Prioritizing Increased Learning Time in SIG – Framework for SEA and LEA Guidance

	Questions to Ask	What To Look For or Require	Red Flags
Quantity of Increased Learning Time	Increasing Learning Time for **ALL** Students -- How much additional learning time will your school add for **all** students? How many total school hours do you have now? (number of days X hours per day) How many will you have? In addition to the learning time you will add for all students, how much time will you add for targeted groups of students?	300 or more hours in the new school schedule The school day or year is expanded for all students **AND** Additional learning time is created for subsets of students based on their identified individual needs happens before or after the expanded school day, and/or during summer, vacations, and Saturday programs	Plans that claim to add learning time simply by changing how time is used during the day and not through actually adding time to the day or year Regular early release days that subtract from the total amount of additional time (e.g. a school adds 1 hour per day four days per week, but has an early release day once per week that is 3 hours shorter than their original day.) New schedules that simply don't reflect the stated increase in learning time
Goals and Purpose of the Increased Learning Time	How will you use this additional time to better reach the goals you have for your **students**? How will you use this additional time to better reach the goals you have for your **teachers**? In what ways will having more time allow you to strengthen your entire school-day and year?	A balanced approach – the additional learning time has a focus on academic time, and includes time for enrichment programs, and teacher collaboration. Evidence that the school is rethinking its entire day or year because it now has additional time. Alignment between primary school turnaround goals and how they will use time	New programming (academic or enrichment) that is simply tacked onto the end of the day and is not integrated throughout the day Adding multiple school-wide goals and trying to do "too much" Adding a wide range of programming that is not focused on a small number of clear school-wide goals If the learning time is being provided entirely by external organizations

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Effective Use of Learning Time	What school-wide practices will you institute to improve how time is used in all classrooms? What structural or schedule changes will you make to change non-instructional time into instructional time? How will you support teachers so they improve how they currently use time in class?	A systematic process of analyzing how time is used across the entire school and in individual classrooms that leads to changes in routines, schedules, instructional practices, and school organization that maximize instructional time and minimize interruptions. School-wide use of common routines aimed at reducing transition times and interruptions and recapturing learning time lost within and between class periods A defined process for sharing effective strategies for maximizing instructional time across all teachers	No defined process for analyzing how time is used across the school and in individual classrooms Little or no mention of the importance of using time well or the need for improving how time is used

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Allocating Resources to Increase Learning Time	How will you use staff flexibly (staggered schedules, shifts of staff, multiple roles, etc) to allow you to increase student learning time? How are you using funding resources (federal, district, and grants) differently from previous years in order to gain more learning time? What other resources will you use to increase learning time (e.g. technology, partners, etc)? What allowances has the LEA made for SIG schools so they can allocate resources in a way that increases learning time?	Staffing solutions that provide more time for student learning and additional time for teacher collaboration. Approaches that provide additional learning time for students but do not rely on an equal amount of additional time from all teachers. Using staff in ways that match their level of qualification and expertise (e.g. teachers are not staffing breakfast, lunch, study periods – instead their time is primarily used for instruction) The use of technology and software programs to provide targeted learning time for students.	Single source staffing approach to increasing learning time – additional time is only staffed by teachers, by one partner organization, or only using technology solutions No mention of changes in how funding resources (federal, state, or grants) will be spent in an expanded day or year. There needs to be a clear "before/after" scenario. No mention of autonomies that schools have been granted by LEAS that allow them to allocate resources in a way that increases learning time
Using Increased Learning Time for Personalizing Instruction and Tiered Interventions			
Using Increased Learning Time to Strengthen Instruction			

To be shared in upcoming weeks of the School Turnaround Learning Community. For more details visit the Increased Learning Time Group at www.schoolturnaroundsupport.org