
North Carolina Standards for Working Conditions

Working Conditions Standard 1—Time

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

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.

Teachers have regular, protected time to engage in careful planning to meet the diverse learning needs of students. Time is consistently available for collaboration among teachers, instructional support staff, and school leadership to plan, sequence, and coordinate appropriate curriculum for all students. School leadership engages with 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 made utilizing a coordinated design that takes 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.

Working Conditions Standard 1: Time

- 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 Teachers have sufficient time to provide all students with effective instruction.
 - ✓ Organization and protection of uninterrupted time for teachers is present.
 - ✓ Teachers are involved in the design of schedules to support maximizing instructional time.
 - ✓ Close communications result in maximum instructional time and minimum interruptions.
 - ✓ School business requirements and associated paperwork are streamlined.

- 1c Teachers have time during the school day to plan and collaborate.
 - ✓ 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.

- 1d Schools make efforts to streamline processes to increase instructional time and decrease required paperwork.
 - ✓ Efforts are made to streamline school processes.

Teacher Working Conditions Continuum

Working Conditions Standard 1—Time

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

Element	Developing	Proficient	Accomplished	Distinguished
<p>1a Teachers’ class sizes facilitate high quality instruction.</p> <p><i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection: 2.1.A</i></p>	<p>Teachers’ time to plan 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>1b Teachers have sufficient time to provide all students with effective instruction.</p> <p><i>North Carolina Working Conditions Survey Questions to Inform Reflection: 2.1E, 2.1F, 2.1g, 2.2C, 2.2D, 2.2E, 2.2F, 2.2G</i></p>	<p>Teachers do not have enough uninterrupted instructional time.</p> <p>School leadership determines daily/weekly instructional schedules for teachers and supports teachers with little regard to protecting instructional time.</p> <p>There are frequent interruptions during instructional time that require teachers and/or students to respond to office communications and complete school business.</p>	<p>Teachers have minimum sufficient uninterrupted instructional time.</p> <p>School leadership determines daily/weekly instructional schedules for teachers and supports teachers with regard to protecting instructional time.</p> <p>School leadership seeks teachers’ input on ways to limit the full range of interruptions in instruction experienced by teachers and students.</p>	<p>Teachers have sufficient uninterrupted instructional time to meet the diverse learning needs of all students.</p> <p>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.</p> <p>School leadership engages with teachers and support staff to ensure maximum instructional time and minimum interruptions in learning for all students.</p>	<p>Teachers have ample uninterrupted instructional time to provide instruction throughout the curriculum in ways that meet all students’ diverse learning needs and ensure advancement in learning.</p> <p>School culture is focused on ensuring that each student receives maximum uninterrupted instructional time matched to his/her needs and that ensures advancement in learning.</p> <p>School leadership, teachers, and support staff consistently utilize and refine systems for maximizing instructional time in ways that advance student learning.</p>

Working Conditions Standard 1—Time (continued)

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

Element	Developing	Proficient	Accomplished	Distinguished
1c Teachers have time during the school day to plan and collaborate.	<p>Little or no time is provided during the day to plan lessons.</p> <p>Little or no time is available during the day for teachers to collaborate with colleagues for lesson planning.</p> <p>Planning time is often interrupted by meetings or unanticipated duties.</p>	<p>Minimum sufficient time is provided during the school day for short- and long-term planning.</p> <p>Minimum sufficient time is available for teachers to work collaboratively to develop common plans and share effective lessons.</p> <p>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).</p>	<p>Time is available throughout the week for teachers to engage in lesson planning that includes careful design of differentiated instruction to meet the diverse learning needs of students.</p> <p>Time is available for consistent collaboration among teachers, instructional support staff and school leadership to plan and coordinate instruction to meet the needs of all students.</p> <p>School leadership, teachers, and support staff collaborate to ensure that planning time is protected and uninterrupted.</p>	<p>Time is provided during the school day, and on-going throughout the school year (i.e. early dismissal days, etc.), for teachers to plan, review and improve differentiated lessons that advance learning for all students.</p> <p>The culture of the school supports full engagement in school-wide collaboration to facilitate comprehensive planning to ensure the full range of students receive the highest quality education.</p> <p>Teachers have sufficient uninterrupted non-instructional time that allows them to engage in regular professional learning communities to support the continuous improvement of student learning and teacher practice.</p>
<i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection: 2.1B, 2.1D2.2A, 2.2B</i>				
1d Schools make efforts to streamline processes to increase instructional time and decrease required paperwork.	School leadership makes little or no effort to minimize associated paperwork.	School leadership makes some effort to minimize completion of school business during instructional time, to target essential assessments, and reduce the amount of associated paperwork.	School leaderships' efforts to streamline school business and effectively implement targeted assessments result in increased instructional time and reduced associated paperwork.	School-wide efforts allow for teachers to provide effective instruction that is free from constraints resulting from school business, required assessments and associated paperwork.
<i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection: 2.1A, 2.2H</i>				