Innovative Labor-Management Approaches to Expanding School Time
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To View Presentation Go To: www.timeandlearning.org/ELTtransformsteaching
National Landscape
Growing Momentum to Expand Learning Time

“"We can no longer afford an academic calendar designed when America was a nation of farmers... That calendar may have once made sense, but today, it puts us at a competitive disadvantage.”

- President Barack Obama, March 9, 2009

Education Leaders Highly Focused on Four Core Concerns:

- The Unrelenting Achievement Gap (Common Core)
- Narrowing of the Curriculum Arts, Phys. Ed, Social Studies
- Teacher Quality
- International Competition
Majorities of Teachers Believe They Do Not Have Sufficient Instructional or Collaboration Time

Q: Do you agree with the following...?

Adequate time to collaborate with colleagues

- Disagree: 6%
- Agree: 54%
- Neither: 39%

Adequate time to meet all students’ needs

- Disagree: 7%
- Agree: 48%
- Neither: 41%

Organization: New Teacher Center TeLLS (AL, CO, IL, MA); n=100,000

Date: 2007 – 09 (varies by state)
### Teachers in High Collaboration Schools More Positive Towards Teaching and Aspects of Teaching

<table>
<thead>
<tr>
<th>Question</th>
<th>Higher Collaboration Schools (3.4 hrs/week)</th>
<th>Lower Collaboration Schools (2.3 hrs./week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with teaching career (% very satisfied)</td>
<td>68%</td>
<td>54%</td>
</tr>
<tr>
<td>Meet in teams to learn what is necessary to help students achieve at higher levels (% always/often)</td>
<td>98%</td>
<td>63%</td>
</tr>
<tr>
<td>Examine and discuss student work with each other regularly (% always/often)</td>
<td>93%</td>
<td>55%</td>
</tr>
<tr>
<td>School structures time for teachers to work together (% always/often)</td>
<td>94%</td>
<td>47%</td>
</tr>
<tr>
<td>Principal’s decisions on school improvement are influenced by faculty input (% always/often)</td>
<td>92%</td>
<td>48%</td>
</tr>
</tbody>
</table>

**Note:** Difference between “high” and “low” about one hour/week

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**Sample**
1,003 Teachers (Higher – 370; Lower – 632)

**Organization**
Met Life Annual Survey

**Date**
2009
Q: How much do you agree with the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Non-ELT Teachers</th>
<th>ET Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of day allows me time to accomplish teaching goals</td>
<td>66%</td>
<td>80%</td>
</tr>
<tr>
<td>Able to cover instructional material my students need</td>
<td>63%</td>
<td>74%</td>
</tr>
<tr>
<td>Able to cover material expected</td>
<td>75%</td>
<td>82%</td>
</tr>
</tbody>
</table>

Organization: Abt Evaluation of ELT Schools
Date: 2012
300 or more additional hours for all students

Analyze and improve the use of all time in the school day and year

Start from scratch. What should the best day and year for students and teachers look like today?
Options Available **Today** to Expand School Time: It’s your choice...

- New flexibility on federal resources (e.g. SES, CCLC)
- Reallocation of existing resources to prioritize high need schools
- Recent Proliferation of ELT Models and Options

Creative staffing options and other strategy choices can result in...

expanded time schedules that are successful for students, teachers, and your districts
Effectively Expanding Learning Time in an Era of Limited Resources

**Flexible Scheduling**
Stagger days and years for staff to increase student learning time

**District Policies**
Reconsider district expenditures and allow for more flexibility

**Staffing**
Flexible roles reduce costs; allocate staff strategically; consider partners

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

National Center on Time & Learning, 2012
Moving Beyond the Teacher Day = Student Day

Simplistic Approach to an Expanded School Day

<table>
<thead>
<tr>
<th>1 Hr</th>
<th>2 Hrs</th>
<th>3 Hrs</th>
<th>4 Hrs</th>
<th>5 Hrs</th>
<th>6 Hrs</th>
<th>7 Hrs</th>
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<td>Student Day</td>
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</table>

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

Creative & Flexible Approach to an Expanded Day

<table>
<thead>
<tr>
<th>1 Hr</th>
<th>2 Hrs</th>
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Benefits
- More cost effective
- Brings in outside expertise
- Provides scheduling flexibility for teacher prep, PD, and collaboration

Costs
- Paras/Aides
- Partners
- Technology
Flexible Scheduling

Stagger schedules for staff within the day and across the year

Integrate partner organizations and part-time staff throughout the day

Prioritize hiring more teachers who play a variety of roles and fewer support staff

Labor & Management Collaboration

• Allow teachers within a school to start and end their day and year at different times
• Allow non-certified personnel and community partners to lead enrichment classes
Using Staffing Choices and Flexible Scheduling to Expand the School Year

Brooklyn Generation High School:
• More teachers, fewer support staff
• 200-day school year for students, 180-day school year for teachers
• For no additional cost

How do they do this?
✓ Hire fewer staff with specialized roles, such as aides, secretaries, administrators
✓ Hire zero instructional coaches, resource room teachers, or athletic directors
✓ These responsibilities are filled by teachers

✓ Stagger teacher vacations throughout the school year
✓ Create time during school day and throughout the year to train teachers and enable them to complete all responsibilities
# Expanding the Year for Students: Staggering the Year for Teachers

Generation Schools hires more teachers and fewer support staff to create a 200 day school year for students and 180 day year for teachers.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
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</thead>
<tbody>
<tr>
<td>Gr 9</td>
<td>Regular Classes</td>
<td>INT.</td>
<td>Regular Classes</td>
<td>INT.</td>
<td>Regular Classes</td>
<td>INT.</td>
<td></td>
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<tr>
<td>Teachers</td>
<td>OFF</td>
<td>OFF</td>
<td>OFF</td>
<td>OFF</td>
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<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
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<tbody>
<tr>
<td>Gr 10</td>
<td>Regular Classes</td>
<td>INT.</td>
<td>Regular Classes</td>
<td>INT.</td>
<td>Regular Classes</td>
<td>INT.</td>
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<tr>
<td>Teachers</td>
<td>OFF</td>
<td>OFF</td>
<td>OFF</td>
<td>OFF</td>
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<th>May</th>
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</thead>
<tbody>
<tr>
<td>Gr 11</td>
<td>Regular Classes</td>
<td>INT.</td>
<td>Regular Classes</td>
<td>INT.</td>
<td>Regular Classes</td>
<td>INT.</td>
<td></td>
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<tr>
<td>Teachers</td>
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<td>OFF</td>
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<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
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</thead>
<tbody>
<tr>
<td>Gr 12</td>
<td>INT</td>
<td>Regular Classes</td>
<td>INT</td>
<td>Regular Classes</td>
<td>INT</td>
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<td></td>
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</tr>
<tr>
<td>Teachers</td>
<td>OFF</td>
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<td>OFF</td>
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</tbody>
</table>

| Intensive Teachers (All grades) | OFF | Intensive Classes | OFF | Intensive Classes |

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National Center on Time & Learning. 2012
# Staggering the Teacher Day

**Stubbs Elementary School – Christina, DE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 7:50</td>
<td>Sample 5th Grade Student</td>
</tr>
<tr>
<td>7:50 – 8:00</td>
<td>Announcements</td>
</tr>
<tr>
<td>8:00 – 8:45</td>
<td>Classroom Instruction, Prep</td>
</tr>
<tr>
<td>8:45 – 9:30</td>
<td>Dismissal</td>
</tr>
<tr>
<td>9:30-11:00</td>
<td>Support Staff 1</td>
</tr>
<tr>
<td>11:00 – 12:30</td>
<td>Support Staff 2</td>
</tr>
<tr>
<td>12:30 – 1:00</td>
<td>Classroom Support</td>
</tr>
<tr>
<td>1:00 – 1:30</td>
<td>Classroom Support</td>
</tr>
<tr>
<td>1:30 – 2:00</td>
<td>Classroom Support</td>
</tr>
<tr>
<td>2:00 – 2:30</td>
<td>Classroom Support</td>
</tr>
<tr>
<td>2:30 – 3:00</td>
<td>Classroom Support</td>
</tr>
<tr>
<td>3:00 – 4:00</td>
<td>Classroom Support</td>
</tr>
</tbody>
</table>
District Policies

Reallocate Federal funding streams to prioritize more learning time

Identify inefficiencies in operations – food service, transportation, etc.

Consider school level autonomies – greater freedom to organize talent, time, and money can result in more learning time

Reallocate district-based professional development dollars to help create more time within the school day for teacher collaboration

Labor & Management Collaboration

• Prioritize spending on high poverty schools to increase learning time
• Title I, SIG, Title II, 21st CCLC, SES
• Greater school-based decision making – teachers involved in hiring, evaluation, budgeting, and scheduling to allow for more time
Volusia County – Reallocating Sacred Cows to Create More Learning Time

**Volusia County Plus One Schools**

<table>
<thead>
<tr>
<th>Major Cities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daytona Beach, Deland</td>
</tr>
<tr>
<td>9 highest poverty schools participating</td>
</tr>
<tr>
<td># of Students</td>
</tr>
<tr>
<td>% Low Income</td>
</tr>
</tbody>
</table>

• 1 hour of additional time

• Focused on targeted academic support

• Specialists trained to push in and support small groups and for tutoring

• Core academic teachers lead separate intervention classes

**Started with small pilot**

• One school, 5 teachers → used $35,000 of Title V

• Teachers and Administrators saw success and wanted to expand

• One whole school – dipped into Title I → $350,000

**Success breeds success → 9 schools, whole school, additional hour**

• 20% of district’s Title I funds go to Plus One schools

**The Key: Title I Reallocation – moved funds away from class size reduction, supplementary technology program, school-based allocations**
**STAFFING CHOICES**

- **Focus teacher time on what is most important – instructional time and collaboration time → Use aides/paraprofessionals to staff non-instructional time and duties**

- **Partnerships – partner with outside organizations that can provide expertise, programs, and resources not available in the school at a lower cost**

- **Tutoring – take advantage of local talent, work study students, retired teachers, teaching interns to work with students in small groups**

**Labor & Management Collaboration**

- Flexibility on allowing external partners and non-certified staff to work in schools during the school day

- Allow for teachers to provide academic support outside of their area of certification

- Support non-traditional staff with training and school curriculum support
Staffing Choices at Edwards Middle School

Edwards School Facts

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Boston, MA</td>
</tr>
<tr>
<td>Grades</td>
<td>6 – 8</td>
</tr>
<tr>
<td>Start/End Time</td>
<td>7:25 – 4:10 (M-Th)</td>
</tr>
<tr>
<td># of Students</td>
<td>534</td>
</tr>
<tr>
<td>% Low Income</td>
<td>87</td>
</tr>
</tbody>
</table>

1:30 to 4:10 Monday – Thursday

Citizen Schools:
- Partner staff provides all 6th graders with 10 hours per week of targeted math and apprenticeships

6th, 7th, and 8th Grade Teachers:
- All teachers work in small groups with 7th and 8th graders
- Some teachers teach enrichment classes – dance, orchestra, team athletics, musical theater
- Teachers can opt-in or opt-out of some of the additional time

National organization that partners with middle schools to expand the learning day for children in low income communities

National Center on Time & Learning. 2012
Have larger class sizes in “Learning Labs” to create smaller class sizes for other targeted intervention

Staff “Learning Labs” with aides, partners, part-time employees to create more collaboration time for teachers

Labor & Management Collaboration

- Allow for varied class sizes limits – particularly in technology-based or blended learning classrooms
- With appropriate supervision and training allow paraprofessionals and non-certified staff to independently supervise technology-based classes
- Rapidly developing area that will impact teaching, classrooms, and where and when learning happens
Effectively Expanding Learning Time in an Era of Limited Resources

**Flexible Scheduling**
Stagger days and years for staff to increase student learning time

**District Policies**
Reconsider district expenditures and allow for more flexibility

**Staffing**
Flexible roles reduce costs; allocate staff strategically; consider partners

**Technology**
Use new technology to expand time, reduce costs, and create flexibility
Massachusetts Expanded Learning Time Initiative

Statewide competitive grant program funded by the state

- 19 schools, 9 districts, 10,500 students
- At least 300 hours of additional learning time for all students
- A balanced approach to the school day
  more time for core academics, enrichment, and teacher collaboration
- $1,300 per student, 13% more funding, 25% more time
- Collaborative Agreements negotiated locally
- Support & Pressure – review process, technical assistance and Performance Agreements spur continuous improvement
Labor/Management Collaboration to Expand Learning Time

- **Susan Lanza** – President, Revere Teachers Association
- **Paul Dakin** – Superintendent, Revere Public Schools
- **Ben Lummis** – Vice President, National Center on Time & Learning – ben@timeandlearning.org
- **Jennifer Davis** – President, National Center on Time & Learning – jennifer@timeandlearning.org