Making Every Minute Count

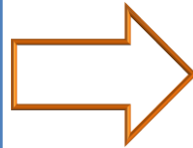## School Turnaround Learning Community

July 20, 2011

Webinar Objectives

ILT Group Objectives

✓ A framework for expanding learning time

✓ Assessing the quality of instructional time

✓ Using existing time 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

NATIONAL CENTER ON TIME & LEARNING

Opening Webinar: Session Agenda

Today's Agenda

Making Every Minute Count Overview

Quality Time Analysis Tool

Classroom Time Use Tool

"Voices from the Field"
Noreen LaSorsa & Kalia Reynolds

More Time Used Well:

Make Every Minute Count

Focus on a small number of key performance and instructional goals

Assess how your school is currently using time – Before adding additional time, make sure you are using your existing time effectively

Maximize time spent on instruction – Make every minute count within a classroom by strengthening instruction and improving bell-to-bell teaching strategies; make high profile changes in school routines and norms to create a culture that values time

Minimize non-instructional time – make high profile changes in school routines and norms to create a culture that values every single minute

Focus on attendance – If students are present, they can't learn

© 2011

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
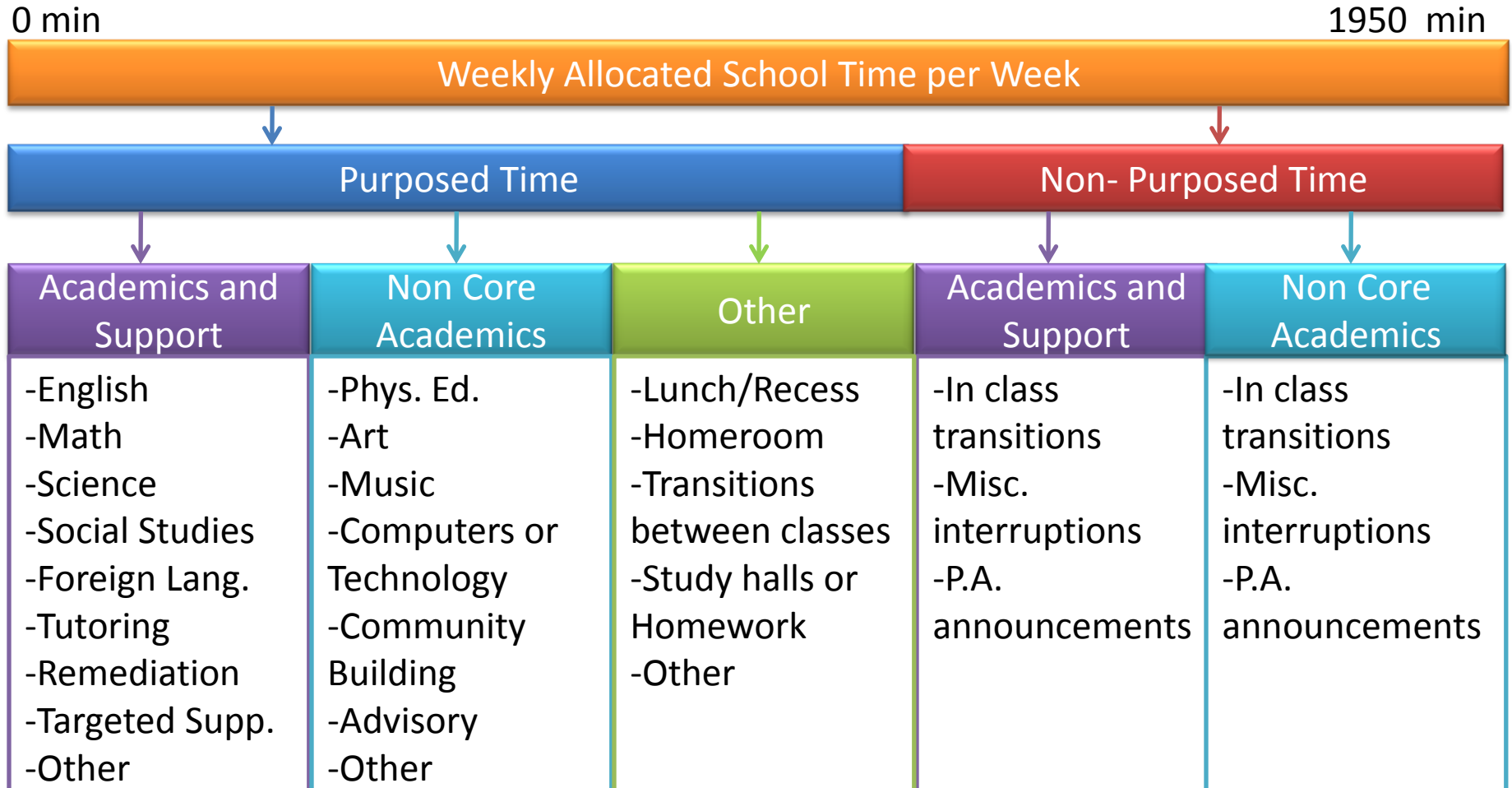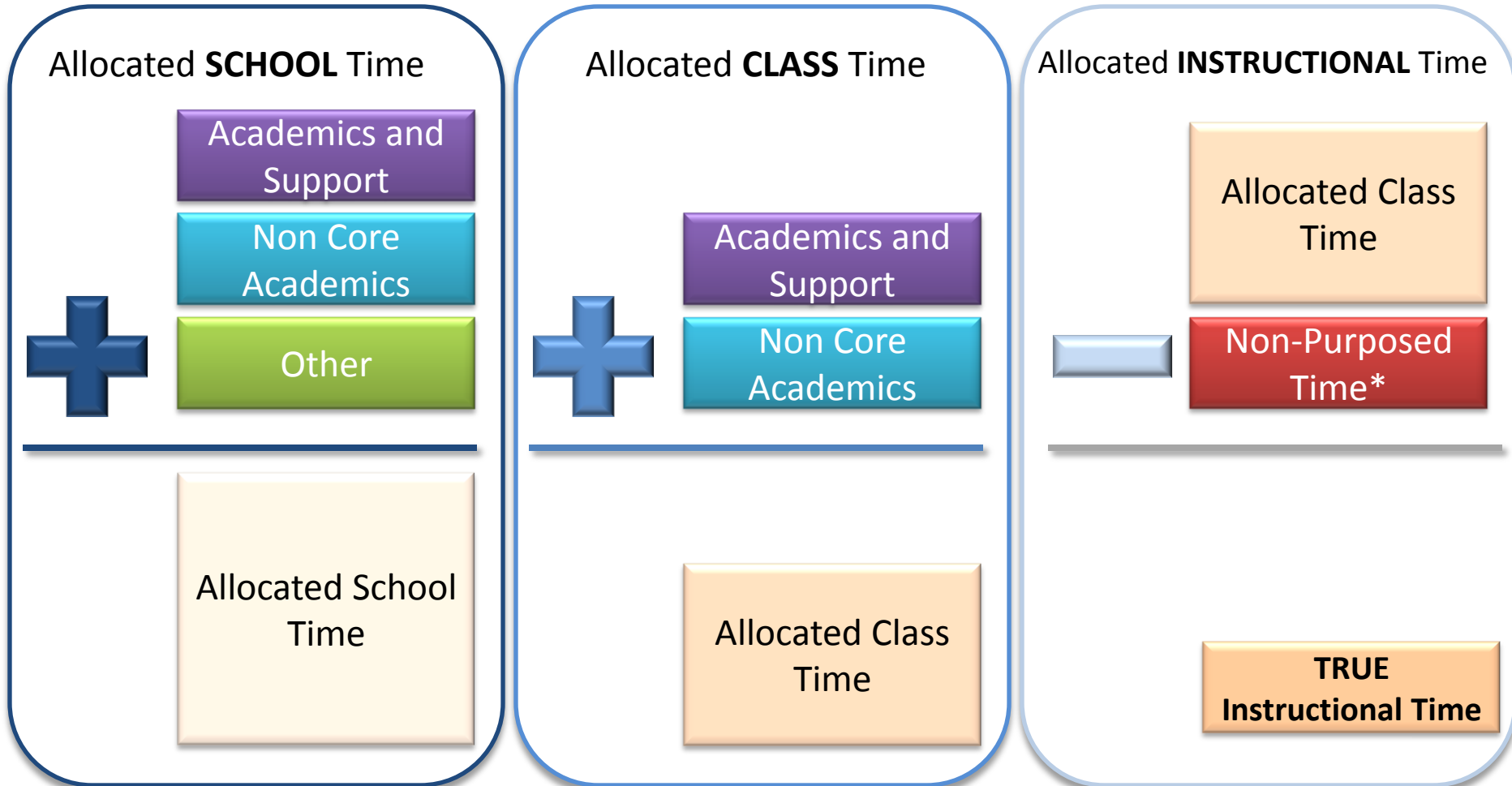
Academic Learning Time

Instructional Time

Allocated Class Time

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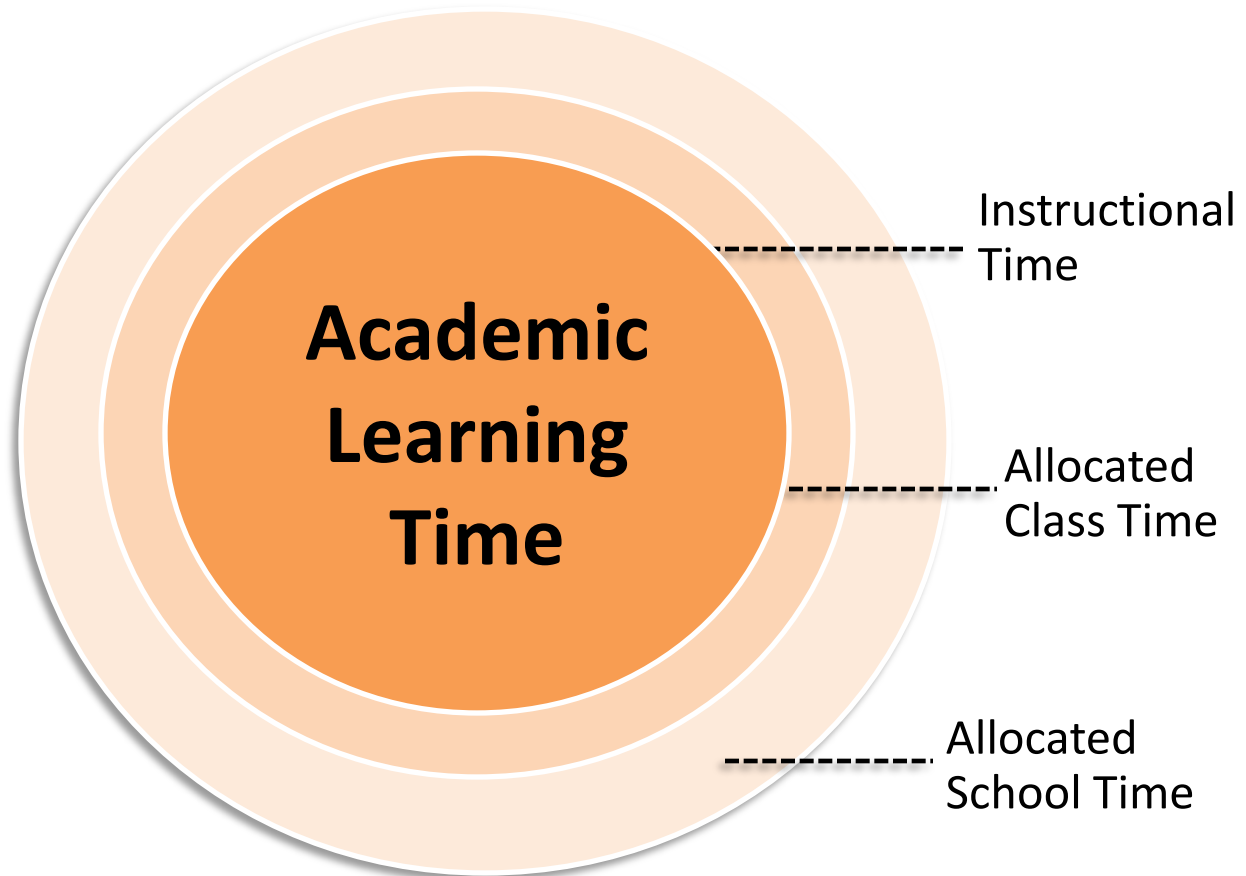
Source: Elena Silva, "On the Clock: Rethinking the Way Schools Use Time," Education Sector Reports, 2007.

NATIONAL CENTER ON
TIME & LEARNING

Tool #1: Quality Time Analysis Tool (QTA)

0 min   1950 min

Weekly Allocated School Time per Week				
Purposed Time			**Non- Purposed Time**	
Academics and Support	Non Core Academics	Other	Academics and Support	Non Core Academics
-English -Math -Science -Social Studies -Foreign Lang. -Tutoring -Remediation -Targeted Supp. -Other	-Phys. Ed. -Art -Music -Computers or Technology -Community Building -Advisory -Other	-Lunch/Recess -Homeroom -Transitions between classes -Study halls or Homework -Other	-In class transitions -Misc. interruptions -P.A. announcements	-In class transitions -Misc. interruptions -P.A. announcements

Use the Quality Time Analysis Tool to Calculate Allocated School, Class, and Instructional Time

Allocated **SCHOOL** Time

+

- Academics and Support
- Non Core Academics
- Other

=

Allocated School Time

Allocated **CLASS** Time

+

- Academics and Support
- Non Core Academics

=

Allocated Class Time

Allocated **INSTRUCTIONAL** Time

−

- Allocated Class Time
- Non-Purposed Time*

=

TRUE Instructional Time

Includes non-purposed time in both academics and non core academic courses

© 2011 NATIONAL CENTER ON TIME & LEARNING

Quality Time Analysis Tool (QTA)

www.timeandlearning.org/promisingpractices/scheduling.html

NATIONAL CENTER ON TIME & LEARNING

Quality Time Analysis Tool

Calculating Time Spent Weekly and Annually

SECTION 1: CALCULATING TOTAL ALLOCATED SCHOOL TIME

Standard School Day	Start time:		
	End time:		
	# Standard Days/Week:	Total Minutes/Day:	0
Early Release (ER) Days	Start time:		
	End time:		
	# Early Rel. Days/Week:	Total Minutes/Release Day:	0
		Total Mins./Week (Avg.)	0
School Year	# Std. Days:		Tracker:
	# ER Days:	Required Annual Hrs.: 0.0	0.0

SECTION 2: CALCULATING WEEKLY ALLOCATED SCHOOL TIME

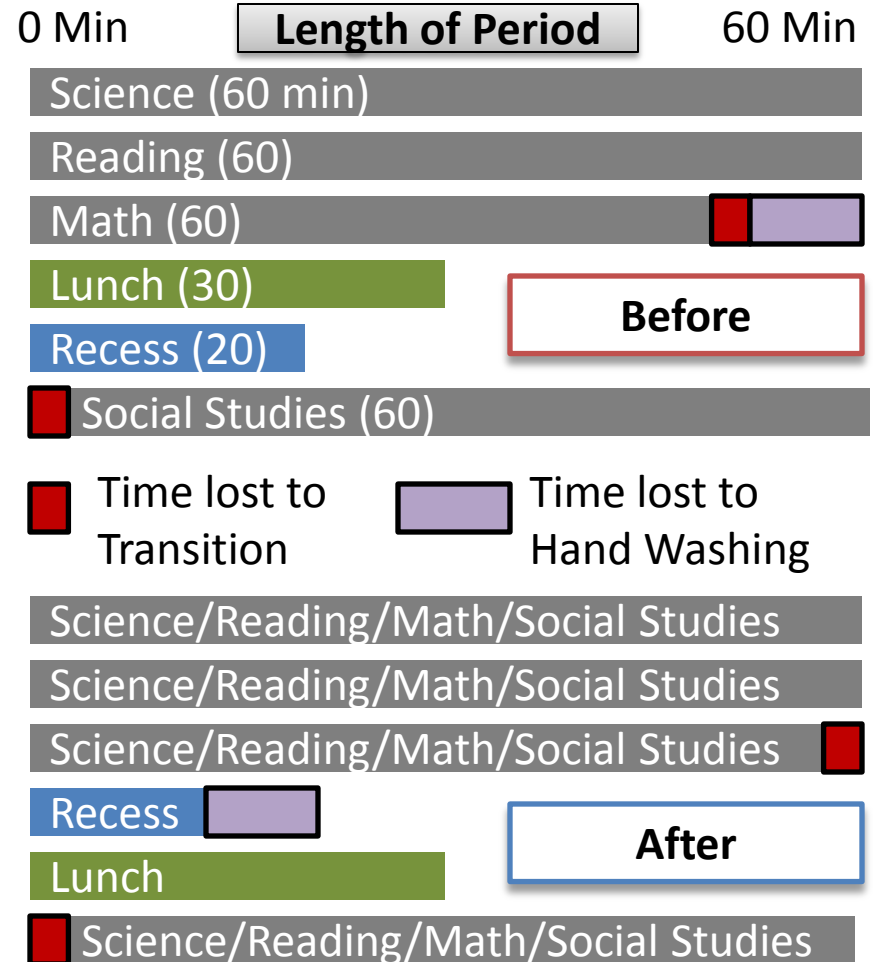| ACADEMICS/ACADEMIC SUPPORT	Minutes/Week	% Allotted Time	NON-CORE ACADEMIC	Minutes/Week	% Allotted Time	OTHER	Minutes/Week	% Allotted Time
Core Academics	**0**	**0.0%**	**Enrichment/Non-Core Acad.**	**0**	**0.0%**	Lunch/Recess		0.0%
English Language Arts		0.0%	Physical Education		0.0%	Transitions b/w classes		0.0%
Mathematics		0.0%	Art		0.0%	Study Halls/Homework		0.0%
Science (incl. labs)		0.0%	Music		0.0%	Homeroom		0.0%
Social Studies		0.0%	Computers/Technology		0.0%	Other		0.0%
Foreign Language		0.0%	Other		0.0%	Other		0.0%
Other		0.0%	Other		0.0%			
Academic Support	**0**	**0.0%**	**Social/Emotional Support**	**0**	**0.0%**			
Tutoring		0.0%	Community Bldg. Activity		0.0%			
Remedial classes		0.0%	Advisory		0.0%			
Targeted Support		0.0%	Other		0.0%			
Other		0.0%						
Total Weekly Allotted	**0**	**0.0%**	**Total Weekly Allotted**	**0**	**0.0%**	**Total Weekly Allotted**	**0**	**0.0%**
Hours/Week	0.00	0.0%	Hours/Week	0	0.0%	Hours/Week	0.00	0.0%

How do schools use the information uncovered by a QTA?

Crawford Elementary School

Key Finding: Class period before lunch lost ~7 minutes each day to allow young children to wash hands – equivalent of 21 hours of lost instructional time/year

Action Steps

- Reversed lunch and recess periods so students can wash hands after recess instead of during instructional time
- Rotated subjects taught before recess and after lunch to lessen the impact of longer transition time on any one subject
- Unexpected benefit: change allowed more students to finish their lunch because they weren't rushing to recess

| 0 Min | **Length of Period** | 60 Min |

Science (60 min)
Reading (60)
Math (60)
Lunch (30)
Recess (20)

Before

Social Studies (60)

■ Time lost to Transition   ▨ Time lost to Hand Washing

Science/Reading/Math/Social Studies
Science/Reading/Math/Social Studies
Science/Reading/Math/Social Studies
Recess

After

Lunch
Science/Reading/Math/Social Studies

Quality Time Analysis Tool:
Putting it to use

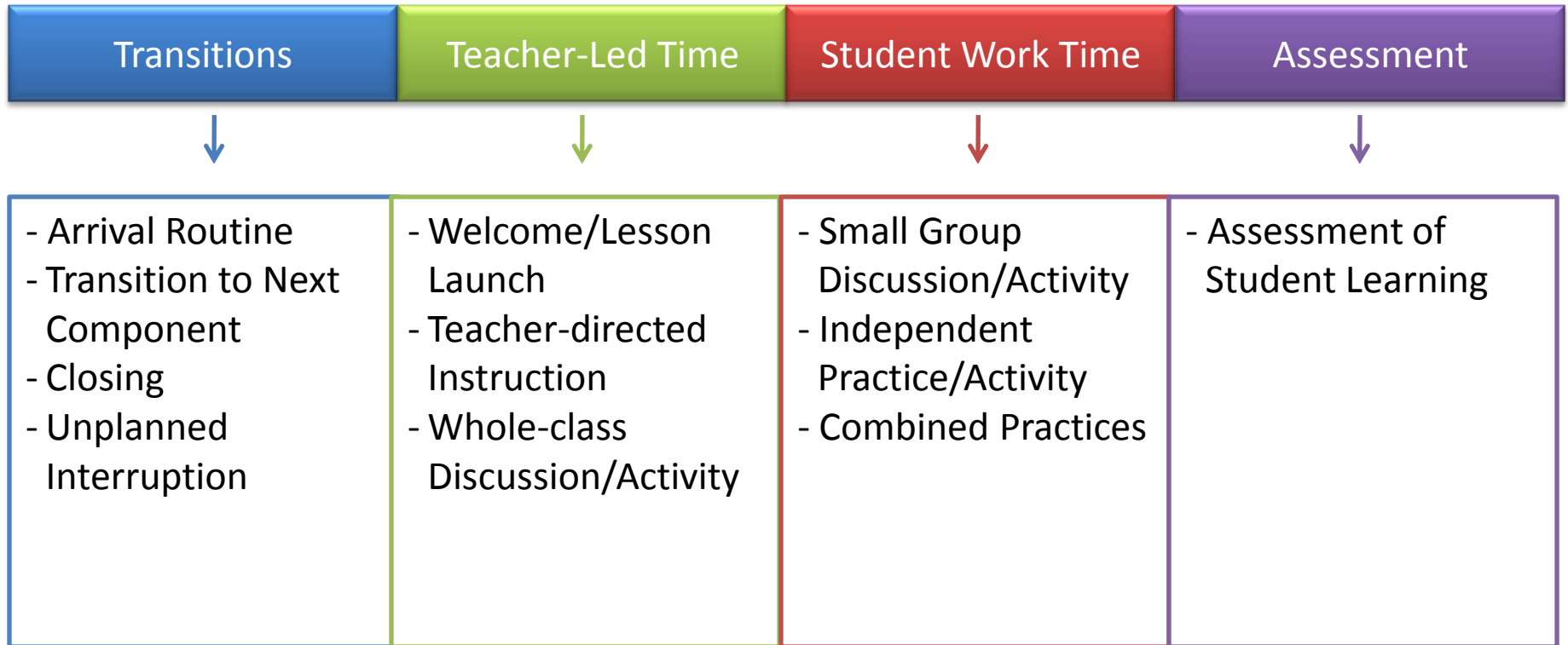## Consider using this tool:

- To learn how time in your school is allocated across three broad categories: Academics, Non-Core Academics, and Other.

- To help your school and educators consider modifications to policies and practices that will optimize learning time for your students.

Use the data generated by this tool to:

- Calculate the number of minutes in a week and hours in a whole school year that are spent on the three broad categories listed above.

- Assess whether changes are needed and what changes should be made regarding how time is used in your school so you can better reach your goals.

© 2011

Tool #2: Classroom Time Use Tool

Types of Time-Use in a Typical Class Period

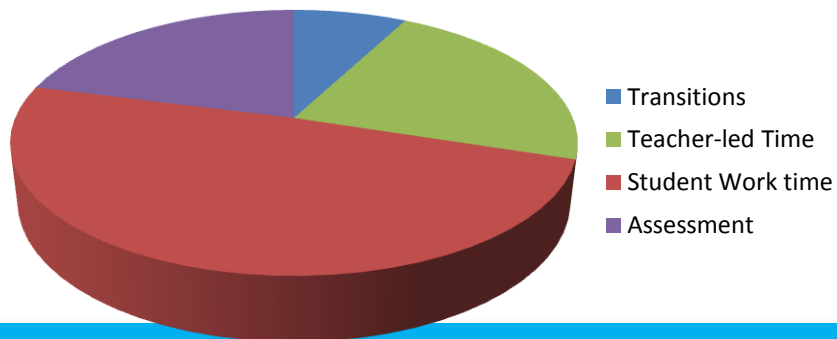| Transitions	Teacher-Led Time	Student Work Time	Assessment
- Arrival Routine - Transition to Next Component - Closing - Unplanned Interruption	- Welcome/Lesson Launch - Teacher-directed Instruction - Whole-class Discussion/Activity	- Small Group Discussion/Activity - Independent Practice/Activity -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

NATIONAL CENTER ON
TIME&LEARNING

Classroom Time Use Tool:

A classroom observation tool for assessing the total amount and nature of instructional time in an individual classroom

Classroom Time Use Tool	Class: Teacher: Total Allocated Class Time:		Observer: Date: 0:00:00	
Category *(see descriptions below)*	**Start Time**	**Stop Time**	**Total Time**	**Notes**
Select Category from Drop Down Menu			0:00:00	
Select Category from Drop Down Menu			0:00:00	
Select Category from Drop Down Menu			0:00:00	
Select Category from Drop Down Menu			0:00:00	
Select Category from Drop Down Menu			0:00:00	
Select Category from Drop Down Menu			0:00:00	
Total Time: Transitions		% of Allocated Class Time		0.00%
Total Time: Teacher-Led Time		% of Allocated Class Time		0.00%
Total Time: Student Work Time		% of Allocated Class Time		
Total Time: Assessment of Student Learning		% of Allocated Class Time		
Total				

Drop Down Menu

Categories of Classroom Time Use
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

Tool can be found at: www.timeandlearning.org/promisingpractices/scheduling.html

NATIONAL CENTER ON TIME & LEARNING

Classroom Time Use Tool

Class: Math (Grade 4)			**Observer:** Emily Raine	
Teacher: Ms. Jane Doe			**Date:** November 11, 2010	
Total Allocated Class Time:		2:00:00	**Class Size:** 23	

Category	Start Time	Stop Time	Total Time	Notes
Teacher-directed instruction	12:00:00	12:17:10	0:17:10	*Observation began as they were starting lesson on multidigit multiplication. Doe models an activity using overhead projector. Interactive - asking questions and kids respond. Students periodically turned to do pair and share.*
Transition to next component	12:17:10	12:20:30	0:03:20	*Doe tells students to find their "3 o'clock partner". Students walk around to find their partner and a space to work. Doe passes out materials, makes sure all have partners.*
Small group discussion/activity	12:20:30	12:34:35	0:14:05	*Students are in pairs doing multiplication wrestling activity. Doe floats, makes sure they are on the right track, passes out slips of paper (classroom incentive system). Gave a 5-min warning at 12:31:05 - "3 min to finish, 2 min to clean up".*
Transition to next component	12:34:35	12:37:00	0:02:25	*Doe uses "Time Out" verbal and visual cue. Gives instructions for what students should do next. Students hand in papers/materials, transition back to their own seats, get out math notebooks.*
Teacher-directed instruction	12:37:00	12:48:10	0:11:10	*Doe uses overhead and everyday Math website to teach the algorithm. Interactive - moving between teacher-led, student response/discussion, web-directed lesson. Checks for understanding a lot throughout this component .*

Total Time by Category

Total Time: Transitions	0:09:15	% of Allocated Class Time	7.7%
Total Time: Teacher-Led Time	0:26:40	% of Allocated Class Time	22.22%
Total Time: Student Work Time	0:58:55	% of Allocated Class Time	49.10%
Total Time: Assessment	0:25:10	% of Allocated Class Time	20.97%
Total	2:00:00		100.00%

% of Allocated Class Time

- Transitions
- Teacher-led Time
- Student Work time
- Assessment

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

© 2011

NATIONAL & CENTER ON
TIME & LEARNING

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			
Goals & Purpose of Increased Learning Time			
Effective Use of Time		SHARE TODAY	
Allocating Resources to Increase Learning Time	WEEK 2		
Using Increased Learning Time for Personalizing Instruction and Tiered Interventions	WEEK 3		
Using Increased Learning Time to Strengthen Instruction	WEEK 4		

NATIONAL CENTER ON
TIME & LEARNING

NCTL's Framework for SEA/LEA Guidance

Effective Use of Learning Time

	Questions to Ask	What To Look For or Require	Red Flags
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 that maximize instructional time and minimize interruptions. • School-wide use of common routines aimed at reducing transition times 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

© 2011   NATIONAL CENTER ON TIME & LEARNING

Discussion & Reflection

✔ Quick review of the chat area

✔ Followed by reflection questions

"Voices from the Field"

Introducing:

Noreen LaSorsa
Director, School Turnaround Unit
Delaware Department of Education
(Team: Shannon Holston and Barbara Land)

Kalia Reynolds
Principal, Stubbs Elementary School
Wilmington, Delaware

How could your school(s) benefit from these time-use tools?

What support do districts and schools need to make this happen?

CHAT

NATIONAL CENTER ON
TIME&LEARNING

Making Every Minute Count: Additional Resources

Please find these resources on the School Turnaround Learning Community:

✔ **Quality Time Analysis Tool and Overview Document**

✔ **Classroom Time Use Tool**

✔ **Checklist for Making Every Minute Count**

✔ **Ideas for Maximizing Instructional Time, Effective Bell-to-Bell Teaching, and Improving Attendance**

Next Webinar in ILT Series

Resource Allocation—Making Choices to Prioritize Learning Time for Students

Tuesday – July 26, 2011

http://schoolturnaroundsupport.org