OLENTANGY | LOCAL SCHOOLS

Time Study Report

Submitted to the Olentangy Board of Education

Continuous Improvement Department

January 2006

In the fall of 2003, the Olentangy Local School Board and the administration and staff prioritized a Continuous Improvement Plan (CIP) initiative to review research and data regarding providing teacher time to collaborate to improve student achievement and develop short and long term solutions to creating time. The study itself involved a committee of staff across all levels and departments to review all available data and research on staff time. The specific goals of the study were to:

- Gather data regarding the current types of teacher time in Olentangy, state identified comparison groups, and nationally.

- Review research of best practices in creating teacher collaborative time.

- Collate all ideas and preferences from staff, and identify ideas with consensus for district to consider for implementation.

- Identify and summarize findings and conclusions regarding teacher time in Olentangy.

This Final Study Report includes: the conclusions reached by staff through the work of the study team, communicated the input from staff in each building, shared data and research documents at the building level, and developed detailed notes from group dialogue/discussion which were then shared at the building level.

The report is organized into the following categories:

Olentangy Time Study Report

Addenda

Since "The Prisoners of Time" study in the early 90's the United States Department of Education has recognized that creating time for teachers to improve student learning and education is critical to school reform. Olentangy staff and CIP steering committee for the last four years during the annual CIP review have identified the need for teacher time in order to accomplish new initiatives for improvement.

Olentangy Teacher Time

Currently, certified staff members have different schedules for teaching, planning, conferencing, professional learning, and collaborating. Within each level (elementary, middle, high), there is also some variation across job assignments. Overall, there appear to be four "types" of time; Work Days, Curriculum Days, Personal Planning Time and Team Planning Time. The "types" of time fall into two categories of Yearly Time and Weekly Time.

Weekly Time

Weekly time consists of team and personal planning time.
- All Olentangy elementary, middle, and high school teachers have a personal planning time for management of classes (planning, evaluating, preparing materials), and communicating with parents, collaboration with colleagues, and various meetings (Intervention Assistance Team, Individualized Education Plan, staff).
- Elementary and middle school teachers have team/grade level planning time throughout the week currently. High school teachers do not have team planning time built into their weekly schedule.

Yearly Time

Yearly time consists of both work days and curriculum days.
- Olentangy teachers have three work days each year. These days are determined by the teacher for any work-related tasks, such as: planning, reporting of student grades, or grading of exams.
- Olentangy staff members have two Curriculum Days each year. These days are organized by the building and/or district administration and are designed around professional learning to increase student learning and achievement.

As a result of the Study Team's research and dialogue with staff, we have determined the following key findings:

Key Findings – Data

Data include both Olentangy and our state comparison districts data. The state comparison districts are determined by the Ohio Department of Education. All data reference the 2004-2005 school year.
- Elementary and middle school teachers have between 350 to 400 minutes a week of time versus the 225 minutes a week of high school staff.
- Most of the state comparison districts (twelve of the twenty) use some form of early release or late start for creating time during the school day.
- Olentangy students on average attend school longer each day than the schools in the state comparison districts.
- Districts have various structures to organize time and wide ranging amounts of time.

Key Findings - Research

- Research shows that highly successful schools create time and involve all staff in collaboration for school improvement.
- Research indicates that time must be embedded in the school day and sustained at frequent intervals.
- There are no perfect models for creating time, ideas that work must be cost-effective and sustainable.
- Many districts bank student time and create late arrival or early release days to create time.

Study Team Conclusions

1. All teachers need time to collaborate with other staff – both in same department/grade level, building and across levels/district.
2. All members of the committee recognize that creating time for high school teachers is a priority – in comparison to the amount of planning time elementary and middle school teachers already have.
3. Staff members want to have a key role in identifying professional ways to use time.
4. Consensus of staff at all levels is to pilot some form of late arrival or early release.

Historical Background

From the first annual review of the CIP in the spring of 2001, staff members began to identify the need for more time within the teacher workday to plan and implement ideas to improve student achievement. In 2001-2002, elementary buildings attempted to pilot creative solutions to find time. The pilot process uncovered concerns and further issues for discussion. The Olentangy Teachers Association elementary representatives began to meet with elementary administrators to clarify concerns and reach a common understanding about how to create pilots in a way acceptable to all. These experiences, along with lack of resources to pilot ideas at the high school level, reinforced the need for more efficient long term solutions to the creation of consistent time for teachers. The CIP Steering Committee has echoed this concern every year during spring CIP revision. Therefore, spring of 2003, the proposal to conduct a time study was drafted as an initiative for the 03-04 CIP. The initiative was supported by staff and the CIP Steering Committee and approved by the Board in the fall of 2003-2004 school year.

2003-2005 Study Team

In the fall of 2003, a study team was assembled to include a variety of stakeholders, balanced across constituencies. The 26 study team members represented elementary school, middle school, and high school staff across grade levels and departments, building administrators, and central office administrators. This team met from April 2004 through January 2005 to review, analyze and clarify information, data and research regarding time for teacher collaboration. At the meetings, the group reviewed data and research, and participated in discussion about issues and models for creating time. Throughout the process, the study team had the ongoing responsibility to meet with teachers in their buildings to review the data and research. Feedback was reported back to the study team.

The study team compiled a list of recommendations that summarized the results of their discussions about data and current research regarding time. Data included types of time, student days and teacher days in Olentangy and our Ohio Department of Education state comparison districts.

The following representatives served on the Time Study Team:

> Elementary Classroom Teachers: Betsy Adair, Steve Bilikam, Natasha Corwin, Kimberly Draghi, Sarah Heald, Jennifer Hedrick, Barbara Keyes, Amanda Marshall, Beth Moore, Michelle Moss, Jaclyn Roscoe, Tracey Scott, Michelle Seitz, Lisa Suver, and Dawn Zeoli.
>
> Middle School Classroom Teachers: Bobbilyn Kasson, Tracie Rice, Kathy Waite, and Karen Zink
>
> High School Classroom Teachers: Julie Brown, Liz Golowenski, Kristy George, and Vicky Schmarr
>
> Administrators: Mindy Farry, Susan Staum, Kim Henderson, and Tom Fry
>
> Facilitator: April Domine

Time Study Timeline

- Spring 2003 – Proposed study as a CIP initiative.

- Fall 2003 – Board approved study as a CIP initiative.

- Fall 2003 – Recruited team to begin collecting data.

- Winter 2004 – Finalized team, set first meeting date, and continued collecting data and research.

- April 2004-January 2005 – Committee held meetings and held subsequent staff meetings to share and collect feedback.

- February 2005 – Shared results with Superintendent.

- March 2005 – Discussed with Olentangy Teachers Association leaders whether to begin planning implementation ideas with staff or wait until after negotiations.

- Fall 2005 – Negotiations completed.

- January 2006 – Present time study to Board.

Next Steps

The Time Study Team has finalized conclusions for the future development of Olentangy teacher time. After these conclusions have been reviewed by the Board and Superintendent, priorities will be identified for implementation planning. These priorities will serve as the catalyst for development of pilot of ideas to create time. The pilot will be developed by the administrative team with input from both the Olentangy Teachers Association and classroom teaching staff. This plan should include short and long-range goals that will address the priorities identified by the Board and Superintendent.

The following data represents how Olentangy Local Schools compares to our State Comparison Districts. There is also a comparison with those districts within our state comparison group who have been rated "Excellent" by the Ohio Department of Education on their State Report Card. The data collected was length of student day, weekly time, and yearly time. We have compared the length of student day at each level; elementary school, middle school, and high school.

Student Day

Student day information gathered includes both length of the student day and the number of days students are in session.

- Olentangy students have a longer student day than most of the districts in the state comparison group across all grade levels.

- Olentangy students attend as many or more days of school than most of the districts in the state comparison group.

District	Elementary	Middle School	High School
Olentangy	6 hrs 40 min	7hrs 15 min	7 hrs 15 min
State Comparison Districts Average	6 hrs 37 min	6 hrs 54 min	7 hrs 3min
Excellent State Comparison Districts Average*	6 hrs 28 min	6 hrs 56 min	7hrs 4 min

*The excellent state comparison districts are the districts that are in our state comparison group and also rated by the Ohio Department of Education as excellent districts. They are Dublin, Mason, Centerville, Hudson, Beavercreek, Worthington, Plain Local (New Albany), Solon City, Perrysburg, Upper Arlington, and Brecksville-Broadview Heights.

Study team members received data on number of days students were in session. This information is noted in Addendum 1: Data Reports.

Weekly Time

Weekly time represents teacher team and individual planning time combined.

- The average minutes of planning for high school teachers in our state comparison district group and the excellent district group is 100 minutes more than our high school teachers.
- Olentangy elementary and middle school teachers have more planning time than the comparison group averages.

District	Elementary	Middle School	High School
Olentangy	350 min.	400 min.	225 min.
State Comparison Districts Average	270 min.	329 min.	345 min.
Excellent State Comparison Districts Average*	254 min.	333 min.	333 min.

Yearly Time

Yearly time refers to both professional days and work days.

- Number of Olentangy professional days is lower than both the similar district average and the excellent district group average.
- The average number of work days in the state comparison group and the excellent state comparison group is lower than the Olentangy number of work days.

District	Professional Days	Work Days
Olentangy	2 Days	3 Days
State Comparison Districts Average	3 Days	2 ¼ Days
Excellent State Comparison Districts Average*	2 ¾ Days	2 ½ Days

Study members also received data on number of high school period in the school day and number of teacher preparations for each teacher. This information is noted in addendum 1: Data Reports.

OLENTANGY DATA REPORT – 2004-2005 DATA

<u>**Overview**</u>

As we researched collaborative time the study team contacted the state comparison districts of Olentangy Local Schools to analyze data in reference to length of student day, start and stopping times, number of student days, length of teacher work day, number of teacher days, number of professional and work days, and number of preparations for High Schools. All data reported was reviewed by the Time Study Committee.

All data included in this report are representative of the 2004-2005 school year.

<u>**Comparison Districts Data Report**</u>

The State of Ohio identifies a comparison group of 20 other districts that compare to Olentangy. Data sets used for comparison include: ADM (Average Daily Membership), percent of students receiving ADC (Adults with Dependent Children), percent of population with some college or more, percent of agriculture property, population density, and nonresidential & non-agricultural valuation per pupil (property taxes).

Comparison groups were contacted and asked to supply information about their length of day for students and teachers, number of days for students and teachers, number of preparations for high school staff, number of professional and work days, and amount of collaborative and individual planning time. The Time Study Team and Olentangy teachers analyzed these data, and used it as data for comparison as they were reaching conclusions for Olentangy. Data was categorized and compared to Olentangy data in the areas of student day, weekly time, and yearly time across elementary school, middle school, and high school.

<u>Important Notes Regarding Data Collection:</u>

- Comparison Group program information was obtained through telephone calls to the various districts. Degree of accuracy and completeness of information is dependent upon a variety of factors including: the job responsibility and knowledge base of the person reporting the information, the ready accessibility of pertinent data, and time constraints. Missing data does not imply that there is no program in place, just that it was not available. Information that was provided by an administrative assistant is indicated (in the charts) with asterisks (**).

- Comparison districts are ranked based on their degree of similarity to Olentangy.

Student Day

The following table represents data of the student day for elementary schools. These data are listed by overall length, total number of student days, and student start and stopping times for each district:

Elementary

District	School	Student School Day	Length	Student Days
Olentangy Local	ES	9:00-3:40	6 hours 40 min.	180
Lakota Local	ES	8:30-4:00	7 hours 30 min.	178
Hilliard City	ES	8:50-3:50	7 hours	180
Upper Arlington City	ES	8:00-3:00	7 hours	180
Orange City	ES	8:20-3:20	7 hours	180
Kenston Local	ES	8:20-3:20	7 hours	180
Mason	ES	9:10-3:45	6 hours 35 min.	180
Dublin	ES	9:05-3:35	6 hours 30 min.	180
Hudson	ES	8:30-3:00	6 hours 30 min.	180
Worthington	ES	8:00-2:30	6 hours 30 min.	181
Plain Local	ES	8:00-2:30	6 hours 30 min.	180
Solon City	ES	8:00-2:30	6 hours 30 min.	181
Perrysburg Ex Village	ES	9:00-3:30	6 hours 30 min.	179
Sylvania City	ES	9:00-3:30	6 hours 30 min.	180
Gahanna-Jefferson City	ES	8:00-2:25	6 hours 25 min.	180
Westerville	ES	9:00-3:25	6 hours 25 min.	180
Centerville	ES	8:00-2:15	6 hours 15 min.	182
Beavercreek	ES	7:45-2:00	6 hours 15 min.	180
Brecksville-Broadview Heights	ES	9:25-3:40	6 hours 15 min.	180

Middle School

District	School	Student School Day	Length	Student Days
Olentangy Local	MS	7:50-3:05	7 hours 15 min	180
Plain Local	MS	7:40-3:00	7 hours 20 min.	180
Upper Arlington City	MS	8:10-3:20	7 hours 10 min.	180
Mason	MS	7:15-2:15	7 hours	180
Hudson	MS	7:20-2:20	7 hours	180
Beavercreek	MS	8:45-3:45	7 hours	180
Worthington	MS	8:45-3:45	7 hours	181
Lakota Local	MS	8:10-3:10	7 hours	178
Orange City	MS	7:25-2:20	6 hours 55 min.	180
Kenston Local	MS	7:25-2:20	6 hours 55 min.	180
Hilliard City	MS	7:20-2:10	6 hours 50 min.	180
Perrysburg Ex Village	MS	7:25-2:15	6 hours 50 min.	179
Brecksville-Broadview Heights	MS	8:00-2:50	6 hours 50 min.	180
Sylvania City	MS	8:05-2:55	6 hours 50 min.	180
Centerville	MS	8:50-3:35	6 hours 45 min.	182
Gahanna-Jefferson City	MS	8:45-3:30	6 hours 45 min.	180
Westerville	MS	8:00-2:45	6 hours 45 min.	180
Dublin	MS	8:15-2:55	6 hours 40 min.	180
Solon City	MS	8:50-3:30	6 hours 40 min.	181

High School

District	School	Student day	Length	Student Days
Olentangy Local	HS	7:30-2:45	7 hours 15 min.	180
Lakota Local	HS	7:15-2:24	7 hours 9 min.	178
Solon City	HS	7:50-2:55	7 hours 5 min.	181
Worthington	HS	7:45-3:10	7 hours 25 min.	181
Plain Local	HS	7:40-3:00	7 hours 20 min.	180
Beavercreek	HS	8:15-3:20	7 hours 15 min.	180
Gahanna-Jefferson City	HS	7:35-2:50	7 hours 15 min.	180
Hilliard City	HS	7:35-2:48	7 hours 13 min.	180
Dublin	HS	7:25-2:25	7 hours	180
Mason	HS	7:15-2:15	7 hours	180
Centerville	HS	7:50-2:50	7 hours	182
Hudson	HS	7:30-2:30	7 hours	180
Upper Arlington City	HS	8:05-3:05	7 hours	180
Orange City	HS	7:15-2:15	7 hours	180
Sylvania City	HS	7:35-2:25	7 hours	180
Perrysburg Ex Village	HS	7:40-2:35	6 hours 55 min.	179
Kenston Local	HS	7:25-2:20	6 hours 55 min.	180
Brecksville-Broadview Heights	HS	7:30-2:20	6 hours 50 min.	180
Westerville	HS	7:25-2:06	6 hours 40 min.	180

Weekly Time

The following tables represent data for Olentangy and the state comparison group for both team and individual planning time. Team planning time is defined as time where an entire grade level or department team is able to plan together uninterrupted without students. Individual planning time refers to the traditional planning time for teachers.

Elementary*

District	School	Team Time	Individual Time
Olentangy Local	ES	30 min/day before school for team, staff meeting, or personal.	200 min/wk personal
Dublin	ES	30-40 min/day team time before school of that time - *1day/month staff mtg, 3 days/wk team planning, 1 day every other wk district PD.	200 min/wk
Mason	ES	PK - all day Friday, K - Friday team/individual time	K- 20 min/day, 1-6 200 min/wk
Centerville	ES		210 min/wk *includes all specials.
Hudson	ES		K-5 200 min/wk personal
Beavercreek	ES		45 min/day personal, 225 min/wk
Worthington	ES		45 min/day personal, 225 min/wk
Plain Local	ES	60 min/day personal/team depends on the day.	60 min/day personal/team depends on the day.
Solon City	ES		48 min/day personal, 240 min/wk
Hilliard City	ES		K-5 200 min/wk personal
Lakota Local	ES	K-5 60 min/day personal/team depending on the day and the building.	K-5 60 min/day personal/team depending on the day and the building.
Perrysburg Ex Village	ES		200 min/wk personal
Upper Arlington City	ES	*last hr of day is team time, 1 day planned by principal, 1day by teachers, 1 conference(IAT etc.), 2 days district PD.	200 min/wk personal
Orange City	ES	team only two-three staff members share 30 min together.	450 min/wk, 90 min/day
Brecksville-Broadview Heights	ES	4hrs/yr for team time	300 min/wk
Kenston Local	ES	60 min/wk team	315 min/wk individual plus team.
Sylvania City	ES		200 min/wk personal
Gahanna-Jefferson City	ES		200 min/wk personal
Westerville	ES	30 min/day after lunch is team mtg	70 min/day* 30 of this is team time.

*Districts with grey shading represent individual and team time that is combined through the week.

Middle School*

District	School	Team Time	Individual Time
Olentangy Local	MS	1 period/day team	40 min/day personal
Dublin	MS	30-40 min/day team time before school of that time - *1day/month staff mtg, 3 days/wk team planning, 1 day every other wk district PD.	200 min/wk
Mason	MS	7-8 88 min/day; 44min personal/44 min team. Once a month 45 min. building principal sets agenda.	7-8 88 min/day; 44min personal/44 min team
Centerville	MS		205 min/wk 41 min/day
Hudson	MS		200 min/wk personal, 1 period/day
Beavercreek	MS		45 min/day personal, 225 min/wk
Worthington	MS	100/day; 50 personal, 50 team	100/day; 50 personal, 50 team, 500 min/wk
Plain Local	MS	90 min/day personal or team depends on the day.	90 min/day personal or team depends on the day.
Solon City	MS		47 min/day personal, 235 min/wk
Hilliard City	MS		6-8 40 min/day personal, 200 min/wk
Lakota Local	MS		45 min/day personal
Perrysburg Ex Village	MS		42 min/day personal
Upper Arlington City	MS	*last hr of day is team time, 1 day planned by principal, 1day by teachers, 1 conference(IAT etc.), 2 days district PD.	40 min/day personal
Orange City	MS		450 min/wk, 90 min/day
Brecksville-Broadview Heights	MS	4hrs/yr for team time	300 min/wk
Kenston Local	MS	20 min/wk team	318 min/wk individual plus team
Sylvania City	MS		42 min/day personal
Gahanna-Jefferson City	MS	1 day a week one subject gets together for 42 min. while other teachers cover study halls for team mtgs.	200 min/wk personal
Westerville	MS	30 min/day after lunch is team mtg	70 min/day* 30 of this is team time.

*Districts with grey shading represent individual and team time that is combined through the week.

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High School*

District	School	Team Time	Individual Time
Olentangy Local	HS		45 min/day personal
Dublin	HS	30-40 min/day team time before school of that time - *1day/month staff mtg, 3 days/wk team planning, 1 day every other wk district PD.	200 min/wk
Mason	HS	Plus 45 min/wk early release for team planning, set by building principal. Every Wednesday, students leave early.	9-12 - 73 min/day personal
Centerville	HS		205 min/wk 41 min/day
Hudson	HS		200 min/wk personal, 1 period/day
Beavercreek	HS		45 min/day personal, 225 min/wk
Worthington	HS	30 min department meetings after lunch.	120-140 min/day schedule allows for 30 min department time during and after lunch.
Plain Local	HS	60 min/day personal/team depends on the day. Plus 20 min prior to school every other wk departmental.	60 min/day personal/team depends on the day.
Solon City	HS		47 min/day personal, 235 min/wk
Hilliard City	HS		9-12 40 min/day personal, 200 min/wk
Lakota Local	HS		45 min/day personal
Perrysburg Ex Village	HS		42 min/day personal
Upper Arlington City	HS	*last hr of day is team time, 1 day planned by principal, 1day by teachers, 1 conference(IAT etc.), 2 days district PD.	48 min/day personal
Orange City	HS	45 min before and after school which is department time.	90 min/day personal, 450 min/wk + 45 min before and after school which is department time.
Brecksville-Broadview Heights	HS		45 min/day personal
Kenston Local	HS	20 min/wk team	360 min/wk individual plus team
Sylvania City	HS		42 min/day personal
Gahanna-Jefferson City	HS		200 min/wk personal
Westerville	HS	30 min/day after lunch is team mtg	70 min/day* 30 of this is team time.

*Districts with grey shading represent individual and team time that is combined through the week.

Yearly Time

The following table represents Olentangy to the state comparison group for both Professional and Work Days. A Professional Day is a day with no students where teachers are provided professional development and work on district/building improvement initiatives as a building or a district. Work days are defined as a day for teachers to finish grades or work on any work related tasks without students.

District	Professional Days	Work Days
Olentangy Local	2 curriculum days	3 work days: August, January, June
Dublin	1 day prior to start of school, 5 - 2hr late arrival PD days.	1 day prior to start of school, 1 day in Jan., and 1 day last day of school.
Mason	1- 1/2 day before start of school admin. determines, staff mtgs held during the work day	1- 1/2 day before start of school, 1- 5 1/2 hr record day at end of 1st and 2nd trimester, and 1 4 hr record day at end of 3rd trimester.
Centerville	1 day prior to start of school, 1 day in October, 1 day in spring.	1 day prior to start of school, 1 day on last day of school.
Hudson	1 inservice day planned by union/admin, 2 per diem days for PD for a 5 hour day maximum building decides; 1 day for all new employees.	2 1/2 record days, one at end of each semester; 1/2 day at end of 1st 9 wks; 1 day prior to start of school.
Beavercreek	1 day prior to start of school; 2 PD days through year.	1 work day last day of school.
Worthington	5 early release days throughout year @2hrs each day.	3 - 2 hr. early release record days at end of 1st-3rd 9 wks.
Plain Local	1 day prior to start of school, 4 late arrivals @ 2 1/2 hrs per day throughout year.	1 day prior to start of school.
Solon City	4 days of PD throughout year.	2 record days.
Hilliard City	3 district inservice days	1 work day.
Lakota Local	3 - 3 hr inservice days, 1 day prior to start of school district-wide PD.	3 - 3 hr work days
Perrysburg Ex Village	1 teacher determined inservice day, 2 conference days	1 work day prior to start of school, 1 work day at the end of school, & 1 work day at end of 1st semester.
Upper Arlington City	1 full day with subs, no specials included. Due to budget reductions.	1 work day per 9 wks.
Orange City	4 PD days, plus 2 days to work on curriculum, mapping collaboratively with grade level team, etc. with subs provided. *Only those who volunteer.	2 record days
Brecksville-Broadview Heights	1 day prior to start of school, 3 late start days for PD, 1 early release for PD, mtgs during lunch time per diem, 1/2 day at end of 1st 9 wks.	1 day prior to start of school, 1/2 day on last day of 1st 9 wks, 1 day at end of each semester, Wed before Thanksgiving in place of 2 PTC days.
Kenston Local	1/2 day prior to start of school, 1/2 day in 2nd 9 wks, 1 - 3 1/2 hrs of PD throughout year.	1/2 day prior to start of school, 1 day at end of semester, 1/2 day second 9wks, 1 day last day of school.
Sylvania City	1/2 day prior to start of school, 1 day in October district determined focus, 1 day in Feb. district determined focus continued.	1/2 day prior to start of school, 1 day at end of semester, 1 day at end of second semester.
Gahanna-Jefferson City	1 day prior to start of school, 2 days throughout year, 1 late arrival, 2 early release.	1 day prior to start of school, 1 day at end of semester, 1 day at end of school.
Westerville	3 all day professional development. 1district planned, 2 building planned.	0 work days

High School Teacher Preparations

The following table provides information of the schedule of the high school day, how many different preparations for a teacher, and how many periods they have to teach or have a duty. A teacher preparation refers to the total number of different types of classes the teacher must prepare to teach in a day. For example, a teacher who teaches 6 of the same geometry classes only has 1 preparation, but a teacher who teaches 2 geometry classes, 2 algebra classes, and 1 calculus class has 3 different preparations (geometry, algebra, and calculus).

District	School	# of Preps	Other Information
Olentangy Local	HS	1-3 preps	8 period day, 6 classes (50 min)
Dublin	HS	3-4 preps	7period day, 5 teaching or 4 and duty (45 min)
Mason	HS	1-2 preps per trimester	5 period day (72min)
Centerville	HS	3 preps	7 period day, 5 teaching or 4 + duty (42 min)
Hudson	HS	3 preps	11 period day, 5 classes
Beavercreek	HS	3- 4 preps	7 period day, 5 teaching + duty(45 min)
Worthington	HS	2-3 preps	8 period day, 5 teaching (50 min)
Plain Local	HS	3-4 preps most 4	7period day, 5 teaching or 4 + duty (48 min)
Solon City	HS	2-3 preps	7 period day, 5 teaching + duty (50 min)
Hilliard City	HS	2-3 preps	10 period day, (48 min) 5 + duty
Lakota Local	HS	3-4 preps	7 period day, 5 teaching + duty(45 min)
Perrysburg Ex Village	HS	4 preps	9 period day, teach 6 periods or 5 + duty
Upper Arlington City	HS	2-3 preps	8 period day, 5 teaching + duty (45 min)
Orange City	HS	2-3 preps	7 period day, 5 teaching or 4 + duty(50 min)
Brecksville-Broadview Heights	HS	2-3 preps	7 period day, teach 6 or 5 + duty
Kenston Local	HS	1-2 preps	8 period day with block scheduling (45 or 90 min)
Sylvania City	HS	2-3 preps	9 period day, teach 6 or 5 + duty(42 min)
Gahanna-Jefferson City	HS	2-3 preps	8 period day, 5 teaching + 1 duty(47 min)
Westerville	HS	1-2 preps	8 period day, (50 min)

Research Review

As with any study conducted in Olentangy, national research related to the issue being reviewed must be analyzed and discussed and considered when developing conclusions. The research reviewed by the committee is listed in the attached bibliography and led the committee to identify four key ideas:

1. Time for staff to implement school improvement must be created by schools and districts in order for improvement efforts to succeed.
2. The time created must be sustainable over time, must be in larger chunks of time than a few minutes per day and must be at sustained intervals over time.
3. Many districts across the country have created days in which students come late or leave early to create this type of time.
4. There is no perfect model; every district must be creative and wrestle with limited resources and safeguard instructional time with students while at the same time be willing to consider how to find blocks of time.

Our review of the research included discussion of multiple models of how districts across the country have created time. The majority of the models are some form of early release or late start for students. These articles note the practice of "banking" time from longer student days to be applied to late start at intervals over the course of the year. Other models described were highly diverse and included ideas such as service learning assignments, negotiating longer days for teachers or creating days for enrichment days when students pursue information about hobbies or careers.

The "Prisoner of Time" report produced by the National Commission on Time and Learning in 1994 was an important national response to the issues of creating time for school reform. Many articles and research studies were conducted in the 90's to analyze this issue and identify recommendations for schools to consider. Since that time numerous publications and journals have continued to report on research related to creating time and shared the pilots and ideas of districts across the country. Overall, the following quote from all the readings we reviewed most accurately summarizes the interaction of these issues and the need to address solutions to create time for teachers to implement school improvement.

> "Ask anybody directly involved in school reform about its most essential ingredient, and the answer is likely to be 'time.' Research concurs. Collaborative time for teachers to undertake and then sustain school improvement may be more important than equipment or facilities or even staff development (Fullan and Miels,1992,Louis 1992, Rosenholtz 1989). We've long known that for school change to succeed, teachers collectively must be involved in its implementation (Berman and McLaughlin 1978, McLaughlin 1991). But unless the 'extra energy requirements' demanded are met by the provision of the time, the change is not likely to succeed. (Fullan and Miles 1992)." p30, September, 1993. Educational Leadership.

Resources

"Districts That Have Found Time." *Tools for Schools,* National Staff Development Council, August/September 2002, 6.

"Ask Dr. Developer: Enlist staff's help in search for professional learning time." *Tools for Schools,* National Staff Development Council, August/September 2002, 8.

Huffman, S. "At Issue: Time." *Journal of Staff Development,* National Staff Development Council, Spring 1999, 38-41.

"How To Find Time." *Tools for Schools,* National Staff Development Council, August/September 2002, 3.

Raywid, M.A. "Finding Time for Collaboration" *Educational Leadership 51(1)*, September 1993, Association for Supervision and Curriculum Development.

Region VII Comprehensive Center & Northrop Grumman Information Technology.   "Finding Time for Staff Training and Collaboration." *The English Language Learner KnowledgeBase*, 1993. Available online at http://www.helpforschools.com/ELLKBase/guidelines/FindingTime.shtml

Richardson, J. "Think Outside the Clock: Create time for professional learning." *Tools for Schools,* August/September 2002. Available online at http://www.nsdc.org/library/publications/tools/tools8-02rich.cfm.

"Schools That Have Found Time." *Tools for Schools,* National Staff Development Council, August/September 2002, 4 - 5.

Stevenson, H.W. "Guarding Teachers' Time." *Education Week (18)*, 1998. Available online at http://www.edweek.org/ew/vol-18/02steven.h18

Contract Language
The following is the contract language from the negotiated agreement that relate to teacher time.

Elementary
According to the current Contract Language: Article 17 –section A: All teachers contracted for at least six (6) hours per day shall receive a minimum of two hundred (200) minutes of planning, conference, and evaluation time per week.

According to the current Contract Language: Article 17 – section B: Elementary. Elementary teachers shall be provided with grade level planning, conference, meeting, or evaluation time from 8:20 – 8: 50 a.m.

Middle School
According to the current Contract Language: Article 17 –section A: All teachers contracted for at least six (6) hours per day shall receive a minimum of two hundred (200) minutes of planning, conference, and evaluation time per week.

According to the current Contract Language: Article 17 –section C: Middle School. All teachers contracted for at least six (6) hours per day shall have at least forty (40) minutes each student day for planning, conferences, and evaluation. All grade level teachers (math, social studies, science, reading, and language arts) shall have a daily team planning period.

High School
According to the current Contract Language: Article 17 –section A,: All teachers contracted for at least six (6) hours per day shall receive a minimum of two hundred (200) minutes of planning, conference, and evaluation time per week.

According to the current Contract Language: Article 17 –section D: High School. All teachers contracted for at least six (6) hours per day shall have at least one (1) full period each student day for planning, conferences, and evaluation.

According to the current Contract Language: Article 32 –section A: No teacher shall have more than four (4) preparations in any grading period (excluding band, choir, music, strings, special education, and elementary teachers) or assigned more than six (6) classes (not including home base) and one (1) non-instructional duty in grades 9-12. Home base is to be considered a preparation in an assignment.