



**A**dequate resources are essential for professional learning to achieve desired outcomes for educators and students (Learning Forward, 2011). Time is one of the most valuable resources for learning, but it is also one of the greatest resource challenges for education leaders, especially in the U.S.

In other nations that outperform the U.S., students have less instructional time and teachers have substantially more time for collaborative professional learning (Wei et al., 2009). But in the U.S., time is the one resource mentioned consistently in surveys of principals and others as a limitation to school staff achieving their learning goals.

In fact, finding time for job-embedded professional learning is one of the most frequently cited challenges with implementing change in education (ASCD, 2012; MetLife, 2012, 2013; Scholastic Press & Bill & Melinda Gates Foundation, 2012).

In the recent book *The Learning Principal*, authors Kay Psencik, Frederick Brown, and Stephanie Hirsh (2021) point out that leaders who cultivate a learning culture in their schools are skilled at making and protecting time for professional learning despite the challenges. They know how to balance priorities, allocate tasks, and arrange schedules to make appropriate learning designs available to all educators. Many begin by looking to repurpose existing time to create more

time for learning.

The following tool from *The Learning Principal* can help school leaders (and other learning leaders) assess how time is currently being used — or not used — for learning and continuous improvement. By collaborating with your team to gather the data and reflect on the findings, you can think about learning time differently and begin making changes to prioritize more learning in the future.

## REFERENCES

- ASCD. (2012).** *Fulfilling the promise of Common Core State Standards: Moving from adoption to implementation.* Author.
- Learning Forward. (2011).** *Standards for Professional Learning.* Author.
- MetLife. (2012).** *The MetLife survey of the American teacher: Teachers, parents, and the economy.* Author. ED530021.
- MetLife. (2013).** *The MetLife survey of the American teacher: Challenges in school leadership.* Author. ED542202.
- Psencik, K., Brown, F., & Hirsh, S. (2021).** *The learning principal.* Learning Forward.
- Scholastic Press & Bill & Melinda Gates Foundation. (2012).** *Primary sources: 2012: America's teachers on the teaching profession.* Scholastic Press.
- Wei, R.C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009).** *Professional learning in the learning profession: A status report on teacher development in*

## ABOUT THE LEARNING PRINCIPAL

*The Learning Principal: Becoming a Learning Leader* supports school leaders in developing a learning orientation to each challenge they face, ensuring they are ready to identify solutions that put students' equitable outcomes at the fore.

Chapters cover principals' roles and responsibilities related to designing professional learning, implementing curriculum, managing change, leveraging feedback and coaching, maximizing resources, and more. Online tools complement each chapter.

Purchase the book through Learning Forward's bookstore at [learningforward.org/store](https://learningforward.org/store).

## MORE TOOLS FROM THE LEARNING PRINCIPAL

- The art of listening: [learningforward.org/journal/starting-strong/the-art-of-listening/](https://learningforward.org/journal/starting-strong/the-art-of-listening/)
- How principals implement change effectively: [learningforward.org/journal/early-learning-2/how-principals-implement-change-effectively/](https://learningforward.org/journal/early-learning-2/how-principals-implement-change-effectively/)

*the United States and abroad. Technical report.* National Staff Development Council.

## PLAN YOUR LEARNING TIME

<b>Purpose</b>	Identify options for adding or refocusing time for professional learning.
<b>Recommended time</b>	1 hour; required time may vary as work continues.
<b>Materials</b>	Time Review, p. 80
<b>Process</b>	<ol style="list-style-type: none"> <li>1. Determine appropriate group with whom to hold this discussion.</li> <li>2. Ensure participants are familiar with the Standards for Professional Learning. To learn more about the standards, see <a href="https://www.learningforward.org/standards-for-professional-learning/">learningforward.org/standards-for-professional-learning/</a></li> <li>3. Ask the group to consider how time is allocated/used for professional learning and reasons/ways to increase or reallocate current uses.</li> <li>4. Use the Time Review on p. 80 to record time used for professional learning and how it is used.</li> <li>5. Use the following questions to guide a discussion of the data: <ul style="list-style-type: none"> <li>• On average, how much time do teachers, coaches, principals, and others have for individual planning and reflection?</li> <li>• On average, how much time do teachers, coaches, principals, and others have for team learning?</li> <li>• On average, how much time do teachers, coaches, principals, and others spend on schoolwide learning?</li> <li>• Do teachers, coaches, principals, and others have adequate time for professional learning?</li> <li>• What are priorities for using additional time if it were identified?</li> <li>• What are considerations for creating new time or reallocating current time?</li> </ul> </li> <li>6. Debrief the discussion. Determine whether any actions may be taken to address the findings.</li> <li>7. Identify next three actions to take: <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> </ol> </li> <li>8. Over time, collect evidence of impact of the actions and determine whether additional actions are necessary.</li> </ol>

# TOOLS

## TIME REVIEW

	Used for professional learning? Yes/No	Participants	Goals/focus for professional learning time	Evidence of impact collected
Before school				
During lunch				
Scheduled time during school day				
Specific professional learning days				
District meetings				
Late-start days				
Early release days				
Substitute coverage				
Team planning time				
After school				
Teacher planning time				
Summer				