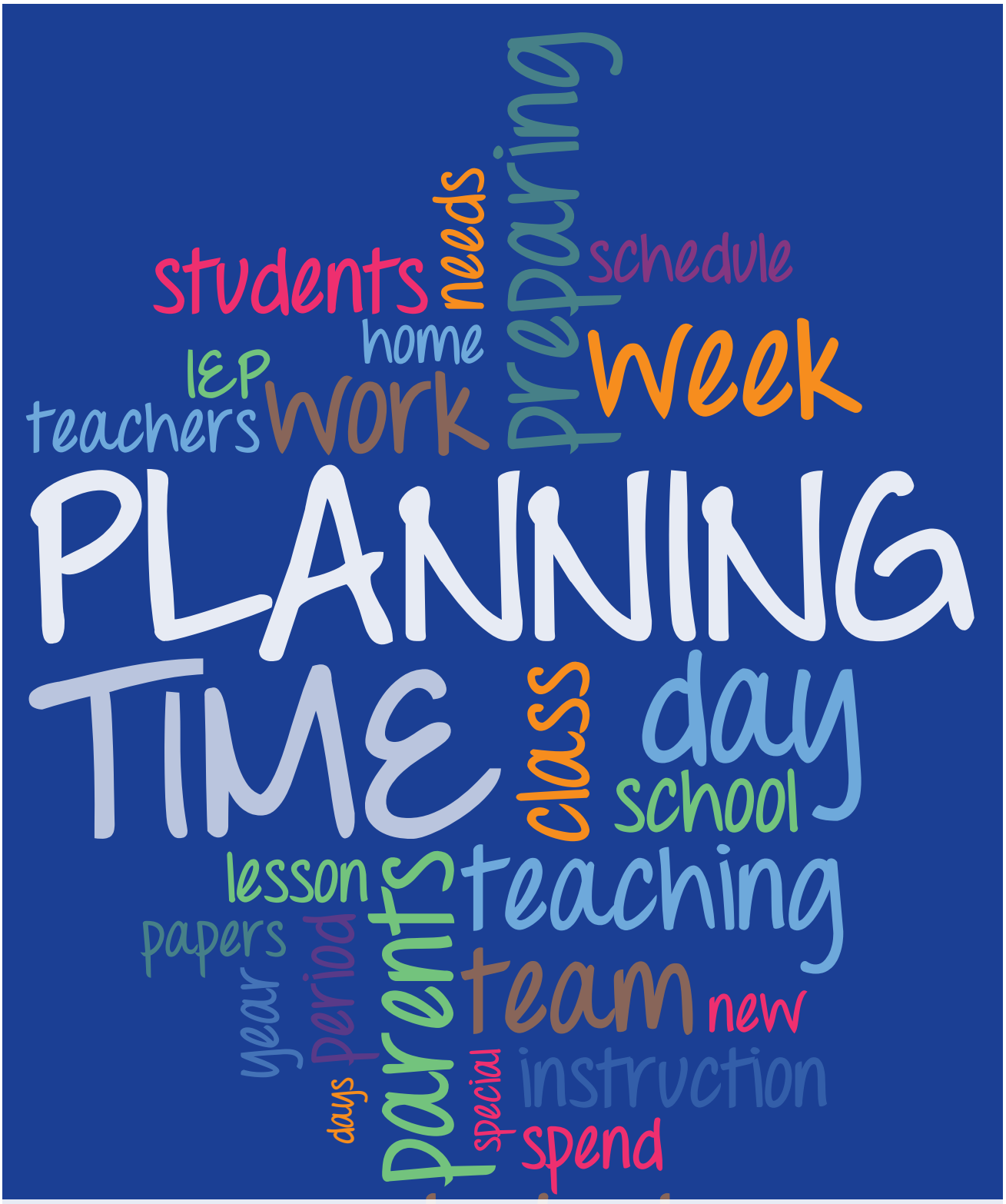

INSTRUCTIONAL PLANNING TIME

A Review of Existing Research and Educator Practice During the 2012-2013 School Year

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Executive Summary

Introduction

A study of instructional planning periods was undertaken in late 2013 pursuant to West Virginia State Code §18A-4-14 which states: *"The state board shall conduct a study on planning periods. The study shall include, but not be limited to, the appropriate length for planning periods at the various grade levels and for the different types of class schedules."* The West Virginia Department of Education (WVDE) Office of Research was tasked by the West Virginia Board of Education (WVBE) to carry out this study.

Methods

We employed two strategies to address the study. First, we reviewed the existing research literature on planning time to address the following questions:

1. What is the impact on student achievement as a result of increased planning time?
2. Is there an appropriate duration for planning periods?
3. What types of planning models are used in schools and supported by research to have an impact on outcomes?
4. What are effective leadership practices that support successful implementation of planning time?

The regional educational laboratory (REL) for the Appalachia region assisted in locating credible studies that addressed these questions and provided brief annotated bibliographies. The resulting information is summarized in this report.

Our second strategy involved conducting a survey of West Virginia educators that asked questions related to participants' current instructional planning practices and perceptions about the appropriate amount of instructional planning time. We administered both online and paper-and-pencil versions of the Legislative Planning Period Study Survey (hereafter, *Educator Survey*) between August 19 and September 30, 2013 to a representative sample of 2,000 West Virginia educators. This 13-item survey included three sections: (a) participant demographics, (b) school planning/scheduling practices, and (c) individual planning practices. The final survey item was open-ended and asked for educators' comments about planning time. For all quantitative survey items we used descriptive statistics to describe current and ideal planning practices for various groups of educators using demographic information collected via the survey and the West Virginia Education Information System (WVEIS). For qualitative data collected via the survey, two researchers first reviewed all comments independently, and identified emerging themes and subthemes for each. The researchers then met to discuss the identified themes and come to a consensus regarding the final set of themes for each comment.

Results

Research literature review

Unfortunately, because instructional planning is a very complex issue there is no definitive recommendation from the research literature with respect to the amount of time necessary to support effective instructional planning. However, there is general agreement that more, rather than less planning time is beneficial. Some evidence exists supporting the provision of at least 3 hours per week to achieve beneficial impacts related to student achievement. This figure is, however, only supported by one rigorous research study. With respect to the effectiveness of various planning models, there is considerable research support for the benefits of using *collaborative* planning. Its use has been associated with increased academic achievement and educators

Research on the impact of individual planning is limited; however, the use of collaborative planning has been associated with improved student achievement, especially at the secondary level. Currently, there is no definitive research-based recommendation regarding the amount of instructional planning time needed to realize benefits to students.

report such opportunities improve their classroom instruction. Furthermore, in at least one state,it has been found that lower-performing schools tend to provide less time for collaborative planning than higher-performing schools. Yet, simply providing time for collaboration in the school schedule is not enough. There must be adequate training/support regarding how to most effectively implement collaborative planning. Several high-quality practice guides cited in this report could be used to help inform districts and schools in this area.

Regarding the role of leadership in encouraging successful collaborative planning, we found there are a variety of practices that should be considered. These include, but are not limited to: (a) providing time and resources to support professional development and capacity building so that staff have the skills necessary to fully take advantage of collaborative time, (b) prioritizing and protecting collaborative time within the school schedule, (c) ensuring collaborative teams are appropriately organized and include the right members, (d) ensuring teams are coherently focused and working in alignment with other school and district goals, and (e) establishing a clear rationale and communication plan that describes the purpose and expectations for collaborative planning.

Educator survey

Our educator survey revealed many important findings related to West Virginia educators' current and ideal planning practices. First, it is abundantly clear that educators at all levels spend considerable time planning outside of regular school hours, on average between approximately 60 and 75 additional minutes per day. A general estimate of the total average time spent planning both during and after school hours across programmatic levels is approximately 2 hours. This estimate is an average, and there are individual cases where educators spend considerably less or more time planning each day. Likewise, the overwhelming sentiment from educators was that planning time is rarely used solely for instructional planning. Other duties can and often do tend to usurp planning time. Second, educators in all programmatic levels believe, on average, more than one hour per day is the ideal amount of individual planning time to support effective instruction. The amount of time considered ideal is considerably higher among middle and high school educators than among elementary educators. Also, for the average K-12 educator, comparing their currently allotted planning time to the amount they believe is ideal to support effective instruction reveals a deficit of between 21 and 24 minutes depending upon programmatic level. Addressing this daily deficit may seem like a large increase when considering overall planning time, yet granting educators this much additional time would only modestly increase the amount of planning time available per prep, especially in the case of elementary educators.

Factors such as programmatic level, school schedule type, teacher role, content area, and specialization all have impacts on how much and what kind of instructional planning educators need.

We found several key differences among planning practices at different programmatic levels. First, elementary educators reported the lowest average daily planning time of all programmatic levels (40.25 minutes) followed by middle and high school educators who reported 51.10 minutes and 60.14 minutes, respectively. Elementary educators also have a considerably higher number of daily preps (5.87) when compared with middle and high school educators (3.24 and 3.04, respectively). Thus, elementary educators report having considerably less time to plan per daily prep—approximately nine minutes per prep compared to more than 20 for middle and high school educators. Second, an extraordinary percentage of middle school educators reported their schools use both independent and team planning (approximately 71%). This percentage was considerably lower in elementary and high schools. The use of independent and team planning in a large proportion of middle schools could be partially attributable to the fact that one third of all middle school educators surveyed reported their schools utilized a team-based schedule (middle school model). Collaborative planning is a central feature of this scheduling model and has been an integral part of the middle school organizational structure since the 1960s

(Cook & Faulkner, 2010). Of note, high school was the only programmatic level where a vast majority of individuals reported only having independent planning time (approximately 74%). This finding is unanticipated given the emergence of collaborative planning as a best practice among secondary schools in the research literature. Third, when examining uninterrupted planning time as a percentage of total daily planning we found that middle school educators on average reported the least uninterrupted planning time of all programmatic levels (57.43%) followed by elementary and high school educators (65.33% and 67.49%, respectively). However, these findings should be interpreted cautiously as it is not clear how survey respondents interpreted the term "uninterrupted planning."

Other duties often usurp daily instructional planning time. Personal time spent outside of school for instructional planning varies considerably, but averages about 69 minutes daily.

Several interesting findings emerged when comparing planning practices among high school educators in traditional and block schedule schools. First, more than a third of high school educators indicated their school operates using a block schedule. Second, and not surprisingly, educators in block schedule high schools reported, on average, having approximately 40 more minutes of in school planning time available than educators in traditional schedule high schools. Third, the average number of preps does not vary significantly among traditional and block schedule high schools—both groups had approximately three per day. Therefore, the amount of time available per prep among these groups differs greatly, with educators in block schedule high schools reporting approximately 57% more planning time available per prep than their counterparts in traditional schedule high schools. This finding should be interpreted alongside the fact that educators in block schedule high schools prepare 90 minutes of instruction per prep. Fourth, despite large differences in the amount of time available for planning each day and per prep, there was almost no difference in the amount of additional time educators reported spending planning outside of school hours. Both groups of educators reported an average of approximately 69 additional minutes each day. Fifth, we found on average, there is a perceived deficit of almost 30 minutes to support effective planning during the school day among educators in traditional schedule high schools. This is considerably less than the deficit of only 6 minutes per day reported by educators in block schedule high schools. Sixth, survey respondents indicated a substantially larger percentage of planning time is uninterrupted in block schedule high schools than in traditional schedule schools (i.e., 71.00% and 64.46%).

On average, West Virginia educators believe they ideally need about 22 more minutes of planning time at school daily to support effective instruction.

Our examination of grade level data did not reveal substantive differences among individual grade levels as much as it reinforced the importance of considering planning time within the conceptual framework of programmatic levels. However, one individual grade did stand out, Pre-Kindergarten (PK). Perhaps the most interesting aspect of PK planning practices is that several PK educators report receiving their individual planning periods in full day increments each week rather than dispersed into smaller amounts throughout the week. It is unclear from this study if this practice is positive or negative in their perception. Notably, despite having the least amount of daily planning time, PK educators also reported the highest percentage of uninterrupted daily planning time of any grade (approximately 82%).

Educators' comments regarding instructional planning were diverse and expansive. We received comments from approximately 60% of all survey respondents indicating that this is an important issue to them. One overarching theme embedded throughout most of the written comments was that instructional planning is vitally important to providing effective instruction and more rather than less planning time is necessary to produce good

student outcomes. Further, examining these comments at the micro level was a useful exercise because it revealed five predominant themes and four additional considerations. First, educators overwhelmingly indicated that duties beyond instructional planning often usurp their planning time. These duties include IEP and SAT meetings, student interventions, administrative tasks, providing coverage for other educators, and a variety of other tasks. Some are central to effective instruction, but many are solely preparatory in nature or administrative. There is a sentiment that these tasks greatly impact the amount of time reserved for actual lesson planning. Educators implore non-educators to understand this issue when considering making changes to their planning time. Second, educators spend a significant amount of time planning beyond the school day. The amount varies greatly among individual educators. Educators understand this is a necessity to some extent, but when excessively utilized, it is clear this practice contributes to perceptions of increased stress, occupational burnout, and job dissatisfaction. Third, educators have differential planning needs depending upon their unique roles. Particularly vocal educator groups advocating this approach include elementary and PK educators, special educators, educators of science/laboratory courses, and teachers of English/language arts courses, especially at the high school level. Fourth, planning is considered central to student achievement by West Virginia educators. They believe generally that adequate individual and collaborative instructional planning is necessary to support proper instruction. Fifth, separate from other administrative duties/tasks, interruptions often disrupt reserved planning time. These include assemblies, fire drills, student behavior issues, and a variety of other distractions.

In West Virginia, collaborative planning is employed most often at the middle school level, and to a lesser extent in elementary schools. Nearly 74% of high school educators report only independent planning is used in their schools.

Four additional considerations emerged from participant comments. First, the implementation of new standards and demands greatly impacts planning time. Specific demands mentioned by educators included the implementation of the West Virginia Next Generation Content Standards and Objectives, the revised educator evaluation system, and the demands associated with designing technology-rich lessons for students. Second, there is a complex relationship among planning time and school scheduling. The two are inexorably connected. Third, many schools utilize different planning procedures/policies for teachers of differing role groups. Examples include that many PK educators receive weekly planning time instead of daily planning time; some schools provide collaborative planning time only to specific groups of educators; and planning practices for certain other groups such as school counselors and librarians differ greatly from the majority of educators. Fourth, the limited amount of planning time that is available to educators contributes to a sense of job dissatisfaction, stress, and burnout among some educators. This consideration is particularly salient when considering the costs of teacher turnover.

As interesting as it is to consider these themes and additional considerations individually, it is also important to see the myriad complex patterns that exist among themes. For instance, the burden of other duties and frequent interruptions during individual planning time contributes to educators having to use their own personal time beyond the school day for instructional planning. This in turn leads to higher levels of stress and fatigue, and ultimately may influence teacher retention. This example is one of many and reflects the vast complexity of these issues.

Recommendations

Maintain or increase current levels of planning time. Unfortunately, the research literature does not support a magic number for the amount of planning time necessary to produce good student outcomes. There is at best only tentative support for the provision of at least 3 hours a week. In light of this fact, and teacher input on this matter, it would not be advisable to reduce the available planning time any further. A 40-minute planning period provided five times a week provides for just 3.33 weekly

hours. Given the evidence that interruptions and other duties commonly usurp planning time, an increase in the minimum amount of planning time available might even be necessary to ensure educators receive no less than 3 hours of uninterrupted planning time each week.

Advocate strongly for the integration of collaborative planning as a central feature of school practice, especially among secondary schools. Research supports this approach; when implemented well it can increase student achievement. While it is a common feature in middle schools, educators in less than 25% of all high schools in West Virginia reported collaborative planning as a feature of their schools' schedule.

Beyond advocating for more collaborative time, provide tangible support to leadership at the district and school level that focuses upon building leaders' capacity to (a) provide time and resources to support professional development and capacity building so staff have the skills necessary to fully take advantage of this time, (b) prioritize and protect collaborative time within the school schedule, (c) ensure collaborative teams are appropriately organized and include the right members (e.g., grade level, content area, programmatic level, etc.), (d) ensure teams are coherently focused and working in alignment with other school and district goals, and (e) establish a clear rationale and communication plan that describes the purpose and expectations for collaborative planning. Without this support, it is unlikely schools will realize the benefits of collaborative planning.

Consider teacher role as a factor in determining the amount of planning time necessary. In this category, we include at minimum programmatic level, the number of courses taught, the number of students served, content areas taught, and educator specializations. In other words, one size may not fit all in the case of planning time. Flexibility should be afforded to schools to allow them to account for these differential needs.

Consider seeking additional input from administrators and LEAs regarding this issue. These individuals undoubtedly have important opinions on this topic, and their input must be considered when making any changes to how planning time is implemented. As stated previously in this report, we believe some flexibility is warranted to allow districts and schools to execute a planning strategy that best meets their individual needs.

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Introduction

This study was undertaken pursuant to West Virginia State Code §18A-4-14, which states: "The state board shall conduct a study on planning periods. The study shall include, but not be limited to, the appropriate length for planning periods at the various grade levels and for the different types of class schedules." The West Virginia Board of Education (WVBE) tasked the West Virginia Department of Education (WVDE) Office of Research with completing this study. We requested additional details before commencing the study. The Governor's office responded that the Legislature would like the study to address two additional issues: The amount of time necessary for planning at various programmatic levels, and the impact on student achievement as a result of increased planning time.

We employed two strategies to address the study. The first was to conduct a targeted review of the existing research literature on planning time, its relationship to student achievement, and the impact of leadership practices on implementing successful planning strategies. The second strategy was to conduct a representative sample survey of West Virginia educators. The survey sought to address several key questions related to educators' current practices and perceptions about the appropriate amount of planning time at various grade and programmatic levels, as well as for different school scheduling types. Since very little research exists to support decision-making in this area, and the input of WV educators is of great value to the Legislature, we chose to turn to the state's teachers for their feedback on instructional planning time.

The results are organized into six major sections. First, we present the findings from our review of the research literature on planning time, its most appropriate implementation in terms of best practice, and the impact of planning upon student achievement. Second, we present summary statistics describing how the sample of educators who completed the Educator Survey compares to the entire population of WV educators. Third, we provide summary statistics and interpretation of findings by programmatic level. For these analyses, we focus on examining the data for educators from Elementary and Secondary Education Act (ESEA)-designated elementary, middle, and high schools. Fourth, we provide a review of the data that includes West Virginia high schools only. In this section we compare survey findings for high schools that utilize block and traditional scheduling models. Fifth, we provide an analysis of the survey data by grade level. In these sections our analysis is divided into three major areas: (a) school planning practices, (b) individual planning practices, and (c) ideal individual planning scenarios. Our sixth and final section for results includes an analysis of participants' responses to the survey's single open-ended question. The report concludes with a discussion of study findings and considerations, a set of general conclusions, and our study recommendations.

It should be noted that this study was conducted at the beginning of the 2013-2014 school year after legislative changes had gone into effect impacting educators' planning times. However, our research design necessitated asking participants about their planning practices for the previous school year (2012-2013). It is possible that the recent legislative change may have influenced some participants' responses.

Method

Literature Review

We engaged the services of the regional educational laboratory (REL) for the Appalachia region to assist in conducting a targeted literature review. The REL's "Ask a REL" program allows state education agencies access to the REL's research staff to answer specific questions related to education issues. We made two inquiries related to this study. The first asked the following questions:

1. What is the impact on student achievement as a result of increased planning time?
2. Is there an appropriate duration of planning periods?
3. What types of planning models are used in schools and supported by research to have an impact on outcomes?

The second inquiry asked for clarification on effective leadership practices that support successful implementation of planning time. Both documents provided by the REL included brief annotated bibliographies on these issues. The REL applied rigorous evidence standards for selecting journal articles and other peer-reviewed publications to include in the bibliographies, so we approached the process of synthesizing the materials in the bibliographies with confidence that they represented the best evidence currently available on the topic.

Educator Survey

We administered the Legislative Planning Period Study Survey (hereafter, Educator Survey) to 2,000 West Virginia educators during the fall of school year 2013-2014. This 13-item survey included three sections: (a) participant demographics (3 items),[1] (b) school planning/scheduling practices (5 items), and (c) individual planning practices (4 items). The final survey item was open ended and asked for teachers' comments about planning time. The survey was developed by the Office of Research with input from staff in the Division of Teaching and Learning, the Offices of Early Learning and Secondary Learning, and two representatives from a WV school district and a regional education service agency (RESA). It was administered to participants both online and as a paper-and-pencil survey. Respondents could complete whichever version they preferred.

The survey asked respondents to answer each question in the context of the 2012-2013 school year. For educators who taught at multiple locations, instructions asked participants to

[1] Each respondent was assigned a confidential four-digit code number that allowed us to secure additional demographic information about respondents using the West Virginia Education Information System (WVEIS).

respond with the school they considered their primary location in mind.[2] A copy of the full survey instrument can be found in Appendix A of this report.

The Educator Survey was sent to a sample of educators who were randomly selected from the 2012-2013 Certified List of School Personnel (hereafter, the Certified List). The Certified List is collected each year through the West Virginia Education Information System (WVEIS) and includes all school personnel in the state. Individuals may have more than one record in the Certified List if they hold positions at multiple locations. For this study we defined an *educator* as an individual who spends at least 50% of his or her full time equivalency (FTE) in teaching positions across all locations where he or she is employed. There are 16 codes listed as teaching position codes in WVEIS; the position titles are included in Table 1.

Table 1. Teaching Position Codes in West Virginia

Head Teacher
Classroom Teacher, Pre Kindergarten
Classroom Teacher, Kindergarten
Classroom Teacher, Elementary
Classroom Teacher, Middle/Junior High
Classroom Teacher, High School
Classroom Teacher, Special Education
Classroom Teacher, Homebound
Classroom Teacher, Vocational (K12)
Teacher, Vocational (Post Secondary)
Teacher, Vocational (Adult)
Teacher, Community Education
JROTC Instructor, High School
Permanent Substitute, Elementary
Permanent Substitute, Middle/Junior High
Permanent Substitute, High

There were 20,160 individuals in the Certified List who met our definition as an educator during the 2012-2013 school year. We selected 2,000 at random to participate in the survey. We used simple random sampling to select these educators in order to ensure our sample would be representative of the state population on both measured and unmeasured characteristics. The number of educators sampled constitutes roughly 10% of the state educator population. Our ultimate goal was to receive at least 1,014 completed surveys, a response rate of approximately 51%. Doing so would allow us to achieve 95% confidence in the generalizability of the results to all WV educators with a margin of error of 3%.

Survey invitations were sent to the home addresses of sampled educators via standard mail on August 5, 2013. The invitation contained an informed consent letter detailing the purpose of the study, the educator's rights as a research participant, and the voluntary nature of the survey. We also included a letter informing respondents that they had two options for completing the survey—they could fill it out online or wait for a paper-and-pencil version to arrive in the mail the following week. The first paper-and-pencil surveys were mailed to individuals who had not yet elected to complete the online survey on August 19, 2013. A postcard reminder was sent to nonrespondents on August 30, 2013, a second copy of the paper survey was sent to nonrespondents on September 6, 2013, and a final reminder postcard was sent on September 13, 2013. Data collection was closed on September 30, 2013.

For all quantitative survey items, we calculated measures of frequency, central tendency, and dispersion. We used these statistics to describe current and ideal planning practices for various groups of educators using demographic information collected via the survey and WVEIS. In

[2] For educators employed at multiple locations, we defined a "primary location" as that location where the majority of the educator's FTE was assigned. For educators with 50% FTE in two locations, we chose the first location that appeared in the Certified List to represent the primary location.

this report, we present averages and frequencies. However, the full set of descriptive statistics can be found in Appendix B. The values in this appendix include all counts associated with frequency calculations, and the minimum and maximum values and standard deviations associated with averages presented in this report. We encourage readers delving into specific issues to examine the appropriate tables in Appendix B when necessary.

For qualitative data collected via the survey, two researchers first reviewed all comments independently, and identified emerging themes and subthemes for each. The researchers then met to discuss the identified themes and come to a consensus regarding the final set of themes for each comment. Next, we examined the frequency of each theme, and identified when multiple themes occurred in tandem. We used this information to create an outline guiding our presentation and interpretation of the data. Finally, we selected exemplary comments for each theme that we believed were accurate representations of educators' opinions. These were included as examples in the report.

Results

The results are organized into two major sections. First, we present the findings from the review of the research literature on planning time and second we present findings from the Legislative Planning Period Study Survey (hereafter, Educator Survey).

Literature Review

Literature cited in this review was selected and annotated by the regional educational laboratory serving the Appalachia region (REL Appalachia) at CNA in Alexandria, Virginia. The following is a summary of the literature identified as meeting evidence standards of sufficient rigor to be included.

Impact of increased planning time on student achievement

Very few studies have directly assessed the relationship between the amount of planning time used by schools/educators and student achievement. Only one study was identified by the REL as having met standards for scientific research. Specifically, in North Carolina, a group of researchers investigated the impacts of working conditions—independent of other school characteristics such as the demographic mix of the school's students—on 1-year departure rates and student achievement in middle school math and reading. They found that schools where teachers reported having more than 3 hours of planning time per week had significantly lower departure rates and higher math and reading scores (Ladd, 2009).

Appropriate duration of planning periods

Based on the REL literature search, there was insufficient evidence to support general guidance for duration of planning times. The study cited above indicated that more than 3 hours a week may be needed, but how much more remains unknown. While the research cited next provides evidence about the benefits of more versus less team planning time, the research does not provide clear guidance for a specific number of hours per day or week.

Planning models that impact student outcomes

Reflecting the emphasis on teacher collaboration and professional learning communities that has emerged in recent years, research on planning time tends to focus on collaborative or team planning time, not individual teacher planning time. A brief summary of the available evidence supporting the effective use of collaborative planning time follows.

- A Michigan study of 155 middle schools employing an interdisciplinary teaming model found that "schools with high levels of common planning time realized the most significant gains in student achievement scores" (Flowers, Mertens, & Mulhall, 1999, page 3). They defined *high levels of common planning time* as at least four meetings per week for a minimum of 30 minutes per meeting.
- A large-scale teacher survey conducted in 2000 by NCES included 5,253 full and part-time teachers in regular elementary, middle, and high schools in the 50 states and the District of Columbia (Parsad, Lewis, & Farris, 2001). The study found that the extent to

which teachers collaborate is positively associated with their belief that such activity improved their classroom teaching. Specifically, "teachers who engaged in regularly scheduled collaboration with other teachers at least once a week were more likely to believe that participation had improved their teaching a lot (45 percent), compared with teachers who participated two to three times a month (23 percent), once a month (15 percent), or a few times a year (7 percent)" (page v).

- Another report looked at schools the Florida Department of Education gave an "F" grade. The report noted "In terms of the resources available to teachers, we find that the "F"-graded schools provided less time for collaborative planning and class preparation than higher-graded schools" (Rouse, Hannaway, Goldhaber, & Figlio, 2007).

Simply providing the time for collaborative planning may not be enough, however. A study of interventions to turn around chronically low-performing schools conducted by Herman and colleagues (2008) found that some schools changed their schedules to provide common planning time, a change that teachers reported as very beneficial, even critical, to their work. The researchers noted, however, that "some teachers did not know how to make the most of the planning opportunities. So, in several case studies, the schools hired an outside facilitator or went to the district for specialized technical assistance" (Herman et al., 2008, page 24).

Some specific recommendations about how to make good use of collaborative planning time can be found in practice guides published or sponsored by the U.S. Department of Education. The following guides are available (links to these documents can be found in the references section of this report):

- One guide, *Using Student Achievement Data to Support Instructional Decision Making,* provides some best practice guidance on scheduling for teacher collaboration and common planning time (Hamilton et al., 2009).
- Another IES-sponsored guide, *From High School to Learning Communities: Five Domains of Best Practice*, notes that among successful small learning communities, common planning time comes during shared preparation periods during the school day, a single late start or early release day each week, or a block of time during which students leave school to do community-based service/study. In agreement with Herman et al. (2008), however, a common planning time does not guarantee improved teaching and learning. "Teams must devote this time to curriculum and instruction planning and problem solving that increase program coherence and academic challenge" (Oxley, 2008, page 13).
- Authors of another guide, *Common Planning: a Linchpin Practice in Transforming Secondary Schools* (Legters, Adams, & Williams, 2011)*,* suggest that common planning (CP) is a reform that is emerging as an essential practice in transforming secondary schools. The authors present a table with types of teams that use common planning in transforming schools, including grade level, subject area, and interdisciplinary. It presents the team membership, how data are used, and the types of responses and interventions that result for the three types of teams.

Effective leadership practices related to planning

It is notable that most of the studies summarized here have taken place in middle schools—likely because interdisciplinary teams with common planning time have been a feature of the middle school organizational structure since the 1960s (Cook & Faulkner, 2010). Yet there is little research about leadership and other practices that can make such planning time more or less effective. To address this need, Cook & Faulkner (2010) conducted case studies in two successful Kentucky middle schools. According to their research, important factors for enhancing the effectiveness of common planning time included having a common vision and mission, clearly defined goals for all types of planning (interdisciplinary team planning, grade level planning, and professional learning communities), and effective building leadership. Regarding the latter, in these schools, " . . . common planning time for interdisciplinary teams and professional learning communities was a district and building level priority, and administrators made the commitment to support common planning time through staff development, finances, consistent communication, and scheduling" (page 8). Recommendations for action steps by school administrators included (a) making "a commitment to its success at all levels of the school organization—teachers, building level administrators, and central office personnel" (page 9); (b) viewing "common planning time as 'sacred' . . . scheduled daily, and . . . to be used for grade level planning, interdisciplinary team planning, or professional learning communities" (page 9); and (c) clearly articulating "expectations for the use of common planning time," providing "the time for the expectations to be met," and trusting "the faculty to perform as professionals and fulfill their responsibilities" (Cook & Faulkner, 2010, page 9).

To create such a high-functioning professional learning culture in schools, Abbott & Fisher (2011) recommend the following research-based practices:

- "Develop a communication plan that clearly and persuasively describes the rationale for professional learning and planning, the research that supports it, and how it is directly and integrally aligned with district, school, and grant goals." (page 5)
- "Be strategic when building teacher capacity to lead professional learning and planning activities." (page 5)
- "Organize professional development opportunities and professional planning time to mirror the structure of the academic program and address the learning needs of teachers and students . . ." (page 9)
- "Employ strategies that will help to maintain momentum between meetings . . . " (page 11)"Provide teachers with illustrative models of effective, high-quality professional collaboration, including literature, protocols, online resources, facilitator training, and site visits to schools employing effective practices." (page 13)

Educator Survey

The population of WV educators for 2012-2013 included 20,160 individuals. We received completed[3] surveys from 1,108 of these individuals (54.9%). This response rate allows for 95%

[3] Respondents who completed less than 75% of the survey or for whom we received more than one response were excluded from the sample (N =52).

confidence in the generalizability of the results to all WV educators with a margin of error of 2.86%.

Demographics

In this section we first provide a brief description of the population of all WV educators. We then describe how the sample that completed the Educator Survey compares to this population on a variety of measures.

School district

All 55 school districts are represented in the population and in the sample. All counties in the sample had a number of survey respondents that was proportionate to their representation in the population within 1%.

Gender

WV educators are by far predominantly female (76.8%). Survey respondents were also predominantly female (79.5%).

Education, experience, and compensation

WV educators are highly educated and experienced. Approximately 97% have achieved a bachelor's degree or higher and 54.4% a master's degree or higher. Additionally, they have an average of 15.08 years of experience (*SD* = 11.44 years). The median salary for an educator as defined in this study was $43,349.

Our sample closely matched these numbers, with 97.7% achieving a bachelor's degree or higher and 56.4% achieving a master's degree or higher. The average educator's years of experience in the sample was 15.48 years (*SD* = 11.44). The median salary for educators in the sample was $44,319, a difference of only $970.

Position codes

The most frequent position code for WV educators in the population was classroom teacher, elementary (31.5%), followed by classroom teacher, high school (20.8%), classroom teacher, middle/junior high (17.4%), classroom teacher, special education (16.2%), classroom teacher, kindergarten (5.5%), vocational K-12 (4.6%), and classroom teacher, pre-kindergarten (2.1%). All remaining position codes accounted for less than 1% of the population each. The sample generally matched the population. However, middle/junior high school educators were slightly overrepresented in the sample while Vocational K-12 teachers were slightly underrepresented. See Table 2 for details.

Table 2. Position Codes for Population and Sample of WV Educators

	Population		Sample	
Position	N	%	N	%
Classroom Teacher, Elementary	6,345	31.5	359	32.4
Classroom Teacher, High School	4,190	20.8	231	20.8
Classroom Teacher, Middle/Junior High	3,517	17.4	222	20.0
Classroom Teacher, Special Education	3,269	16.2	176	15.9
Classroom Teacher, Kindergarten	1,114	5.5	53	4.8
Teacher, Vocational K12	930	4.6	34	3.1
Classroom Teacher, Pre-Kindergarten	425	2.1	19	1.7
All Other Positions	370	1.8	14	1.3

School characteristics

Approximately 38.7% of WV educators teach in schools designated for Elementary and Secondary Education Act (ESEA) accountability purposes as elementary schools; 27.9% teach in high schools, and 24.8% in middle schools. The remaining 8.6% teach in locations that were not designated as any specific programmatic level. Furthermore, 7.7% teach in K-2 schools and 35.5% in Title I schools. For our sample, the percentages were very similar, though middle and high schools were slightly overrepresented, as were educators from Title I eligible schools. See Table 3 for a comparison.

Table 3. School Characteristics for Population and Sample of WV Educators

	Population		Sample	
School characteristic	N	%	N	%
Elementary	7,803	38.7	415	37.5
Middle	4,998	24.8	286	25.8
High School	5,626	27.9	318	28.7
No NCLB Programmatic Level	1,733	8.6	89	8.1
K2	447	2.2	30	2.9
Title I	7,148	35.5	391	37.1

Summary of demographic results

In summary, it is clear our sample very closely matches the population of WV educators as defined for the purposes of this study. In no case did our sample deviate from the population by a percentage outside the margin of error of 2.86%. In other words, it is highly likely that the findings from this survey are generally representative of educators statewide.

Survey Findings by Programmatic Level

The following section presents results of the Educator Survey by programmatic level. Programmatic level was defined through information about each educator's primary location using WVEIS data. There are four possibilities (a) elementary school, (b) middle school, (c) high school, and (d) nontested/other. This section excludes the fourth category, focusing instead on data from those schools that were defined for ESEA accountability purposes as either elementary, middle, or high schools.

School planning practices by programmatic level

Our survey included six items related to school-wide planning practices. First, we asked educators to provide information about their schools' planning model. Three options were presented: (a) team only, (b) independent only, and (c) a combination of independent and team planning. Almost no educators reported their schools using only team planning. There were notable differences among the programmatic levels with respect to whether or not both independent and team planning were school practices. Specifically, a higher percentage of educators from middle schools reported the use of independent and team planning (approximately 71%), followed by elementary educators (approximately 52%). A comparatively smaller percentage of high school educators reported that both types of planning were part of their school's institutionalized practice (approximately 25%). Using independent planning seems to be the most common model only in high schools. Figure 1 and Table 4 contain an overview of the responses.

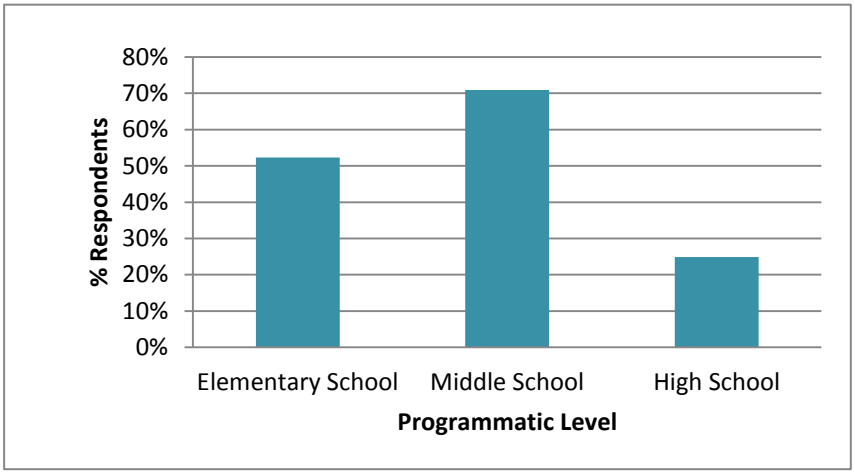

Figure 1. Percentage of Schools that Implement both Independent and Team Planning by Programmatic Level

Programmatic level is defined as the ESEA-designation for the primary location of each responding educator.

Table 4. School Planning Models Implemented by Programmatic Level

Planning model	Elementary school	Middle school	High school
Team planning only	4.1%	5.3%	.9%
Independent planning only	43.6%	23.9%	74.1%
Independent and team planning	52.3%	70.9%	24.9%

We also asked about school planning practices, including the length of the shortest instructional period, as well as the number of periods in a day and how long teachers' planning periods were in minutes. Notably, the average reported number of instructional periods did not differ greatly across programmatic levels. However, the length of the shortest instructional period and the length of educators' daily planning periods did vary, sometimes considerably. In both cases elementary schools had the smallest amount of time followed by middle and high schools. As presented in Figure 222 the average elementary educator's school allots 40.25 minutes to planning, while middle school educators are allotted 51.10 minutes on average and high school educators 60.14 minutes. It should be noted that the averages reported for high schools in Figure 222 and Table 5 are influenced by the inclusion of both block and traditional schedule schools in the analysis. A later section of this report details findings for traditional and block high schools separately. Table 5 provides an overview of the responses.

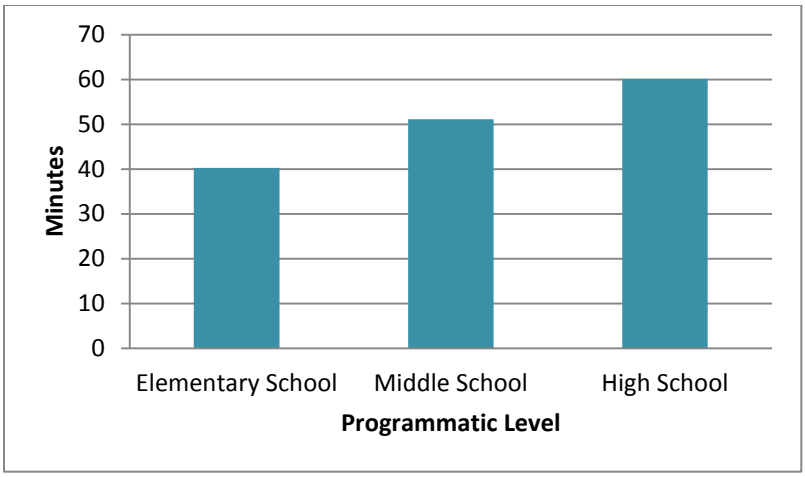

Figure 2. Average Length of School's Daily Planning Period (in minutes) by Programmatic Level

Programmatic level is defined as the ESEA-designation for the primary location of each responding educator. For this item, participants were asked to estimate the length of a typical planning period for the majority of teachers at their school.

Table 5. School Planning Practices by Programmatic Level

Item	Elementary school	Middle school	High school
Average number of instructional periods per day	6.24	6.99	6.19
Average length of school's shortest instructional period (in minutes)	34.08	44.34	57.27
Average length of daily planning period for majority of teachers (in minutes)	40.25	51.10	60.14

Individual planning practices by programmatic level

We next asked educators about their own planning practices. Our survey had eight items in this section. As with school planning practices, the amount of time used for individual planning appears to increase from elementary to middle to high school[4]. This is true for both the average length of individual planning periods and the average total time spent planning during the school day. The amount of uninterrupted planning time also followed this trend. However, when examining uninterrupted planning time as a percentage of total daily planning we found on average middle school educators reported only 57.43% as uninterrupted. Elementary and high school educators reported somewhat higher percentages of uninterrupted time, 65.33% and 67.49%, respectively. Throughout this report, results related to the percentage of planning time that is uninterrupted should be interpreted cautiously. Our survey item read: "Of the total daily planning time that you reported in the previous item, how much time (in minutes) was uninterrupted individual planning?" Two very different potential interpretations of this concept include (a) the amount time that is provided consecutively (i.e., not broken up throughout the school day) and (b) the amount of planning time that was not interrupted by other duties or distractions. Individual respondents may have interpreted this question differently.

[4] Again, the figures for high school include both traditional and block schedules. See Findings by Schedule Type, page 18 for a comparison of high school scheduling types.

Perhaps most notable in this section, and as evidenced in Figure 3, educators at all three programmatic levels reported spending, on average, between approximately 60 and 75 minutes beyond the school day planning. While the range of additional planning time across levels varies by only about 15 minutes, elementary school educators reported the highest average number of minutes of out-of-school planning time followed by high school and middle school educators, respectively. Depending upon programmatic level, and taking into account both in-school and out-of-school planning, we found educators report spending between approximately 117 and 136 minutes daily depending on programmatic level (approximately 2 hours). Figure 3 and Table 6 display an overview of the results.

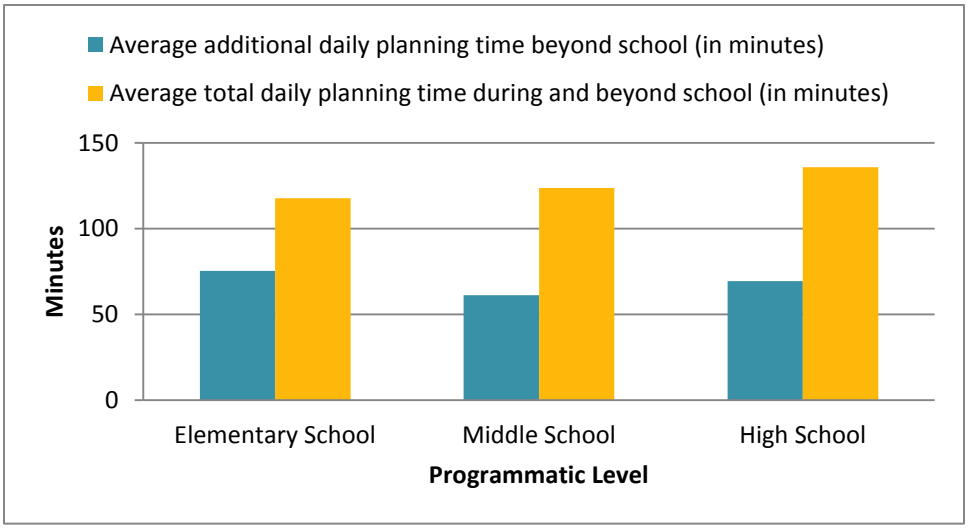

Figure 3. Selected Individual Planning Practices by Programmatic Level
Programmatic level is defined as the ESEA-designation for the primary location of each responding educator. Average total daily planning time during and beyond school = individual's daily planning time during school + time planning outside of school hours each day.

Table 6. Individual Planning Practices by Programmatic Level

Item	Elementary school	Middle school	High school
Average length of individual daily planning period (in minutes)	38.76	48.79	59.40
Average total daily planning time spent during school* including individual and team planning (in minutes)	42.96	62.73	67.40
Average total daily planning time during school that is uninterrupted (in minutes)	28.07	36.03	45.49
Average additional daily planning time beyond school** (in minutes)	75.37	61.23	69.54
Average total daily planning time during and beyond school (in minutes)	117.76	123.83	135.96

* *During school* indicates time occurring during official school hours.
***Beyond school* indicates time occurring outside of official school hours.

We conjectured some educators did not receive consistent opportunities to plan each day (i.e., that their planning period times varied depending upon the day of the week). Therefore, to account for this factor, we also asked educators to indicate if their individual planning period length varied throughout the week (e.g., 30 minutes, 4 days/week and 60 minutes 1 day/week). If so, we then asked for the length of educators' longest planning period during the week. Notable findings include that approximately one quarter of elementary educators indicated their planning periods do vary by day. This proportion was considerably higher than the proportions for middle and high school educators (See Figure 4). It is possible this result was influenced by the inclusion of prekindergarten educators in some ESEA-designated elementary schools, many of whom, according to open-ended survey responses, have one full day of planning each week but no planning for the remainder of the week. Nevertheless, middle school educators were least likely to report their planning periods varied by day. High school and elementary school educators who indicated their planning periods varied by day reported an average of just over 1 hour as their longest planning period of the week. Table 7 provides an overview of the results.

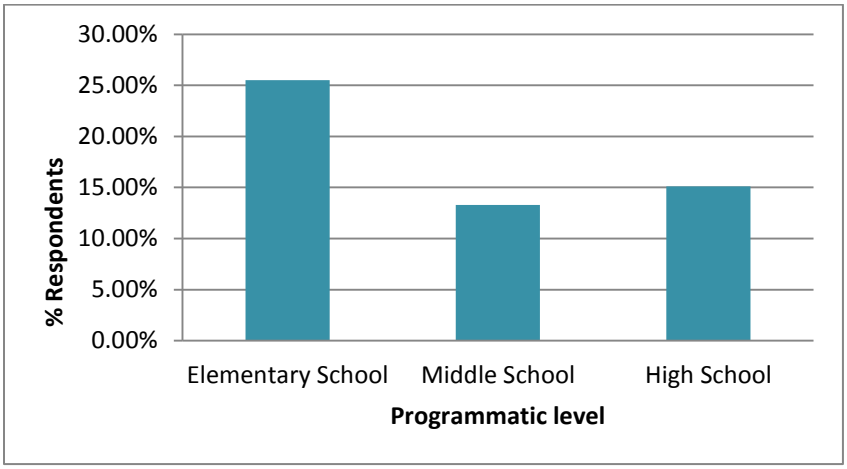

Figure 4. Percentage of Educators Whose Planning Period Length Varies by Day by Programmatic Level

Programmatic level is defined as the ESEA-designation for the primary location of each responding educator. Elementary schools include some PK educators who reported receiving a full day of planning time once per week.

Table 7. Stability of Daily Individual Planning Time by Programmatic Level

Item	Elementary school	Middle school	High school
Percentage of educators whose planning period length varies by day	25.5%	13.3%	15.1%
Average length of longest daily planning period for those educators (in minutes)	62.91	49.16	65.91

Our study also anticipated that the number of classes for which educators had to prepare each day would greatly influence the time available for planning. Therefore, we asked educators to indicate how many daily preps[7] they had during the 2012-2013 school year. This information allowed calculation of the current number of planning minutes available for each educator per prep.

Elementary school educators, many of whom teach multiple subjects in self-contained classrooms, reported having the most preps per day (an average of 5.87) followed by middle school and high school educators who reported averages of 3.24 and 3.04 preps per day, respectively. Consequently, elementary educators reported having considerably less time to plan per prep than their counterparts in middle and high school. On average, elementary school educators had slightly less than 9 minutes per prep compared to more than 20 minutes per prep for middle and high school educators. See Figure 5 and Table 8 for an overview of these findings.

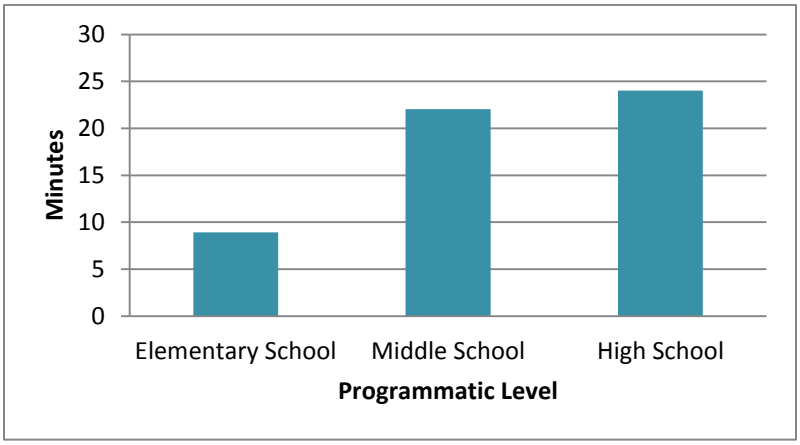

Figure 5. Average Planning Time Per Prep by Programmatic Level
Programmatic level is defined as the ESEA-designation for the primary location of each responding educator.
Planning time per prep = individual daily planning period ÷ number of preps per day.

Table 8. Individual Planning Time by Number of Preps for each Programmatic Level

Item	Elementary school	Middle school	High school
Average number of preps	5.87	3.24	3.04
Average current planning time per prep (in minutes)	8.92	22.04	24.01

Ideal individual planning scenarios by programmatic level

Our survey also sought to ascertain educators' opinions on the ideal amount of time that should be allotted for planning each day. Specifically, we asked: "In your estimation, what would be the ideal amount of daily individual planning time (in minutes) during the regular school day for you to adequately prepare instruction for your students?" When examining responses to this

[7] The item asked: "For how many different courses were you responsible for preparing instruction each day? (e.g., if you taught 4 sections of English 10, please consider this one course. If you taught 1 section of English 10 and one section of English 11, please consider them two different courses, etc.)."

item, educators from all programmatic levels indicated that more than one hour per day would be ideal for individual planning. High school educators, perhaps influenced by their familiarity with and implementation of block scheduling, reported the longest ideal planning times with an average of 82.21 minutes per day. Middle school educators requested an average of 75.68 minutes per day, and elementary educators on average requested 62.99 minutes per day. Comparing educators' ideal reported planning times to the amount of time currently available to them for planning reveals that on average, there is a perceived deficit of between 21 and 24 minutes available for planning during the school day depending upon programmatic level (See Table 9 and Figure 6).

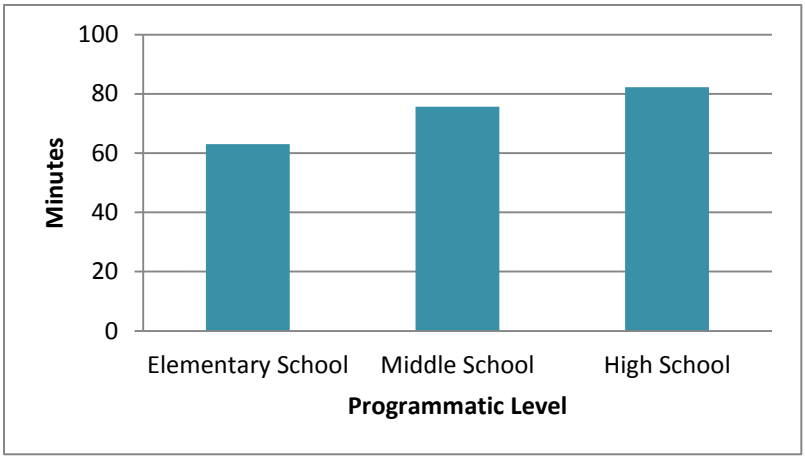

Figure 6. Average Ideal Daily Planning Time by Programmatic Level
Programmatic level is defined as the ESEA-designation for the primary location of each responding educator.

When examining this same information per prep, elementary school educators' ideal planning time on average corresponds to slightly less than 15 minutes per prep while middle and high school educators' corresponds to just over 30 minutes per prep. Compared to the current number of minutes per prep available to these educators, the difference is approximately 5 additional minutes per prep for elementary educators, 8 minutes for high school educators and 11 minutes for middle school educators. Thus, though it would greatly increase the amount of overall planning time available to them, granting educators their ideal individual planning times would modestly increase the amount of planning time available per prep, especially in the case of elementary educators.

Table 9. Ideal Planning Time Scenarios by Programmatic Level

Item	Elementary school	Middle school	High school
Average ideal daily planning time (in minutes)	62.99	75.68	82.21
Average difference between school planning period and ideal daily planning time (in minutes)	22.65	24.46	21.75
Average ideal planning time per prep (in minutes)	14.25	33.29	32.71
Average difference between current and ideal planning time per prep (in minutes)	5.30	11.16	8.43

Findings by Schedule Type

The survey included two questions to determine which scheduling model was used in educators' schools. The first asked respondents to decide among two options, traditional or block. The next asked for additional details regarding the scheduling model used in their primary location. As expected, the use of block scheduling appears to be most commonplace among ESEA-designated high schools, more than one third of which operate using this scheduling model (See Figure 777). While some elementary and middle school educators indicated their school uses block scheduling, this does not appear to be a common practice. Table 10 provides an overview of the results.

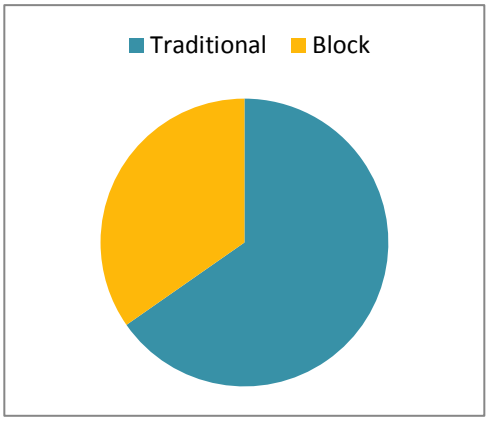

Figure 7. Percentage of High School *Educators By Schedule Type*

Table 10. Schedule Type by Programmatic Level

Item	Elementary school	Middle school	High school
Traditional	95.6%	85.0%	65.3%
Block	4.4%	15.0%	34.7%

When we asked for additional details regarding scheduling models, educators responded that the vast majority of elementary schools operate using a self-contained schedule (85.9%). However, some (11.4%) reported using a compartmentalized scheduling model. Educators indicated most middle schools use either a traditional schedule consisting of 6-8 periods per day (58.4%) or a middle school model (team-based) schedule (33.3%). According to respondents, a majority of high schools use a traditional schedule (59.7%) and just over a third (34.2%) use variations of block scheduling (i.e., 4X4 Block and A/B Block). See Table 11 for more details. Because the distinction among traditional and block scheduling appears to be most salient when examining high schools, subsequent analyses in this section exclude elementary and middle schools.

Table 11. Schedule Type Details by Programmatic Level

Item	Elementary school	Middle school	High school
Elementary school self-contained	85.9%	6.4%	1.0%
Elementary school–compartmentalized	11.4%	.4%	.3%
Middle school–traditional schedule (6-8 periods/day)	1.7%	58.4%	4.1%
Middle school model–team-based schedule	.2%	33.3%	0%
Junior high school model	0%	0%	.7%
High school–Traditional schedule (6-8 periods/day)	.2%	.7%	59.7%
High school–4X4 block	.2%	.7%	26.4%
High school–A/B block	.2%	0%	7.8%

High school planning practices by schedule type

Table 12 presents high school educators' responses to school level planning practice items by school schedule type. Clearly, high schools operating with block scheduling can fit fewer instructional periods into each day and the shortest instructional period is much longer than in high schools using traditional schedules. Educators in block schedule high schools reported, on average, having almost 40 more minutes per day for planning when compared with educators teaching in traditional schedule high schools (See Figure 8).

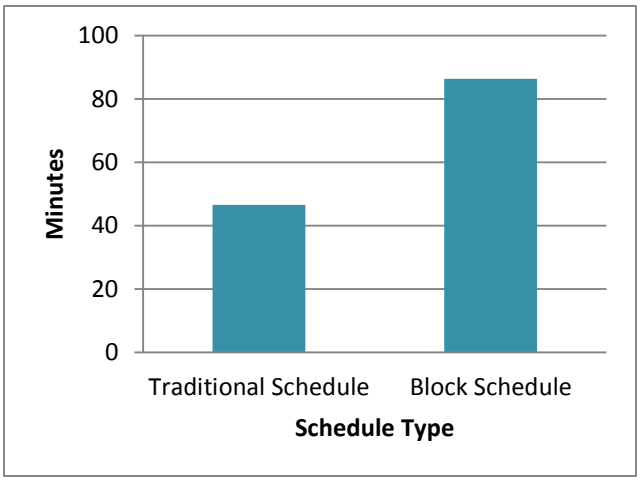

Figure 8. Average Length of High School Daily Planning Period (in minutes) by Schedule Type
For this item, participants were asked to estimate the length of a typical planning period for the majority of teachers at their school.

Table 12. High School Planning Practices by Schedule Type

Item	Traditional schedule	Block schedule
Average number of instructional periods per day	7.22	4.27
Average length of school's shortest instructional period (in minutes)	46.45	78.00
Average length of daily planning period for majority of teachers (in minutes)	46.57	86.31

High school individual planning practices by schedule type

Next we examined high school educators' self-reported individual planning practices in schools that implement block versus traditional scheduling models. It was immediately evident, and again intuitive, that individual planning periods were considerably longer in schools with block scheduling when compared to schools with traditional scheduling. We found the average individual educator's planning period in high schools implementing a block schedule is 1.83 times longer than in traditional schedule high schools. Moreover, respondents indicated a larger

percentage of uninterrupted planning time in block schedule high schools (71.00%) than in traditional schedule schools (64.5%). However, it bears repeating that we are unsure of how respondents interpreted the term *uninterrupted individual planning*.

Interestingly, despite large differences in the amount of time available for planning during the school day in block and traditional schedule high schools, almost no difference was found in the additional planning time educators reported spending outside of school hours. Both groups reported an average of approximately 69 additional minutes. However, because of the considerably smaller amount of time available for planning during the school day in traditional schedule high schools, educators in block schedule high schools ultimately reported approximately 30 more minutes of total daily planning time than their counterparts in traditional schedule high schools (See Table 13 and Figure 9).

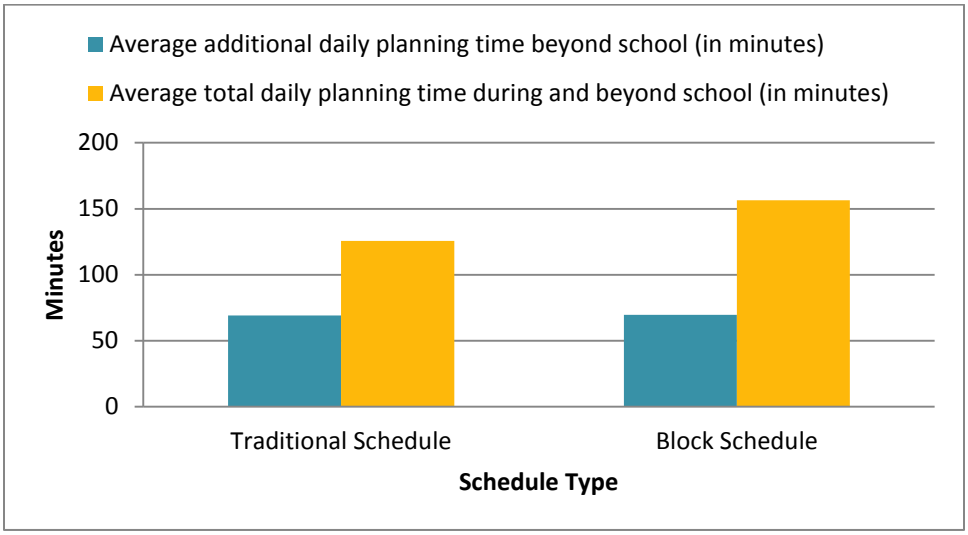

Figure 9. Selected Individual Planning Practices by Schedule Type
Average total daily planning time during and beyond school = individual's daily planning time during school + time planning outside of school hours each day.

Table 13. High School Individual Planning Practices by Schedule Type

Item	Traditional schedule	Block schedule
Average length of individual daily planning period (in minutes)	46.29	85.01
Average total daily planning time spent during school* including individual and team planning (in minutes)	56.96	88.11
Average total daily planning time during school that is uninterrupted (in minutes)	36.72	62.56
Average additional daily planning time beyond school** (in minutes)	69.16	69.52
Average total daily planning time during and beyond school (in minutes)	125.59	156.51

**During school* indicates time occurring during official school hours.
***Beyond school* indicates time occurring outside of official school hours.

The difference between the percentage of educators for whom planning period lengths varied across block and traditional schedule high schools was nominal. However, predictably, educators in block schedule high schools reported considerably more time spent in their longest planning period than educators in traditional schedule high schools. Table 14 provides an overview of the results.

Table 14. Stability of Daily Individual Planning Time by Schedule Type

Item	Traditional schedule	Block schedule
Percentage of educators whose planning period length varies by day	12.8	15.7
Average length of longest daily planning period for those educators (in minutes)	56.16	79.71

Using information about the number of preps each educator had, we calculated the number of minutes per prep for educators in traditional versus block schedule schools. Interestingly, the average number of preps did not vary significantly. As a consequence, despite having almost an identical number of preps, educators in traditional schedule high schools receive on average only 19.3 minutes per prep versus 33.4 minutes for educators in block schedule high schools. Put another way, educators in block schedule high schools have approximately 57% more planning time available per prep than their counterparts in traditional schedule high schools (See Table 15 and Figure 10). At the same time, though, this finding must be considered alongside the fact that educators in block schedule high schools must prepare 90 minutes of instruction per prep.

Table 15. High School Individual Planning Time by Number of Preps for each Schedule Type

Item	Traditional schedule	Block schedule
Average number of preps	3.00	3.07
Average current planning time per prep (in minutes)	19.27	33.43

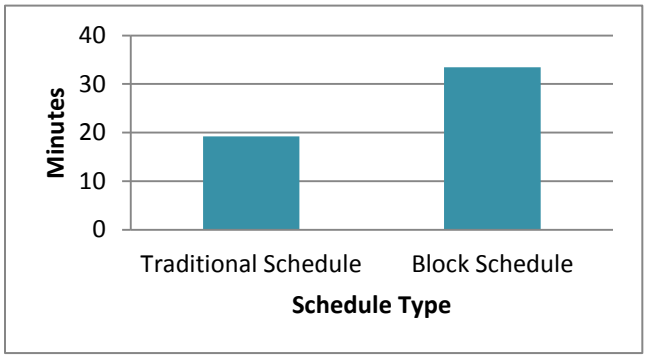

Figure 10. Average Planning Time per Prep by Schedule Type

Planning time per prep = individual daily planning period ÷ number of preps per day.

High school ideal individual planning scenarios by schedule type

Educators were also asked to provide their opinions regarding what they consider to be the ideal amount of reserved daily planning time needed to adequately prepare instruction for their students. Traditional schedule high school educators reported, on average, an ideal daily planning time of approximately 76 minutes while educators in block schedule high schools reported an ideal planning time of approximately 93 minutes (See Figure 11). Comparing educators ideal reported planning times to the amount of time that is currently available to them reveals there is an average perceived deficit of almost 30 minutes to support effective planning during the school day for educators in traditional schedule high schools. This is considerably different from educators in block schedule high schools who indicated an average deficit of only about 6 minutes per day.

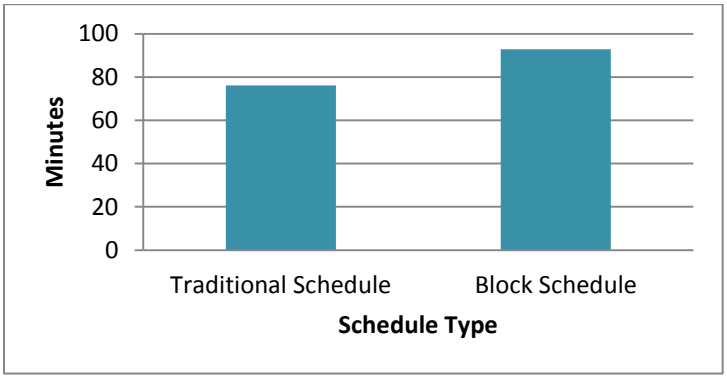

Figure 11. Average Ideal Daily Planning Time by Schedule Type

Viewed in terms of time available per prep, educators in traditional schedule high schools suggest an ideal planning time that amounts to, on average, approximately 31 minutes per prep. This represents an increase of 11.8 minutes per prep beyond the currently available time. Conversely, educators in block schedule schools suggest an ideal planning time of approximately 36 minutes per prep, amounting to a modest increase of only 1.5 minutes per prep over their currently available time. These results support the conclusion that high school educators in schools implementing block schedules are, on average, receiving close to their ideal amount of individual planning time. This is not the case for high school educators in traditional schedule schools. See Table 16 for full details.

Table 16. High School Ideal Planning Time Scenarios by Schedule Type

Item	Traditional schedule	Block schedule
Average ideal daily planning time (in minutes)	76.05	92.85
Average difference between school planning period and ideal daily planning time (in minutes)	29.20	6.14
Average ideal planning time per prep (in minutes)	31.03	35.78
Average difference between current and ideal planning time per prep (in minutes)	11.76	1.46

Findings by Grade Level

The following section presents the survey results by grade level. It should be noted that most educators teach more than one grade level. Therefore, there is considerable overlap in the findings presented for each individual grade level. Also, as there is much to digest when examining 14 grade levels, we have attempted to organize our discussion of the results into groupings of grade levels where possible. In many cases, these groupings followed traditional conceptualizations of school programmatic levels.

School planning practices by grade

We first examined school-level planning practices reported by participants by grade level. Notably, schools' planning practices appear to differ distinctively among three groups that could be considered typical programmatic levels (note the distinct upward stepping illustrated in Figure 121212). Educators for all grade levels in Grades PK-5 (elementary school) reported approximately 40 minute planning times at their schools, while educators for Grades 6 – 8 (middle school) all reported approximately 50 minutes. Educators for Grades 9 – 12 (high school) reported approximately 60 minutes on average. Schools' shortest instructional periods also followed this trend. However, results were somewhat mixed with respect to the number of instructional periods per day. In this case, four distinct groupings of grade levels emerged: (a) PK, with an average of six instructional periods, (b) Grades K-5 with approximately six to seven periods, (c) Grades 6-8 with seven periods, and (d) Grades 9-12 with six periods. Table 17 presents school level planning practices by grade level.

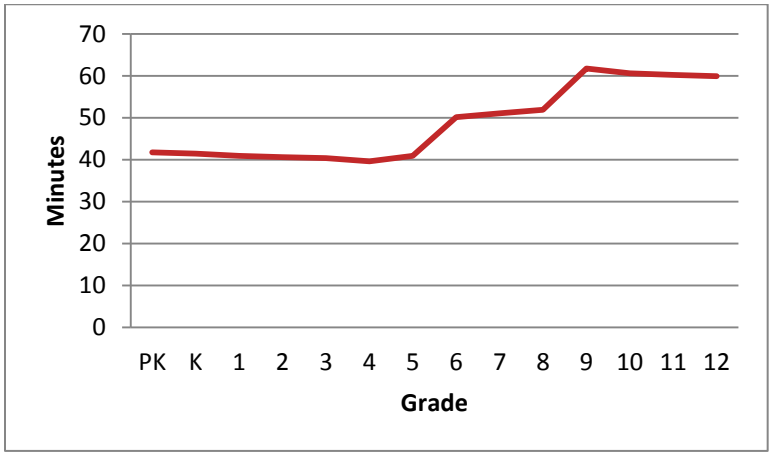

Figure 12. Average Length of School's Daily Planning Period (in Minutes) by Grade Level

Table 17. Planning Practices by Grade

Grade	Average number of instructional periods per day	Average length of school's shortest instructional period (in minutes)	Average length of daily planning period for majority of teachers (in minutes)
PK	5.89	32.71	41.72
K	6.58	35.92	41.43
1	6.47	35.96	40.92
2	6.53	34.20	40.63
3	6.86	36.15	40.39
4	6.54	35.57	39.63
5	6.90	37.65	40.93
6	7.15	45.02	50.12
7	7.24	43.92	51.05
8	7.11	44.60	51.90
9	6.04	60.29	61.74
10	6.10	60.01	60.58
11	6.06	59.32	60.19
12	6.01	60.38	59.93

Individual planning practices by grade

We next examined educators' individual planning practices by grade level. The average length of individual daily planning periods clearly fell into four major categories, again following traditional programmatic level groupings: (a) PK, (b) elementary school (K-5), (c) middle school (6-8), and (d) high school (9-12). Prekindergarten educators reported the smallest average daily planning time at about 28 minutes, followed by educators for Grades K-5 (approximately 40 minutes), Grades 6-8 (approximately 50 minutes) and Grades 9-12 (approximately 60 minutes). Again it should be noted that responses from PK educators revealed that several received planning time only 1 day per week. One third of these educators (33.3%) reported zero minutes of daily planning time. While deflating the average number of minutes of individual daily planning reported for this group of educators, it also reflects the fact that many PK educators do not receive a daily planning period.

Though there were differences across grade levels, educators of grade levels within each of the four programmatic level groups tended to report a similar duration of uninterrupted planning. When examining uninterrupted time as a percentage of the total reported planning time, the percentage was between approximately 60% and 82%, depending upon grade level. Some notable findings did emerge. For example, despite having the least daily planning time, PK educators reported the highest percentage of uninterrupted daily planning time (approximately 82%), followed by educators of high school grades (approximately 70%). Some variance existed in the percentage of uninterrupted planning time among elementary educators, but as a group they reported a median of approximately 63% of their planning time as uninterrupted. Notably, educators of middle school grades reported the lowest percentage of uninterrupted planning time (approximately 60%). Again, these results should be interpreted cautiously due to the possibility that survey respondents defined the concept of *uninterrupted* planning time differently.

Also notably, educators of all grade levels reported spending at least 55 minutes planning outside of school hours each day. Educators for high school grades reported the most out-of-

school planning, followed by educators for elementary grades, educators for middle grades, and PK educators. Figure 13 provides a graphical display of the amount of additional daily planning time spent beyond school hours and the average total daily planning time by grade. Table 18 displays an overview of all individual planning practices by grade level.

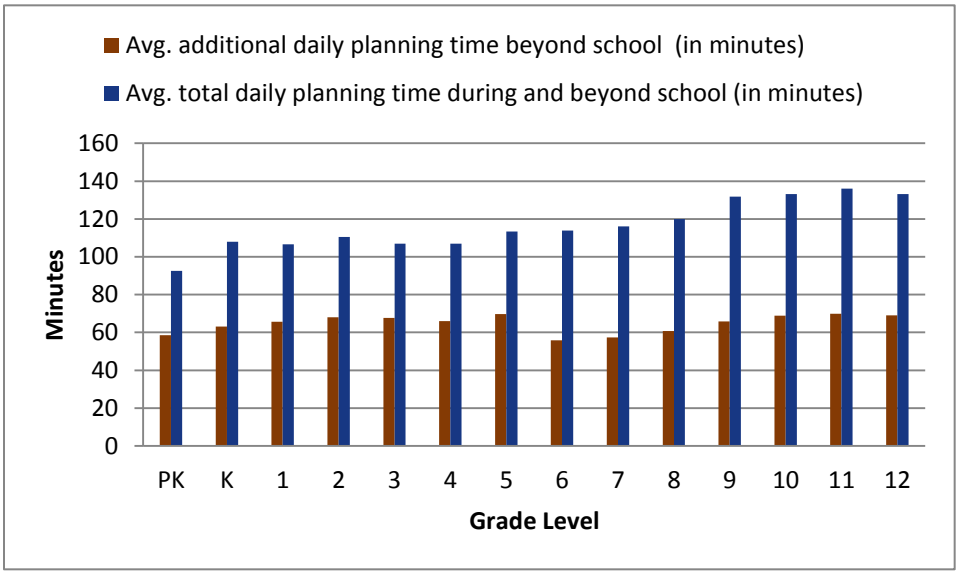

Figure 13. Selected Individual Planning Practices by Grade Level
Average total daily planning time during and beyond school = individual's daily planning time during school + time planning outside of school hours each day.

Table 18. Individual Planning Practices by Grade

Grade	Average length of individual daily planning period (in minutes)	Average total daily planning time spent during school including individual and team planning (in minutes)	Average total daily planning time during school that is uninterrupted (in minutes)	Average additional daily planning time beyond school (in minutes)	Average total daily planning time during and beyond school (in minutes)
PK	28.31	33.62	27.76	58.63	92.58
K	39.31	46.30	28.61	63.20	107.89
1	39.51	43.49	27.88	65.61	106.67
2	38.27	43.95	28.36	68.07	110.53
3	38.04	42.05	28.30	67.68	106.95
4	37.16	42.43	26.74	65.95	106.91
5	38.61	45.66	27.47	69.66	113.35
6	47.68	58.74	35.03	55.83	113.87
7	48.72	59.21	36.60	57.41	116.11
8	48.73	59.71	34.75	60.74	119.98
9	59.99	66.35	45.89	65.82	131.86
10	59.11	65.58	45.79	68.85	133.18
11	58.78	66.52	45.81	69.80	136.02
12	58.53	64.74	45.36	68.96	133.19

We also asked educators to indicate if the length of their individual planning periods varied throughout the week (e.g., 30 minutes 4 days/week and 60 minutes 1 day/week). If so, educators were prompted to indicate the length of their longest planning period during the week. Table 19 provides an overview of the results by grade level. As seen in earlier results, PK educators exhibited the highest percentage of educators for whom a consistent amount of planning time was not provided each day (See Figure 14). Again, this is likely attributable to the fact that many PK educators receive a full day for planning once a week rather than a daily planning period. This is also evident in the average length of the longest planning period reported by PK educators (166 minutes) which vastly diverges from the results for the remaining grade levels.

Only between 15% and 20% of K-12 educators reported not having a consistent amount of individual daily planning time. While the majority of educators appear to be provided a consistent amount of planning time each day, this finding should not be interpreted to understate the significance of the fact that up to one fifth of educators in Grades K-12 and 40% of PK educators do not. It is not clear from this study what, if any, impact this may have on the effective use of planning time.

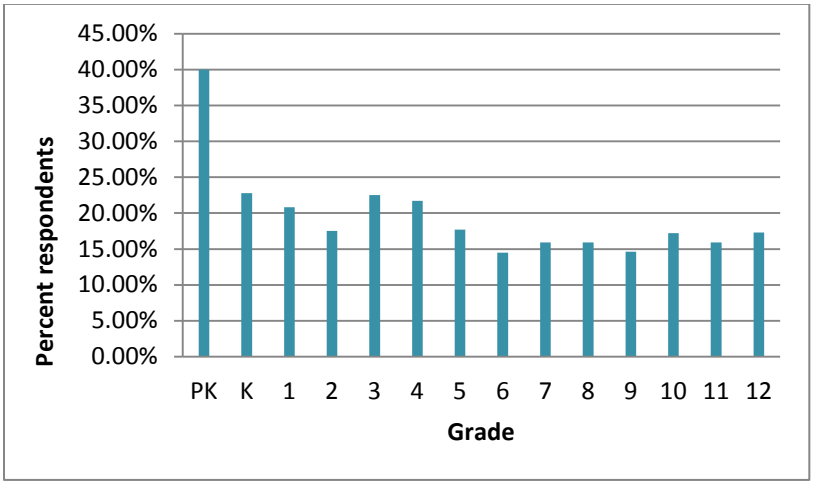

Figure 14. Percentage of Educators Whose Planning Period Length Varies by Day by Grade Level

One third of all PK educators reported receiving a full day of planning time once per week.

Table 19. Stability of Daily Planning Time by Grade

Grade	Percentage of educators whose planning period length varies by day	Average length of longest daily planning period for those educators (in minutes)
PK	40.00	166.33
K	22.80	59.91
1	20.80	57.19
2	17.50	50.61
3	22.50	51.78
4	21.70	49.69
5	17.70	48.00
.6	14.50	52.52
7	15.90	52.97
8	15.90	52.87
9	14.60	66.47
10	17.20	65.89
11	15.90	66.88
12	17.30	67.96

Not surprisingly, given prior findings about the amount of time available for planning at each programmatic level and the smaller number of preps necessary for middle and high school educators, we found high school educators had the most time per prep, followed by middle school educators. Elementary school educators had the least amount of time available per prep. This trend is depicted rather dramatically in Figure 15. Table 20 provides a detailed overview of the results.

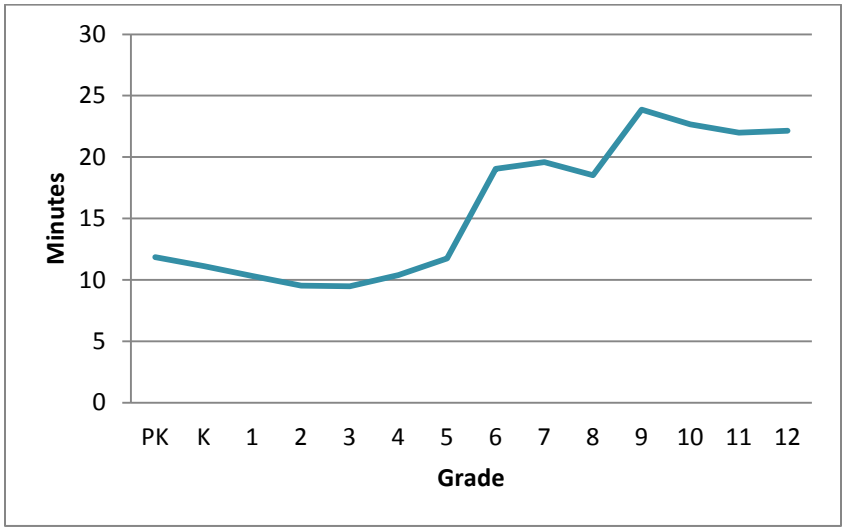

Figure 15. Average Current Planning Time per Prep (in Minutes) by Grade Level

Planning time per prep = individual daily planning period ÷ number of preps per day

Table 20. Individual Planning Time by Number of Preps for each Grade

Grade	Average number of preps	Average current planning time per prep (in minutes)
PK	3.65	11.84
K	5.16	11.13
1	5.38	10.30
2	5.60	9.53
3	5.70	9.49
4	5.39	10.39
5	4.89	11.74
6	3.57	19.04
7	3.45	19.60
8	3.56	18.51
9	3.25	23.87
10	3.21	22.67
11	3.26	21.99
12	3.28	22.14

Ideal individual planning scenarios by grade

We also asked educators to provide their opinions regarding the ideal amount of time that should be reserved for planning to adequately prepare instruction for their students. As evidenced previously in this report, all educators reported an ideal daily planning period length of at least 1 hour, with the exception of PK educators who reported just less than 1 hour. Notably, educators of high school grades suggested the highest amount of average ideal daily planning time, followed by educators of middle and elementary school grades. Of note, the median increase from the current amount of daily planning time to an ideal amount for educators in Grades K-12 is 21.8 minutes. Findings suggest increasing planning times by approximately 22 minutes would provide the average educator an amount of time closer to their ideal for supporting effective instruction. This finding should not be interpreted as an endorsement of this approach, nor as an assertion that additional planning time would not still be necessary outside of school hours. Figure 16 and Table 21 provide an overview of these results.

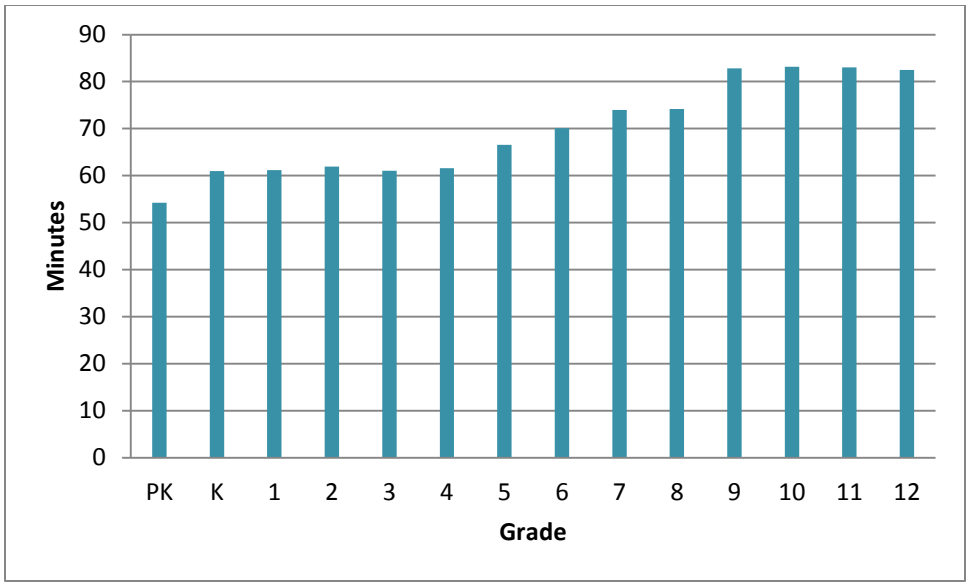

Figure 16. Average Ideal Daily Planning Time (in Minutes) by Grade Level

Table 21. Ideal Planning Time Scenarios by Grade

Grade	Average ideal daily planning time (in minutes)	Average difference between school planning period and ideal daily planning time (in minutes)	Average ideal planning time per prep (in minutes)	Average difference between current and ideal planning time per prep (in minutes)
PK	54.21	13.50	25.76	13.72
K	60.98	19.56	17.18	5.76
1	61.20	20.36	16.11	5.62
2	61.93	21.28	15.39	5.63
3	61.03	20.60	15.07	5.31
4	61.61	21.84	16.72	5.99
5	66.54	25.50	19.65	7.60
6	70.07	19.78	27.17	8.17
7	73.97	22.80	29.30	9.76
8	74.19	22.07	27.85	9.28
9	82.85	20.67	32.12	8.02
10	83.15	22.21	31.46	8.59
11	83.04	22.52	30.87	8.70
12	82.48	22.20	30.94	8.61

Qualitative Data

The final survey item gave educators the opportunity to provide any additional comments they had regarding instructional planning. This item proved to be a rich source of qualitative information and contextual data regarding responses to earlier survey items. Approximately 60% of all survey respondents contributed additional comments indicating planning time is an issue of great importance to educators.[11] While educators shared many different thoughts and opinions via their comments, one overarching concept and a number of reoccurring themes and subthemes became apparent. First and most prevalent, was the sentiment among educators that instructional planning is vitally important to providing effective instruction and that more rather than less planning time is necessary to produce good student outcomes. This central theme was embedded throughout most, if not all, remaining themes.

Figure 17. Central and Supporting Themes Emerging from Qualitative Data

Beyond the central themes, frequency of each supporting theme is ranked from 1 (most frequent) to 5 (least frequent). As more than one theme occurred in most comments, themes were often interconnected indicating the complexity of this issue.

Additionally, and as depicted in Figure 17, five primary themes emerged from our analysis of educators' comments. First, educators indicated duties beyond instructional planning often usurp their planning time. Second, educators spend a significant amount of time planning beyond the school day. Third, educators report they have differential planning needs depending upon their unique roles. Fourth, educators believe both individual and collaborative instructional planning are necessary to support proper instruction. Fifth, separate from other administrative duties, interruptions often disrupt reserved planning time. While these five themes represent the vast majority of comments, we conclude this section of the report with a discussion of four additional considerations that, while not pervasive across comments, are worthy of attention when examining issues related to instructional planning. These include: (a) the impact of new standards/initiatives upon planning time, (b) the relationship between planning time and scheduling, (c) the fact that schools often implement different planning policies for different types of educators, and (d) a significant portion of educators report limited planning time leads to job dissatisfaction, stress, and occupational burnout.

[11] No respondents were excluded from the qualitative dataset regardless of survey completion or any other criteria.

It is important to note educator comments often contained more than one of these major themes and considerations and during analysis any given comment could be coded with as few as zero themes and as many as six themes. Each theme along with relevant subthemes is discussed below.

Other duties beyond instructional planning

Over 40% of the comments provided by educators concerned the impact of *other duties* upon instructional planning. By and large these duties, as described by educators, are administrative or preparatory tasks that must be completed during the daily planning period as it is the only time available for educators to complete such work.

> *As all teachers know, "planning periods" are used by the classroom teacher for many required and voluntary activities outside of lesson planning….*

Educators listed a variety of additional tasks that fell into this category including making contact with parents, participating in meetings, completing administrative tasks, completing grading/record keeping, interaction/intervention with individual students, and providing coverage for other classes (see Table 22).

Table 22. Duties Beyond Instructional Planning

Sub-theme	Examples
Meetings	Parent/teacher conferences
	IEP team
	SAT
	Administrative
	Other team meetings
Contact with parents	Making/returning phone calls
	Notes, emails, etc.
Administrative tasks	Making copies
	Filing paperwork
	Completing forms
Grading/record keeping	Preparing daily reports/take home files
	Documentation
	Make-up work for absent students
Interaction with students	Tutoring
	Behavior issues
	Illness
Coverage	Substituting for absent teacher
	Lunch/hall/bus monitoring

Of note, more than half of all comments in this theme dealt with having to attend meetings during individual planning periods. Most commonly, educators described the purpose of these meetings as dealing with the individual needs of their students (e.g., IEP and SAT team meetings). For example, two educators stated,

> . . . At least twenty minutes and sometimes my whole planning is devoted to assisting students who are having problems with the work or working with team members to create a better learning environment . . .

> Scheduled individual planning times are used for . . . dealing with individual student needs and behaviors so more often than not, the specified planning time is not able to actually be used for planning instructional lessons.

While these meetings are focused on addressing the needs of students, the result is that such tasks impact educators' ability to plan future instruction. Additionally, many comments about meetings referenced school administrators and the need to conduct these meetings to accomplish duties not directly related to instruction.

An additional third of all comments coded under this theme dealt with making contact with parents of students. Also notably, the theme of *other duties* was often associated with educators reporting the use of their own personal time for instructional planning (see next section).

Time spent planning beyond the school day

According to respondents, a significant number of educators devote their personal time for planning prior to the start of the school day, after the completion of the school day, and on weekends. Comments coded under this theme indicate that, while many educators accept the reality of spending some time beyond the school day planning, they are currently using an excessive amount of personal time. This in turn is having adverse effects on their personal and family lives, increasing their stress levels, and in some cases encouraging educators to consider exiting the teaching profession. Examples illustrative of this cycle include the following comments made by survey respondents:

We do not have enough time to plan and get the things that need to be done in a day without staying after school or coming on weekends. This is very hard for me to do with small children of my own at home and not receiving pay. Each year the load gets larger and harder to accomplish.

> I am seriously considering a new career because of the amount of personal time and resources I have to spend to be an effective teacher.
>
> It is not uncommon for me to bring work home and spend my evenings, weekends, snow days and holidays, doing school work instead of attending to personal/family needs. Even during the summer I am planning ahead for the following school year. . . Thankfully I am passionate about my teaching job and have high standards for myself, but I am growing tired of using so much personal time for things that I should have time for at school.
>
> Most teachers have to work over the weekend to be prepared for the week because there is never enough time in the day to get it done. Teachers don't get paid enough to be trying to do it on the weekends especially when you have families. Yes, we love our job and most aren't in it for the money but we aren't given enough credit nor enough time to get anything done. . .
>
> As it is, we are all flying by the seat of our pants because we don't have the time to adequately plan viable lessons. The stress is palpable. Since before school started, my team has been coming in early and staying late. As a matter of fact, we have all stayed until 7 pm or later for the last three weeks. It doesn't help when administration has unrealistic expectations. Above all, we want to teach; that's what we went to school for!

Differential needs among educators

The third most frequently mentioned theme, cited in approximately 20% of respondents' comments, concerned the differential planning needs that exist among different groups of educators. Specifically, survey respondents seemed to fall into several different groups,

There is always something or someone that pulls me away from planning time. I never get an uninterrupted 40 minutes to focus directly on planning units and lessons at school.

often dividing sharply along programmatic level and content area/specialization lines (see Table 23). Additionally, many educators indicated that planning needs differed depending upon the number of courses an educator is responsible for preparing daily (i.e. number of preps). Educators in each of these subgroups called for planning time considerations based upon their differential needs.

Table 23. Self-identified Educator Groups with Individual Planning Needs

Programmatic level	Pre-K Kindergarten Elementary Middle school High school
Content area/ specialization	Special education Science/lab English/language arts

Elementary educators were particularly vocal that they require more planning time because they teach multiple subjects, have considerable paperwork to complete (including reading, math, and other interventions), and their planning time is noticeably diminished by the need to escort students to and from specialist classrooms. Some illustrative examples of these educators' comments follow:

> Elementary teachers have the shortest planning periods, yet we teach multi-subjects in one day. I personally teach 8 separate lessons during one day with only 40 minutes to plan each day. I plan before school, after school, and on the weekends to ensure my students' needs are being met.

> I teach all subjects . . . Planning 30 min each day is not enough planning time to plan for reading, math, spelling, grammar, art, skills groups, dev. guidance, social studies, science and writing.

Similarly, special education educators expressed a strong desire for additional planning time due to factors such as preparing IEPs and individualized activities for students working at different grade levels, completing mandatory paperwork, and the demands involved in planning for special education pullout classes as well as coteaching in general education classrooms. Two example comments from these educators follow:

> There should be additional considerations for those classroom teachers of those [students] with exceptional needs in order to support the quality of instruction and delivery of instruction. Planning time must be commensurate with responsibility.

> As a special educator who teaches and has to write IEPs that take about 6-8 hours for each IEP, [I] strongly believe that there should be two planning periods for special educators. One for special education paperwork/planning with co-teachers and a regular planning period planning for instruction that concentrates on students gaining growth in the subjects that are being taught.

Also of note, several middle and high school science educators reasoned the responsibilities associated with preparing experiments and cleaning up laboratory classes (especially if they taught multiple subjects or grade levels) serve as a rationale for their need of additional planning time. The following comments illustrate this perspective.

> Science teachers with labs need more planning time. Common sense dictates science teachers need more time for set up and tear down of labs. Many of the science teachers I know are spending an hour to an hour and a half after school every day to prep labs.

> Science teachers who teach laboratory classes (chemistry, biology, physics, physical science, AP science) desperately need double the planning time as that of regular classroom teachers. I am a chemistry teacher and I use 15 - 20 minutes before school, 15 to 20

> minutes of my lunchtime, my entire 45 minute planning period, and 15 to 20 minutes after school every single day planning and setting up for my classes. Practically all of my grading is completed at home after school hours. My colleagues in the science department do the same.
>
> As a science teacher, having the block scheduling is ideal for myself [to] do the various projects and labs the students complete in my class. Having the 90 minute planning gives me adequate time to prepare for my three different classes (anatomy, chemistry, environmental science). Having a planning [period] of less than 90 minutes would not be enough time for me to be prepared to efficiently teach/instruct those classes.

The importance of both individual and collaborative instructional planning

Nearly 18% of educators also provided general comments about the importance of utilizing various planning models. Most comments were not necessarily advocating one specific planning method over another, but rather imploring noneducators to understand how important planning time is to educators. Responding educators called attention to three different planning methods: (a) individual, (b) team, and (c) a combination of individual and team. Slightly over 9% commented specifically about the importance of individual planning time, just under 5% noted the merit of team planning alone, and, close to 4% discussed the value of using both individual and team planning.

Interruptions disrupting planning time

The fact that interruptions often disrupt planning time was mentioned by approximately 14% of responding educators. The majority of these respondents clearly seemed to define "interruptions" as those distractions that interfere with or take away from individual planning time as opposed to having their planning time interrupted via scheduling (e.g., having two 30 minute planning periods instead of 60 consecutive minutes). Common interruptions reported by educators included responding to phone calls/emails, requests from administrators, addressing student behavior issues, repairing or preparing technology tools, escorting students to and from other classes or the restroom, fire drills, and school assemblies. Also of note, a small number of educators described difficulties in planning due to having to share their classroom with other teachers and/or classes.

According to the comments collected in this survey, interruptions have a substantial impact on planning time. Seen in the examples below, interruptions also influence the amount of personal time educators spend planning beyond the school day.

> Planning periods that are uninterrupted are crucial for educators to prepare daily lessons, prepare materials, check work, and keep rooms organized for students. A day or two throughout the school year without students would [be] beneficial for extended planning.
>
> I plan best in the 30 minutes before school and the hour after due to the many interruptions during my planning period from sharing a room with a traveling teacher, no teacher lounge, parent phone calls without phones in our classroom, library/computer lab booked and the many intercom announcements. In school planning time feels and seems almost impossible.
>
> A 45 minute planning period each day would be excellent if it were uninterrupted; however, the reality is that our planning periods rarely go uninterrupted.
>
> Even though I technically have 89 minutes of planning each day, I rarely have 5 minutes of that uninterrupted! The requirements placed on teachers, IEPs, parent conferences,

behavior logs, new evaluation system, and many more, rarely allow for any planning time within a school day. Multiple tasks are frequently added, but seldom taken away.

Impact of new demands/standards on planning time

Many educators commented about the impact of new demands and standards upon planning time. Several educators commented specifically about the time it takes to prepare instruction aligned to the Common Core State Standards/Next Generation Content Standards and Objectives, especially when many of the instructional materials they have are not yet in alignment with the standards. These educators discussed using planning time to locate relevant resources, plan engaging instruction, and several warned that the demands inherent in these standards will require significant additional planning time in the coming years if students are to be successful.

> *We need time to plan with the next generation standards. The textbooks do not have what we need. I am spending lots of family time looking for lessons and developing lesson to go along with the standards.*

Another new demand cited by several educators was West Virginia's revised educator evaluation system. The system requires many tasks on the part of educators including completion of self-assessments, postobservation conferences with administrators, and the development of student learning goals. Based upon some comments, it is apparent at least part of this work is completed during educators' individual planning periods.

The demands associated with meaningfully incorporating technology into lessons were also consistently cited as having a direct influence on planning time. Some illustrative examples of educators concerns in these myriad areas follow:

> With higher expectations, come [the need for] increased amounts of teacher planning. An educator cannot walk into a classroom and "wing" it. If planning periods are not sufficient, that's what may happen. It's like any investment; you get out what thought goes into making it.

> Our new educator's evaluation may not be done at home so that also must be done at school during my planning as must entering my grades in WVEIS. With the new Next Gen Standards, extensive time must be put into reading and unpacking the standards and then compiling all parts of a lesson to meet the Standards.

> With the additional assessments, data analysis and parent communication, 90 minutes does not allow adequate time to create engaging 21st century meaningful lessons while providing meaningful feedback.

> With the new accountability statutes and every teacher being evaluated each year, with no extra pay, the perfect amount of planning time [needed] per day would be two class periods.

> [W]ith all the new demands imposed on teachers by the state and county systems, I have heard many teachers say they will do everything that they can during the planning period, but he or she is not willing to stay after school to finish what could not be accomplished during the scheduled planning period. I will add that this is my opinion also.

Relationships between planning and scheduling (other)

Another common theme reported by educators includes the relationship between planning time and school scheduling. Many educators used the comment section as an opportunity to express their preference for block scheduling over traditional scheduling as it allows for long-

er planning periods. Furthermore, although our survey asked educators to respond to the items based on their experiences throughout the 2012-2013 school year, several provided additional comments that reflected their schedule for the current school year.[12] Since the current school year is the first year a statewide policy was in place mandating a 40 minute planning period, some educators chose to share feedback on their experiences thus far. These comments included remarks on the difficulties faced when integrating a 40-minute period into their schedules, and in some cases how the new policy has actually reduced the amount of planning time they receive. These comments included the following:

> This year our school went to a universal plan period first thing in the morning from 7:30 to 8:15. Our school day starts at 8:15. This was not a decision, but an administrative one. Feedback from staff so far is very negative. I do not feel like I have any time throughout the day. We teach 8 periods straight and at the end of the day we are mentally and physically exhausted. I also do not see where our planning periods falls within the instructional day, since it does not start until 8:15, which is when our planning period ends.

> In the . . . attempt to issue more control by making sure teachers have a 40 minute plan each day, small facility schools, actually lost time due to scheduling conflicts with PE and lunch. On top of that, students lost 20 minutes of music each week. Maybe they should have left it alone.

> . . . I appreciate the idea of more planning time. The new 40 minute planning period is good in theory but obviously those writing the law never used a school schedule or tried to make one. This year's schedule is a nightmare. Trying to remember times that are not on the hour or half hour is crazy! After one week of school I was excited about answering this survey and was pulling my hair out trying to make my classroom schedule fitting in all subjects since times were so chopped up. Thank you for listening and seeking information!

Different planning policies for different educator groups

Some educators discussed that their school had multiple planning policies in place and that these policies depended upon teachers' roles. This theme primarily emerged from several prekindergarten and primary school educators stating that some of the survey items did not apply to them since their school day is not broken into distinctive instructional periods. Prekindergarten educators were particularly vocal about the fact that they receive a full day of planning each week rather than having their planning evenly dispersed throughout the week. Other comments in this vein came from educators describing the planning practices for some nonteaching positions such as librarians and counselors. Clearly, this is an area that must be considered in any policy changes that impact planning practices.

Stress/occupational burnout

The final theme evident in our analysis, and one that was often braided throughout other themes, concerns educators expressing high levels of stress, experiencing professional burnout, and some ultimately considering exiting the teaching profession. While this theme was not dominant throughout comments, it deserves attention considering its potential impact upon educator retention.

[12] Our data collection period ended on September 30, 2013, several weeks into the 2013-2014 school year.

Discussion/Conclusion

What does the research have to say?

There is no definitive recommendation with respect to the amount of time necessary to support effective instructional planning. However, there is general agreement that more, rather than less planning time is beneficial. Some evidence also exists supporting the need for at least 3 hours per week to achieve beneficial impacts. This figure is, however, only supported by one rigorous research study of working conditions.

There is considerable research support for the benefits of using collaborative planning. Its use has been associated with increased academic achievement and educators report it improves their own classroom instruction. Furthermore, in at least one state, it has been found that lower-performing schools tend to provide less time for collaborative planning than higher-performing schools. However, just providing time for collaboration in the schedule is not enough. There must be training and support in how to most effectively implement collaborative planning. Several high quality practice guides cited in this report could be used to help inform districts and schools.

With respect to leadership, we found there are a variety of practices that may influence the success of educators' instructional planning. These include, but are not limited to, (a) providing time and resources to support professional development and capacity building so that staff have the skills necessary to fully take advantage of this time, (b) prioritizing and protecting collaborative time within the school schedule, (c) ensuring collaborative teams are appropriately organized and include the right membership (e.g., grade level, content area, programmatic level, etc.), (d) ensuring teams are coherently focused and working in alignment with other school and district goals, and (e) establishing a clear rationale and communication plan that describes the purpose and expectations for collaborative planning.

What implications arise from responses to the Educator Survey?

Programmatic level

Before considering differences in planning practices by programmatic level, it is useful to first understand the commonalities that exist. First, it is abundantly clear from this study that educators in all three programmatic levels spend considerable time planning outside of school hours, on average between approximately 60 and 75 minutes per day. Moreover, a general estimate of the total average time spent planning both during and after school hours across programmatic levels is approximately 2 hours. It should be noted this estimate is an average, and there are individual cases where educators spend considerably less and considerably more time planning each day. Likewise, the overwhelming message from educators was that planning time is not always used for instructional planning. Other duties can and often do tend to usurp planning time.

Second, educators in all three programmatic levels believe, on average, more than 1 hour per day of individual planning time is the ideal amount of time to support effective instruction.

This figure is higher among middle and high school educators than among elementary educators. For the average K-12 educator, comparing their currently allotted planning time to the amount they believe is ideal reveals a deficit of between 21 and 24 minutes depending upon programmatic level. While this may seem like a large increase when considering overall planning time, we conclude that granting educators this much additional time would only modestly increase the amount of planning time available per prep, especially in the case of elementary educators.

Some important findings for each programmatic level include the following:

Elementary school

- The average elementary educator's school allots about 40 minutes to individual planning. This is compared to the average ideal reported time among elementary educators of 63 minutes, representing a perceived deficit of 23 minutes.
- Approximately one quarter of elementary educators responded that their planning periods do vary by day. This percentage was considerably higher than for middle and high school educators, and was likely influenced by the inclusion of PK educators in elementary schools.
- Elementary educators have a much higher number of preps than middle and high school educators and thus reported having considerably less time to plan per prep. On average, elementary school educators had slightly less than 9 minutes per prep compared to more than 20 minutes per prep for middle and high school educators. Understanding the impact of this finding is difficult because, while elementary educators often have fewer students for whom they are responsible, they must attend to their students' education in every subject.

Middle school

- The average middle school educator's school allots 51 minutes to individual planning. This is compared to the average ideal reported time among middle school educators of 76 minutes, representing a perceived deficit of 25 minutes.
- An extraordinary percentage of educators from middle schools reported their schools' use of both independent and team planning (approximately 71%). The percentage was considerably lower in elementary and high schools. The use of independent and team planning in a large proportion of middle schools could be partially attributable to the fact that one third of all middle school educators surveyed reported their schools utilized a team-based schedule (middle school model). Collaborative planning is a central feature of this scheduling model and has been an integral part of the middle school organizational structure since the 1960s (Cook & Faulkner, 2010).
- When examining uninterrupted planning time as a percentage of total daily planning we found middle school educators, on average, reported the least uninterrupted planning time of all programmatic levels. Only an average of 36 minutes of the average 63 minutes reserved for planning were uninterrupted (57.4%). However, it is not clear how survey respondents interpreted the term "uninterrupted planning."

High school

- The average high school educator's school allots 60 minutes to individual planning. This is compared to the average ideal reported time among high school educators of 82 minutes, representing a perceived deficit of 22 minutes.

- The average amount of planning time in high schools is slightly inflated by the inclusion of block schedule high schools in calculations.
- High school was the only programmatic level where a vast majority of individuals reported having only independent planning time (approximately 74%). Only one quarter of high school educators surveyed reported their school utilized both independent and collaborative planning. This finding is unanticipated given the emergence of collaborative planning as a best practice.

Schedule type

Comparisons among planning practices in block versus traditional schedule schools are limited to high schools where the practice of block scheduling is most commonplace. More than one third of high school educators surveyed indicated their school operates using this scheduling model. Not surprisingly, educators in block schedule high schools reported, on average, having a great deal more available planning time than educators in traditional schedule high schools. The difference amounted to almost 40 more minutes per day in terms of the average reported school planning period. However, despite these large differences, there was almost no difference in the amount of additional time educators reported spending on instructional planning outside of school hours. Both groups reported using an average of approximately 69 additional minutes. So, even though educators in block schedule high schools receive approximately 1.8 times the amount of planning time as educators in traditional schedule high schools, they still find the need to bring work home with them.

Interestingly, we also found the average number of preps did not vary significantly among traditional and block schedule high schools—both groups had approximately three preps per day. As a consequence, we conclude educators in traditional schedule high schools receive an average of only 19 minutes versus 33 minutes per prep for educators in block schedule high schools. Considered another way, educators in block schedule high schools have approximately 57% more planning time available per prep than their counterparts in traditional schedule high schools. However, at the same time one must consider that educators in block schedule high schools must prepare 90 minutes of instruction per prep.

Important differences also emerge when comparing educators' ideal reported planning times to the amount of time currently available to them for planning. This analysis revealed that on average, there is a perceived deficit of almost 30 minutes to support effective planning during the school day for educators in traditional schedule high schools. This is considerably less than the deficit of only 6 minutes per day reported by educators in block schedule high schools. We conclude that, when compared to educators in traditional schedule high schools, educators in schools implementing block schedules are, on average, receiving much closer to their ideal amount individual planning time.

Finally, survey respondents indicated a substantially larger percentage of planning time is uninterrupted in block schedule high schools than in traditional schedule schools (i.e., 71.0% and 64.5%). However, we must interpret this finding cautiously given that we are unsure how respondents defined "uninterrupted" planning time.

Grade level

Our examination of grade level data did not reveal salient differences among individual grade levels as much as it reinforced the importance of considering planning time within the conceptual framework of programmatic levels. This study revealed that, while there is certainly variation among individual grade levels in terms of planning practices, these practices appear to differ mainly among four distinct groupings of grade levels. These groupings overlap considerably with the most common conceptualization of programmatic levels—PK educators (early childhood), K–5 educators (i.e., elementary grades), Grade 6–8 educators (i.e., middle grades), and Grade 9–12 educators (high school grades). The findings by grade level seemed to generally support what was found in programmatic level analyses. As such, we do not spend much time discussing grade level results here, but instead focus on one individual grade that did stand out, prekindergarten.

Perhaps the most interesting aspect of prekindergarten revealed in this study is that several PK educators reported receiving their individual planning periods in full-day increments each week rather than dispersed into smaller amounts throughout the week. It is unclear if this practice is positive or negative in their perception, but this definitely deserves consideration. In fact, one third of PK educators (33.3%) reported having zero minutes of individual daily planning time. This was such a large percentage that it deflated the individual daily planning reported for the entire group of PK educators. Notably, despite having the least amount of daily planning time, PK educators also reported the highest percentage of uninterrupted daily planning time of any grade[13] (approximately 82%). As a point of comparison, high school educators reported approximately 70% uninterrupted time, elementary educators reported approximately 63%, and middle school educators reported 60%. This finding must be interpreted with caution however, given that we are unsure how survey respondents interpreted the concept of *uninterrupted* planning.

Qualitative data

It is clear educators responding to this survey were eager to share their thoughts and opinions on the topic of planning periods. Many respondents provided thoughtful, honest, and detailed information, resulting in a rich qualitative dataset that has assisted us in further describing current planning practices and contextualizing educators' responses to the remaining survey items.

Examining these comments at the micro level was a useful exercise because it revealed five dominant themes and four additional considerations. First, educators indicated that duties beyond instructional planning often usurp their planning time. Second, educators spend a significant amount of time planning beyond the school day. Third, educators have differential planning needs depending upon their unique roles. Fourth, educators believe both individual and collaborative instructional planning are necessary to support proper instruction. Fifth, sep-

[13] A small number of educators commented the presence of an aid/co-teacher at the PK level helped contribute to having more uninterrupted planning time. From this study alone we cannot determine if this factor contributes to our findings.

arate from other administrative duties, certain interruptions often disrupt reserved planning time. Our four additional considerations included the fact that new standards and demands impact planning time, there is a complex relationship between planning time and school scheduling, different policies exist that dictate planning practices for teachers of differing role groups, and the limited planning time available to educators may contribute to job dissatisfaction, stress, and burnout.

As interesting as it is to consider these themes individually, it is also important to consider them at a macro level. Doing so allows one to see some of the myriad and complex patterns that exist among themes. For instance, we found the burden of other duties and frequent interruptions during individual planning time contributes to educators having to use their own personal time beyond the school day for instructional planning. This in turn leads to higher levels of stress and fatigue, and ultimately may influence teacher retention. This example is one of many and reflects the vast complexity of these issues.

Issues to Consider and Limitations of the Study

This study includes several important considerations. First, our intention was to provide the West Virginia Legislature and the State Board of Education with information about research findings regarding instructional planning, as well as information about educators' current and perceived ideal planning practices. Nothing in this report should be viewed as an endorsement for any specific policy decision or action.

Second, this study was limited to examining the available research on instructional planning and sought input from one key group, a representative sample of West Virginia educators. This study did not gather input from administrators, LEA staff, or other important stakeholders. Input from multiple stakeholder groups is necessary to fully grasp the complexity of issues related to instructional planning.

Third, this study was conducted at the beginning of the 2013-2014 school year after legislative changes had gone into effect impacting educators' planning times. However, our research design necessitated asking participants about their planning practices for the previous school year (2012-2013). Despite our clear instructions, it is possible that the recent legislative change influenced participants' responses.

Fourth, throughout this report, we present a series of averages for educators in a variety of circumstances. We have done our best to limit the influence of outliers upon these average values by using systematic methods to normalize the data. These methods include imputing outlier values for each variable as missing data by using anomaly detection software. Likewise, we also imputed outlier values as missing data in certain impossible scenarios (e.g., when an educator reported 30 minutes of total planning time, 60 minutes of which was uninterrupted). Overall, relatively few responses needed to be imputed. Despite these systematic efforts, the averages reported here are still influenced by legitimate outlier values. For example, this was the case with PK educators who reported zero minutes of individual daily planning time and with block schedule high school educators in programmatic level analyses. We have done our best to call attention to these scenarios and conduct additional analyses when possible to clarify results.

Fifth, and related to the previous concern, while averages are useful statistics for understanding the typical experience of a group of individuals, they do not take into account the variation that occurs across those individuals. The standard deviation is a measure that estimates this variation. While we elected not to publish standard deviations in the main report to increase readability for lay audiences, we did examine these values for each variable in this study. From that analysis, we can conclude definitively that there is, in fact, significant variation in how much time individuals spend planning each day. However, this variation is not necessarily reflected in the main body of our report.

Sixth, while we received comments from 60% of survey respondents, the remaining 40% of educators chose not to provide additional feedback. As a result, our analysis of these comments is not necessarily representative of all educators in our sample or of educators statewide. There is also the possibility of a response bias, as individuals with stronger opinions may be more likely to provide comments.

Seventh, given the large sample of respondents and the methodology utilized to select educators for inclusion in the study, the information published in this report is representative of all educators statewide with a confidence interval of 95% and a margin of error of 2.86%. For simple disaggregations of responses such as by programmatic level and by schedule type, this generalizability likely holds true. However, for certain more complex disaggregations with many groups of educators (i.e., grade level) the representativeness of the responses cannot be determined. Moreover, we are unable to calculate a confidence interval for these analyses because we do not know the size of these groups in the population.

Eighth, one of the chief goals of this study was to ascertain the relationship between instructional planning practices and student achievement. The gold standard would be to conduct a study that establishes a causal link between these variables. To do so would require linking educators' individual planning practices to their students' testing outcomes. Early on during the planning phases of this study, we determined that it was not currently possible to reliably accomplish this at scale. Yet, a comprehensive study such as the one described above is what would be needed to accurately address this question. Such a study would be complex and require significant investment of time and effort. Before it could be conducted, many questions would need to be answered including the following:

- What would the measure of achievement be for teachers of untested subjects and grades? This group is estimated to represent more than 70% of educators nationwide.
- How would some educators such as special educators or itinerant educators, who are not always assigned as the teacher of record for their students be assigned a set of students and outcomes?
- What method would be used for educators and administrators to verify that students included on their rosters are in fact enrolled in their courses?
- What specific business rules would be used to determine which students have been enrolled in a given teacher's course load long enough and with enough consistency for the educator to be responsible for their outcomes?

Many of these questions are currently being examined as part of West Virginia's transition to a new educator evaluation system. As such, a comprehensive study of this issue or other causal impact studies may be possible in the coming years. For now, though, we decided to look to the research literature to determine what, if any, link exists between planning time and student achievement.

Recommendations

Maintain or increase current levels of planning time. Unfortunately, the research literature does not support a magic number for the amount of planning time necessary to produce good student outcomes. There is at best only tentative support for the provision of at least 3 hours a week. In light of this fact, and teacher input on this matter, it would not be advisable to reduce the available planning time any further. A 40-minute planning period provided five times a week provides for just 3.33 weekly hours. Given the evidence that interruptions and other duties commonly usurp planning time, an increase in the minimum amount of planning time available might even be necessary to ensure educators receive no less than 3 hours of uninterrupted planning time each week.

Advocate strongly for the integration of collaborative planning as a central feature of school practice, especially among secondary schools. Research supports this approach; when implemented well it can increase student achievement. While it is a common feature in middle schools, educators in less than 25% of all high schools in West Virginia reported collaborative planning as a feature of their schools' schedule.

Beyond advocating for more collaborative time, provide tangible support to leadership at the district and school level that focuses upon building leaders' capacity to (a) provide time and resources to support professional development and capacity building so staff have the skills necessary to fully take advantage of this time, (b) prioritize and protect collaborative time within the school schedule, (c) ensure collaborative teams are appropriately organized and include the right members (e.g., grade level, content area, programmatic level, etc.), (d) ensure teams are coherently focused and working in alignment with other school and district goals, and (e) establish a clear rationale and communication plan that describes the purpose and expectations for collaborative planning. Without this support, it is unlikely schools will realize the benefits of collaborative planning.

Consider teacher role as a factor in determining the amount of planning time necessary. In this category, we include at minimum programmatic level, the number of courses taught, the number of students served, content areas taught, and educator specializations. In other words, one size may not fit all in the case of planning time. Flexibility should be afforded to schools to allow them to account for these differential needs.

Consider seeking additional input from administrators and LEAs regarding this issue. These individuals undoubtedly have important opinions on this topic, and their input must be considered when making any changes to how planning time is implemented. As stated previously in this report, we believe some flexibility is warranted to allow districts and schools to execute a planning strategy that best meets their individual needs.

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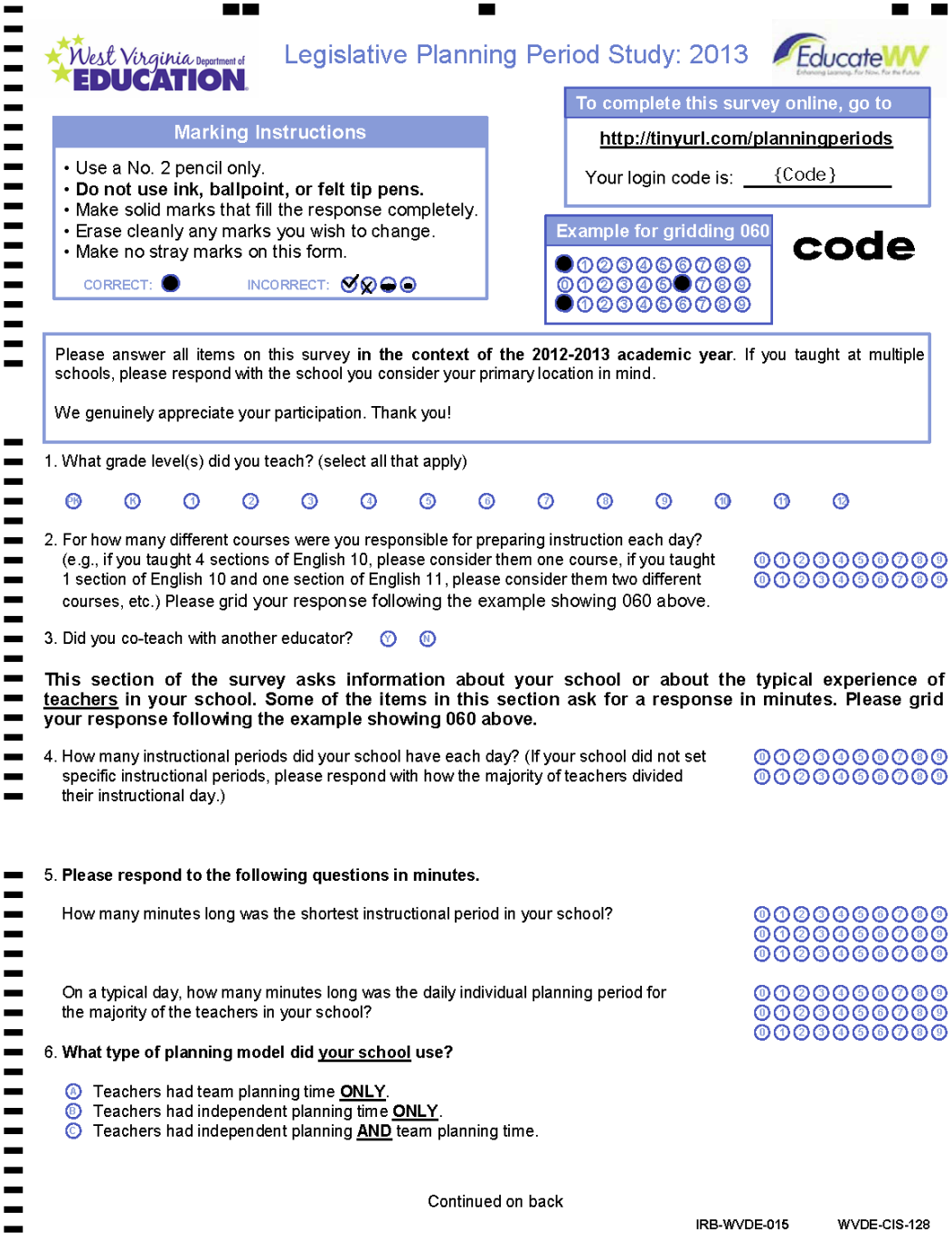
Appendix A – Educator Survey

This appendix contains a reproduction of the paper-and-pencil version of the Educator Survey distributed to respondents.



West Virginia Department of EDUCATION

Legislative Planning Period Study: 2013

EducateWV

Marking Instructions

- Use a No. 2 pencil only.
- **Do not use ink, ballpoint, or felt tip pens.**
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ✓ ⊗ ⊖ ⊖

To complete this survey online, go to

http://tinyurl.com/planningperiods

Your login code is: {Code}

Example for gridding 060

code

Please answer all items on this survey **in the context of the 2012-2013 academic year**. If you taught at multiple schools, please respond with the school you consider your primary location in mind.

We genuinely appreciate your participation. Thank you!

1. What grade level(s) did you teach? (select all that apply)

PK K 1 2 3 4 5 6 7 8 9 10 11 12

2. For how many different courses were you responsible for preparing instruction each day? (e.g., if you taught 4 sections of English 10, please consider them one course, if you taught 1 section of English 10 and one section of English 11, please consider them two different courses, etc.) Please grid your response following the example showing 060 above.

3. Did you co-teach with another educator? Y N

This section of the survey asks information about your school or about the typical experience of teachers in your school. Some of the items in this section ask for a response in minutes. Please grid your response following the example showing 060 above.

4. How many instructional periods did your school have each day? (If your school did not set specific instructional periods, please respond with how the majority of teachers divided their instructional day.)

5. **Please respond to the following questions in minutes.**

How many minutes long was the shortest instructional period in your school?

On a typical day, how many minutes long was the daily individual planning period for the majority of the teachers in your school?

6. **What type of planning model did your school use?**

A Teachers had team planning time **ONLY**.
B Teachers had independent planning time **ONLY**.
C Teachers had independent planning **AND** team planning time.

Continued on back

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7. **What type of scheduling model was the one used by most teachers at your school? (choose the best fit)**
   - (A) Traditional schedule
   - (B) Block schedule

8. **Please provide additional details about the scheduling model used in your school by selecting the model that best describes your school's schedule.**
   - (A) Elementary school - self contained
   - (B) Elementary school - compartmentalized
   - (C) Middle school - traditional schedule (6-8 periods per day)
   - (D) Middle school model - team-based schedule
   - (E) Junior high school model - approximately 6 class periods a day
   - (F) High school - traditional schedule (6-8 periods per day)
   - (G) High school - 4x4 block schedule
   - (H) High school - A/B block schedule
   - (I) Other (please specify) _____

This section of the survey asks about the amount of time that <u>you</u> specifically had for instructional planning. Many of the items in this section ask for a response in minutes. To provide a response, you must grid a number between 0 and 999. Please grid your response following the example showing 060 above.

9. **During a typical school <u>day</u>...**

   How many minutes long was your own individual planning period?

   How much total time (in minutes) during regular school hours did you spend planning **<u>each day</u>**? Include both individual and any required team planning if applicable.

   Of the total **<u>daily</u>** planning time that you reported in the previous item, how much time (in minutes) was uninterrupted individual planning time?

   On average, how many additional minutes did you spend planning **<u>each day</u>** beyond regular school hours?

   In your estimation, what would be the ideal amount of **<u>daily</u>** individual planning time (in minutes) during the regular school day for you to adequately prepare instruction for your students?

10. How much total time (in minutes) during regular school hours did you spend planning during a typical **<u>week</u>**? Include both individual and any required team planning if applicable.

11. Does the length of your instructional planning period vary depending upon the day? (e.g., 30 minutes four times a week and 45 minutes once per week) (Y) (N)

12. **If you answered "yes" to question 11, please respond to the following question...**

    How many minutes was your longest daily instructional planning period?

13. Please provide any additional comments you may have about planning period times.

Appendix B – Complete Descriptive Statistics

This appendix contains a series of tables presenting the full set of descriptive statistics calculated for this study. For categorical measures we provide the counts associated and percentages for each available category. For all interval/ration level measures, we provide the minimum and maximum values, average and standard deviation. The latter is particularly useful in that it describes the spread or variability among respondents' reported planning practices. Larger standard deviations indicate larger variability.

Demographics

Table B-1. Number and Percentage of Survey Respondents by School District

District	Frequency	Percent	Valid percent	Cumulative percent
BARBOUR	8	.7	.7	.7
BERKELEY	77	6.9	6.9	7.7
BOONE	18	1.6	1.6	9.3
BRAXTON	8	.7	.7	10.0
BROOKE	11	1.0	1.0	11.0
CABELL	48	4.3	4.3	15.3
CALHOUN	7	.6	.6	16.0
CLAY	14	1.3	1.3	17.2
DODDRIDGE	5	.5	.5	17.7
FAYETTE	26	2.3	2.3	20.0
GILMER	5	.5	.5	20.5
GRANT	12	1.1	1.1	21.6
GREENBRIER	29	2.6	2.6	24.2
HAMPSHIRE	11	1.0	1.0	25.2
HANCOCK	14	1.3	1.3	26.4
HARDY	7	.6	.6	27.1
HARRISON	41	3.7	3.7	30.8
JACKSON	18	1.6	1.6	32.4
JEFFERSON	33	3.0	3.0	35.4
KANAWHA	114	10.3	10.3	45.7
LEWIS	11	1.0	1.0	46.7
LINCOLN	9	.8	.8	47.5
LOGAN	13	1.2	1.2	48.6
MARION	28	2.5	2.5	51.2
MARSHALL	20	1.8	1.8	53.0
MASON	22	2.0	2.0	55.0
MERCER	39	3.5	3.5	58.5
MINERAL	11	1.0	1.0	59.5
MINGO	13	1.2	1.2	60.6
MONONGALIA	37	3.3	3.3	64.0

Table B-1 continued on next page

Table B-1. Number and Percentage of Survey Respondents by School District

District	Frequency	Percent	Valid percent	Cumulative percent
MONROE	2	.2	.2	64.2
MORGAN	7	.6	.6	64.8
MCDOWELL	9	.8	.8	65.6
NICHOLAS	18	1.6	1.6	67.2
OHIO	25	2.3	2.3	69.5
PENDLETON	7	.6	.6	70.1
PLEASANTS	8	.7	.7	70.8
POCAHONTAS	8	.7	.7	71.6
PRESTON	21	1.9	1.9	73.5
PUTNAM	42	3.8	3.8	77.3
RALEIGH	53	4.8	4.8	82.0
RANDOLPH	17	1.5	1.5	83.6
RITCHIE	11	1.0	1.0	84.6
ROANE	6	.5	.5	85.1
SUMMERS	3	.3	.3	85.4
TAYLOR	14	1.3	1.3	86.6
TUCKER	4	.4	.4	87.0
TYLER	3	.3	.3	87.3
UPSHUR	18	1.6	1.6	88.9
WAYNE	38	3.4	3.4	92.3
WEBSTER	2	.2	.2	92.5
WETZEL	9	.8	.8	93.3
WIRT	5	.5	.5	93.8
WOOD	53	4.8	4.8	98.6
WYOMING	16	1.4	1.4	100.0
Total	1108	100.0	100.0	

Table B-2. Number and Percentage of Survey Respondents by Gender

Sex	Frequency	Percent	Valid percent	Cumulative percent
Female	881	79.5	79.5	79.5
Male	227	20.5	20.5	100.0
Total	1108	100.0	100.0	

Table B-3. Number and Percentage of Survey Respondents by Education

Education[14]	Frequency	Percent	Valid percent	Cumulative percent
AB	15	1.4	1.4	1.4
AB+15	1	.1	.1	1.4
AB0	0	.0	.0	1.4
AB15	9	.8	.8	2.3
AB5	0	.0	.0	2.3
BA	188	17.0	17.0	19.2
BA+15	0	0.0	0.0	42.8
BA15	261	23.6	23.6	42.8
DR	7	.6	.6	43.4
HS	2	.2	.2	43.6
MA	115	10.4	10.4	54.0
MA+15	3	.3	.3	54.2
MA+30	0	.0	.0	54.2
MA+45	6	.5	.5	54.8
MA15	109	9.8	9.8	64.6
MA30	124	11.2	11.2	75.8
MA4	0	0.0	0.0	100.0
MA45	268	24.2	24.2	100.0
MA5	0	0.0	0.0	100.0
PHD	0	0.0	0.0	100.0
Total	1108	100.0	100.0	100.0

Table B-4. Average Years of Experience of Survey Respondents

Experience	N	Minimum	Maximum	Mean	Std. deviation
Years of Experience	1108	.00	47.00	15.4819	11.44914
Valid N (listwise)	1108				

Table B-5. Average Compensation of Survey Respondents

Compensation	N	Minimum	Maximum	Mean	Std. deviation
Wage	1108	8816.00	72205.00	44923.5217	9667.30501
Valid N (listwise)	1108				

[14] Education is an open-ended field in WVEIS and districts can use this field at their discretion. Therefore, there are some redundancies in reported categories (e.g., MA+45 and MA45).

Table B-6. Number and Percentage of Survey Respondents by Position Code

Position code	Frequency	Percent	Valid percent	Cumulative percent
119	0	0	0	0
210	19	1.7	1.7	1.7
211	53	4.8	4.8	6.5
212	359	32.4	32.4	38.9
213	222	20.0	20.0	58.9
214	231	20.8	20.8	79.8
215	176	15.9	15.9	95.7
216	0	0.0	0.0	95.7
217	34	3.1	3.1	98.7
218	4	.4	.4	99.1
219	5	.5	.5	99.5
220	0	.0	.0	99.5
222	5	.5	.5	100.0
230	0	.0	.0	100.0
231	0	.0	.0	100.0
232	0	.0	.0	100.0
Total	1108	100.0	100.0	

Table B-7. Number and Percentage of Survey Respondents by Programmatic Level

Programmatic level	Frequency	Percent	Valid percent	Cumulative percent
Primary Location is not an ESEA School	55	5.0	5.0	5.0
Elementary	415	37.5	37.5	42.4
Middle	286	25.8	25.8	68.2
NT	34	3.1	3.1	71.3
High	318	28.7	28.7	100.0
Total	1108	100.0	100.0	

Table B-8. Number and Percentage of Survey Respondents by K-2 Status

K-2 status	Frequency	Percent	Valid percent	Cumulative percent
Primary Location is not an ESEA School	71	6.4	6.4	6.4
Non-K2	1007	90.9	90.9	97.3
K2	30	2.7	2.7	100.0
Total	1108	100.0	100.0	

Table B-9. Number and Percentage of Survey Respondents by Title I Status

Title I status	Frequency	Percent	Valid percent	Cumulative percent
Primary Location is not an ESEA School	55	5.0	5.0	5.0
Non-Title I	662	59.7	59.7	64.7
Title I	391	35.3	35.3	100.0
Total	1108	100.0	100.0	

Descriptive Statistics by Programmatic Level

Table B-10. School Planning Model by Programmatic Level

School programmatic level		Frequency	Percent	Valid percent	Cumulative percent
Primary Location is not an ESEA School	Team Only	3	5.5	5.7	5.7
	Independent Only	35	63.6	66.0	71.7
	Independent and Team	15	27.3	28.3	100.0
	Total	53	96.4	100.0	
	Missing	2	3.6		
	Total	55	100.0		
Elementary	Team Only	17	4.1	4.1	4.1
	Independent Only	179	43.1	43.6	47.7
	Independent and Team	215	51.8	52.3	100.0
	Total	411	99.0	100.0	
	Missing	4	1.0		
	Total	415	100.0		
Middle	Team Only	15	5.2	5.3	5.3
	Independent Only	68	23.8	23.9	29.1
	Independent and Team	202	70.6	70.9	100.0
	Total	285	99.7	100.0	
	Missing	1	.3		
	Total	286	100.0		
NT	Team Only	2	5.9	5.9	5.9
	Independent Only	17	50.0	50.0	55.9
	Independent and Team	15	44.1	44.1	100.0
	Total	34	100.0	100.0	
High	Team Only	3	.9	.9	.9
	Independent Only	235	73.9	74.1	75.1
	Independent and Team	79	24.8	24.9	100.0
	Total	317	99.7	100.0	
	Missing	1	.3		
	Total	318	100.0		

Table B-11. School Planning Practices by Programmatic Level

School programmatic level		N	Minimum	Maximum	Mean	Std. deviation
Primary Location is not an ESEA School	Number of Periods in School Day	54	1	12	4.96	2.480
	School Shortest Instructional Period	54	10	180	62.37	38.885
	School Daily Planning Period in Minutes	52	20	105	51.56	18.644
	Valid N (listwise)	51				
Elementary	Number of Periods in School Day	394	0	12	6.24	2.205
	School Shortest Instructional Period	407	10	90	34.08	11.762
	School Daily Planning Period in Minutes	411	25	90	40.25	9.020
	Valid N (listwise)	386				
Middle	Number of Periods in School Day	284	1	10	6.99	1.902
	School Shortest Instructional Period	283	20	90	44.34	13.041
	School Daily Planning Period in Minutes	283	20	106	51.10	17.043
	Valid N (listwise)	278				
NT	Number of Periods in School Day	33	1	11	5.52	2.386
	School Shortest Instructional Period	32	15	60	30.31	10.920
	School Daily Planning Period in Minutes	33	30	60	41.00	8.526
	Valid N (listwise)	32				
High	Number of Periods in School Day	317	0	11	6.19	2.012
	School Shortest Instructional Period	316	25	165	57.27	20.876
	School Daily Planning Period in Minutes	316	25	130	60.14	21.115
	Valid N (listwise)	313				

Table B-12. Individual Planning Practices by Programmatic Level

School programmatic level		N	Minimum	Maximum	Mean	Std. deviation
Primary Location is not an ESEA School	Daily Planning Period in Minutes	55	0	105	43.31	22.143
	Total Time Spent Planning Each Day in Minutes (during school)	54	0	105	48.50	24.637
	Total Time Spent Planning Each Day in Minutes (during school un-interrupted)	55	0	100	29.91	21.821
	Additional Planning Time Each Day Outside of School Hours	53	0	300	65.38	50.047
	Total Time Spent Planning Each Day Including During and Beyond School	53	.00	360.00	113.8491	56.13356
	Valid N (listwise)	53				
Elementary	Daily Planning Period in Minutes	413	0	90	38.76	10.753
	Total Time Spent Planning Each Day in Minutes (during school)	402	0	210	42.96	21.713
	Total Time Spent Planning Each Day in Minutes (during school un-interrupted)	403	0	240	28.07	19.841
	Additional Planning Time Each Day Outside of School Hours	410	0	300	75.37	45.815
	Total Time Spent Planning Each Day Including During and Beyond School	397	.00	390.00	117.7607	49.02227
	Valid N (listwise)	393				
Middle	Daily Planning Period in Minutes	285	0	106	48.79	15.457
	Total Time Spent Planning Each Day in Minutes (during school)	281	0	114	62.73	23.483
	Total Time Spent Planning Each Day in Minutes (during school un-interrupted)	278	0	110	36.03	17.514
	Additional Planning Time Each Day Outside of School Hours	283	0	250	61.23	40.030
	Total Time Spent Planning Each Day Including During and Beyond School	279	20.00	340.00	123.8351	48.37193
	Valid N (listwise)	274				

Table B-12 continues on next page

Table B-12. Individual Planning Practices by Programmatic Level

School programmatic level		N	Minimum	Maximum	Mean	Std. deviation
NT	Daily Planning Period in Minutes	34	0	60	38.53	13.570
	Total Time Spent Planning Each Day in Minutes (during school)	31	0	130	43.39	29.788
	Total Time Spent Planning Each Day in Minutes (during school un-interrupted)	30	0	50	22.67	14.126
	Additional Planning Time Each Day Outside of School Hours	34	15	180	62.24	36.938
	Total Time Spent Planning Each Day Including During and Beyond School	31	30.00	250.00	101.9677	51.51407
	Valid N (listwise)	30				
High	Daily Planning Period in Minutes	316	0	130	59.40	21.803
	Total Time Spent Planning Each Day in Minutes (during school)	308	0	260	67.40	31.509
	Total Time Spent Planning Each Day in Minutes (during school un-interrupted)	309	0	120	45.49	24.070
	Additional Planning Time Each Day Outside of School Hours	313	0	300	69.54	50.103
	Total Time Spent Planning Each Day Including During and Beyond School	304	30.00	390.00	135.9671	60.01737
	Valid N (listwise)	299				

Table B-13. Percentage of Educators with Interrupted Planning Periods by Programmatic Level

School programmatic level		Frequency	Percent	Valid percent	Cumulative per-cent
Primary Location is not an ESEA School	N	37	67.3	67.3	67.3
	Y	18	32.7	32.7	100.0
	Total	55	100.0	100.0	
Elementary	N	309	74.5	74.5	74.5
	Y	106	25.5	25.5	100.0
	Total	415	100.0	100.0	
Middle	N	248	86.7	86.7	86.7
	Y	38	13.3	13.3	100.0
	Total	286	100.0	100.0	
NT	N	27	79.4	79.4	79.4
	Y	7	20.6	20.6	100.0
	Total	34	100.0	100.0	
High	N	270	84.9	84.9	84.9
	Y	48	15.1	15.1	100.0
	Total	318	100.0	100.0	

Table B-14. Average Planning Period Length for Educators with Interrupted Planning Periods by Programmatic Level

School programmatic level		N	Minimum	Maximum	Mea	Std. deviation
Primary Location is not an ESEA School	Length in Minutes of Longest Planning Period	18	20	240	71.61	50.466
	Valid N (listwise)	18				
Elementary	Length in Minutes of Longest Planning Period	105	20	360	62.91	50.878
	Valid N (listwise)	105				
Middle	Length in Minutes of Longest Planning Period	38	10	100	49.16	18.220
	Valid N (listwise)	38				
NT	Length in Minutes of Longest Planning Period	7	45	300	132.14	98.483
	Valid N (listwise)	7				
High	Length in Minutes of Longest Planning Period	47	10	110	65.91	24.508
	Valid N (listwise)	47				

Table B-15. Average Number of Preps and Current Planning Time Per Prep by Programmatic Level

School programmatic level		N	Minimum	Maximum	Mean	Std. deviation
Primary Location is not an ESEA School	Number of Preps	55	0	12	3.64	2.360
	Current Number of Planning Minutes Per Prep	54	.00	90.00	17.8022	17.79596
	Valid N (listwise)	54				
Elementary	Number of Preps	404	0	15	5.87	2.432
	Current Number of Planning Minutes Per Prep	402	.00	90.00	8.9285	8.76427
	Valid N (listwise)	402				
Middle	Number of Preps	283	0	12	3.24	1.949
	Current Number of Planning Minutes Per Prep	280	.00	106.00	22.0464	17.81070
	Valid N (listwise)	280				
NT	Number of Preps	30	1	9	5.73	1.911
	Current Number of Planning Minutes Per Prep	30	.00	22.50	7.0774	3.86860
	Valid N (listwise)	30				
High	Number of Preps	314	0	10	3.04	1.418
	Current Number of Planning Minutes Per Prep	310	.00	90.00	24.0110	16.03898
	Valid N (listwise)	308				

Table B-16. Ideal Planning Scenarios by Programmatic Level

School programmatic level		N	Minimum[15]	Maximum	Mean	Std. deviation
Primary Location is not an ESEA School	Ideal Requested Daily Planning Time	55	0	120	72.91	24.883
	Difference between Ideal Daily Planning Time and School's Planning Period	52	-47.00	90.00	22.0962	26.40355
	Ideal Number of Minutes Per Prep	54	5.63	90.00	31.0804	23.50644
	Difference between Ideal Time Per Prep and Current Time Per Prep	54	.00	60.00	13.2781	14.79735
	Valid N (listwise)	51				
Elementary	Ideal Requested Daily Planning Time	409	0	180	62.99	19.463
	Difference between Ideal Daily Planning Time and School's Planning Period	405	-37.00	150.00	22.6543	19.98499
	Ideal Number of Minutes Per Prep	397	.00	90.00	14.2520	12.35100
	Difference between Ideal Time Per Prep and Current Time Per Prep	397	-5.00	60.00	5.3080	6.97096
	Valid N (listwise)	394				
Middle	Ideal Requested Daily Planning Time	282	30	165	75.68	23.071
	Difference between Ideal Daily Planning Time and School's Planning Period	280	-52.00	120.00	24.4607	24.12197
	Ideal Number of Minutes Per Prep	277	5.00	165.00	33.2934	24.17595
	Difference between Ideal Time Per Prep and Current Time Per Prep	276	-15.00	120.00	11.1605	13.18148
	Valid N (listwise)	274				
NT	Ideal Requested Daily Planning Time	33	30	90	61.58	14.298
	Difference between Ideal Daily Planning Time and School's Planning Period	32	.00	60.00	20.7500	15.04831
	Ideal Number of Minutes Per Prep	29	5.56	30.00	11.9394	5.78722
	Difference between Ideal Time Per Prep and Current Time Per Prep	29	.00	30.00	5.0490	5.63221
	Valid N (listwise)	28				
High	Ideal Requested Daily Planning Time	314	0	200	82.21	24.449
	Difference between Ideal Daily Planning Time and School's Planning Period	312	-70.00	150.00	21.7500	26.27510
	Ideal Number of Minutes Per Prep	307	.00	100.00	32.7141	18.12463
	Difference between Ideal Time Per Prep and Current Time Per Prep	306	-35.00	75.00	8.4324	11.10033
	Valid N (listwise)	304				

[15] Negative minimum values appear in this table because some educators reported an ideal number of minutes for planning that was lower than the number of minutes they had available for planning during SY 2012-2013.

Descriptive Statistics by Schedule Type

Table B-17. HS Planning Models by Schedule Type

School scheduling model (binary)		Frequency	Percent	Valid percent	Cumulative percent
Traditional	Team Only	2	1.0	1.0	1.0
	Independent Only	147	72.4	72.8	73.8
	Independent and Team	53	26.1	26.2	100.0
	Total	202	99.5	100.0	
Block	Team Only	1	.9	.9	.9
	Independent Only	82	75.9	75.9	76.9
	Independent and Team	25	23.1	23.1	100.0
	Total	108	100.0	100.0	

Table B-18. High School Planning Practices by Schedule Type

School scheduling model (binary)		N	Minimum	Maximum	Mean	Std. deviation
Primary Location is not an ESEA School	Number of Periods in School Day	7	1	8	5.71	2.628
	School Shortest Instructional Period	7	43	90	52.71	16.700
	School Daily Planning Period in Minutes	7	40	60	46.14	6.388
	Valid N (listwise)	7				
Traditional	Number of Periods in School Day	203	1	11	7.22	1.467
	School Shortest Instructional Period	202	28	165	46.45	10.109
	School Daily Planning Period in Minutes	201	25	90	46.57	5.972
	Valid N (listwise)	200				
Block	Number of Periods in School Day	107	0	9	4.27	1.350
	School Shortest Instructional Period	107	25	99	78.00	20.670
	School Daily Planning Period in Minutes	108	45	130	86.31	13.897
	Valid N (listwise)	106				

Table B-19. HS Individual Planning Practices by Scheduled Type

School scheduling model (binary)		N	Minimum	Maximum	Mean	Std. deviation
Primary Location is not an ESEA School	Daily Planning Period in Minutes	7	40	60	46.14	6.388
	Total Time Spent Planning Each Day in Minutes (during school)	6	43	80	53.00	14.629
	Total Time Spent Planning Each Day in Minutes (during school uninterrupted)	6	20	60	35.83	14.634
	Additional Planning Time Each Day Outside of School Hours	7	30	180	80.57	49.973
	Total Time Spent Planning Each Day Including During and Beyond School	6	75.00	225.00	130.5000	51.78320
	Valid N (listwise)	6				
Traditional	Daily Planning Period in Minutes	202	4	90	46.29	6.896
	Total Time Spent Planning Each Day in Minutes (during school)	198	0	260	56.96	30.415
	Total Time Spent Planning Each Day in Minutes (during school uninterrupted)	198	0	90	36.72	14.709
	Additional Planning Time Each Day Outside of School Hours	201	0	300	69.16	46.782
	Total Time Spent Planning Each Day Including During and Beyond School	197	30.00	353.00	125.5990	58.73667
	Valid N (listwise)	193				
Block	Daily Planning Period in Minutes	107	0	130	85.01	17.857
	Total Time Spent Planning Each Day in Minutes (during school)	104	0	150	88.11	22.915
	Total Time Spent Planning Each Day in Minutes (during school uninterrupted)	105	0	120	62.56	29.150
	Additional Planning Time Each Day Outside of School Hours	105	0	300	69.52	56.298
	Total Time Spent Planning Each Day Including During and Beyond School	101	60.00	390.00	156.5149	58.12273
	Valid N (listwise)	100				

Table B-20. Percentage of HS Educators with Interrupted Planning Periods by Schedule Type

School scheduling model (binary)		Frequency	Percent	Valid percent	Cumulative percent
Primary Location is not an ESEA School	N	2	28.6	28.6	28.6
	Y	5	71.4	71.4	100.0
	Total	7	100.0	100.0	
Traditional	N	177	87.2	87.2	87.2
	Y	26	12.8	12.8	100.0
	Total	203	100.0	100.0	
Block	N	91	84.3	84.3	84.3
	Y	17	15.7	15.7	100.0
	Total	108	100.0	100.0	

Table B-21. Average Planning Period Length for HS Educators with Interrupted Planning Periods Schedule Type

School scheduling model (binary)		N	Minimum	Maximum	Mean	Std. deviation
Primary Location is not an ESEA School	Length in Minutes of Longest Planning Period	5	45	90	67.80	20.957
	Valid N (listwise)	5				
Traditional	Length in Minutes of Longest Planning Period	25	34	96	56.16	18.618
	Valid N (listwise)	25				
Block	Length in Minutes of Longest Planning Period	17	10	110	79.71	27.299
	Valid N (listwise)	17				

Table B-22. Average Number of Preps and Current Planning Time Per Prep for High School Educators by Schedule Type

School scheduling model (binary)		N	Minimum	Maximum	Mean	Std. deviation
Primary Location is not an ESEA School	Number of Preps	7	2	9	3.57	2.507
	Current Number of Planning Minutes Per Prep	7	4.78	22.50	16.5754	6.62927
	Valid N (listwise)	7				
Traditional	Number of Preps	202	0	8	3.00	1.380
	Current Number of Planning Minutes Per Prep	198	2.00	60.00	19.2769	11.37540
	Valid N (listwise)	198				
Block	Number of Preps	105	0	10	3.07	1.409
	Current Number of Planning Minutes Per Prep	105	.00	90.00	33.4340	19.51002
	Valid N (listwise)	103				

Table B-23. Ideal Planning Scenarios for HS Educators by Schedule Type

School scheduling model (binary)		N	Minimum	Maximum	Mean	Std. deviation
Primary Location is not an ESEA School	Ideal Requested Daily Planning Time	7	90	120	95.57	11.282
	Difference between Ideal Daily Planning Time and School's Planning Period	7	30.00	75.00	49.4286	14.06956
	Ideal Number of Minutes Per Prep	7	10.00	49.50	34.2143	13.57650
	Difference between Ideal Time Per Prep and Current Time Per Prep	7	5.22	29.50	17.6389	8.25299
	Valid N (listwise)	7				
Traditional	Ideal Requested Daily Planning Time	200	0	195	76.05	24.103
	Difference between Ideal Daily Planning Time and School's Planning Period	198	-49.00	150.00	29.2020	23.86041
	Ideal Number of Minutes Per Prep	196	.00	100.00	31.0330	18.10352
	Difference between Ideal Time Per Prep and Current Time Per Prep	196	-9.80	75.00	11.7660	10.69112
	Valid N (listwise)	194				
Block	Ideal Requested Daily Planning Time	107	45	200	92.85	21.665
	Difference between Ideal Daily Planning Time and School's Planning Period	107	-70.00	110.00	6.1495	23.58557
	Ideal Number of Minutes Per Prep	104	10.00	90.00	35.7815	18.15754
	Difference between Ideal Time Per Prep and Current Time Per Prep	103	-35.00	30.00	1.4632	8.34895
	Valid N (listwise)	103				

Descriptive Statistics by Grade

Table B-24. School Planning Model by Grade

		School planning model			
Grade		Team only	Independent only	Independent and team	Total
PK	Count	2	18	19	39
	%	5.1%	46.2%	48.7%	100.0%
K	Count	8	62	75	145
	%	5.5%	42.8%	51.7%	100.0%
1	Count	11	78	83	172
	%	6.4%	45.3%	48.3%	100.0%
2	Count	8	78	90	176
	%	4.5%	44.3%	51.1%	100.0%
3	Count	8	68	83	159
	%	5.0%	42.8%	52.2%	100.0%
4	Count	10	76	75	161
	%	6.2%	47.2%	46.6%	100.0%
5	Count	10	68	79	157
	%	6.4%	43.3%	50.3%	100.0%
6	Count	12	51	122	185
	%	6.5%	27.6%	65.9%	100.0%
7	Count	9	67	118	194
	%	4.6%	34.5%	60.8%	100.0%
8	Count	11	63	120	194
	%	5.7%	32.5%	61.9%	100.0%
9	Count	3	170	59	232
	%	1.3%	73.3%	25.4%	100.0%
10	Count	4	199	70	273
	%	1.5%	72.9%	25.6%	100.0%
11	Count	5	220	75	300
	%	1.7%	73.3%	25.0%	100.0%
12	Count	3	205	73	281
	%	1.1%	73.0%	26.0%	100.0%

Table B-25. School Planning Practices by Grade

Grade		Number of periods in school day	School shortest instructional period	School daily planning period in minutes
PK	Mean	5.89	32.71	41.72
	N	38	38	36
	Std. Deviation	2.618	10.190	9.392
K	Mean	6.58	35.92	41.43
	N	137	142	143
	Std. Deviation	2.245	10.536	9.836
1	Mean	6.47	35.96	40.92
	N	165	172	172
	Std. Deviation	2.163	10.448	8.912
2	Mean	6.53	34.20	40.63
	N	166	172	177
	Std. Deviation	2.176	10.159	9.093
3	Mean	6.86	36.15	40.39
	N	153	157	160
	Std. Deviation	2.143	12.627	9.960
4	Mean	6.54	35.57	39.63
	N	153	157	160
	Std. Deviation	2.121	11.630	8.590
5	Mean	6.90	37.65	40.93
	N	151	156	157
	Std. Deviation	2.055	13.056	9.664
6	Mean	7.15	45.02	50.12
	N	184	184	184
	Std. Deviation	1.852	16.425	16.395
7	Mean	7.24	43.92	51.05
	N	193	193	193
	Std. Deviation	1.737	16.157	16.565
8	Mean	7.11	44.60	51.90
	N	193	192	193
	Std. Deviation	1.898	15.890	17.598
9	Mean	6.04	60.29	61.74
	N	231	232	230
	Std. Deviation	2.021	23.698	21.396
10	Mean	6.10	60.01	60.58
	N	272	273	271
	Std. Deviation	1.966	23.540	20.753
11	Mean	6.06	59.32	60.19
	N	299	300	298
	Std. Deviation	2.017	23.569	21.055
12	Mean	6.01	60.38	59.93
	N	281	282	280
	Std. Deviation	2.041	24.665	20.980

Table B-26. Individual Planning Practices by Grade

Grade		Daily planning period in minutes	Total time spent planning each day in minutes (during school)	Total time spent planning each day in minutes (during school uninterrupted)	Additional planning time each day outside of school hours	Total time spent planning each day including during and beyond school
PK	Mean	28.31	33.62	27.76	58.63	92.5897
	N	39	39	38	40	39
	Std. Deviation	23.044	26.745	40.880	41.200	48.90093
K	Mean	39.31	46.30	28.61	63.20	107.8913
	N	144	140	137	143	138
	Std. Deviation	10.390	29.227	19.804	45.225	53.41884
1	Mean	39.51	43.49	27.88	65.61	106.6747
	N	172	167	163	172	166
	Std. Deviation	10.141	20.890	14.140	43.854	44.22480
2	Mean	38.27	43.95	28.36	68.07	110.5357
	N	176	171	169	174	168
	Std. Deviation	9.277	20.267	13.451	45.410	46.37492
3	Mean	38.04	42.05	28.30	67.68	106.9597
	N	159	152	153	157	149
	Std. Deviation	10.035	18.085	15.896	51.590	51.90791
4	Mean	37.16	42.43	26.74	65.95	106.9150
	N	159	155	153	159	153
	Std. Deviation	9.316	19.374	12.777	45.019	44.63713
5	Mean	38.61	45.66	27.47	69.66	113.3533
	N	157	153	150	155	150
	Std. Deviation	9.785	20.251	14.820	49.856	52.43380
6	Mean	47.68	58.74	35.03	55.83	113.8771
	N	186	181	178	183	179
	Std. Deviation	16.367	26.918	18.172	38.336	49.45156
7	Mean	48.72	59.21	36.60	57.41	116.1152
	N	195	192	189	193	191
	Std. Deviation	16.167	24.360	18.013	39.669	49.17453
8	Mean	48.73	59.71	34.75	60.74	119.9843
	N	195	192	189	193	191
	Std. Deviation	16.131	28.707	17.373	43.296	55.26810
9	Mean	59.99	66.35	45.89	65.82	131.8616
	N	231	227	230	229	224
	Std. Deviation	22.661	27.689	25.788	49.710	57.07374
10	Mean	59.11	65.58	45.79	68.85	133.1839
	N	272	265	268	268	261
	Std. Deviation	22.145	27.420	25.218	52.060	57.59959
11	Mean	58.78	66.52	45.81	69.80	136.0277
	N	299	293	296	295	289
	Std. Deviation	22.228	29.157	24.232	51.951	61.39557
12	Mean	58.53	64.74	45.36	68.96	133.1985
	N	281	276	278	277	272
	Std. Deviation	22.278	26.630	24.509	51.318	58.71663

Table B-27. Percentage of Educators with Interrupted Planning Periods by Grade

Grade		Does planning period length vary by day: N	Y	Total
PK	Count	24	16	40
	%	60.0%	40.0%	100.0%
K	Count	112	33	145
	%	77.2%	22.8%	100.0%
1	Count	137	36	173
	%	79.2%	20.8%	100.0%
2	Count	146	31	177
	%	82.5%	17.5%	100.0%
3	Count	124	36	160
	%	77.5%	22.5%	100.0%
4	Count	126	35	161
	%	78.3%	21.7%	100.0%
5	Count	130	28	158
	%	82.3%	17.7%	100.0%
6	Count	159	27	186
	%	85.5%	14.5%	100.0%
7	Count	164	31	195
	%	84.1%	15.9%	100.0%
8	Count	164	31	195
	%	84.1%	15.9%	100.0%
9	Count	199	34	233
	%	85.4%	14.6%	100.0%
10	Count	227	47	274
	%	82.8%	17.2%	100.0%
11	Count	253	48	301
	%	84.1%	15.9%	100.0%
12	Count	234	49	283
	%	82.7%	17.3%	100.0%

Table B-28. Average Planning Period Length for Educators with Interrupted Planning Periods by Grade

Grade	Mean	N	Std. deviation
PK	166.33	15	115.673
K	59.91	33	29.816
1	57.19	36	15.269
2	50.61	31	18.807
3	51.78	36	15.842
4	49.69	35	12.508
5	48.00	28	14.639
6	52.52	27	26.921
7	52.97	31	25.591
8	52.87	31	24.605
9	66.47	34	24.766
10	65.89	47	23.836
11	66.88	48	23.091
12	67.96	48	23.037

Table B-29. Average Number of Preps and Current Planning Time Per Prep by Grade

Grade		Number of preps	Current number of planning minutes per prep
PK	Mean	3.65	11.8406
	N	37	36
	Std. Deviation	2.870	13.64058
K	Mean	5.16	11.1375
	N	141	138
	Std. Deviation	2.525	9.89664
1	Mean	5.38	10.3062
	N	168	166
	Std. Deviation	2.417	8.81237
2	Mean	5.60	9.5355
	N	171	169
	Std. Deviation	2.501	8.28900
3	Mean	5.70	9.4907
	N	158	155
	Std. Deviation	2.698	8.47883
4	Mean	5.39	10.3955
	N	160	158
	Std. Deviation	2.772	9.64235
5	Mean	4.89	11.7495
	N	156	152
	Std. Deviation	2.675	10.01264
6	Mean	3.57	19.0456
	N	184	182
	Std. Deviation	2.023	15.15449
7	Mean	3.45	19.6082
	N	193	191
	Std. Deviation	1.920	15.27151
8	Mean	3.56	18.5175
	N	193	191
	Std. Deviation	1.920	14.31518
9	Mean	3.25	23.8703
	N	231	227
	Std. Deviation	1.627	17.96989
10	Mean	3.21	22.6760
	N	271	266
	Std. Deviation	1.552	15.47574
11	Mean	3.26	21.9988
	N	298	293
	Std. Deviation	1.557	14.69405
12	Mean	3.28	22.1497
	N	281	277
	Std. Deviation	1.593	14.95288

Table B-30. Ideal Planning Scenarios by Grade

Grade		Ideal requested daily planning time	Difference between ideal daily planning time and school's planning period	Ideal number of minutes per prep	Difference between ideal time per prep and current time per prep
PK	Mean	54.21	13.5000	25.7661	13.7290
	N	38	34	34	34
	Std. Deviation	16.255	13.93328	21.54169	17.71832
K	Mean	60.98	19.5612	17.1899	5.7699
	N	141	139	135	134
	Std. Deviation	20.655	22.11076	15.76432	8.30826
1	Mean	61.20	20.3669	16.1196	5.6276
	N	170	169	164	163
	Std. Deviation	21.556	22.39861	14.90888	8.55863
2	Mean	61.93	21.2874	15.3961	5.6304
	N	174	174	167	166
	Std. Deviation	18.606	20.51274	14.04352	8.10362
3	Mean	61.03	20.6013	15.0744	5.3131
	N	158	158	154	153
	Std. Deviation	20.982	22.05608	13.57628	7.41895
4	Mean	61.61	21.8462	16.7227	5.9937
	N	157	156	155	154
	Std. Deviation	19.237	20.44636	14.44179	7.48796
5	Mean	65.42	24.4314	19.6577	7.6052
	N	154	153	149	148
	Std. Deviation	21.796	23.18937	16.61756	8.98255
6	Mean	70.07	19.7889	27.1780	8.1791
	N	181	180	177	177
	Std. Deviation	22.215	21.49756	18.95406	8.72738
7	Mean	73.97	22.8053	29.3075	9.7665
	N	191	190	187	187
	Std. Deviation	24.019	24.35559	22.01617	12.51483
8	Mean	74.19	22.0737	27.8509	9.2825
	N	192	190	188	188
	Std. Deviation	24.961	26.09354	19.34085	9.71789
9	Mean	82.85	20.6740	32.1299	8.0280
	N	230	227	226	225
	Std. Deviation	24.283	25.35953	19.74141	11.07506
10	Mean	83.15	22.2127	31.4620	8.5952
	N	271	268	265	264
	Std. Deviation	24.746	26.12365	17.76080	10.85384
11	Mean	83.04	22.5254	30.8776	8.7082
	N	298	295	292	291
	Std. Deviation	25.272	27.15060	17.81510	11.85184
12	Mean	82.48	22.2022	30.9432	8.6122
	N	280	277	276	275
	Std. Deviation	24.357	25.88693	17.69201	11.28227

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