Increased Learning Time

National Association of State Title I Directors

July 26, 2011

Ben Lummis, National Center on Time & Learning
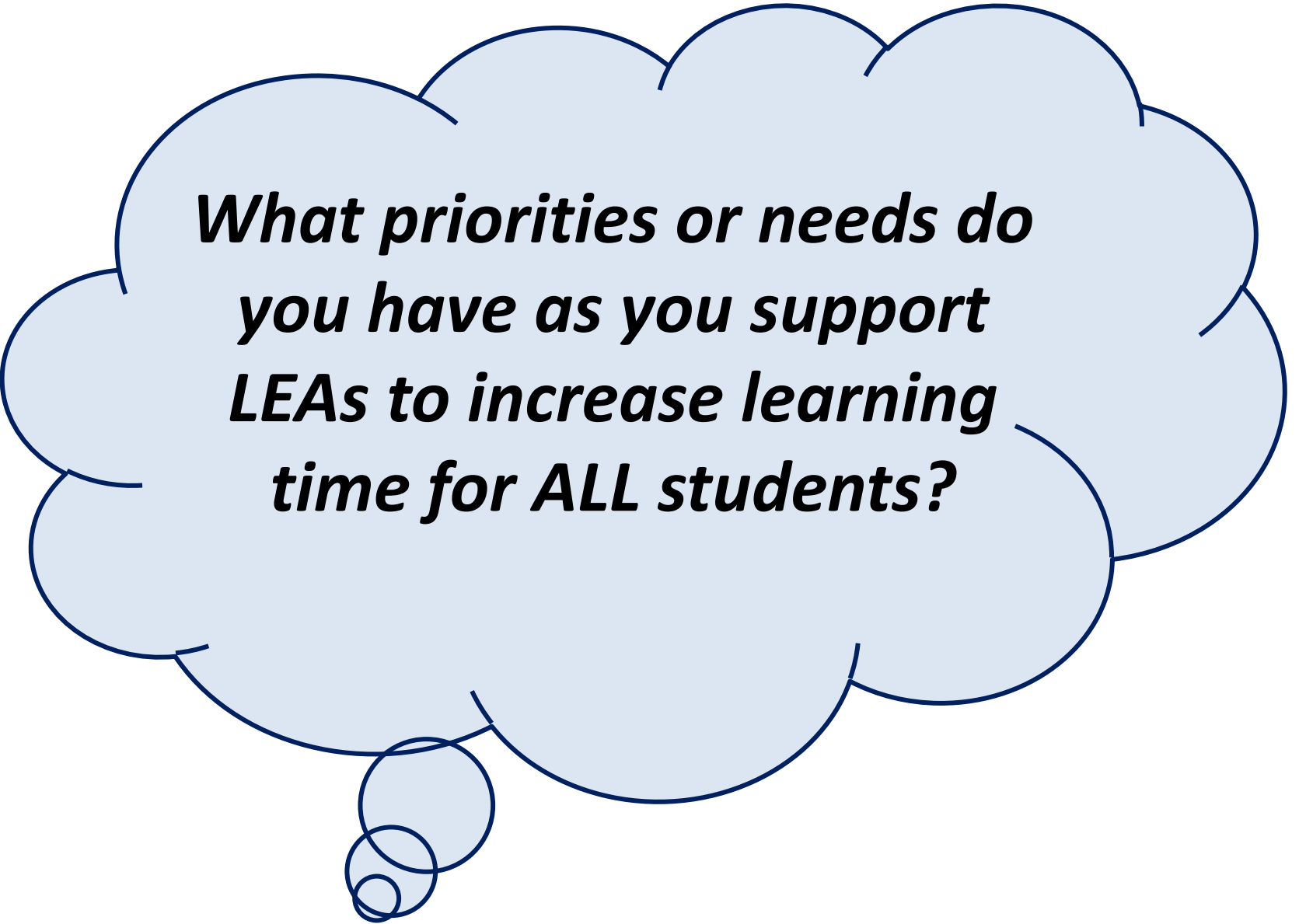*Kelly Stuart*, Doing What Works

Agenda

Trends in ILT

Examples of Effective ILT

Resources to Support ILT

Support for Next Steps

What priorities or needs do you have as you support LEAs to increase learning time for ALL students?

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, and the districts and schools you work with can create the next break-the-mold strategy.

SIG Federal Guidelines: The Bottom Line

✓ Ongoing, high-quality job-embedded professional development

✓ Continuous use of data to differentiate instruction for individual students

✓ Opportunities in advanced coursework, dual enrollment programs, or thematic learning academies

✓ Schoolwide "response- to-intervention" model

✓ Technology-based supports and interventions

✓ Social-emotional & community-oriented services and supports

✓ Ongoing mechanisms for family and community engagement

A school calendar of 180, 6½-hour days is not enough time to meet all that is required of SIG schools.

What Do We Mean by Increased Learning Time?

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, and 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

National Landscape: Trends in Time Reform

Fort Logan Elementary School
Sheridan, CO

Using **"second shift" of educators**, including personnel from other schools and partners, to staff additional 7 school hours per week.

Chicago Public Schools
Chicago, IL

Using **technology** to add 90 minutes of instruction each day for over 2000 students in 5 elementary schools; 10 more schools to join the initiative in January 2011.

Generation High School
Brooklyn, NY

Using **staggered teacher schedules** to staff 200 days per year at no additional cost.

Edwards Middle School
Boston, MA

Using **week-long school vacations** to provide academic support to targeted students.

Gary and Jerri-Ann Jacobs High Tech High School
*San Diego, CA*

Using an additional hour of the school day that requires all 11th grade students to participate in an **internship** with a local business.

Waterford High School
Waterford, CA

Focused on **bell-to-bell** instruction and improved time on task from 65% to 85%.

Cincinnati Fifth Quarter
Cincinnati, OH

Using **summer session** to provide 130 additional hours of learning time, including academics and enrichment.
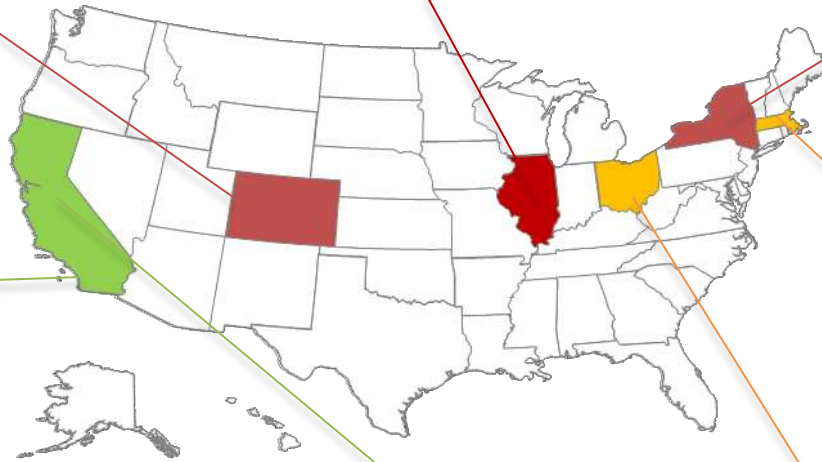
Interpreting Federal ILT Guidance for States

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 can SEAs do to support ILT efforts so they create "a meaningful impact"?**

State ILT Guidance: Creating Results?
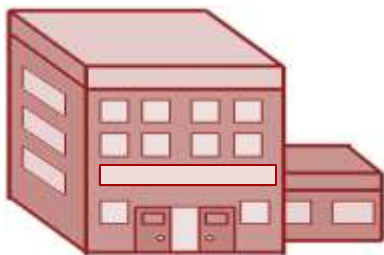
What SIG Schools checking boxes looks like:

✗ K-5 School added 5 minutes to each class.

✗ High school added an after-school program; however, failed to communicate it to students and families.

✗ Elementary school added 15 minutes to day for breakfast rather than academics.

✗ Middle school added one hour 6 years ago, so was not required to implement any more time.
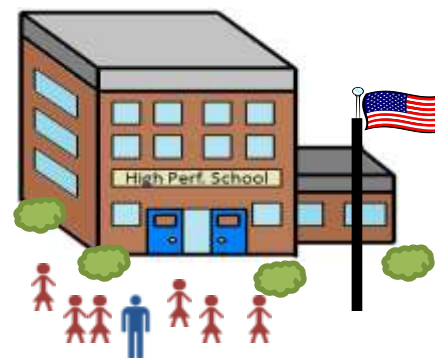
What creating results looks like:

✔ High school added 90 minutes daily to make 8-hour student day to provide more core, enrichment ,and supports.

✔ Elementary school added 4 ½ hours of instruction per week for all students.

✔ Middle schools added 75 minutes to each day and 5 days to year. Focus on developing academic language and providing more interventions.

Lessons Learned: High Performing ILT Schools

6. ENGAGING ENRICHMENT
Provide high quality enrichment activities that support schoolwide academic goals, deepen student engagement, and build towards mastery
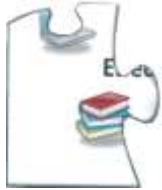
1. STRENGTHENING INSTRUCTION
Ensure that added time for teacher collaboration is highly structured and focused so that it can be used effectively to improve instruction

5. FOCUS
Focus and narrow in on specific academic goals and make every minute count

Effective ELT Schools

2. DATA DRIVEN
Use data to link instruction and outcomes and to target interventions

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

Increasing Learning Time – Where to Begin

Using Time Well – Support schools and districts in assessing how well they are currently using time

The student day can be longer than the teacher day – Cost effective solutions depend on the creative and flexible allocation of resources – people, time, funding

Maximizing Academic Learning Time

Academic Learning Time
Time students gain and retain subject knowledge
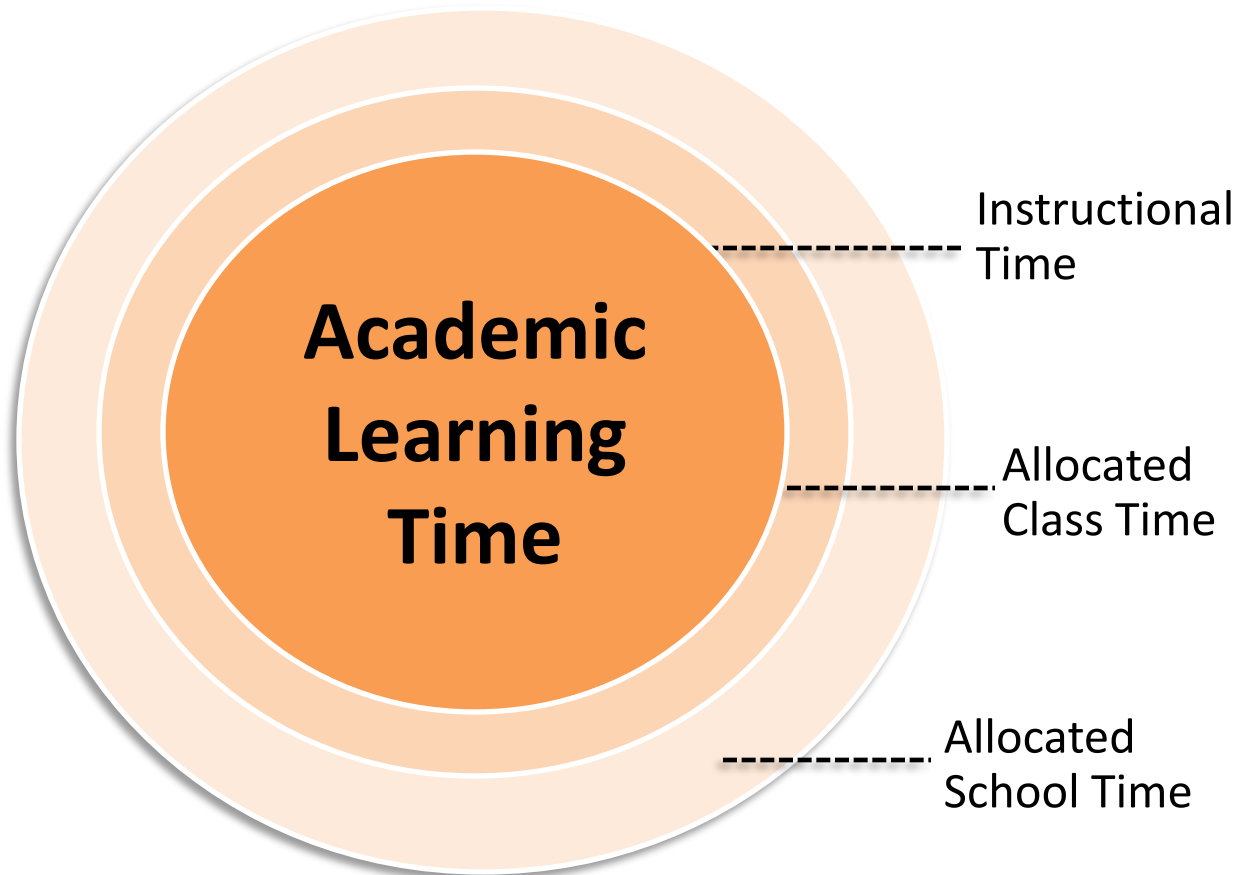
Instructional Time
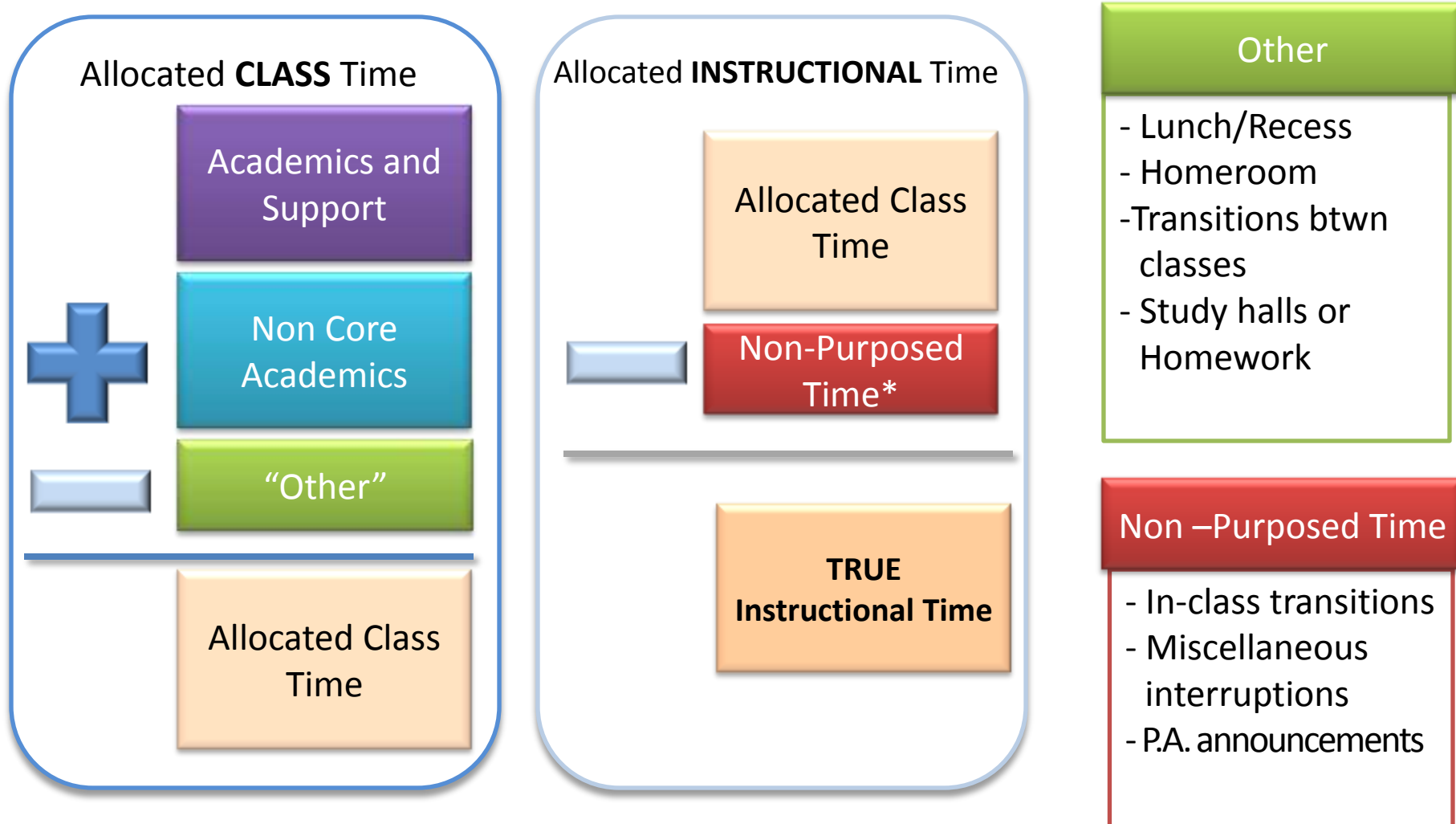Time devoted to instruction

Allocated Class Time
Total time in class

Allocated School Time
Total time in school

Academic Learning Time

Instructional Time

Allocated Class Time

Allocated School Time

Source: Elena Silva, *On the Clock: Rethinking the Way Schools Use Time*, Education Sector Reports, 2007.

Tool #1: Quality Time Analysis Tool (QTA)

Allocated CLASS Time

➕ Academics and Support
Non Core Academics
➖ "Other"

= Allocated Class Time

Allocated INSTRUCTIONAL Time

Allocated Class Time
➖ Non-Purposed Time*

= TRUE Instructional Time

Other

- Lunch/Recess
- Homeroom
- Transitions btwn classes
- Study halls or Homework

Non –Purposed Time

- In-class transitions
- Miscellaneous interruptions
- P.A. announcements

Quality Time Analysis Tool: *Putting It to Use*
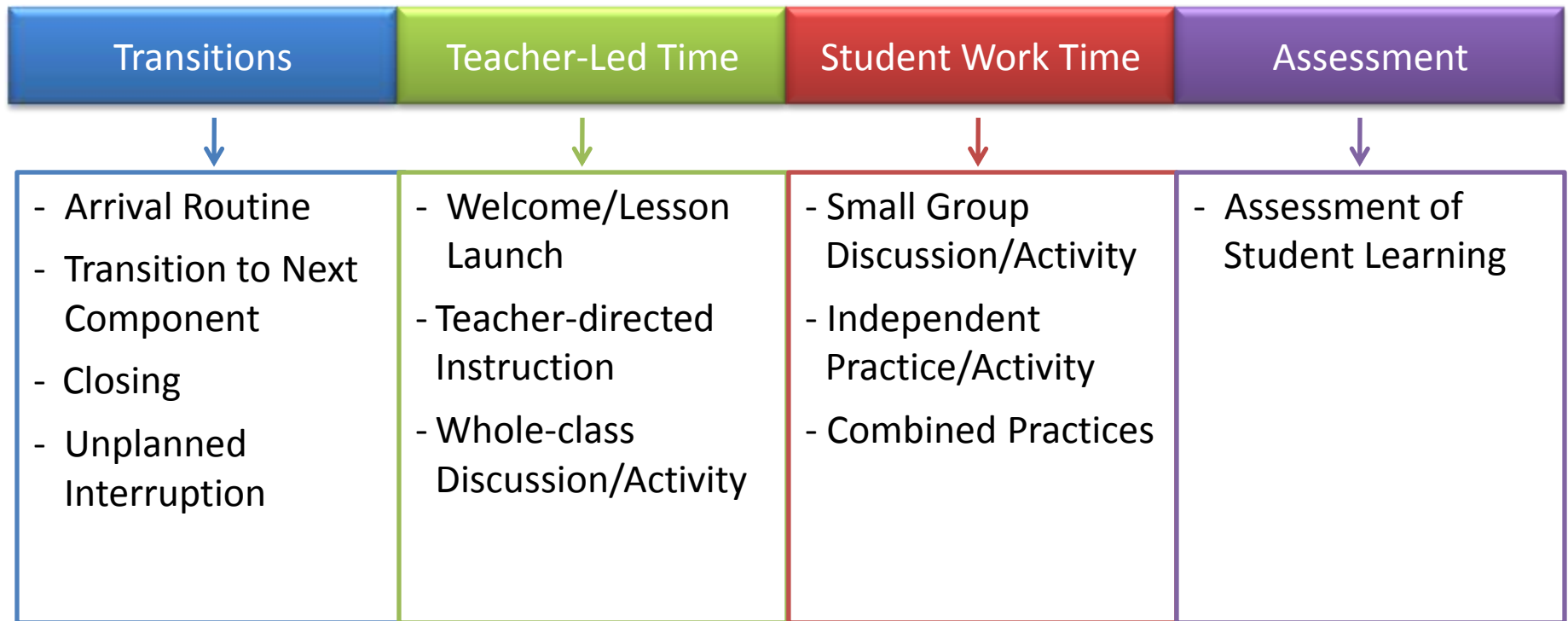
Consider using this tool:

- To help SIG schools learn how time is allocated across three broad categories: Academics, Non-Core Academics, and Other.

- To help SIG schools and districts consider modifications to schedules, policies and practices that will optimize learning time for students.

Use the data generated by this tool to:

- To help schools make schedule changes and increase learning time strategically in ways that support school-wide priorities.

- To identify where learning time is lost within the school schedule andS re-capture time lost to transitions, interruptions, and other non-instructional time.

Tool #2: Classroom Time Use Tool

Types of Time-Use in a Typical Class Period

Transitions	Teacher-Led Time	Student Work Time	Assessment
- Arrival Routine - Transition to Next Component - Closing - Unplanned Interruption	- Welcome/Lesson Launch - Teacher-directed Instruction - Whole-class Discussion/Activity	- Small Group Discussion/Activity - Independent Practice/Activity - Combined Practices	- Assessment of Student Learning

Classroom Time Use Tool: *Putting It to Use*

Consider using this tool:

- To supplement district/school walk-through protocols
- As a peer observation tool
- As a way to identify effective time management strategies that need to be shared with other teachers

Use the data generated by this tool to:

- Help teachers calibrate their actual use of time in the classroom against their lesson plans
- Set goals around minimizing transitions and maximizing teacher-led instruction, student work time, and assessment of student learning
- Support new/less experienced teachers and staff in using time effectively

Effectively Increasing Learning Time in an Era of Limited Resources

Cost Considerations

Successful Expanded Time Schools

Flexible roles reduce costs; consider using community partners

Staffing

Deployment of SPED, guidance, Title I, and support resources

Student Support

Stagger days and years for staff to increase student learning time

Flexible Scheduling

Reconsider district expenditures and allow for more flexibility

District Policies

Use new technology to expand time, reduce costs, and create flexibility

Technology

Alter ratios to save costs while increasing learning time for all

Student Teacher Ratios

Moving Beyond the Teacher Day = the Student Day

Simplistic Approach to an Expanded School Day

| 1 Hr | 2 Hrs | 3 Hrs | 4 Hrs | 5 Hrs | 6 Hrs | 7 Hrs | 8 Hrs |

Student Day

Teacher Day

Costs
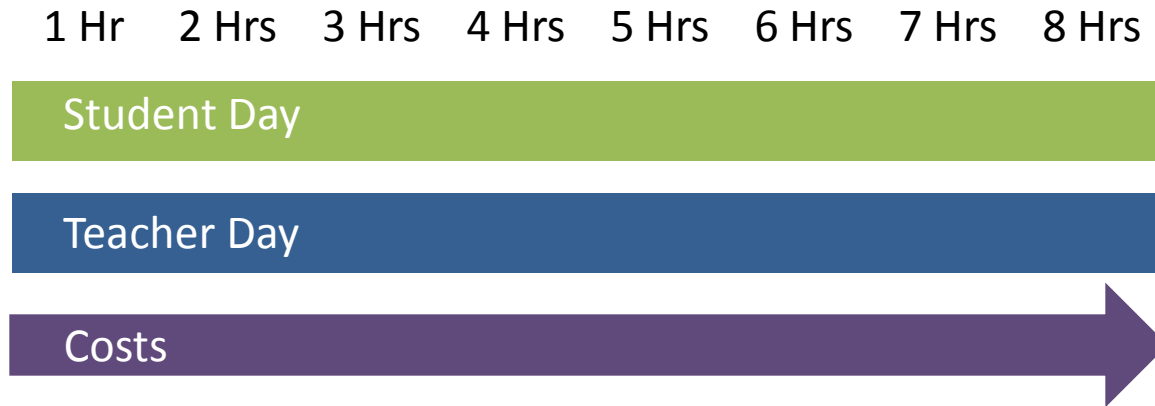
Drawbacks
- ✓ Costly
- ✓ Difficult to negotiate
- ✓ May not suit student or teacher needs

Creative and Flexible Approach to an Expanded Day

| 1 Hr | 2 Hrs | 3 Hrs | 4 Hrs | 5 Hrs | 6 Hrs | 7 Hrs | 8 Hrs |

Student Day

Teacher Day   **Teacher Day**
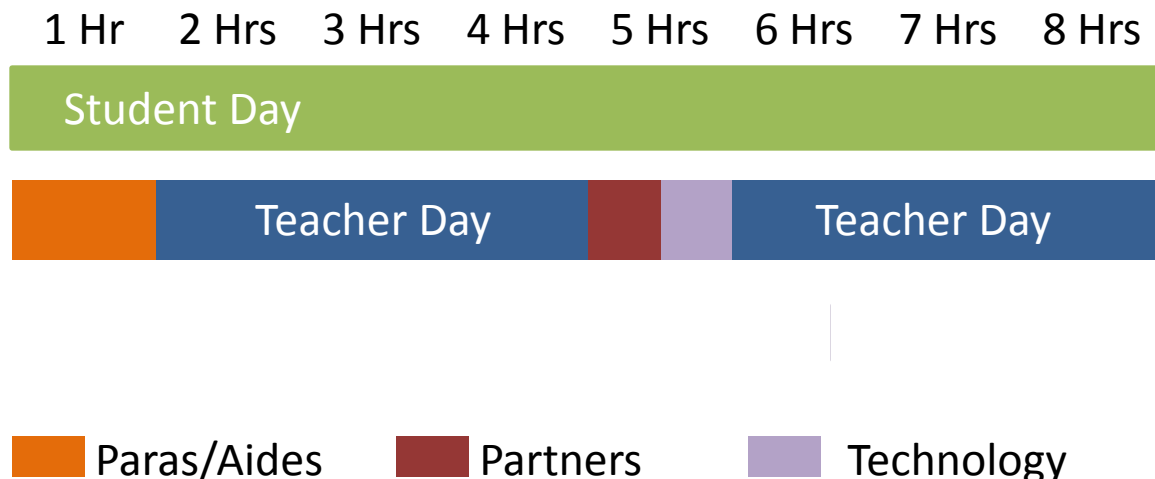
Benefits
- ✓ More cost effective
- ✓ Brings in outside expertise
- ✓ Provides scheduling flexibility for teacher prep, PD, and collaboration

■ Paras/Aides   ■ Partners   ■ Technology

Generation Schools: The Game Changer

Public, District, Unionized High School – Brooklyn, NY

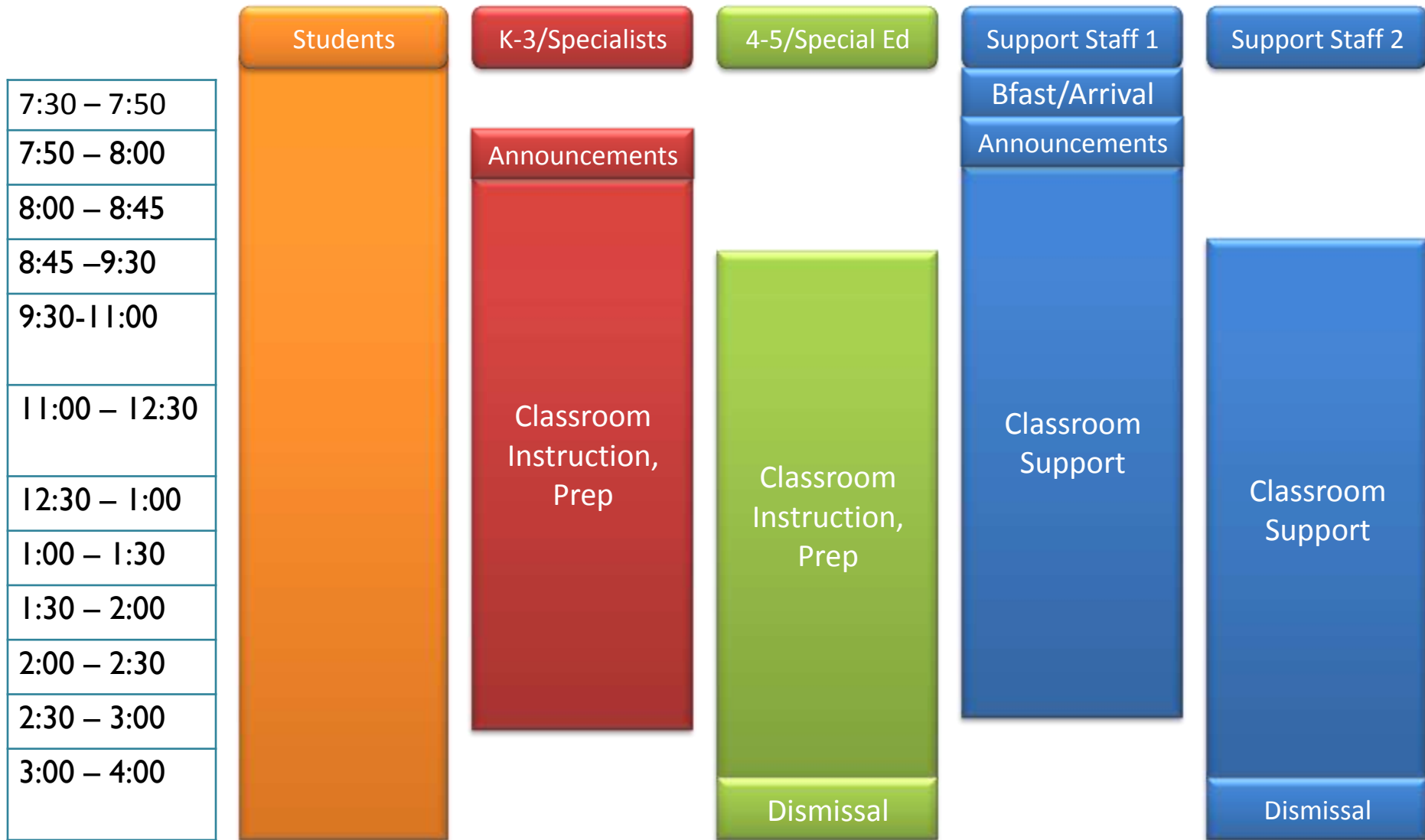|	
More learning time	200 7-hour days (320 more hours)
Small class size	14-18 students
Expanded collaborative planning time	2 hours every day
Reduced student load for teachers	60 or fewer students
Reduced course load	3 classes per day
More Professional Development	20 or more days per year

✔ **No Additional Teacher Time**   ✔ **No Additional Cost**

Brooklyn Generation's Longer Student Year:
The Key is Staggering Teacher's Schedules

| Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug |

Sep – mid July

All Students

| Sep - Dec | ? | Feb - May | ? | Jul |

| Sep – Oct | ? | Dec - Feb | ? | Apr - July |

| Sep – Nov | ? | Jan- Mar | ? | May - July |

4 weeks out-of-school time for teachers includes: 3 weeks vacation and 1 week PD and planning
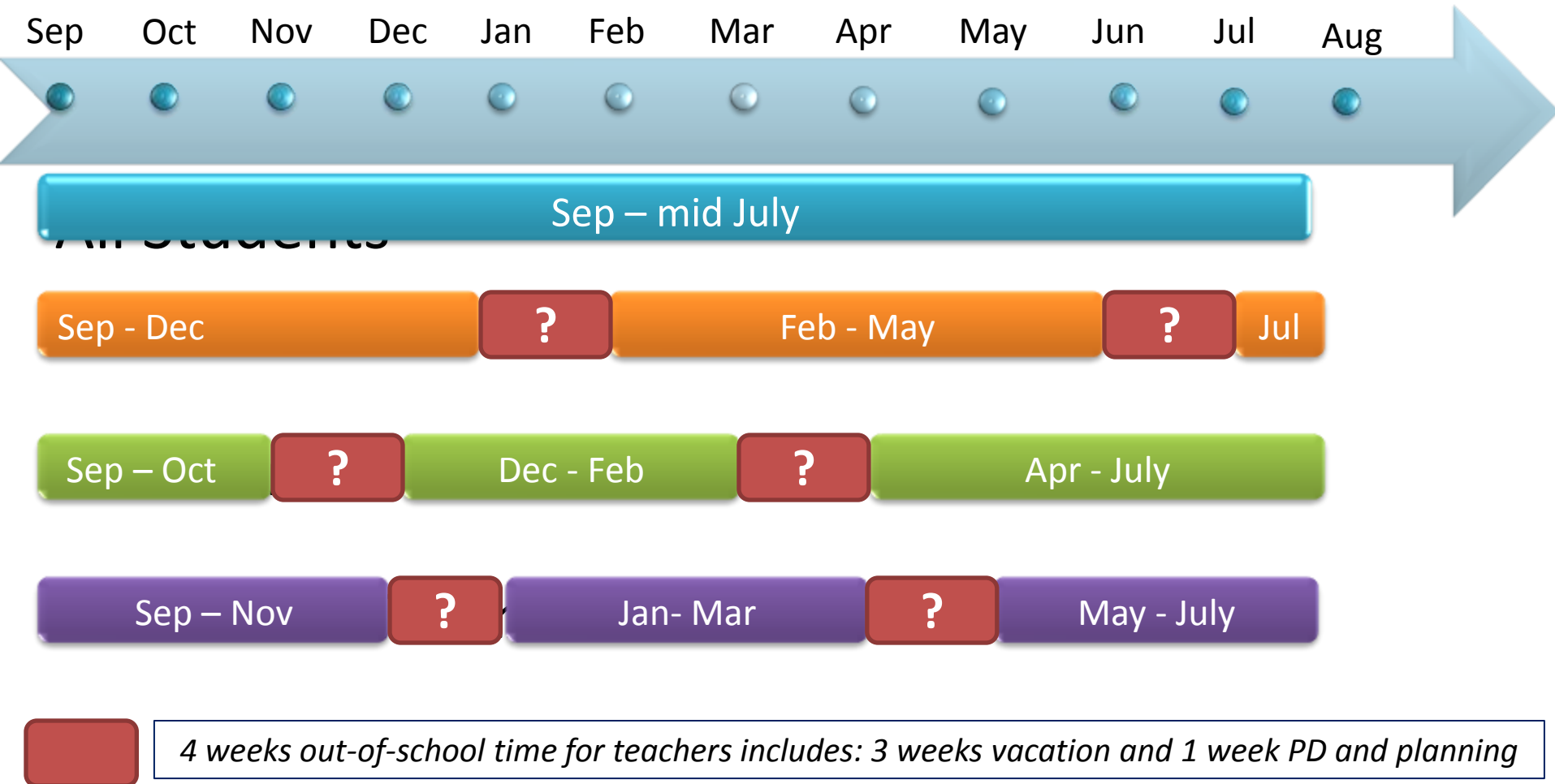
Stubbs Elementary School – Staggering Staff Schedules

	Students	K-3/Specialists	4-5/Special Ed	Support Staff 1	Support Staff 2
7:30 – 7:50				Bfast/Arrival	
7:50 – 8:00		Announcements		Announcements	
8:00 – 8:45					
8:45 – 9:30					
9:30 – 11:00			Classroom Instruction, Prep		
11:00 – 12:30		Classroom Instruction, Prep		Classroom Support	Classroom Support
12:30 – 1:00					
1:00 – 1:30					
1:30 – 2:00					
2:00 – 2:30					
2:30 – 3:00					
3:00 – 4:00			Dismissal		Dismissal

Comprehensive Planning Tool for States:

Consider using this tool:

- Designed to help technical assistance providers work with administrators, educators, and decision makers.
- Identifies areas of state responsibility and columns to note current status.
- Helps state-level personnel ensure high-quality increased learning time services through actions and policies, systematic identification of existing strategies or gaps, and a coordinated and coherent statewide support system

How this tool helps with out-of-school and expanded learning time:

- Part A (pages 1–4) outlines items for out-of-school models including before- and after-school programs, weekend programs, and summer schools. Part B (pages 4–7) outlines items for schools that operate a longer school day or year.

Sustaining Increased Learning Time After SIG:
How SEAs/LEAs Can Support Schools

NCTL's Framework for SEA/LEA Guidance

Allocating Resources to Increase Learning Time

Questions to Ask	What To Look For or Require	Red Flags
• 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 increase learning time.

How Will Your Next Version of ILT Guidance Help Create Results?

- **Prioritize Increased Learning Time:** it is the ingredient that makes the other requirements possible
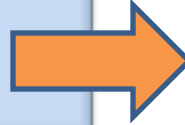
Key Messages
- More time enables you to do everything better
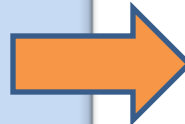- There are cost effective solutions

- **Spur Action & Innovation** with specific guidelines and requirements
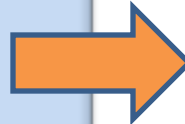
Suggested Requirements
- 300 hours
- All students
- Blended approach to staffing

- **Offer guidance/support** on effective learning time practices

- Share specific examples
- Effective ILT practices
- Improving use of time

Questions and Reflections?

Resources

✓ **School Turnaround Learning Community** (talk about the ILT strand, how to access support through webinars, discussions, resources, etc.)

✓ **Doing What Works:** *Increased Learning Time* (entire topic goes and PD package)

✓ **National Center on Time and Learning** (lots of valuable resources, examples, tools, etc.)

Goal of Doing What Works

Translate research-based practices into examples and practical tools that support and improve educational services

DOINGWHATWORKS

Home Page

- Free resource from the U.S. Department of Education

- Developed by WestEd, AIR, and RMC

- Starts with IES research reviews

- Builds a bridge from research to action

Structuring Out-of-School Time to Improve Academic Achievement

NCEE 2009-012
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE
Institute of Education Sciences

Checklist for carrying out the recommendations

Recommendation 1.
Align the OST program academically with the school day.

☐ Use OST program coordinators to develop relationships and maintain ongoing communication between schools and the OST program.

☐ Designate a school staff person to coordinate communication with OST programs and help them support school needs.

☐ Connect OST instruction to school instruction by identifying school-based goals and learning objectives.

☐ Coordinate with the school to identify staff for OST programs.

Recommendation 2.
Maximize student participation and attendance.

☐ Design program features to meet the needs and preferences of students and parents.

☐ Promote awareness of the OST program within schools and to parents.

☐ Use attendance data to identify students facing difficulties in attending the program.

Recommendation 3.
Adapt instruction to individual and small group needs.

☐ Use formal and informal assessment data to inform academic instruction.

☐ Use one-on-one tutoring if possible; otherwise, break students into small groups.

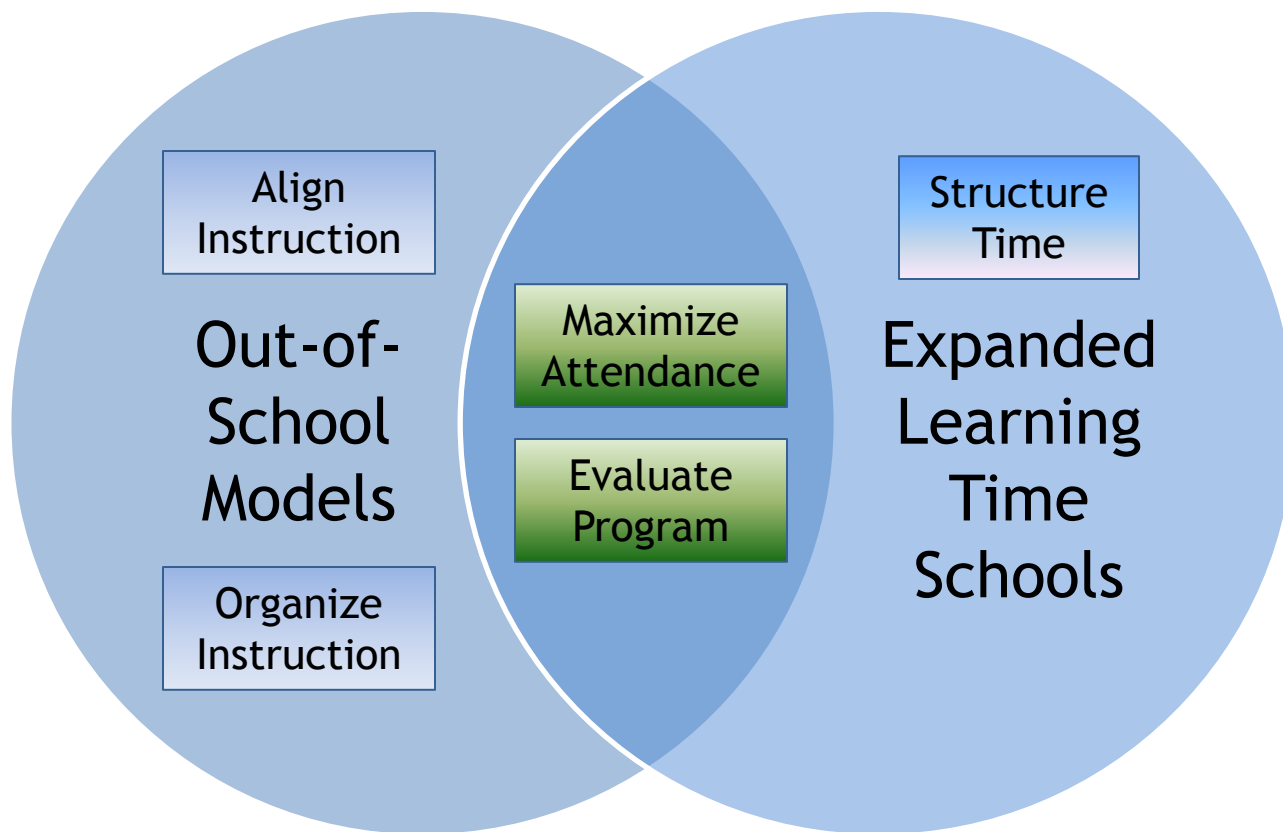☐ Provide professional development and ongoing instructional support to all instructors.

Recommendation 4.
Provide engaging learning experiences.

☐ Make learning relevant by incorporating practical examples and connecting instruction to student interests and experiences.

☐ Make learning active through opportunities for collaborative learning and hands-on academic activities.

☐ Build adult-student relationships among OST program participants.

Recommendation 5.
Assess program performance and use the results to improve the quality of the program.

☐ Develop an evaluation plan.

☐ Collect program and student performance data.

☐ Analyze the data and use findings for program improvement.

☐ Conduct a summative evaluation.

www.timeandlearning.org   [www.schooltur...](www.schooltur)

Recommended Practices Overview

Out-of-School Models

Align Instruction

Organize Instruction

Maximize Attendance

Evaluate Program

Structure Time

Expanded Learning Time Schools

For Each Practice…

Practice Summary

Practice Summary | Learn What Works | See How It Works | Do What Works

Align out-of-school academic activities with instruction provided during the regular school day.

Schools and out-of-school programs, including before- and after-school programs, weekend, and summer programs, share the goal of helping students succeed, making a partnership between them mutually beneficial. In order to successfully improve student performance, it is recommended that out-of-school programs align their academic program with the school day. There are different ways to maintain alignment including maintaining regular communication with school and/or district staff, hiring school staff for coaching and instruction, participating in school meetings and professional development opportunities, and aligning out-of-school academic curricula with state and local content standards.

Multimedia Overview
Aligning Out-of-School Programs With the Regular School Day

Watch this multimedia overview to learn about strategies to seamlessly connect regular school-day instruction and out-of-school programs. (5:15 min)

TRANSCRIPT & DETAILS | PDF | 130 KB

Learn What Works

- Research base and key concepts
- Expert interviews

See How it Works

- School site videos and slideshows
- Interviews and sample materials from schools

Do What Works

- Ideas for action
- Tools and templates to implement practices

Practice 1: *Align out-of-school academic activities with the instruction provided during the regular school day.*

Includes these recommended practices

Align Instruction >>

Maximize Attendance

Organize Instruction

Structure Time

Evaluate Program

Align Instruction

Practice Summary　　**Learn What Works**　　**See How It Works**　　**Do What Works**

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Site Profiles

Marshall Elementary School (CA)

Glover Community Learning Center (OH)

John Muir Elementary School (WA)

John C. Diehl Elementary School (PA)

Site Selection Criteria

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TRANSCRIPT & DETAILS | PDF | 130 KB

▶ Start

Expanding LearningTime

Raising Achievement
Enriching Education
Empowering Teachers

National Center on Time & Learning and the **Harvard Graduate School of Education**

October 25-26, 2011
Boston. MA

Join innovative education leaders from across the nation for this extraordinary gathering on the power of expanded learning time to prepare students for college and career success presented by the National Center on Time & Learning and the Harvard Graduate School of Education. To register and review the agenda please visit us at:

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Questions and Reflections?