



# **Common Start and End Times to Support Collaboration**

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# Outcomes

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- Background on collaboration and rationale for change in schedule
- DRAFT Schedules for next year's start and end times
- Preview of additional work to come

# Background and Rationale

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## Article 8 Collaboration Language:




“Collaboration is designed by the site leadership team to support the process of working together to achieve the goals and actions in the school site plan. The structure will support time for teachers to plan, problem solve together and participate in inquiry together. Sites shall have four days per month for no less than 55 minutes and no more than 60 minutes of collaboration within the workday on Wednesdays. Site Leadership teams will create a schedule for collaboration.”

In order to implement collaboration, we must start by creating a schedule to allow for the time to implement the recently passed contractual language.

# Collaboration Definition

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***A Professional Learning Community*** is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. There are three big ideas that drive the process:

-  **#1** A Focus on Learning  
We accept learning as the fundamental purpose of school and therefore are willing to examine all practices in light of their impact on learning.
-  **#2** A Collaborative Culture  
We are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through the development of collaborative teams.
-  **#3** A Focus on Results  
We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information to promote continuous improvement.

# Collaboration Vision

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Collaboration is a sacred, safe time in which adult learning is centered around core beliefs:

- 1) Collaboration time has a laser focus on students and instruction.
- 2) All students are able to meet high expectations and the rigor of the standards.
- 3) All students are our students, and therefore all staff in the organization have agency in ensuring number one.
- 4) Collaboration must be safe while productively challenging practice and should include joy, hope, and the ability to be vulnerable with each other.
- 5) In order to effectively learn new/improved instructional moves, we must be grounded in common evidence such as common assessments and work samples.
- 6) Collaboration not only improves instruction, but it builds staff capacity to continuously improve. Through collaboration we will get better at getting better.

# Why it Matters

*"In the last two decades, research has begun to create a consensus about the content, context, and design of high-quality professional development. Effective qualities include: sustained, job-embedded, collaborative teacher learning strategies (Hawley & Valli, 1999). The productive teacher learning communities studied by Little (1990) engaged in what she came to call joint work—"thoughtful, explicit examination of practices and their consequences" (p. 520) that emerged from collaboration on concrete tasks such as curriculum development, problem solving around students and their learning, and peer observations."*

**-Linda Darling-Hammond, Nikole Richardson,  
Research Review/Teacher Learning: What  
Matters?**



## Collective Teacher Efficacy

Domain. **School**

Sub-domain. **Leadership**

Mean Effect Size	# of Meta Analyses	# of Studies
<b>1.57</b>	<b>1</b>	<b>26</b>

Description of research.

Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.

## Healthcare & Law Learning Communities

### Learning Health Systems

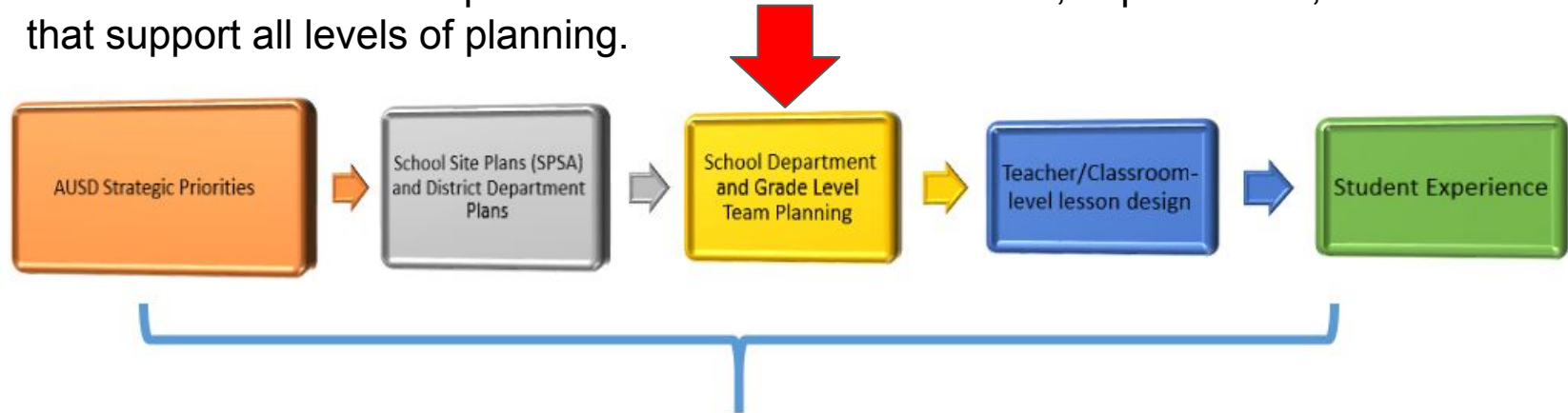


**Systematically gather and  
create evidence.**

**Apply the most promising evidence  
to improve care.**

# How All Plans Work Together

1. Strategic priorities should drive and influence each subsequent level of planning district-wide.
2. Those priorities gain sharper focus and detail the closer they move to the classroom.
3. The LCAP seeks to compile and account the investments, expenditures, and initiatives that support all levels of planning.



## Local Control Accountability Plan (LCAP)

State-required, locally drafted plan that describes the goals, actions, services, and expenditures to support student outcomes.

# AUSD Strategic Goals 2022-2025

Focus Area 1: Foundational Program	Focus Area 2: Systems and Structures for Student Support	Focus Area 3: Resource, Talent Management, and Communications
<ul style="list-style-type: none"> <li>→ 1.1 Student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk</li> <li>→ 1.2 Learning is aligned to and supported by grade-level standards and clear policies</li> <li>→ 1.3 Relationships are built or improved to support learning and supportive environments</li> </ul>	<ul style="list-style-type: none"> <li>★ 2.1 Every school and teacher provides the academic, social/emotional, and culturally responsive support each student needs</li> <li>★ 2.2 Educators have time to collaborate and grow in service of student learning</li> <li>★ 2.3 School teams consistently support equitable student outcomes</li> <li>★ 2.4 School and student schedules create equitable access and learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>❖ 3.1 Finance: provide long-term financial stability necessary to maintain core programming and services</li> <li>❖ 3.2 Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel</li> <li>❖ 3.3 Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD's students, staff, and families.</li> </ul>



# DRAFT Elementary Schedule

<b>Grade Level</b>	<b>Regular Day - All Monday, Tuesday, Thursday, Fridays with the exception of Modified days.</b>	<b>Minimum Day - *All Wednesdays with the exception of Modified days.</b>	<b>Modified Day - Conference days and first and last week of school.</b>
<b>Transitional Kindergarten</b>	8:45 - 12:45	8:45 - 12:10	8:45 - 12:10
<b>Kindergarten (TBD based on board direction)</b>	8:20-12:40 (2 days a week) 8:20-1:40 (2 days a week)	8:20 - 12:10	8:20 - 12:10
<b>First - Fifth Grade</b>	8:20 - 2:50	8:20 - 12:10	8:20 - 1:50

\* Wednesday 12:10 dismissal allows for teacher contractual lunch, contractual collaboration and contractual prep. Schedule meets or exceeds state mandated instructional minutes.

# DRAFT Middle and High School Schedule

<b>Grade Level</b>	<b>Regular Day - All Monday, Tuesday, Thursday, Fridays with the exception of Modified days.</b>	<b>Minimum Day - *All Wednesdays with the exception of Modified days.</b>	<b>Modified Day - Conference days/Finals week and first and last days of school.</b>
<b>Sixth - Eighth Grade** (Traditional Middle School Programs)</b>	8:40 - 3:10	8:40 - 2:05	8:40 - 12:30
<b>Ninth - Twelfth Grade*** (Traditional High School Programs)</b>	8:30 - 3:30	8:30 - 2:35	8:30 - 12:30

\* Wednesday 2:05 dismissal allows for teacher contractual collaboration for no more than 60 minutes at the middle school and 2:35 dismissal allows for no less than 55 minutes at the high school. Schedule meets or exceeds state mandated instructional minutes.

\*\* Bay Farm 6-8 will correspond with the elementary schedule and Junior Jets 6-8 will correspond with the traditional high school schedule.

\*\*\* Staff will need to work with ASTI and Island to design a schedule.

# Preview of Work to Come

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- Work with elementary specialist teachers and principals to design a schedule for literacy and math blocks with response to intervention time.
- Work with traditional high school principals to coordinate schedules to allow more 11th and 12th grade students take courses at either high school if the course is not offered at the students home school.
- Consult and collaborate with teacher leaders and principals on a five year implementation and support plan for collaboration which includes training on a common framework for PLC.
- Work with our after school partners to prepare for new release times.
- Put out an RFP to after school programs to expand on district offered after school programming for all unduplicated count students.

# Strategic Priorities: Preliminary Cost Estimates

Strategic Priority	Additional Funding Considerations	Preliminary Estimated Cost
<b>Grading Policy:</b> Analysis and potential policy revisions	Teacher hourly funds and contract with external facilitators and content experts	\$100,000
<b>Foundational Program:</b> Literacy Framework + refinement of ethnic studies and diversified coursework	Teacher hourly and potential external services	\$100,000
<b>Universal Collaboration Time</b>	<b>Ongoing professional learning for department and grade level leads and school Instructional Leadership Teams</b>	<b>\$406,000</b>
<b>Implement common start and end times and K-5 common literacy and math blocks</b>	Additional Specialist Teacher Staffing	\$170,000
<b>Total Estimates for Year 1 Strategic Plan Investments</b>		<b>\$776,000</b>

# **Common Start and End Times to Support Collaboration**

## Board Discussion