

Using Additional Teacher Collaboration Time to Improve Student Achievement

School Turnaround Learning Community
August 9, 2011

National Center on Time & Learning:

Who are we?

In ten years at least one million children in high poverty communities will attend schools that have redesigned their school day or year to expand learning time to support academic improvement and offer a well-rounded education.



Generating Knowledge

Knowledge Management

Research



Influencing Policy

Federal Policy

**National Movement
Building**

**State and District
Engagement**



Affecting Practice

School Transformation

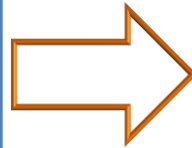
**Massachusetts ELT
Initiative**

**On-going support to
SEAs, districts &
schools in MA, DE, OK,
MI, CO, HI**

Webinar Objectives

ILT Group Objectives

- ✓ A framework for expanding learning time
- ✓ Assessing the quality of instructional time
- ✓ Using existing time and resources more effectively
- ✓ Improving teacher collaboration
- ✓ Aligning in-school and afterschool programming (tiered intervention, add'l blocks of time, communication)



Our Approach

Using ILT to “Make a Meaningful Impact”

To help you understand how schools can effectively use Increased Learning Time

Checking the Boxes or Creating Results?

Use this understanding to help you learn how SEAs and LEAs can best support their SIG schools in implementing effective practices

NCTL Webinar Series Overview

WEEKLY TOPICS:

July 18-July 22: Overview & Making Every Minute Count

July 25-July 29: Resource Allocation –Making Choices to Prioritize Learning Time for Students

August 1-August 5: Using Increased Learning Time for Personalizing Instruction and Tiered Interventions

August 8-August 12: Using Increased Learning Time to Strengthen Instruction

Session Agenda

Today's Agenda:

Framework and Key Principles



School Examples and Lessons Learned



SEA/LEA Guidance – From Checking
Boxes to Creating Results



Coming Tomorrow:

Practitioner Webinar: Mike Sabin
Dever McCormack School (Boston, MA)

Remember to:

Keep An Open Mind

- ➔ Resist drawing firm conclusions. Fight the urge to think “we can’t do that because . . .”
- ➔ Use the examples we share as a **starting point** in figuring out what works best for your state or district and the schools with which you work.
- ➔ **Creativity is the key.** This is still a new field; your state, district, or school can create the next break-the-mold strategy.

What do we mean by Increased Learning Time?

Increased Learning Time means:

At least 300 hours of additional learning time for all students

A balanced approach to the school day
*more time for core academics, engaging enrichment activities &
teacher collaboration*

A catalyst for school redesign and turnaround

Enabling deeper implementation of school-wide and
district priorities

Better integration of community partnerships into the
school day

Interpreting Federal ILT Guidance for States

A-32d.

... An LEA has the flexibility to determine how to precisely meet the requirements to establish schedules that provide increase learning time, and should do so with an eye toward *the goal of increasing learning time enough to have a meaningful impact* on the academic program in which the model is being implemented.

What school/district ILT practices create “a meaningful impact”?

What else can SEAs do to support ILT efforts so they create “a meaningful impact”?

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Lessons Learned: High Performing ELT Schools



6. ENGAGING ENRICHMENT

Provide high quality enrichment activities that support school wide academic goals, deepen student engagement and build towards mastery



1. STRENGTHENING INSTRUCTION

Ensure added time for teacher collaboration is highly structured and focused so that it can be used effectively to improve instruction

5. FOCUS

Focus and narrow in on specific academic goals and making every minute count



2. DATA DRIVEN

Use data relentlessly to identify improvements to core instruction

4. HIGH PERFORMING CULTURE

Build a school culture based on high standards for learning and behavior that is reinforced daily

3. PERSONALIZATION

Match each student with the instructional supports they need to succeed at high levels with more time

Combining More Time and High Quality Teacher Collaboration



Creating Effective Teacher Collaboration

Time

Sufficient time is provided for teachers to identify student learning needs and share, review, and provide feedback on instructional practices that address these needs

Content

All teacher collaboration and professional development is a mechanism for teachers to improve instruction and build expertise

Leader
Support

District and school leadership see frequent collaboration as the primary vehicle for the relentless improvement of instruction and ultimately student performance

Structure

All teams consistently use the same structures, tools, and practices so all teacher collaboration is purposeful and part of a coherent school-wide plan

Culture

Organization promotes sharing honest feedback and a commitment to improving classroom instruction among teachers and administrators

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School Examples and Lessons Learned



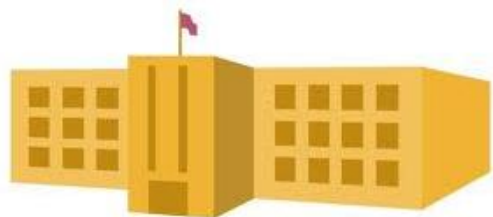
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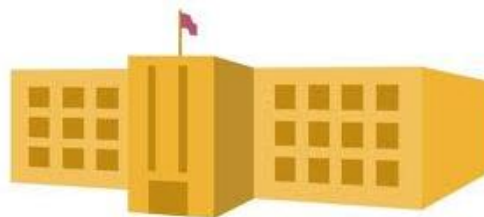
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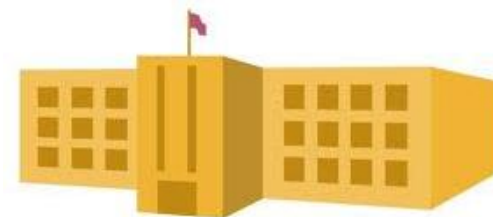
Finding More Time for Teacher Collaboration



Jacob Hiatt Magnet School



Brockton High School



A.C. Whelan Elem. School



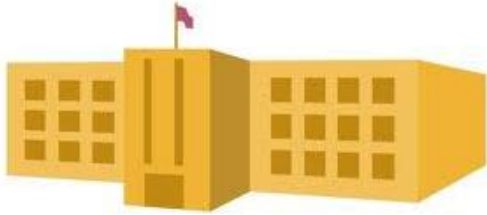
How do these three schools find more time for teacher collaboration?

- Collaboration during school day with 'Rounds' meetings
- School provides coverage for teachers while they learn from one another

- Collaboration outside the school day twice a month, with monthly planning session
- Teachers compensated with PD funds

- Collaboration each day while students receive phys ed
- School hired 2 phys ed. teachers and Playworks coach to staff phys ed classes

Jacob Hiatt Magnet School



Location: Worcester, MA

of Students: 456

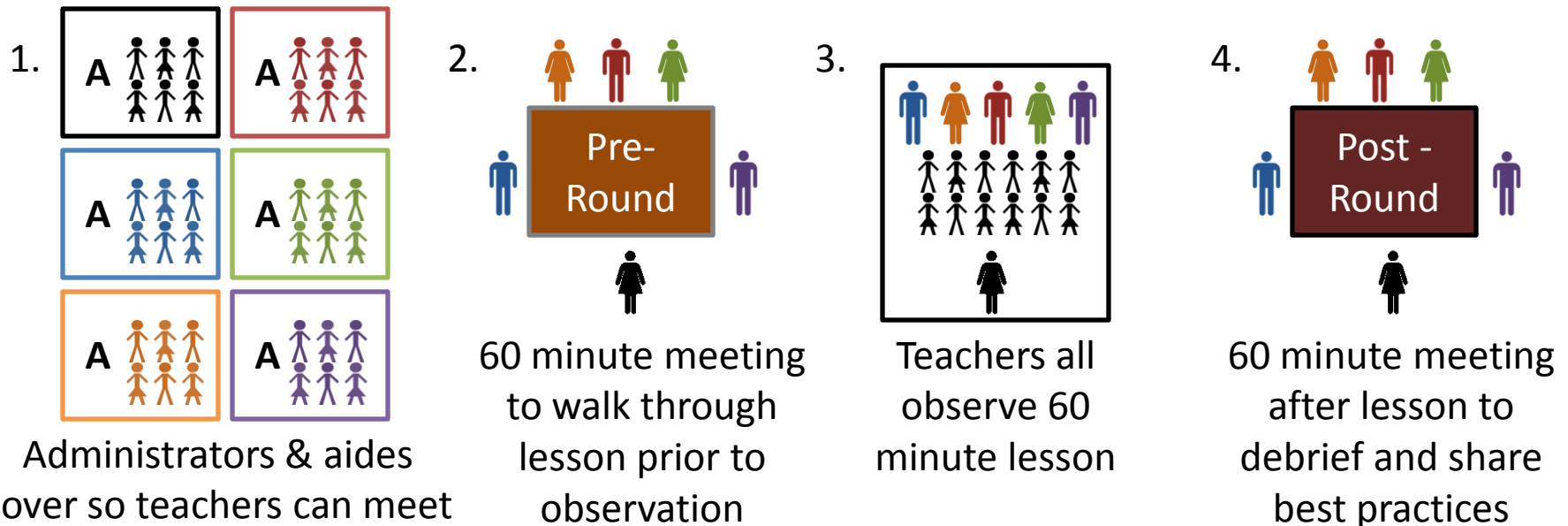
Grades: PK - 6

% Low Income: 71

Start/End Time: 7:50 – 3:35

Rounds at Jacob Hiatt Magnet School

Goal: Observe content area peers and share best practices, similar to medical rounds



Rounds at Jacob Hiatt

Time

- Offered 3 times each year, in addition to weekly 45 minute collaboration time for all teachers
- 60 minutes for pre- and post-round meetings and observation

Content

- *Pre-Rounds*: set agenda, familiarize other teachers with lesson
- *Observe lesson*
- *Post-Rounds*: review lesson, answer questions, offer suggestions

Leader
Support

- Administration provides coverage for pre-rounds, observation, and post-rounds

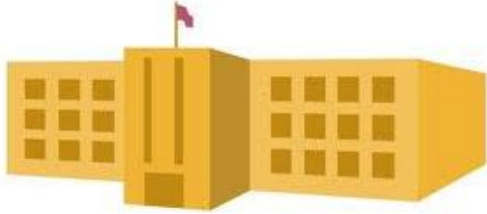
Structure

- “Rounds Sheet” details lesson goals, overview of plan, and connection to school-wide instructional focus
- Rounds teams composed of same content teachers across grades

Culture

- Teacher led and non evaluative
- Tied to school-wide instructional focus
- Builds school community focused on instructional improvement

A.C. Whelan Elementary School



Location: Revere, MA

of Students: 757

Grades: K - 5

% Low Income: 63

Start/End Time: 7:55 – 3:55

Daily Teacher Collaboration at A.C. Whelan

Goal: Provide all teachers a period to collaborate in addition to planning period

In 2008, Whelan added 95 min to the day: 50 min for supports and 45 min for phys ed.

Each day, grade level teams get 45 minutes of collaboration...

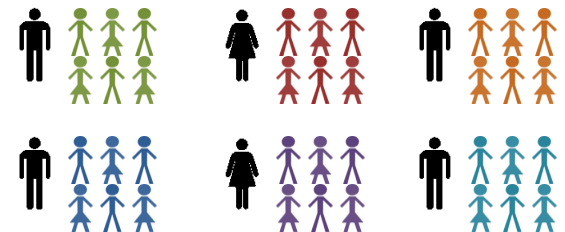


Meet 2x/week with
Content Coach



Meet 3x/week with
Administrator

...while students receive an
additional 45 period of phys ed



*Hired 2 additional Phys Ed
teachers and 1 Playworks Coach*

Teacher Collaboration at A.C. Whelan

Time

- Daily 45 minute collaboration period
- Meet with literacy and math coaches twice a week
- Meet with administrators three times a week

Content

- Review student work and data
- Share best practices tied to instructional focus
- Develop differentiation strategies

Leader Support

- Each meeting is led by a content area coach or administrator
- Hired 2 additional phys. ed teachers and Playworks coach to provide phys. ed for students while grade level teachers meet

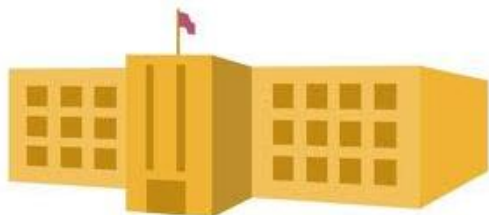
Structure

- Grade level meetings with common agenda
- Teams fill out notes template after each meeting
- Administrators and coaches collect notes to monitor effectiveness

Culture

- School leadership continually communicates commitment to increasing consistency and strengthening teacher relationships

Brockton High School



Location: Brockton, MA

of Students: 4,029

Grades: 9 - 12

% Low Income: 69

Start/End Time: 7:20 – 1:59

School Wide Literacy Initiative at Brockton High School

Goal: Incorporate best practices in teaching defined literacy skills across all subjects

| March | | | | | | |
|-------|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

One Saturday/month for 4 hours,
Restructuring Committee plans literacy
strategies

1st Thursday: model strategies
2nd Thursday: strategies adapted
Each is 1 hour

Administrators stagger observations by
department to ensure consistency

Restructuring Committee and Literacy Initiative at Brockton HS

Time

- Restructuring Committee meets 4 hours, 1 Saturday/month
- Literacy Initiative PD: 1 hour, 2 Thurs/month, teachers placed into intra-disciplinary and inter-disciplinary teams on alternating mtgs.

Content

- Restructuring Committee plans model lessons for full staff professional development
- Literacy Initiative PD: model lessons and discuss class application

Leader Support

- Administrators are part of Restructuring Committee and help plan meetings
- Commitment to Focus on Literacy Initiative for **10 years!**

Structure

- Restructuring Committee sets agenda and keep minutes
- Administrators conduct observations to ensure consistent implementation across entire school

Culture

- Restructuring Committee: membership represents all department levels and staffed by mix of teachers and administrators
- All teachers committed to teaching skills of literacy initiative

Costs of Teacher Collaboration

Annual Costs

<\$500

Rounds at Hiatt

Pays for...



People

- Occasional subs to cover
- 18 teachers participate each year



Time

- 10.5 additional hours

\$44,000

Literacy Initiative at Brockton



People

- Sat. planning sessions
- 35 teachers (Sat) & 273 teachers (Thu) participate



Time

- 54 additional hours

\$105,000

Collaboration at Whelan



People

- 3 additional staff
- All teachers participate
- Daily PE for all students



Time

- 126 additional hours

Finding resources...

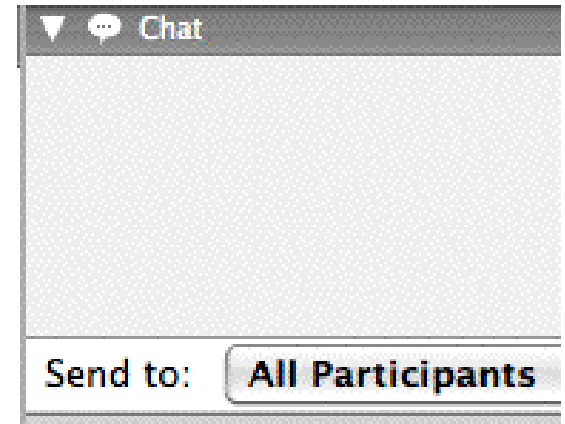
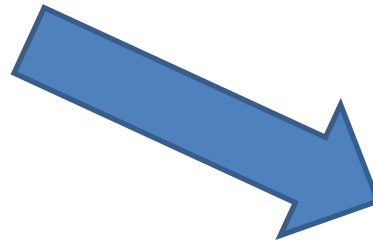
- School budget for subs
- Partnering with local college to provide student teachers to cover

- Uses existing PD budget
- Minimize costs by having PD during mandatory Thursday staff meetings

- MA ELT grant funds
- Reduce costs by hiring Playworks coach (\$25k) to staff phys ed

Questions & Reflections

Please type your questions and comments into the chat box



Today's Agenda:

Framework and Key Principles



School Examples and Lessons Learned



**SEA/LEA Guidance – From Checking
Boxes to Creating Results**



Coming Tomorrow:

Practitioner Webinar: Mike Sabin
Dever McCormack School (Boston, MA)

NCTL's Framework for SEA/LEA Guidance on SIG-ILT

| | Questions to Ask | What To Look For or Require | Red Flags |
|--|------------------|-----------------------------|-----------|
| Quantity of Increased Learning Time | | SHARED IN WEEK 1 | |
| Goals & Purpose of Increased Learning Time | | | |
| Effective Use of Time | SHARED IN WEEK 1 | | |
| Allocating Resources to Increase Learning Time | SHARED IN WEEK 2 | | |
| Using Increased Learning Time for Personalizing Instruction and Tiered Interventions | SHARED LAST WEEK | | |
| Using Increased Learning Time to Strengthen Instruction | SHARING TODAY | | |

NCTL' s Framework for SEA/LEA Guidance

Using Increased Learning Time to Strengthen Instruction

| Questions to Ask | What To Look For or Require | Red Flags |
|---|---|--|
| <ul style="list-style-type: none">• How often will your teachers meet and in what teams? How much of an increase is this from the prior year?• What will be the school-wide focus and goals for teacher collaboration and professional development?• What process and structures will you use across all teacher teams to ensure that teacher collaboration time is used to analyze student data and work and to make adjustments in instruction and curriculum?• How often will school administrators and/or instructional coaches meet with teacher teams? | <ul style="list-style-type: none">• A schedule of team meetings and data cycles is in place prior to the beginning of the school year• Evidence that teacher collaboration time is used to analyze student data and work, and that adjustments to instruction and common practices are made based on data• The principal and other administrators or instructional coaches regularly participate in team meetings• Evidence of the type of common practices that will be used across all teacher teams (e.g. common instructional practices, lesson plan templates, meeting agendas, observation protocols, etc) | <ul style="list-style-type: none">• Little or no increase in teacher collaboration time and professional development• Vague plans for what will happen during teacher collaboration time• Using professional development time to separately meet the needs of individual teachers as opposed to a coherent plan for improving instruction across all teachers• There is no accountability system or meeting protocols in place to ensure teacher collaboration time is used effectively• School administrators have little or no involvement in teacher collaboration time |

First Steps

What steps can SEAs/LEAs take now to support schools in this area?

MESSAGING:

- Stress the importance of having enough time in the day for teachers to meet to discuss student work and student data
- Stress the importance of a school-wide approach to teacher collaboration

APPLICATION and REVIEW:

- Require schools that are increasing learning time to include additional time for teacher collaboration
- Require schools to provide evidence of school-wide approach to teacher collaboration time (e.g. schedules, agendas, minutes)

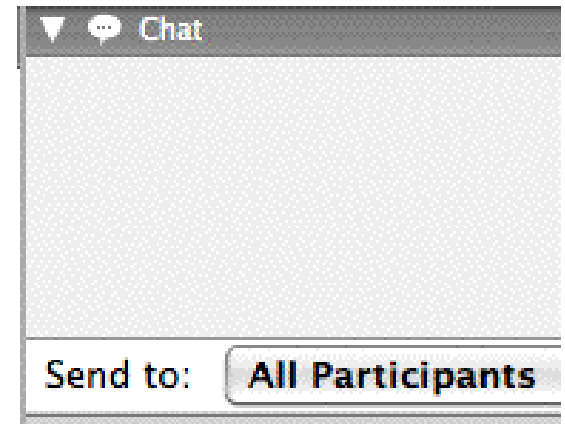
WORKING WITH LEAS/SCHOOLS:

- Share examples of schools that are scheduling and using teacher collaboration time more effectively

Questions & Reflections

1. How do you plan on using the information and tools provided over the last four weeks with educators in your area?

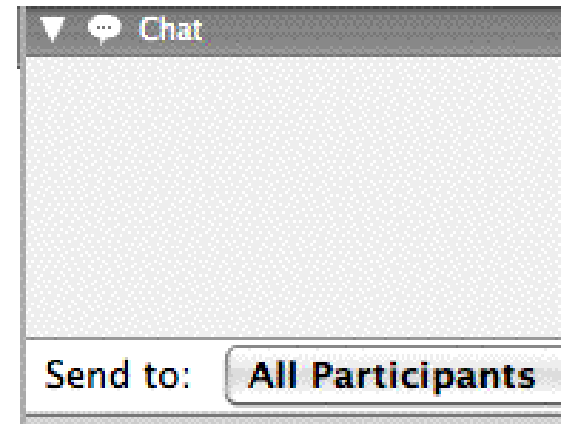
Please type your answers into the chat box



Questions & Reflections

2. What further support do you need in order to act on and use the tools and resources we have shared in the Increased Learning Time Group?

Please type your answers into the chat box



Coming Tomorrow:

Practitioner Webinar:

Principal Mike Sabin
Dever McCormack School
(Boston, MA)

Tomorrow @ 2pm ET

What's Next for the Increased Learning Time Group?

Coming in September:

Kelly add text here