IN THEIR OWN WORDS: HOW TEACHER LEADERS AND TEACHERS ARE USING PROFESSIONAL RELEASE TIME TO COLLABORATE

“We have an extra 54 hours in the teacher’s contracts [set aside for professional release time]. We meet every Monday at our site. [At] the PLCs, they are looking at data, formative assessments, et cetera. Then we have about eight faculty meetings that we have figured into the hours.”

– Teacher Leader

“They have their PLC binders, and they keep notes on the binder. Within their binder we have expectations: ‘Where are you in the cycle?’ ‘What evidence do you have and what have you?’ Then we go instead of sitting on everyone they turn them in and we just take notes and ask questions and they provide feedback...

Teachers are currently getting approximately two meeting sessions a week, potentially three. They fluctuate anywhere from 30 to 45 minutes. Weekly, probably a total of about anywhere from an hour and a half to two hours.”

– Teacher Leader

“Ours is very informal… We have late start Wednesdays also, but we use ours for other things. We always end up doing something else… We are just coming up with stuff on our own, little sub departments. Me and the other biology teacher, I’ll say, ‘I was working on this. What do you think of that?’ Then we look at it, what if we add this. We collaborate, create an assignment.”

– Teacher Leader

“We’ve started having the tough decisions of making changes because some of those PLCs are really stuck in their way of teaching… and weren’t ready to make that shift. We moved five teachers around the grade level.”

– Teacher Leader

For more of The Center’s CA Insights on PROFESSIONAL LEARNING, visit us at TheCenter.WestEd.org/professional-learning.

In the Professional Learning domain, we focus on professional learning opportunities — both formal and informal — that advance educators’ understanding and application of the California State Standards. Here, district leaders, principals, and teacher leaders describe the kinds of professional learning they receive and provide, and how those experiences vary in approach, frequency, and adequacy. In addition, we highlight the key role that teacher leaders play.

HOW MANY HOURS PER WEEK DO YOU PROVIDE FOR PROFESSIONAL RELEASE DEDICATED TO PREP TIME AND PLCs?

<table>
<thead>
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<th>Hours Per Week</th>
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<tbody>
<tr>
<td>Less than 1</td>
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N=22. Source: 2017 District Interviews

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