

**Problem Statement:** How can we leverage an online platform to equip teachers with the skills and ability to advocate for how to use time in their schools more effectively?

**Goal:** 1) Design tools and resources to assist teachers in analyzing how they currently utilize time in classrooms/schools, 2) Engage teachers in collaborative discussions online on how to structure time more effectively in schools and districts, 3) Equip teachers with advocacy skills and opportunities to engage with policymakers and influencers in their schools and/or districts to redesign school time in a way that leads to more positive student outcomes.

## Rationale:

- If we create tools and resources to meaningfully engage teachers in collaboration online, then teachers will be able to advocate for more effective use of time in their schools or districts that will help students to be more successful.

## Inputs:

- Ford Foundation grant (6 months)
- Original Collaboratory teachers: Jess, Kate (MA), Tara, Amber, Alex (CO)
- Branching out to more teachers
- Student "Time Diet" tool
- Teacher "Time Diet" tool
- Time Diets shared online

## Activities:

- Engage more teachers in collaborative discussions online
- Plan for: webinars, blogs, discussion posts
- Collaboratory Team: review and "mine" data already posted on Collaboratory
- Share results and findings from data analysis with others via webinars
- Listen for reactions and feedback to refocus and modify findings

## Outputs:

- Increased sign in and involvement of teachers in online discussions
- Webinars/case studies on analysis of teacher shared information
- Small group feedback on "time diet"
- Blogs
- Discussion threads

## Outcomes:

### Short Term:

30 Days

- By March 9th, participants will receive information regarding upcoming webinars, discussion threads, and reminders of case study sharing, as well as time diet observations.

### Medium Term:

60-90 Days

- Tentatively by April 10th participants will apply the feedback from blogs, discussion threads, and time diet to their own Time and Learning.
- Facilitators will research PD opportunities for participants.
- Identify resources and engage in conversation about other models for how time is used in the US and globally.
- Participants begin to re-imagine

### Long Term:

90 Days and Beyond

- Tentatively by May 10th, participants will invite a professional friend/colleague/teammate to the Collaboratory.
- Colleagues begin to take on leadership roles within the collaboratory.
- Publishing findings, reports, infographics, and/or tools.
- Participants engage with stakeholders/decision makers

# CTQ Collaboratory Logic Model

- Push others to consider how they would use these findings in their school or district
- 3 day chats: discussion threads in small groups - focus groups
- Structure distributed leadership of small groups to provide feedback on time diets and share learnings
- Plan a list of resources for teachers to utilize

- how teacher and student learning time can be reconfigured and develop a plan for their context.
- Participants will engage in webinars for:
    - blogging
    - public speaking
    - learning from global colleagues.

about why and how time should be redesigned.

**External Environment:**