loss for those who lack year-round enrichment and learning opportunities (Alexander, Entwistle, & Olson, 2007). September to June progress is similar across socioeconomic groups, but children from many low-income families lose achievement during the summer.

Extending learning time is one way to address these gaps. Before- and after-school and summer programs can provide expanded learning opportunities for students. Examples of the array of out-of-school time (OST) enrichment activities include additional academic instruction; mentoring; and hands-on, engaging learning experiences in music, art, and athletics. Research consistently documents the benefits of OST enrichment. Students attending OST programs show greater academic gains when they attend more frequently and over a longer duration in programs with high-quality instruction (Oakes, Maier, & Daniel, 2017).

In a meta-analysis of 93 summer programs, researchers found positive impacts on knowledge and skills for students from middle-income and low-income families from programs focused on both remediation and enrichment (Cooper et al., 2000). The strongest effects were found for smaller programs and those that provided more individualized and small-group instruction. However, even the largest programs showed positive effects. A review of effects for at-risk students found stronger outcomes for programs of longer duration and those with both social and academic foci than for those that were academic alone (Lauer et al., 2006). Furthermore, as in other contexts, programs featuring tutoring in a field such as reading had very substantial effects.

Many of these extended learning time initiatives are associated with “Community Schools, which integrate a range of services on school campuses. These can include medical, dental, and mental health services, which can boost attendance by reducing the amount of class time missed by students for their own health appointments, or those of family members. Other services, such as specialist literacy, STEM (Science, Technology, Engineering, and Mathematics), dance, and other enrichment activities can be integrated into the hours traditionally used by afterschool activities. By fully incorporating these services into the school’s offerings and schedule, and supported by community-based organizations, learning time can be differently distributed throughout the school day, creating time for teacher professional learning and collaborative planning (Fehrer & Leos-Urbel, 2017).

Similarly, Linked Learning, or Career Connected Learning, models that connect schools with local businesses and colleges to both provide students with college- and career-linked learning in school, with enriching internships out of school. These new uses of time for students that provide authentic, work-based experiences, have been found to improve achievement and graduation

rates, while also freeing up time for teacher planning while students are outside of school in their internship placements. Linked Learning approaches also design new schedules for in-school time to create block periods that allow time for inquiry-based and other deeper learning strategies (Hoachlander, McGlawn, & Stam, 2017).

Extending quality learning time holds potential for improving outcomes for especially disadvantaged learners. However researchers also note that an equity-oriented approach should encourage enrichment activities for disadvantaged learners alongside their more advantaged peers to allow for the development of social networks that are critical to providing opportunities in the broader society (Gándara, 2017).

Policy Issues in the Organization of Time

There are many policy considerations in the redesign of time. These may include trade-offs related to the quantity and type of staffing, including pupil-teacher ratios, and the balance of administrative and paraprofessional vs. teaching staff. Changes to staffing time will require changes to teaching contracts, and thus coordination with teacher associations. These policy issues can be taken up in another subsequent memo, if desired.

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Time, learning, and equity

for students and teachers in Washington

Linda Darling-Hammond, President and CEO
Dion Burns, Senior Researcher

August 22nd, 2018

LEARNING POLICY INSTITUTE
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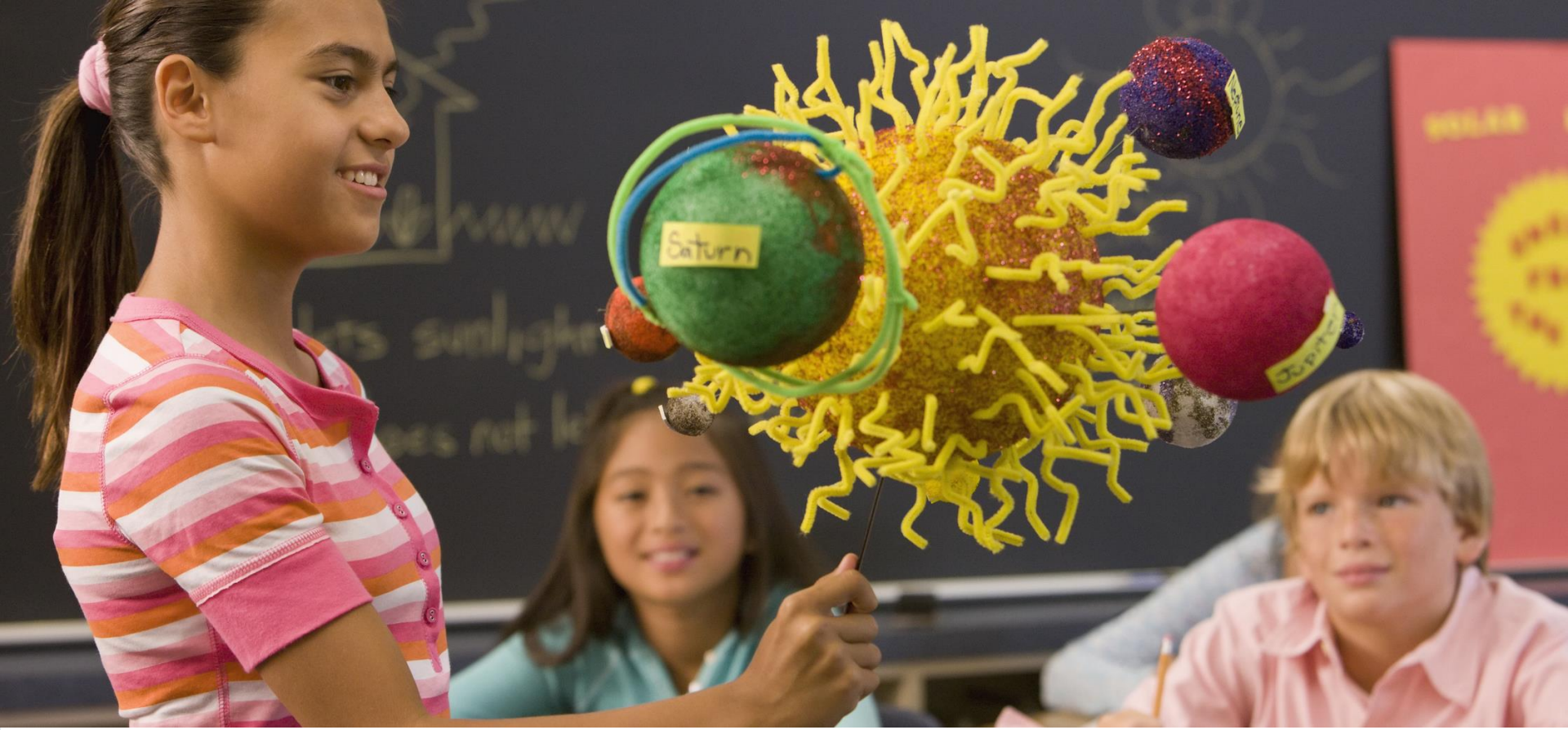
“The first issue is not ‘How much time is enough?’ but What are we trying to accomplish?’”

—National Education Commission on Time and Learning (2005)

Goals and considerations

A teaching and learning system

- Focused on deeper learning competencies
- Offering equitable opportunities for student learning
- Supporting continuous improvement within classrooms, schools, and systemwide
- Enabling collaborative teaching environments



Time for student learning

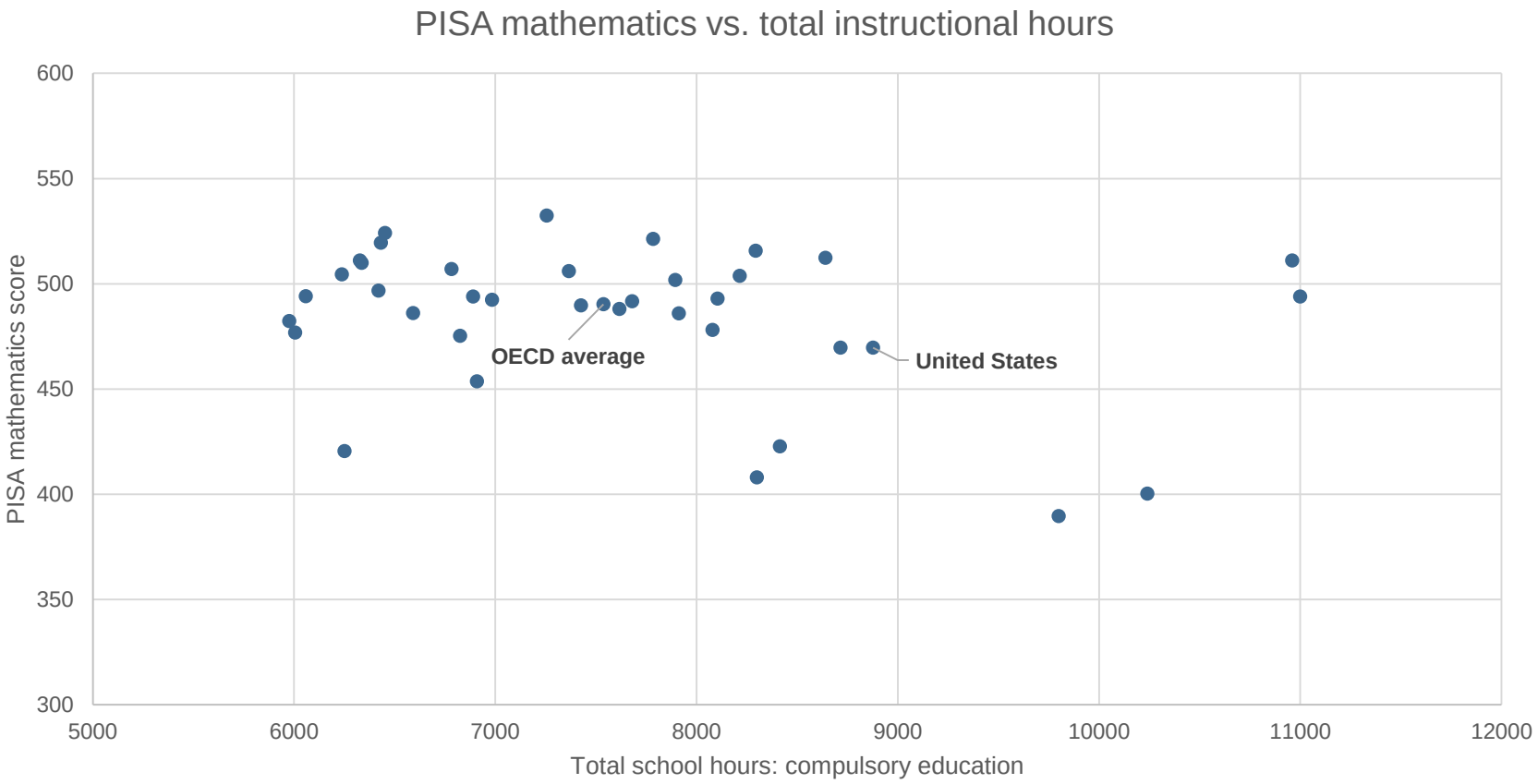
Student learning time in international context

Number of Annual Hours of Compulsory Education

	Primary	Lower Secondary	Upper Secondary
United States	970	1019	1034
OECD Average	800	913	967

Source: OECD. (2017). *Education at a Glance 2017: OECD Indicators*. Paris: OECD Publishing.

Time and learning outcomes



Sources: OECD. (2017). *Education at a Glance 2017: OECD Indicators*. Paris: OECD Publishing.
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Learning time and outcomes

- Complex relationship: many variables
  - Child welfare – food, housing, health security
  - Early learning opportunities
  - Nature of learning opportunities
- ***How*** time is used matters
- Whole child development & support
  - Brain development related to secure relationships
  - Physical activity
  - Language, music, art (symbol systems)
  - High supports; low stress
- High-quality classroom interactions
- Rich inquiry-based learning opportunities

Extended learning time models

Summer Learning:

- Enrichment, athletics, and engaging academics
- Small group sizes; strong, supportive relationships

Community Schools:

- Integrate community services and resources into school campuses
  - Integrated student supports
  - Expanded learning time
  - Family and community engagement
  - Collaborative leadership and practices

Linked Learning (Career Connected Learning):

- Connect schools with local businesses and colleges
- Authentic, work-based experiences and internships
  - Real-world connected applications
  - Improved student engagement and outcomes

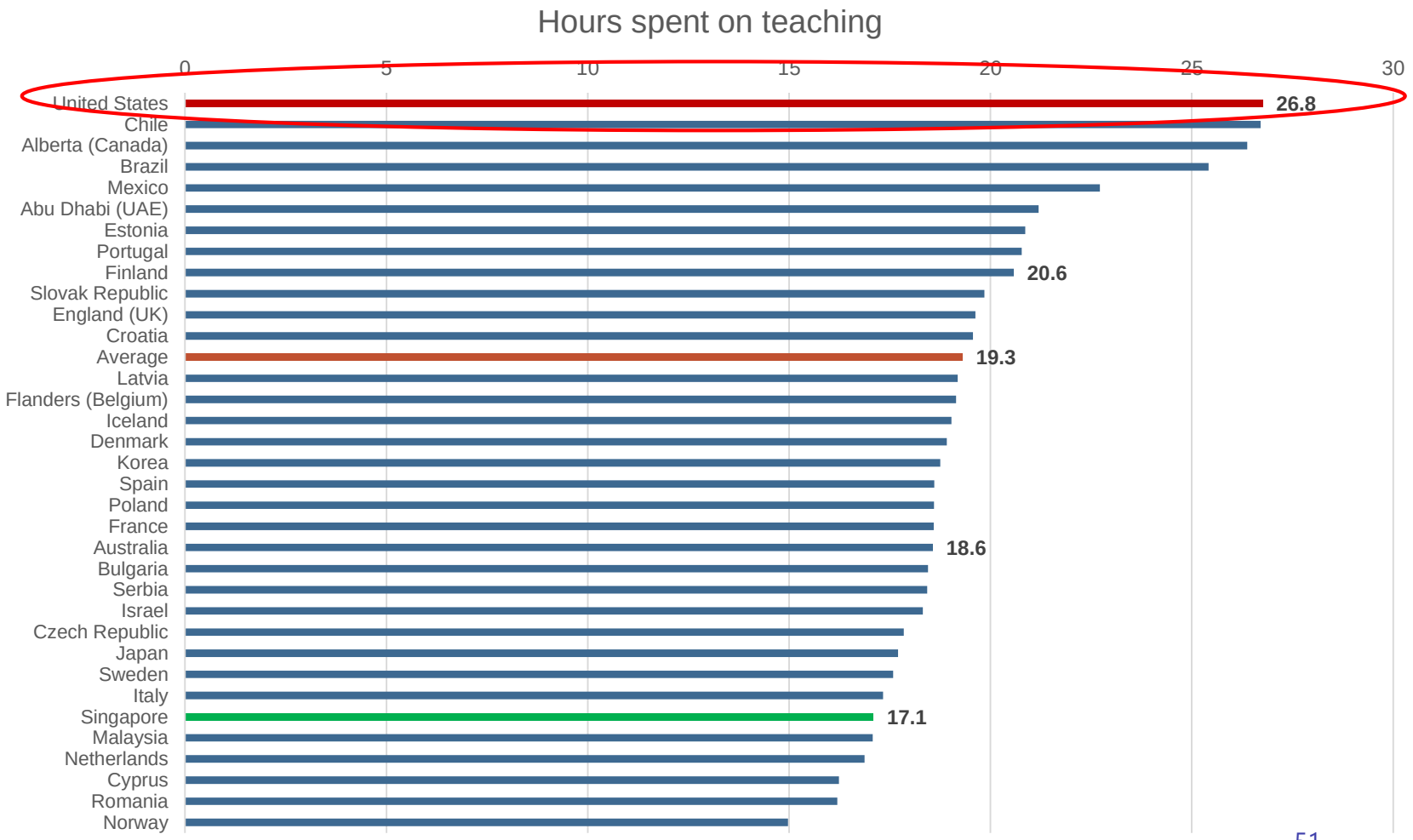
Time for teacher collaboration and learning

Time for teacher learning

Time redesign & teacher professional collaboration

- Teachers' collective capacity the 'right' driver of system improvement
- Teachers are more effective in collegial environments
- Collaborative professional environments can offset teacher burnout and attrition
- Non-instructional time within the school day supports collaboration

Number of instructional hours



Experienced teacher: Singapore

Even Week	Monday	Tuesday	Wednesday	Thursday	Friday
7.35 — 7.55	SDT	MA	MA	MA	MA
7.55 — 8.30	MA				
8.30 — 9.00	RCP (8:15–8:50)				
9.00 — 9:30	Teaching Sec 4	Teaching Sec 3	Teaching Sec 4	Teaching Sec 2	Teaching Sec 3
9.00 — 10.00					
10.00 — 10.35		Teaching Sec 4			
10.35 — 11.05					
11.05 — 11.35					
11.35 — 12.05	Teaching Sec 5		Teaching Sec 2		Assembly CCE
12:05 — 12.35					
12.35 — 13.05	Teaching Sec 3	Teaching Sec 3	Teaching Sec 2	Teaching Sec2	
13.05 — 13.35					
13.35 — 14.05					
14.05 — 14.35		Teaching Sec 5	Teaching Sec 3		
14.35 — 15.05					
15.05 — 15.35			CCA		
15.35 — 16.05					
16.05 — 16.35					
16.35 — 17.05					

Odd Week	Monday	Tuesday	Wednesday	Thursday	Friday
7.35 — 7.55	SDT	MA	MA	MA	MA
7.55 — 8.30	MA				Teaching Sec 4
8.30 — 9.00	RCP (8:15–8:50)				
9.00 — 9:30		Teaching Sec 4	Teaching Sec 2		
9.00 — 10.00					
10.00 — 10.35		Teaching Sec 5	Teaching Sec 3	Teaching Sec 4	Teaching Sec 4
10.35 — 11.05					
11.05 — 11.35					
11.35 — 12.05		Teaching Sec 4	Teaching Sec 2		Assembly CCE
12:05 — 12.35					
12.35 — 13.05	Teaching Sec 2	Teaching Sec 3		Teaching Sec 3	
13.05 — 13.35					
13.35 — 14.05					
14.05 — 14.35	Teaching Sec 3	Teaching Sec 2			
14.35 — 15.05					
15.05 — 15.35			CCA	L&G	
15.35 — 16.05					
16.05 — 16.35					
16.35 — 17.05					

Flexible time for lesson planning and collaboration

Whole staff professional learning

Non-instructional time creates leeway for planning and collaboration

- Direct contact with students or completion of administrative work (does not include lesson planning and assessment)
- Professional learning (e.g., mentoring, professional development, PLC)
- Planning and assessing students' work
- After school hours for school-related work (e.g. preparing resources, marking)

Senior teacher: Singapore

Even Week	Monday	Tuesday	Wednesday	Thursday	Friday
7.35 — 7.55	SDT	MA	MA	MA	MA
7.55 — 8.30	MA		Teaching Sec 3		Teaching Sec 3
8.30 — 9.00	RCP (8:15–8:50)				
9.00 — 9:30			Teaching Sec 4		
9.00 — 10.00					
10.00 — 10.35			Teaching Sec 3	Teaching Sec 3	Teaching Sec 4
10.35 — 11.05					
11.05 — 11.35					
11.35 — 12.05		Teaching Sec 4	Teaching Sec 4		Assembly CCE
12:05 — 12.35					
12.35 — 13.05		Teaching Sec 3			PLC
13.05 — 13.35					
13.35 — 14.05					
14.05 — 14.35	Teaching Sec 3		Teaching Sec 4	Teaching Sec 4	
14.35 — 15.05					
15.05 — 15.35			CCA		
15.35 — 16.05					
16.05 — 16.35					
16.35 — 17.05					

Odd Week	Monday	Tuesday	Wednesday	Thursday	Friday
7.35 — 7.55	SDT	MA	MA	MA	MA
7.55 — 8.30	MA	Teaching Sec 4		Teaching Sec 4	Teaching Sec 4
8.30 — 9.00	RCP (8:15–8:50)				
9.00 — 9:30				Teaching Sec 4	
9.00 — 10.00					
10.00 — 10.35			Teaching Sec 3		Teaching Sec 4
10.35 — 11.05					
11.05 — 11.35					
11.35 — 12.05			Teaching Sec 4		Assembly CCE
12:05 — 12.35					
12.35 — 13.05	Teaching Sec 3	Teaching Sec 3	Teaching Sec 3	Teaching Sec 3	PLC
13.05 — 13.35					
13.35 — 14.05					
14.05 — 14.35		SMP	Teaching Sec 4		
14.35 — 15.05					
15.05 — 15.35			CCA	L&G	
15.35 — 16.05					
16.05 — 16.35					
16.35 — 17.05					

Mentoring beginning teachers

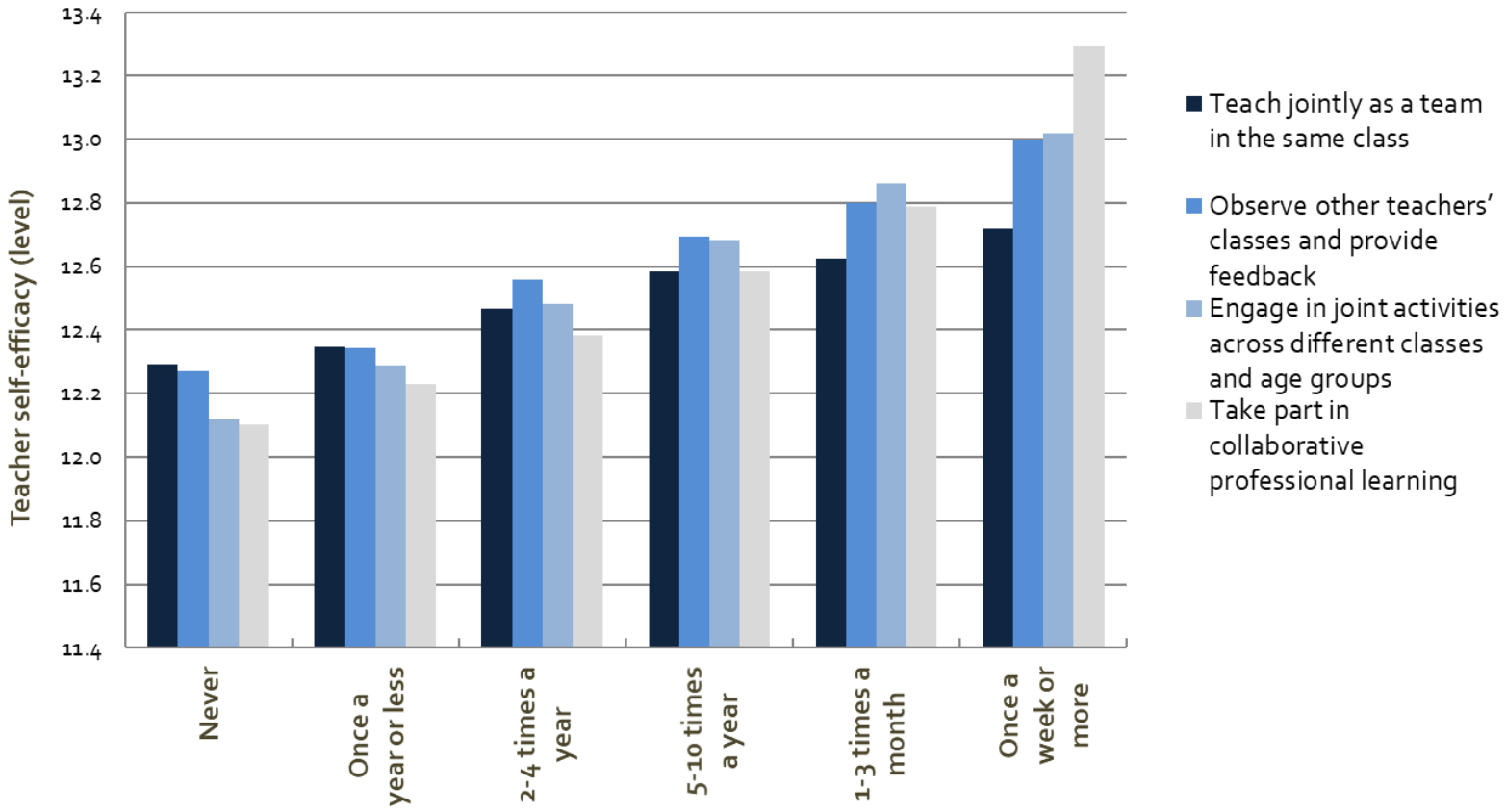
PLC and action research time

Odd Week	Monday	Tuesday	Wednesday	Thursday	Friday
7.35 — 7.55	SDT	MA	MA	MA	MA
7.55 — 8.30	MA	Teaching Sec 4		Teaching Sec 4	Teaching Sec 4
8.30 — 9.00	RCP (8:15–8:50)				
9.00 — 9:30				Teaching Sec 4	
9.00 — 10.00					
10.00 — 10.35			Teaching Sec 3		Teaching Sec 4
10.35 — 11.05					
11.05 — 11.35					

Senior teachers have additional time for mentoring and research

- Direct contact with students or completion of administrative work (does not include lesson planning and assessment)
- Professional learning (e.g., mentoring, professional development, PLC)
- Planning and assessing students' work
- After school hours for school-related work (e.g. preparing resources, marking)

Teacher professional collaboration



Source: OECD. Talis 2013 Results: An International Perspective on Teaching and Learning. OECD Publishing.

Transforming time equitably

Redesigning the use of time

Principles for equitable redesign of time:

- Schools provide students with well-rounded learning and development opportunities
- Educators' time is reinvented in and out of schools to support their learning, planning, collaboration, and more effective teaching
- Programs use a whole-school/every-child approach
- Schools engage families and integrate community partnerships

Source: Del Razo, J. L., Saunders, M., Renée, M., López, R. M., & Ullucci, K. (2014). *Leveraging time for school equity: Indicators to measure more and better learning time*. Providence, RI: Annenberg Institute for School Reform at Brown University.

U.S. example: Hillsdale HS, CA

TABLE 1: HILLSDALE HIGH SCHOOL, 9TH-GRADE SOCIAL STUDIES TEACHER SCHEDULE, MONDAY/TUESDAY/FRIDAY

PERIOD	TIME	MONDAY	TUESDAY	FRIDAY
1	7:45 – 8:35	World History Intro.	World History Intro.	World History Intro.
2	8:40 – 9:30	Individual Prep	Individual Prep	Individual Prep
–	9:30 – 9:40	Brunch	Brunch	Brunch
–	9:45 – 10:10	Advisory	Advisory	Advisory
3	10:15 – 11:05	Marrakech House Meeting	Marrakech House Meeting	Marrakech House Meeting
4	11:10 – 12:00	World History Intro.	World History Intro.	World History Intro.
–	12:00 – 12:30	Lunch	Lunch	Lunch
5	12:35 – 1:25	World History Intro.	World History Intro.	World History Intro.
6	1:30 – 2:20	World History Intro.	World History Intro.	World History Intro.
7	2:25 – 3:15	Individual Prep	Individual Prep	Individual Prep

TABLE 2: HILLSDALE HIGH SCHOOL, 9TH-GRADE SOCIAL STUDIES TEACHER SCHEDULE, WEDNESDAY/THURSDAY

PERIOD	TIME	WEDNESDAY	PERIOD	TIME	THURSDAY
1	7:45 – 9:13	World History Intro.	2	7:45 – 9:13	Leadership Team Meeting
_	9:13 – 9:23	Brunch	_	9:13 – 9:23	Brunch
_	9:28 – 10:06	Advisory	_	9:28 – 10:13	Tutorial
3	10:11 – 11:39	Marrakech House Meeting	4	10:18 – 11:46	World History Intro.
_	11:39 – 12:09	Lunch	_	11:46 – 12:16	Lunch
5	12:14 – 1:42	World History Intro.	6	12:21 – 1:49	World History Intro.
7	1:47 – 3:15	Individual Prep	_	2:00 – 3:15	Whole Staff Professional Development

Direct Contact with Students Collaboration Time Individual Teacher Time

Small learning communities model: teachers engage in subject-level and "house" meetings

Options in the use of time

Some innovative uses of time include:

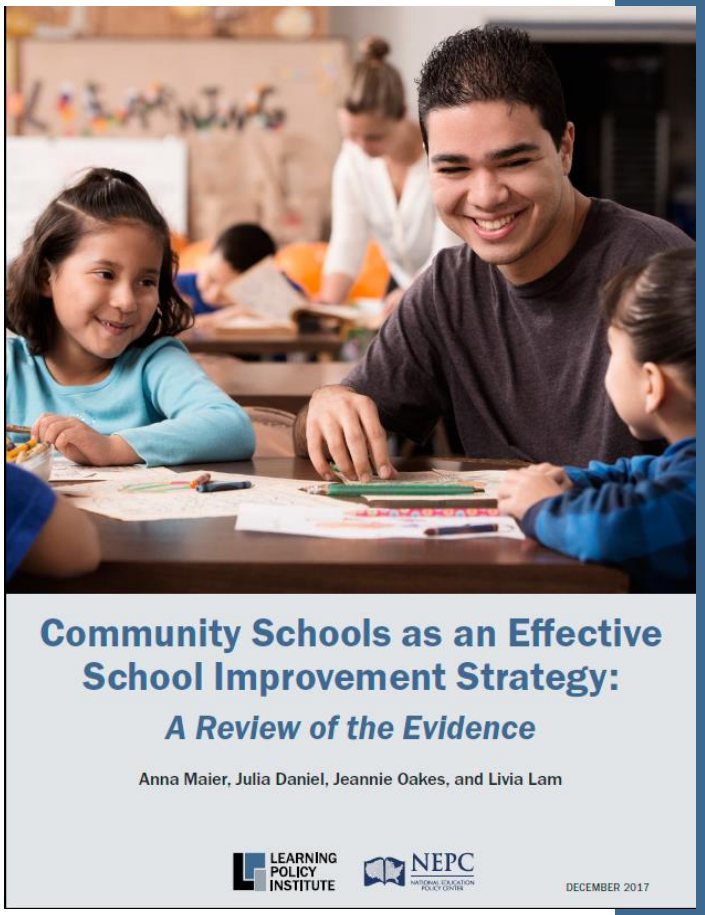
- Shorter school days teaching longer periods of fewer subjects
- Using class periods of different periods for different grade levels
- Allowing schedules to shift over a longer cycle (e.g., ten-day rotation)
- Giving students greater flexibility in the use of longer class periods
- Shifting to a four-day week of longer class time, with a day free for internships or flexible study
- Organizing time according to core instruction, personal work, and team work, rather than according to subject area
- Eliminating school bells, giving teachers greater flexibility to adjust period length

Source: OECD. (2013). *Innovative learning environments*. Paris, France: OECD Publishing.

Questions?

Email: ***dpburns@learningpolicyinstitute.org***

Learning Policy Institute Resources



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Appendix E: CWU Teacher Time Study: How Washington Public School Teachers Spend Their Work Days

Appendix F: Danielson's Framework for Teaching (2011) Rubrics by Washington State

Note: Only Domains 1 and 4 were shared with Task Force members.

Appendix G: Compensation Technical Working Group Proposed Salary Allocation Model for Certificated Instructional Staff

Table 1: Compensation Technical Working Group Proposed Salary Allocation Model for Certificated Instructional Staff[1]

Inflated to School Year 2018-2019 Salary

		Residency/Initial Certificate		Professional/Continuing Certificate		Professional/Continuing with NBPTS Certificate	
Year of Teaching	**Minimum Years of Experience**	**Bachelor's Degree**	**Advanced Degree**	**Bachelor's Degree**	**Advanced Degree**	**Bachelor's Degree**	**Advanced Degree**
1st	0	$55,462 1.0000	$59,899 1.0800				
2nd	1						
3rd	2						
4th	3						
5th	4			$66,554 1.2000	$71,879 1.2960	$71,879 1.2960	$77,630 1.3997
6th	5						
7th	6						
8th	7						
9th	8						
10th+	9+			$79,865 1.4400	$86,254 1.5552	$86,254 1.5552	$93,154 1.6796

Note: Movement on the salary schedule from Residential/Initial Certification to the Professional/Continuing Certification columns requires attainment of a Professional or Continuing Certificate through the Washington Professional Educators Standards Board (PESB) and a minimum of 4 years of experience. Within the Professional/Continuing Certification columns, a second salary increase occurs after nine years of experience with retention of the Professional/Continuing Certificate. Years of experience represent the earliest progression to the Professional/Continuing Certification column on this model; the actual amount of time for an individual to attain the Professional or Continuing Certificate may vary from 3 to 9 years.

Inflation	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Inflation (Seattle CPI)[2]	-	2.50%	1.20%	1.90%	0.90%	2.30%	3.30%	3.60%
Compounded Inflation for Grid	100.00%	102.50%	101.20%	103.12%	104.05%	106.44%	109.96%	113.92%

[1]Compensation Techincal Work Group Final Report is posted here: http://www.k12.wa.us/Compensation/default.aspx

[2]As published by BLS CPI Historical Table - Seattle-Tacoma-Bellevue, WA November 2019: https://www.bls.gov/regions/west/subjects.htm#tab-1

	Base Value	**Type in Compounded Inflation from chart above**
Type Value Here:	$48,687	113.92%

New Inflated Base:	$55,462

Appendix H: Average Certificated Instructional Staff (CIS) Salary Using LEAP Legislative Conference Budget Salary Grid Guidelines

Table 2:
Average Certificated Instructional Staff (CIS) Salary Using LEAP Legislative Conference Budget Salary Grid Guidelines
Preliminary S275 SY 2018-19 Total Salary All Sources

*** Education Experience ***

Years of Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90 OR Ph.D.
0	56,057	51,848	54,501	56,156	65,298	NA	67,236	66,474	78,913
1									
2									
3									
4									
5	59,994	58,125	59,093	62,592	69,198	NA	70,815	72,864	77,421
6									
7									
8	75,055								
9		65,662							
10			69,519						
11									
12				76,760					
13									
14									
15									
16 or more					91,384	98,858	105,764	101,547	103,750

Sources and Assumptions:

1. LEAP Document 1 is referenced in the Legislative Conference Budget and also posted here: http://leap.leg.wa.gov/leap/budget/leapdocs/2017L1.pdf.
2. All data is from preliminary S275 reporting for the 2018-19 SY. Preliminary submissions are based on a districts' year outlook after their first three months payroll snapshot. As of 11/29/18, when this data was pulled, OSPI is still receiving submissions. This data has 95% of districts submitted and approximately 97% of the total CIS employees.
3. For guidelines on reporting instructions used to determine where CIS employees fall within the salary grid, refer to the reporting instructions found here: http://www.k12.wa.us/safs/INS/PER/1718/ph.asp.

Appendix I: Teacher Compensation in Salary Grid Format

Table 3: Base Salary Year over Year Comparison (All Sources)

Regionalization	Before H2SSB 6362 Base Salary 2017-18	After H2SSB 6362 Base Salary 2018-19	Percent Year over Year Increase
Statewide Average	**$ 60,328**	**$ 77,069**	**28%**
1.24	$ 63,326	$ 85,313	35%
1.18	$ 60,318	$ 79,553	32%
1.12	$ 60,833	$ 80,590	32%
1.06	$ 60,342	$ 76,265	26%
1.00	$ 59,495	$ 71,663	20%

Table 4: Supplemental Salary Year over Year Comparison (All Sources)

Regionalization	Before H2SSB 6362 Supplemental Pay 2017-18	After H2SSB 6362 Supplemental Pay 2018-19	Percent Year over Year Increase / (Decrease)
Statewide Average	**$ 14,984**	**$ 7,348**	**-51%**
1.24	$ 25,105	$ 15,273	-39%
1.18	$ 19,798	$ 9,774	-51%
1.12	$ 15,547	$ 6,752	-57%
1.06	$ 13,320	$ 6,028	-55%
1.00	$ 8,685	$ 4,424	-49%

Table 5: Total Final Salary Year over Year Comparison (All Sources)

Regionalization	Before H2SSB 6362 Total Salary 2017-18	After H2SSB 6362 Total Salary 2018-19	Percent Year over Year Increase
Statewide Average	**$ 75,311**	**$ 84,417**	**12%**
1.24	$ 88,431	$ 100,586	14%
1.18	$ 80,116	$ 89,327	11%
1.12	$ 76,380	$ 87,342	14%
1.06	$ 73,662	$ 82,293	12%
1.00	$ 68,179	$ 76,087	12%

Sources and Assumptions:

1. All data is from preliminary S275 reporting for the 2018-19 School Year. Preliminary submissions are based on a districts' full year outlook after their first three months payroll snapshot. As of 11/29/18, when this data was pulled, OSPI is still receiving submissions. This data includes 95% of districts submitted and approximately 97% of the total CIS employees.
2. The S275 Personnel Reporting system does not delinate a revenue stream, therefore all sources of funding are included for base, supplemental and final contracts.
3. In order for an accurate comparison, **Preliminary** SY 2017-18 S275 data was used instead of Final S275 data.
4. According to S275 Personnel Reporting Handbook found here: http://www.k12.wa.us/safs/INS/PER/1718/ph.asp; base contract assignments are all salaried assignments that do not meet the criteria of RCW 28A.400.200 (4).
5. According to S275 Personnel Reporting Handbook found here: http://www.k12.wa.us/safs/INS/PER/1718/ph.asp; supplemental contract assignments are all salaried assignments that meet the criteria of RCW 28A.400.200 (4). They should be issued for a measurable and deliverable product or service.
6. Total Final Salary includes all salary earned by an individual from all sources; this includes NBPTS bonuses when known.

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