

## Teaching Conditions Standard 1: Time

*Schools protect teachers' time to plan, collaborate, and provide effective instruction.*

### 1a. Teachers' class sizes facilitate high quality instruction.

- ✓ Class sizes are reasonable such that teachers have the time available to meet the needs of all students.

### 1b. The School-Based Decision Making Councils (SBDM Councils), administrators and other school leaders ensure teachers have sufficient time to provide all students with effective instruction. Organization and protection of uninterrupted time for teachers is present.

- ✓ The SBDM Council policies include organization and protection of uninterrupted teacher instructional time, and school leaders routinely report on the full implementation of this policy.
- ✓ Teachers, administrators and other school leaders are involved in the design of schedules to support maximizing instructional time.
- ✓ Close communications result in maximum instructional time and minimum interruptions.
- ✓ School leaders minimize redundant paperwork at the building level beyond the requirements at the national or state level and work with district leadership to streamline paperwork requirements.

### 1c. The SBDM Council ensures that teachers have planning time during the instructional day.

- ✓ The SBDM Council policies include teacher planning time during the school day, and school leaders report on the full implementation of this policy.
- ✓ Blocks of time are structured for teachers to plan lessons to meet the diverse learning needs of students.
- ✓ Time is consistently available for regular collaboration between teachers, instructional staff, and school leadership.
- ✓ Collaboration between school leadership, teachers, and support staff ensures that planning time is protected and uninterrupted to the greatest extent possible.

## TIME

Reasonable class sizes allow time for teaching and planning. Uninterrupted instructional time is provided to meet the diverse learning needs of all students. Teachers are engaged in the design of school schedules and in ongoing dialogue that leads to maximum instructional time for all students and protects teachers from duties that interfere with their essential role of teaching.

The SBDM Council develops policies that ensure effective use of instructional and non-instructional time. The administrator is responsible for implementation of these policies. School leaders ensure teachers have regular, protected time to engage in planning to meet the diverse learning needs of students.

Time is available for collaboration among teachers, instructional support staff, and school leadership to plan, sequence, and coordinate appropriate curriculum for all students. Leaders engage teachers and support staff to ensure that planning time is protected and uninterrupted to the greatest extent possible.

Teachers have assignments that allow them to routinely plan and effectively implement instruction to meet the diverse needs of all students. Teachers' assignments are carefully, collaboratively and intentionally designed to take into account teachers' expertise and preparation, class sizes, course loads, and student placement.

Schools make efforts to streamline processes to increase instructional time and decrease associated paperwork.

## ***Teaching Conditions Continuum***

### **TEACHING CONDITIONS STANDARD 1—TIME**

Schools protect teachers’ time to plan, collaborate, and provide effective instruction.

<b>1a. Teachers’ class sizes facilitate high-quality instruction.</b> <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 2.1.A</i>			
<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Insufficient</b>
Teachers have maximum time to plan in order to meet the diverse learning needs of all students due to a school wide systematic approach to designing class sizes, course loads, and student placements.	Teachers routinely plan in order to meet the diverse learning needs of all students due to the coordinated design of class sizes, course loads, and student placement practices.	Teachers have time to plan in order to meet the diverse learning needs of students due to having appropriate class sizes, course loads, and assignments that match training.	Planning time for teachers in order to meet the diverse learning needs of students is insufficient due to the demands of large class sizes, heavy course loads across a wide range of content areas, and/or assignments mismatched with training.
<b>1b. SBDM councils, administrators and other school leaders ensure teachers have sufficient time to provide all students with effective instruction. Organization and protection of uninterrupted time for teachers is present.</b> <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: : 2.1.E, 2.1.F, 2.1.G, 2.2.C, 2.2.D, 2.2.E, 2.2.F, 2.2.G</i>			
SBDM Council policies include organization and protection of uninterrupted teacher instructional time that result in ample instructional time for all teachers, and school leaders routinely report on the full implementation of this policy.	SBDM Council policies include organization and protection of uninterrupted teacher instructional time, and school leaders report on the full implementation of this policy.	SBDM Council policies include organization and protection of uninterrupted teacher time and implementation is reported by school leaders.	SBDM Council policies do not include organization and protection of uninterrupted teacher time.
Teachers, administrators and other school leaders are involved in the design of schedules that maximize instruction throughout the curriculum in ways that meet the diverse needs of all students and ensure advancement in learning.	School leadership actively involves teachers in the design of daily/weekly instructional schedules for teachers, supports teachers, and provides instructional supports (i.e. media, technology, etc.) to ensure protection of instructional time.	School leadership determines daily/weekly instructional schedules for teachers and supports teachers with regard to protecting instructional time.	School leadership determines daily/weekly instructional schedules for teachers that support teachers with little regard to protecting instructional time.
Regular communication between school leadership, teachers, and support staff consistently utilize and refine systems for maximizing instructional time in ways that advance student learning.	Close communications amongst school leadership and teachers result in maximum instructional time and minimum interruptions.	There are interruptions of instructional time but not on a frequent basis.	There are frequent interruptions during instructional time that require teachers and/or students to respond to office communications and complete school business.
School and district leaders work diligently to streamline paperwork requirements and avoid redundancy.	School leadership works with district leadership to streamline paperwork and minimize redundant paperwork beyond the requirements at the national or state level.	School leadership works to minimize paperwork but it is sometimes redundant at the school and district level.	The lack of regular communication between school leadership, teachers, and central office results in paperwork that is often redundant.

**TEACHING CONDITIONS STANDARD 1—TIME (CONTINUED)**

Schools protect teachers’ time to plan, collaborate, and provide effective instruction.

<b>1c. The SBDM Council ensures that teachers have planning time during the instructional day.</b> <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 2.1.B, 2.1.D, 2.2.A, 2.2.B</i>			
<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Insufficient</b>
SBDM Council policies on teacher planning time during the school day result in ample planning time and school leaders routinely report on the full implementation of this policy.	SBDM Council policies include teacher planning time during the school day, and school leaders report on the full implementation of this policy.	SBDM Council policies include teacher planning time during the school day but are not routinely monitored.	SBDM Council policies do not include teacher planning time during the school day.
Time is provided during the school day, and on-going throughout the school year (e.g. early dismissal days, etc.), for teachers to plan, review and improve differentiated lessons that advance learning for all students.	Blocks of time are structured for teachers to plan lessons to meet the diverse learning needs of students.	Minimum sufficient time is provided during the school day for teachers to plan lessons to meet the diverse learning needs of students.	Little or no time is provided during the day for teachers to plan lessons.
The culture of the school supports full engagement in school-wide collaboration to facilitate comprehensive planning to ensure all students receive the highest quality education.	Time is consistently available for regular collaboration between teachers, instructional staff, and school leadership.	Time is available for regular collaboration between teachers, instructional staff, and school leadership.	Little or no time is available during the day for teachers to collaborate with colleagues for planning of instructional practices.
Regular collaboration between school leadership, teachers and support staff ensures that planning time is uninterrupted to support the continuous improvement of student learning and teacher practice.	Collaboration between school leadership, teachers, and support staff ensures that planning time is protected and uninterrupted to the greatest extent possible.	There are limited interruptions to the non-instructional time provided to teachers. Teachers have the state minimum time to plan and collaborate (duty-free lunch and a planning period).	Planning time is often interrupted by meetings or unanticipated duties.