Annotated Bibliography

Chapter 7: Making Time

DuFour, R. (2002). Chapter 4: Time, perspective, and priorities. In R. Eaker, R. DuFour, & R. Burnette (Eds.), *Getting started: Reculturing schools to become professional learning communities* **(pp. 31-56). Bloomington, IN: National Educational Service.**
Richard DuFour acknowledges the many demands on principals and the difficulties they face in starting professional learning communities. Having been a principal himself for most of his career, the author loads these pages with processes that principals and team members can use to build a new perspective about time. Based on his experience that no new initiative can succeed without the time needed to build mission and vision and to gain skills necessary for success, this former principal highlights priorities: 1) focus on learning, 2) focus on collaborative culture, 3) focus on results, and 4) provide timely, relevant information. The message is that changing one's perspective about the mission of the school will enable ways to find the time needed for professional learning communities.
This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (1. Subject matter knowledge; 2. Human growth and development; 4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 8. Communication; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (1. Subject knowledge; 2. Needs of learners and teachers for appropriate teaching skills; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 6. Adult learning and development; 7. Periodically assessed for impact on teaching or student learning; 9. School culture for continuous improvement and challenges traditional roles; and 11. Supported by time for collegial learning and professional development).

DuFour, R., DuFour, R., Eaker, R., & Karhanek, G. (2004). *Whatever it takes: How professional learning communities respond when kids don't learn.* **Bloomington, IN: National Educational Service.**
The authors describe processes that enable professional learning teams to find time and support to respond to students who are having difficulty achieving. Continuing their years of work in extolling the merits of professional learning communities, these authors present the assumption that all children can learn with time and support. Chapters 3 and 4 tell the story of a Chicago high school that was determined to provide resources to students who needed to improve results. Chapter 5 addresses processes used by a middle school, and Chapters 6 and 7 tell the stories of elementary schools determined to instill a schoolwide system of time and support for all of their kids. With the national emphasis on closing achievement gaps, this work presents both hope and methodology.
This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (1. Subject matter knowledge; 2. Human growth and development; 3. Diverse learners; 4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 7. Special needs; 8. Communication; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's

Professional Development Standards for Teachers (1. Subject knowledge; 2. Needs of learners and teachers for appropriate teaching skills; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; and 7. Periodically assessed for impact on teaching or student learning).

Holcomb, E. (1999). Chapter 10: Planning your work, and working your plan. In E. Holcomb (Ed.), *Getting excited about data: How to combine people, passion, and proof* **(pp. 90-94). Thousand Oaks, CA: Corwin Press.**
Teams can use Edie Holcomb's ideas and processes to set goals and to find time to effectively work their plans. School improvement is neither cheap nor easy, and finding the time for all staff, a leadership group and task groups, and a key staff member who works closely with the principal requires creative thinking and problem solving. Time is money and finding the money is also discussed, along with planning to coordinate with district budget cycles and application cycles for grant funding. The author, Director of Standards and Assessment for a large urban school district, conveys his assumption that teams that have a specific plan for 1) what they will do with the money and 2) how they will ensure it impacts student learning almost always receive some additional support.
This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (8. Communication; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (8. Comes from strategic planning embraced by all levels; 9. School culture for continuous improvement and challenges traditional roles; 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial learning and professional development).

Pardini, P. (1999). Making time for adult learning. *Journal of Staff Development,* *20*(2), pp. 37-41.
This article offers teams eight real-life examples of schools that found ways to overcome the constraints of time — these schools make time for learning. Knowing that finding time for professional development is vital, but not easy, these schools demonstrate that innovative strategies can overcome the barrier of time. The examples include secondary and elementary schools as well as an entire school district. Teams can use the ideas to generate ways to provide time for learning in their own schools or districts.
This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 6. Learning environment; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (2. Needs of learners and teachers got appropriate teaching skills; 3. Best practices; 5. Integrates new learning; 9. School culture for continuous improvement and challenges traditional roles; and 11. Supported by time for collegial learning and professional development).