



WORKSHEET 1: TEAM MEMBERS

Perspectives/ Expertise Needed	Name	Role/Title	Perspectives/Expertise
Knowledge of continuous improvement efforts taking place across the school/district			
Classroom practitioners			
Educators with perspectives beyond the classroom			
A position of formal authority to ensure action plans will be implemented			



WORKSHEET 2: AMOUNT OF PAPERWORK AND ROUTINE DUTIES

Items: You have additional time to...	Average score for each item
Complete required administrative work/forms.	
Create lesson plans.	
Take care of your classroom (e.g., cleaning the classroom, sanitizing materials).	
Complete most of your job-related work (e.g., grading) at school.	
Which prompt is your district/school's area of greatest strength? On what did you base your response?	
Which prompt is your district/school's greatest opportunity for growth? On what did you base your response?	



WORKSHEET 3: LEVERAGING THE AREA OF STRENGTH

<p>What are likely some contributing factors to your area of greatest strength?</p> <p>Are there structures or support in place that may account for that area of strength?</p>	
<p>How might your team leverage the area of greatest strength to address an opportunity for growth?</p> <p>What structures or supports from your area of strength might carry over to the opportunity for growth?</p>	



WORKSHEET 4: ITEMS TO ELIMINATE OR CONSOLIDATE

	Items	What action steps would need to be taken to eliminate or consolidate each requirement?
Requirement #1		
Requirement #2		



WORKSHEET 5: ANALYZING TIME CONSIDERATIONS

What benefits does your team anticipate gaining from a time analysis effort?

Teachers in which types of roles will track their time? Why were those roles selected?

How many teachers will be involved in tracking their time?

How will your team actively engage participants in the design of the time tracking effort? What explicit actions will be taken to ensure that this is accurately perceived as an effort to improve conditions for teachers?



WORKSHEET 6: SELECTING A FOCUS AREA

From Worksheet 2: Item of greatest strength and item of greatest opportunity for growth

From Worksheet 4: Two items identified for possible elimination or consolidation. Identify the connection to a SCTWCS condition or item

From the How Time is Currently Used activity: One identified priority that emerged from a time analysis



WORKSHEET 7: AREA OF FOCUS

Our team will leverage these strengths:	
To improve or change this situation:	
Which will improve responses on this/these survey item(s):	



WORKSHEET 8: CONNECT WITH CONTINUOUS IMPROVEMENT EFFORTS

Discussion Prompt	Notes
Where might data related to the use of teachers' time already be reflected in our school/district continuous improvement processes? Which goal and/or strategy includes the related information?	
Which goals and strategies within our continuous improvement efforts are informed or impacted by the use of teachers' time?	
How might information about the structure and use of teachers' time help inform current school/district continuous improvement work?	
How might our team integrate SCTWCS information related to teachers' time into what is already being done through our school's/district's continuous improvement efforts?	
What school/district practices might be contributing to challenges with how teachers' time is used? How might those practices shift to improve?	
What school/district policies might be contributing to challenges related to the use of teachers' time? To what degree can those policies be shifted to improve working conditions?	
What other teams are doing aligned work in our school/district? How might we strategically integrate our efforts?	



WORKSHEET 9: NEXT STEPS

Area of Focus			
Action Steps	Person Facilitating Efforts	Status (Started, In Progress, Launched)	Notes on Impact and Learning
Next meeting date and time:			