

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	<p>Increasing Learning Time for <u>ALL</u> Students -- How much additional learning time will your school add for <u>all</u> students?</p> <p>How many total school hours do you have now? How many will you have?</p> <p>In addition to the learning time you will add for all students, how much time will you add for targeted groups of students?</p>	<p>300 or more hours in the new school schedule</p> <p>The school day or year is expanded for all students</p> <p>AND</p> <p>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</p>	<p>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</p> <p>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 on Fridays that is 3 hours shorter than their original day.)</p> <p>New schedules that don't reflect the stated increase in learning time</p>
Goals and Purpose of the Increased Learning Time	<p>How will you use this additional time to better reach the goals you have for your <u>students</u>?</p> <p>How will you use this additional time to better reach the goals you have for your <u>teachers</u>?</p> <p>In what ways will having more time allow you to strengthen your entire school day and year?</p>	<p>A balanced approach – the additional learning time focuses on academic time, and includes time for enrichment programming and teacher collaboration</p> <p>Evidence that the school is rethinking its entire day or year because it now has additional time</p> <p>Alignment between primary school turnaround goals and how they will use time</p>	<p>New programming (academic or enrichment) that is simply tacked onto the end of the day and is not integrated throughout the day and year</p> <p>Adding a wide range of programming that is not focused on a small number of clear school-wide goals</p> <p>If the learning time is being provided entirely by external organizations without participation and leadership of school teachers and leaders</p>

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

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Allocating Resources to Increase Learning Time	<p>How will you use staff flexibly (staggered schedules, shifts of staff, multiple roles, etc) to allow you to increase student learning time?</p> <p>How are you using funding resources (federal, district, and grants) differently from previous years in order to gain more learning time?</p> <p>What other resources will you use to increase learning time (e.g. technology, partners, etc)?</p> <p>What allowances has the LEA made for SIG schools so they can allocate and/or re-allocate resources in a way that increases learning time?</p>	<p>Staffing solutions that provide more time for student learning and additional time for teacher collaboration</p> <p>Approaches that provide additional learning time for students but do not rely on an equal amount of additional time from all teachers</p> <p>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)</p> <p>The use of technology and software programs to provide targeted learning time for students</p>	<p>Single source staffing approach to increasing learning time – additional time is only staffed by teachers, by one partner organization, or only using technology solutions</p> <p>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.</p> <p>No mention of autonomies that schools have been granted by LEAs that allow them to allocate resources in a way that increases learning time</p>

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Using Increased Learning Time for Personalizing Instruction and Tiered Interventions	<p>How will your school use its additional time so students can receive targeted academic support based on their need for remediation or acceleration?</p> <p>If your school is using time outside of the school day (Saturdays, vacations, summer, etc), what are your goals for these programs? How will you select students to participate?</p> <p>How will student progress be assessed during the school year, and how will teachers and administrators adjust schedules and classes to provide remediation and acceleration as needed?</p>	<p>Use of data to place and group students according to areas of need</p> <p>Identified resources needed to support additional academic support blocks or programs outside of the school day</p> <p>A mix of teachers, partners, technology software to provide additional practice and more learning time for struggling students</p> <p>Matching the strongest teachers with the neediest students for academic support blocks</p> <p>Planning that shows students that need double or even triple doses of support are receiving them</p>	<p>Longer instructional blocks with little or no mention that they will be used for personalized instruction or tiered intervention (especially elementary school)</p> <p>No defined process for student placement in academic support or acceleration classes</p> <p>No purposeful matching of students and teachers in support classes</p> <p>Plans that suggest that targeted intervention will happen in classes or groups that are the same size as standard classes</p>

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Using Increased Learning Time to Strengthen Instruction	<p>How often will your teachers meet and in what teams? How much of an increase is this from the prior year?</p> <p>What will be the school-wide focus and goals for teacher collaboration and professional development?</p> <p>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?</p> <p>How often will school administrators and/or instructional coaches meet with teacher teams?</p>	<p>A schedule of team meetings and data cycles is in place prior to the beginning of the school year</p> <p>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</p> <p>The principal and other administrators or instructional coaches regularly participate in team meetings</p> <p>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)</p>	<p>Little or no increase in teacher collaboration time and professional development</p> <p>Vague plans for what will happen during teacher collaboration time</p> <p>Using professional development time to separately meet the needs of individual teachers as opposed to a coherent plan for improving instruction across all teachers</p> <p>There is no accountability system or meeting protocols in place to ensure teacher collaboration time is used effectively</p> <p>School administrators have little or no involvement in teacher collaboration time</p>