The TIME Collaborative
Creating Schools with More & Better Learning Time

Session 1
Agenda

8:30 – 9:05 Welcome and Introductions
9:05 – 9:40 Core Content 1: The Redesign Mindset
9:40 – 10:55 Core Content 2: The Essential Elements of High Quality ELT
10:55 – 11:05 Break
11:05 – 11:35 Core Content 3: Intro to Sustainable ELT Implementation
11:35 – 1:40 Redesign Work Session: Focused School-wide Priorities
12:15 – 12:50 Lunch
1:40 – 2:15 Building Support and Gaining Momentum: Engaging Stakeholders in Sustainable Redesign
2:15 – 3:00 Next Steps Planning

Please Note: Next steps planning is MANDATORY
Objectives

✓ Develop an understanding of what we mean by high quality, sustainable school redesign

✓ Go deep on Essential Element #1: Focused School-wide Priorities

✓ Draft an initial outreach plan to engage key stakeholders in your efforts to build a new school day and year
Introductions

NY TIME Collaborative District (8 schools)

Instructions
Each team, please designate one person to:

• Introduce your school and team members
• Identify one thing your team wishes they had more time for in school
Why More Learning Time?

More Time Benefits BOTH Students and Teachers

- **Achievement**: More Time to Raise Student Achievement and Teach to Common Core
- **Engagement**: More Time to Provide Rich Engagement Offerings for Students
- **Inst Quality**: More Time to Collaborate and Improve Quality of Instruction
What are Teachers Saying about Having More Time?
TIME Collaborative: Overview

- A multi-year initiative to develop high-quality and sustainable expanded learning time schools in 5 selected states
- Participating schools to add 300 hours of learning time for all students beginning in SY2013-14
- Funding for implementation of expanded day and/or year primarily through federal funds using new flexibilities afforded by the ESEA waiver process (e.g. Title I SES, CCLC); goal is to come up with a plan that costs ~$1,580/pupil
TIME Collaborative: Two Expectations

**High-quality**

High-quality ELT schools:

- ✓ Undergo an inclusive planning process
- ✓ Leverage their additional time according to 7 Essential Elements

**Sustainable**

Sustainable ELT schools:

- ✓ Take advantage of existing and newly available funding sources
- ✓ Utilize cost-lowering strategies to staff the expanded schedule
TIME Collaborative: Timeline

**PLANNING**

- Technical assistance sessions and school coaching
- Finalize ELT plans
  - Districts identify implementation funds
  - Apply for new CCLC-ELT grants

**IMPLEMENTATION**

- Pre-Implementation planning and support
- Schools implement ELT plans
- Continued TA and coaching
- Districts monitor school performance

NCTL provides district and school-level support – through TA sessions, coaching and webinars – every step of the way.
## TIME Collaborative: Technical Assistance

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<thead>
<tr>
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<th>SESSION</th>
<th>COACHING</th>
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<tbody>
<tr>
<td>November 19</td>
<td>Focusing Your Redesign</td>
<td>Regular, onsite coaching will take place between sessions, throughout the planning process.</td>
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<tr>
<td>December 17 and 18</td>
<td>Envisioning What’s Possible, Part I</td>
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<td></td>
<td>Envisioning What’s Possible, Part II</td>
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<td>January 28</td>
<td>Priorities for Redesign</td>
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<tr>
<td>March 1</td>
<td>Reengineering Your School Day/Year (Reengineering Subcommittee only)</td>
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<td>March 28</td>
<td>Team Presentations and Feedback</td>
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**FINAL PLANS DUE TO THE DISTRICT APRIL 15**

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<th>July/August</th>
<th>Summer Institute</th>
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Building Support For Your New School Day

Communicate early and often to:

- Build support and enthusiasm for the effort
- Create a common sense of purpose
- Convey a sense of urgency
- Reduce anxiety and misconceptions by providing concrete information and regular updates

Building support for your new school day by engaging key stakeholders will be an ongoing theme of the planning process.
Building Support at All Levels

SCHOOLS

Responsible for communicating to school staff, families, and key partners

DISTRICT

Responsible for communicating to district-wide staff, local union leaders, School Board, and key partners

STATE

NCTL in partnership with ESE is responsible for building support among legislators, state union leaders, statewide organizations
Sharing What You Learn

Throughout today consider how

- Videos
- Activities
- PowerPoint Slides
- School Examples

can be shared in your broader school community to build support and buy-in and continue the planning work

www.timeandlearning.org/newyork
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Getting into the Redesign Mindset

IDEO Redesigns the Shopping Cart

Take Something Familiar and Make it Better

DIRECTIONS:

1. Watch video and take notes
2. Team discussion
3. Share out
What can the leading design firm in the country help us understand about rethinking your school day?
Redesign Mindset: Discussion Questions

After the video, take 10 minutes to discuss the following questions with your school team:

How did IDEO foster creative thinking?

How can IDEO’s philosophy of ‘enlightened trial & error succeeds over the planning of the lone genius’ apply to your planning process?

How did the IDEO team use data to inform its creative process?
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Seven Essential Elements

High quality ELT schools leverage time to empower each student with the knowledge, skills, and experiences they need to succeed in college and career.

1. Focused school-wide Priorities
2. Rigorous Academics
3. Differentiated Supports
4. Frequent Data Cycles
5. Targeted Teacher Development
6. Engaging Enrichment
7. Enhanced School Culture
Seven Essential Elements of High Quality Expanded Learning Time Schools

**Requirements**
- Clear, measurable goals aligned to a plan that can be measured across different subjects
- Time allocated to academic instruction for student achievement
- At least 120 minutes weekly
- Students grouped based on data identifying academic need

**Flexibilities**
- Methods to monitor progress
- Specific and measurable curriculum
- Instructional approach

**Features**
- **Focused Schoolwide Goals**
  - Schoolwide instructional plan focused on a set of goals to improve student achievement
- **Rigorous Academics**
  - Assessments include challenging ELA, math, science, and social studies courses
- **Differentiated Supports**
  - All students receive academic, intervention or acceleration taught primarily by certified teachers
- **Frequent Data Cycles**
  - Systematic approach to analyzing and responding to data to improve instruction
- **Targeted Teacher Development**
  - All teachers receive regular feedback
- **Engaging Enrichment**
  - All students participate in enrichment activities outside of school
- **Enhanced School Culture**
  - Schoolwide plan to build a culture of high academic and behavioral expectations

ELT Essential Elements, Requirements & Flexibilities pg. 2

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Seven Elements In Action

Two Case Studies from Massachusetts to illustrate the 7 Essential Elements:

Matthew J Kuss Middle School, Fall River MA
Silvia Elementary School, Fall River MA

Kuss Case Study
pg. 3

Silvia Case Study
pg. 7

Case Study Note Taker
pg. 11
Case Study Exercise—STEP 1 (40 mins)

Instructions:

1. Divide your team into two groups
   - Group 1: Read Kuss Middle School Case Study (page 3)
   - Group 2: Read Silvia Elementary School Case Study (page 7)

2. Take notes using note taker (page 11)

3. Come back together as a team and take turns explaining both case studies and how they align with the Essential Elements
Case Study Exercise—STEP 2 (25 mins)

Instructions:

4. Discuss as a team how your own school is or is not meeting the Seven Essential Elements

5. If time permits, be prepared to share out:
   o 1 Essential Element your school does particularly well
   o 1 Essential Element your school needs to work on
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### Sustainable Strategies Note Taker

Sustainable strategies – in time, staffing, and technology – allow schools to go from a traditional student day to an expanded student day that minimizes cost and increases the quality of educational programs.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tr>
<td>Which of these strategies might your school adopt?</td>
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<tr>
<td>How will your team build the stamina to keep pushing to be creative with scheduling, staffing, and resource use?</td>
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<tr>
<td>Which strategies would you like to learn more about?</td>
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Sustainable Strategies Note Taker
pg. 12
Sustainable Strategies

How do you go from a traditional student day to an expanded time student day that minimizes cost AND increases the quality of educational programs?

Rethink Time
The length of the student day does not have to equal the length of the teacher day.

Rethink Staffing
Administrators, teachers, paras, and other staff can work new roles. Outside partners can provide quality programming during the school day.

Rethink Technology
Computers/laptops can deliver adaptive, self-guided content in blended learning environment.
High Quality Sustainable Expanded Time: Brooklyn Generation

- **Learning Time**: 200 7-Hour Days Each Year
- **Staff Dev Time**: 20 or More Days Each Year
- **Collab Time**: 2 Hours Every Day

For:
- **Course Load**: 3 Classes Each Day
- **Class Sizes**: 14 to 18 Students per Class
- **Student Load**: 60 Students per Teacher

All for $0 Additional Dollars
Sustainable Strategies in Time

Rethink Time: How does this strategy minimize costs and increase quality?

• Reduce number of teacher hours required to expand school day
• Reduce risk of teacher burnout throughout the year
• Provide flexibilities for teachers to address needs in personal schedule

7 Hour Day

- Early Group of Teachers
- Late Group of Teachers

Expanded Day for All Students
Sustainable Strategies in Staffing

Rethink Staffing: How does this strategy minimize cost and increase quality?

- Maximizes flexibilities in staffing expanded day
- Eases staggering of teacher schedules
- Creates opportunities to bring in outside expertise within the school day

Expanded Day for All Students

Classes led by classroom teachers

Traditional Staffing Model

Classes led by teachers, community partners, coaches, and/or support staff
Sustainable Strategies in Technology

Rethink Technology: How does this minimize cost and increase quality?

- Creates flexibilities in class sizes
- Leverages lower-cost staff to facilitate dedicated online content periods
- Maximizes existing computers/laptops and software

Option 1: Dedicated Period for Online Content

Option 2: Use Online Content in ELA/Math Periods

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Challenges in Creating Sustainable Strategies

**Complexity**
Consider the multiple impacts of each change

**Creativity**
Rethink every existing resource and strategy

**Persistence**
Push your school to be creative amidst complexities

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Sustainable Strategies: Discussion Questions

Take 10 minutes to complete the note taker and discuss the following questions with your school team:

- Which of these strategies might your school adopt?
- How will your team build the stamina to keep pushing to be creative with scheduling, staffing, and resource use?
- Which strategies – in time, staffing, and technology – would you like to learn more about?
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Be Wary of Taking on Too Much with ELT

Let’s concentrate on math and ELA and social studies and gym and art and dance...

With 300 hours of time we could have every student do an internship with a local business next year!

Let’s implement a mandatory peer mentoring program!

What if we became a dual immersion Portuguese-English school?

Let’s be a STEM magnet school and add a high school next year too!

How about all of our teachers take on a student teacher next year?

Be Wary of Taking on Too Much with ELT
A Successful Redesign is Focused

High quality ELT schools leverage time to empower each student with the knowledge, skills, and experiences they need to succeed in college and career.

1. Focused School-wide Priorities

2. Rigorous Academics

3. Differentiated Supports

4. Frequent Data Cycles

5. Targeted Teacher Development

6. Engaging Enrichment

7. Enhanced School Culture

All elements of your plan should connect to element #1: Focused School-wide Priorities

Priorities are narrowly focused and impact the entire school

The first step towards developing Focused School-wide Priorities is analyzing multiple sources of your school’s data.
Narrowing Down to an Instructional Priority

Data → Trends → Focused Priorities → Instructional Priority
A Singular Instructional Priority Builds Coherence & Consistency

Instructional Priority...

- Cuts across all content areas
- Comes to life through a set of common instructional practices
- Impacts every student AND every adult
- Provides a foundation for long-term academic success
- Becomes a central topic for collaboration/PD
- Drives your use of time
School-wide Instructional Priority: Kuss Middle School

Rigorous Academics
- 90-minute lit block
- Writing strategies in all classes

Differentiated Supports
- Teachers support writing needs throughout classes

Frequent Data Cycles
- Routinely analyze student writing with common rubric

Targeted Teacher Dev.
- Protocols to review writing
- Weekly grade level and content level meetings

Engaging Enrichment
- All students participate in electives; many incorporate writing

Enhanced Culture
- Advisory period 2x/week to promote culture and writing

Writing using relevant, accurate information and supporting details
School-wide Instructional Priority: Jacob Hiatt Magnet School

Rigorous Academics
- Daily 120-min literacy block
- Common writing strategies in all classes

Differentiated Supports
- Writing taught in all subjects
- Math support 3x/week

Frequent Data Cycles
- Analyze state test and benchmarks to identify skill gaps

Targeted Teacher Dev.
- 40 hours PD focused on writing
- Instructional Rounds 4x/year

Engaging Enrichment
- Enrichment 2x/week reinforces writing skills
- Community partners support literacy

Enhanced Culture
- Teachers share writing strategies
- Kid friendly focus

Reading and responding to text

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Hiatt’s School-wide Instructional Priority

“All Jacob Hiatt Magnet School students will show measurable growth in their ability to read and respond to open response questions, using details and relevant information from all text for support. All teachers will implement writing strategies for open response questions to support our instructional focus. Success will be measured by student performance on MCAS 4-point rubric and school performance-based assessments.”

Impacts every student

Cuts across all content areas; foundational skill

Comes to life through a set of common instructional practices

Measurable

Impacts every adult

Multiple measures
Student-Friendly Language

“Jacob Hiatt Magnet School students know how to:

SEE IT!
READ IT!
WRITE IT!
SAY IT!
PROVE IT!

GIVE ME FIVE!”
School-wide Instructional Priority: Discussion

Take 10 minutes and discuss the following questions with your school team:

How did we see teachers and students “living” the focus on writing at Jacob Hiatt?

Do we currently have a school-wide instructional priority that everyone understands, agrees upon, and “lives” each day?

10:00
Time Remaining
So Far Today

The Redesign Mindset

The Essential Elements of High Quality ELT

Intro to Sustainable ELT Implementation

Focused school-wide Priorities

CREATIVITY

QUALITY

PERSISTENCE

FOCUS
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Activity: Establishing School-wide Priorities

By working in **collaborative teams**...

... and looking at **data**...

....we’ll identify problems and turn them into **focused school-wide priorities**, with an emphasis on a top instructional priority.
Activity: Establishing School-wide Priorities

For the purposes of learning a process, today we’re going to use a sample data set and abbreviate the activity. After this session, use your school’s data and the complete activity guide in your packet (pg. 13).

Sample Data Set – NCTL will distribute

Data Analysis Graphic Organizer - pg. 15
Activity: Establishing School-wide Priorities

Instructions:

1. Examine the Maplewood sample data set individually. Make note of strengths, weaknesses and questions on the graphic organizer.

2. Come together as a team to synthesize your observations. Record them on a common graphic organizer.

3. Discuss: **what are the most important problems Maplewood Middle School needs to solve?** As a group, decide on the top 2 or 3 and circle them.
Activity: Establishing School-wide Priorities

Instructions, continued:

4. As a team, discuss:
   - Which problems cut across multiple subject areas and grade levels?
   - Which of these would you classify as highest-importance?
   - Which problems, if addressed through a whole-school improvement effort, could prove transformational for Maplewood?

5. Based on your discussion, work with your team to articulate a school-wide instructional priority. See if it meets the criteria in the “Would This Focus...” box on the graphic organizer.
Activity: Establishing School-wide Priorities

Let’s debrief...

- Did you come to consensus?
- Can you envision this instructional priority driving Maplewood’s ELT redesign and shaping the other six Essential Elements?
- How would some of the other priorities you identified play out in ELT redesign?
- What additional data would you need to do this activity?
A Graph is Worth a 1,000 Numbers...

Writing Quasi-Longitudinal

Percent Proficient + Advanced

Grade 6 | Grade 7 | Grade 8

Class of 2009 | Class of 2010 | Class of 2011
Class of 2012 | Class of 2013
A Graph is Worth a 1,000 Numbers...

Median Growth Percentile Writing

- Writing Overall
- FRL
- Minority
- SPED
- ELL

Maplewood, District Middle Schools, State
A Graph is Worth a 1,000 Numbers...

Discipline

- Suspension Rate
- Expulsion Rate
- Truancy Rate

Maplewood
Reference Point

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A Graph is Worth a 1,000 Numbers...

![Bar graph showing engagement levels in various categories such as Attendance Rate, Teacher Turnover Rate, Choice, Parent satisfaction, Parents recommend, Student satisfaction, Students recommend for Maplewood and Reference Point.]
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Key Messages for You to Relay Now

- This initiative is about **building a better school day and year** for our students, teachers, and families

- We are just at the beginning and we need **you** to play an active role in the process of developing a new school experience for our community

- **With more time, our school will be able to do x, y, and z**

  Important for you to spell out the possibilities that will be created for your school community because of more time—paint a picture of what your school day/year could look like
Building Support within your School

- Imperative for your **School Planning Team** to communicate to your **School Leadership Team** after every planning session
  - *What did our team learn today?*
  - *What are our key next steps to build support in our school?*
  - *How can our staff participate?*

- It is also expected that you communicate regularly with your **Faculty & Colleagues** throughout the planning year
  - *Smaller team meetings*
  - *Full faculty meetings*
  - *Email updates*
Resource: Report Out Template

• A way to summarize what you learned here for staff

• Complete now and share messages with staff ASAP (via email, at meetings, etc.)

Available in Word format at www.timeandlearning.org/newyork

20:00
Time Remaining
Building Support with Your Families

• Important for you to regularly communicate with your families and partners throughout the planning process
  o Explain why expanded learning time is important for your school
  o Provide an overview of the planning process and their role in developing your school’s redesign plan

• It is expected that you hold at least 3 community meetings to engage families and partners by the end of the school year
  o 1st meeting to provide an overview of what your school is undertaking this school year
  o 2nd meeting to solicit input and feedback on draft plan
  o 3rd meeting to present your final redesign plan
Building Support Resources

Meeting Ideas
pg. 19

Sample Outreach Letter
pg. 20

Nov/Dec Planning Calendar
pg. 21

Plus LOTS of videos that bring ELT to life – available at www.timeandlearning.org
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Before the planning begins...

• Jot down an “aha!” moment that happened for you today

• Then we’ll take a few minutes to hear what stood out for participants today
Next Steps Planning

✓ This time is **sacred** and **mandatory**

✓ We shared a lot of information with you today—use this time to debrief as a team and to ask any lingering questions of our team

✓ There are specific next steps your team will need to complete before the next session—use this time to assign tasks to get it all done

✓ All resources from today’s session can be found at [www.timeandlearning.org/newyork](http://www.timeandlearning.org/newyork)
Your Next Steps

By Session 2 on 12/17 your team must:

1. Facilitate a data analysis activity to begin to identify your focused school-wide priorities, including a top instructional priority that has broad buy-in

2. Communicate what you’ve learned today to staff

3. Reach out to your families and partners and meet with key parent and partner allies

4. Conduct an analysis of current use of time—please designate a point person today to participate in a webinar on our School Time Analysis Tool (STAT) on Thursday 12/6 from 3:45 – 5:00
# Next Steps Planner: Your Exit Ticket

## Planning for Success & Building Momentum

**School/District:** ____________________________

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<th>By Session 2:</th>
<th>What Steps Have to Be Taken?</th>
<th>Who is Responsible?</th>
<th>By When?</th>
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<td>2)</td>
<td>Use the Report Out Template to share with staff what you’ve learned today</td>
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<td>3)</td>
<td>Develop and implement a plan to reach out to your families and partners and meet with key parent and partner allies</td>
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<td>4)</td>
<td>Conduct an analysis of your school’s current use of time</td>
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*Before you leave today:* Designate a team lead for the STAT webinar on Thursday, 12/6 from 3:45-5:00. Schedule first coaching meeting with Susan/Loretta.
Please fill out and return your evaluations!

Thank you!