



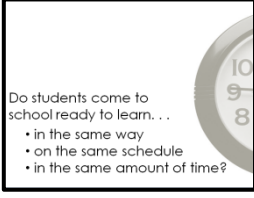
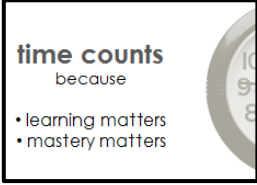

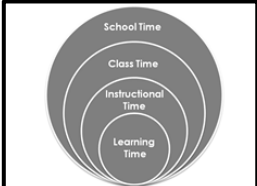
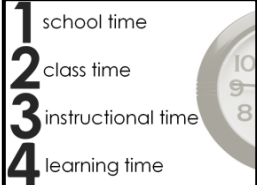
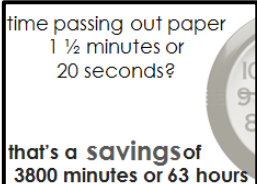
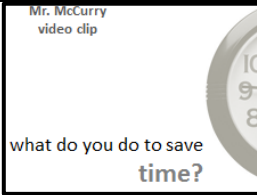


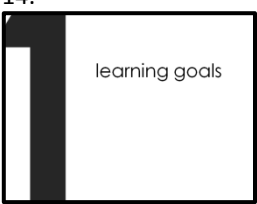





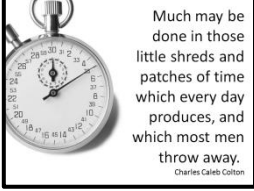



Learning First! Time Counts

Objective: *The following leader notes and corresponding PowerPoint are provided by the Curriculum and Instruction Department to school leaders as a support in training faculty members on timely and important subjects. Please feel free to use as is, or revise to best fit the needs of your faculty/staff.*

<p>1.</p> 	<p>Today we are going to talk about the amount of time we have for instruction and the amount of time students spend learning. We will be discussing how time impacts student learning and strategies we can use to actually accumulate additional time for learning.</p>
<p>2.</p> 	<p>This newspaper article discussed the difference between the amount of time American students spend in school relative to the amount of time students in other countries spend in school. While not everyone agrees that adding days to the calendar year is the way to increase student learning and achievement, most can agree that time matters when it comes to student learning.</p>
<p>3.</p> 	<p>In our discussion today, we will be looking at three main ideas about how time counts:</p> <ol style="list-style-type: none"> 1. Why does time “count” when it comes to student learning? 2. What types of time are available in school and how do we use it? 3. What practices or strategies can we implement in order to make time count?
<p>4.</p> 	<p>Let’s start with the first question, “Why does time count?”</p>
<p>5.</p> 	<p><i>Ask teachers to turn to the person next to them and discuss the following question:</i> Do students come to school ready to learn in the same way, on the same schedule, and in the same amount of time? Ask them to share an example of two students who may have different rates of learning.</p> <p><i>Emphasize that students come with different abilities, background knowledge and learning styles. Some students may learn one concept quickly and while other concepts may take them more time. Similarly, some students may learn everything quickly and others may need significantly more time. (Note: students who need additional time generally do not need teachers to move more slowly, but need repeated exposures to concepts.) Research has shown (and it’s pretty intuitive) that the amount of time students spend in actual learning is related to achievement.</i></p> <p>Oftentimes we “run out of time” when teaching a concept and send students home to finish learning or practicing on their own. If we can make time in class to ensure students have learned the concept, they will be better prepared to practice the concept or perform on assessments independently, i.e., homework, quizzes, or tests.</p>

<p>6.</p> 	<p>If students need time to learn, we need to be cognizant of the time we have available for learning and how we (and students) are using it. Time counts because learning and mastery matter.</p>
<p>7.</p> 	<p>Not all time in school is equal. Time is spent in lunch, recess/class breaks, assemblies, announcements, fire drills, etc.</p>
<p>8.</p> 	<p>School time can be divided into four categories. Allocated “school time” is the hours that students are required to be in school while “class time” is the time students are actually in class. “Instructional time” is the time devoted to formal instruction and “academic learning time” is the time in which students are actually on task, paying attention, and engaged in learning.</p>
<p>9.</p> 	<p>So, let’s count time. <i>Give teachers a copy of your bell schedule and ask them to determine:</i> How much time do students spend at school? How much time do students spend in class? How much time do you spend in focused content instruction (excluding transitions, etc.)? How much time are students actually engaged in learning?</p> <p>Research shows that the correlation between time and student achievement is stronger when students are engaged in more learning time (Silva, 2007). There are things schools as a whole can do, and strategies teachers can do (both individually and as grade level/content area teams) to increase academic learning time.</p>
<p>10.</p> 	<p>Let’s take a look at an example of what one teacher did and think about how time can add up. I am going to read an excerpt from <i>Teach Like a Champion</i> by Doug Lemov (p. 7):</p> <p><i>Mr. McCurry teaches his students how to pass out papers on the first day of class. He takes a minute to explain the correct way to do it (pass across rows: start on his command; only the person passing gets out of his or her seat if required and so on). Then his students start to practice. McCurry times them with a stopwatch: “Ten seconds. Pretty good. Let’s see if we can get them back out in eight.” The students, by the way, are happy as can be. They love to be challenged and love to see themselves improving. They are smiling. . . [Some teachers may] think this isn’t what teachers are supposed to be doing during class time. They think it’s demeaning to ask students to practice banal tasks. The activity treats students like robots, they charge. It brainwashes them when it should be setting their minds free. . . consider these objections in light of the following numbers, however. Assume that the average class of students passes out or back papers and materials twenty times a day and that it takes a typical class a minute and twenty seconds to do this. If McCurry’s students can accomplish this task in just twenty seconds, they will save twenty minutes a day (one minute each time). They can then allocate this time to studying the causes of the Civil War or how to add fractions with unlike denominators. Now multiply that twenty minutes per day by 190 school days, and you find that McCurry has just taught his students a routine that will net him thirty-eight hundred minutes of additional instruction over the course of a school year. That’s more than sixty-three hours or almost eight additional days of instruction.</i></p>
<p>11.</p>	

	<p>Show video clip of Mr. McCurry's class.</p> <p>You may not be handing out twenty papers per day, but you can see how implementing one little time saving technique can gain you a lot more instructional and learning time.</p> <p><i>Have teachers share with a partner time saving strategies they use or have observed other teachers using and have them share with group.</i></p>
<p>12.</p> 	<p>Think about how time adds up if it takes you five minutes to get class started and you use five minutes to wind up at the end of the day/class period.</p> <p><i>Have teachers add it up: 10 minutes per day, 180 days = 1800 minutes or 30 hours. For high school block schedule it would be 15 hours per class (x 8 classes = 120 hours)</i></p>
<p>13.</p> 	<p>If you want to “bank time” there are some simple strategies you can implement.</p>
<p>14.</p> 	<p>When you know where you are going, you're more apt to get there. Set learning goals and focus on them. Too often, we implement “activity based planning” rather than “learning based planning”.</p>
<p>15.</p> 	<p>After you've identified what you want kids to know and be able to do, then select the best instructional strategies to get them there. Some activities are more focused on “fun” rather than on learning content or skills. Because some instructional strategies may take more time than others you should evaluate the amount of time students spend engaging in a given activity relative to the actual learning that will take place. That does not necessarily mean that a lecture should be selected as an instructional strategy over an activity. In order to engage students in learning, instruction should be interesting and relevant (and even fun!); just remember, the focus should be on what students are learning.</p>
<p>16.</p> 	<p>Read-a-thons, parties, etc., can be motivating for students and kids deserve a break. Just be thoughtful about how many/how long/how often you have them. Purposeful planning with learning goals in mind can produce <i>instructional</i> activities that are both engaging and motivating to students.</p>

<p>17.</p>  <p>4 procedures and transitions</p>	<p>As the case study of Mr. McCurry illustrates, small changes in procedures can help you accumulate more time for learning. The way we organize our classroom, our classroom management strategies, and our ability to implement effective procedures can impact learning time.</p> <p>Think about how much time is spent in transitions. How can you implement procedures that will make transitions from one learning activity to the next less time consuming?</p> <p><i>Give teachers two minutes to think of an in-class transition and brainstorm with a partner a procedure for minimizing the amount of time it takes and have them share.</i></p>
<p>18.</p>  <p>Much may be done in those little shreds and patches of time which every day produces, and which most men throw away. Charles Caleb Colton</p>	<p><i>Read quote on slide 15. If we can save time in small (or large) ways, we can positively impact the student learning and achievement.</i></p>
<p>19.</p>  <p>make your time count</p>	<p><i>Share your thoughts about how time can make a difference for both teachers and students.</i></p> <p><i>Divide into groups and brainstorm ways your school as a whole can address the impact of activities and current practices on class time, instructional time, and learning time and/or have grade levels, departments or PLC teams share and identify strategies they would like to implement and set goals.</i></p> <p><i>Follow up with observations; share and celebrate strategies and successes at future staff meetings.</i></p>
<p>20.</p>  <p>Resources</p>	<p>Lemov, D. (2010). Teach Like a Champion. San Francisco: Jossey-Bass.</p> <p>Partin, Ronald L. (2009). The classroom teacher's survival guide: Practical strategies, management techniques and reproducible for new and experienced teachers.</p> <p>Silva, E. (2007). On the clock: Rethinking the way schools use time. Education Sector Reports.</p>
<p>Extended Learning</p> 	<p><i>This section provides additional learning activities to use with your faculty as needed.</i></p> <ul style="list-style-type: none"> • <i>Encourage teachers to share time saving techniques on a blog or faculty room bulletin board.</i> • <i>Structure time for teachers to do peer observations; have them be on the lookout for time wasters and time savers and share with each other what is working and brainstorm ideas for improvement.</i>