



Collaborating to Transform the Teaching Profession

May 23-24, 2012

Cincinnati, OH

***Innovative Labor-Management Approaches
to Expanding School Time***

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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

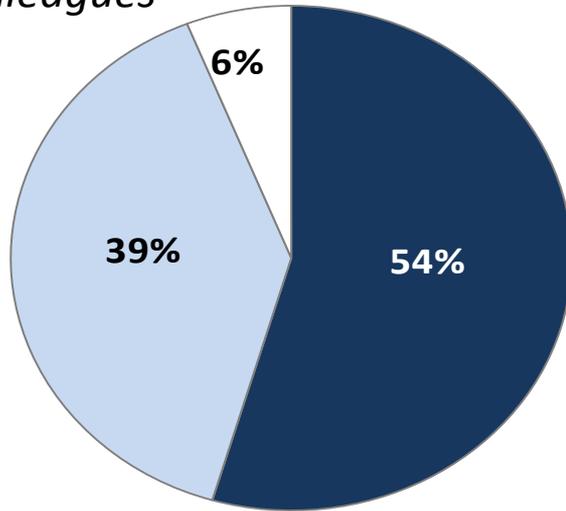
Teacher
Quality

International
Competition

Majorities of Teachers Believe They Do Not Have Sufficient Instructional or Collaboration Time

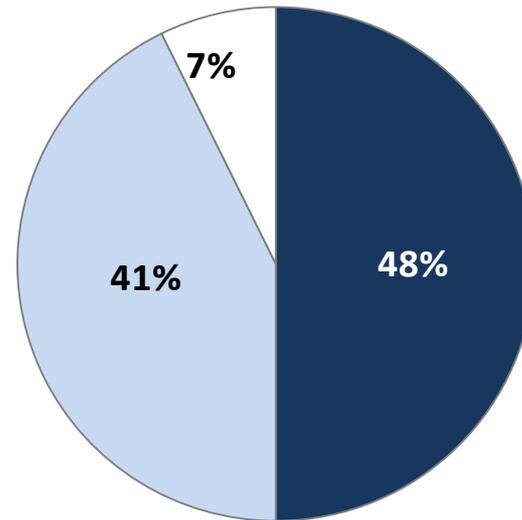
Q: Do you agree with the following...?

Adequate time to collaborate with colleagues



■ Disagree ■ Agree □ Neither

Adequate time to meet all students' needs



■ Disagree ■ Agree □ Neither

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

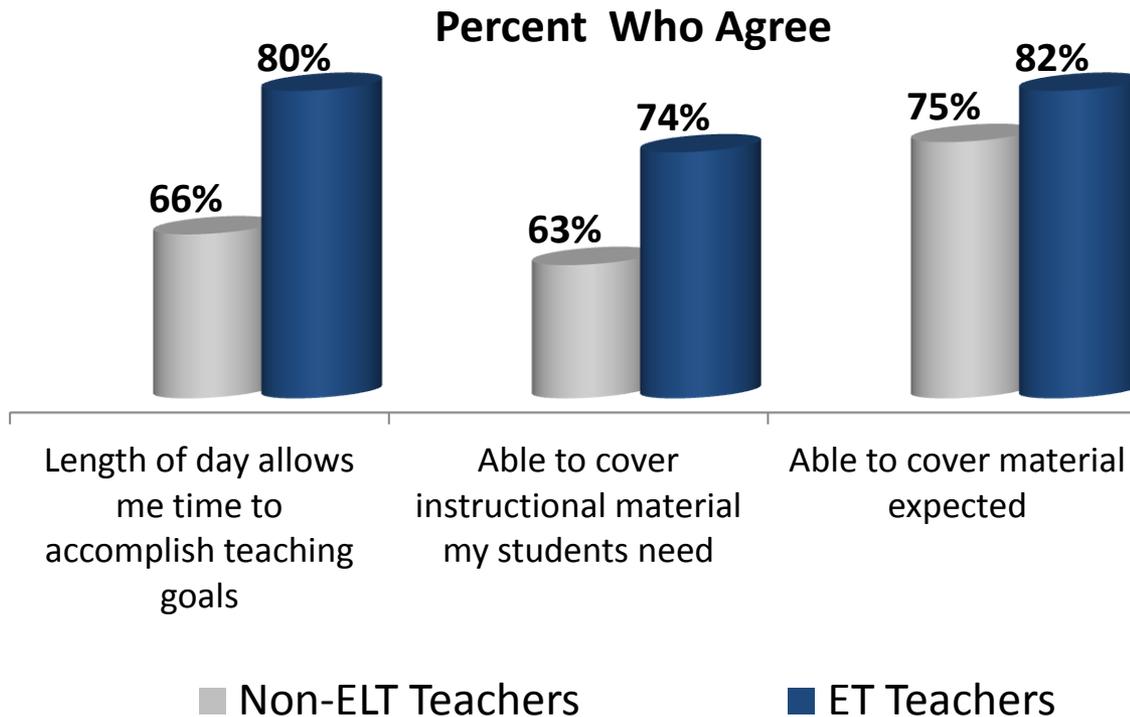
Question	Higher Collaboration Schools (3.4 hrs/week)	Lower Collaboration Schools (2.3 hrs./week)
Satisfaction with teaching career (<i>% very satisfied</i>)	68%	54%
Meet in teams to learn what is necessary to help students achieve at higher levels (<i>% always/often</i>)	98%	63%
Examine and discuss student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

Sample	1,003 Teachers (Higher – 370; Lower – 632)
Organization	Met Life Annual Survey
Date	2009

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

Teachers in Massachusetts ELT Schools More Likely To Believe Time for Teaching is Adequate

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



Organization Abt Evaluation of ELT Schools

Date 2012



Expanded Learning Time means...

**Significantly
More Time**



**300 or more
additional
hours for all
students**

Time Well Used



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

**Reshape,
Redesign, Rethink**



**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

Moving Beyond the Teacher Day = Student Day

Simplistic Approach to an Expanded School Day

1 Hr 2 Hrs 3 Hrs 4 Hrs 5 Hrs 6 Hrs 7 Hrs 8 Hrs

Student Day

Teacher Day

Costs

Drawbacks

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

Creative & Flexible Approach to an Expanded Day

1 Hr 2 Hrs 3 Hrs 4 Hrs 5 Hrs 6 Hrs 7 Hrs 8 Hrs

Student Day

Teacher Day

Teacher Day

Costs

Benefits

- ✓ More cost effective
- ✓ Brings in outside expertise
- ✓ Provides scheduling flexibility for teacher prep, PD, and collaboration

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?

STAFFING CHOICES

- ✓ 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

FLEXIBLE SCHEDULING

- ✓ 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

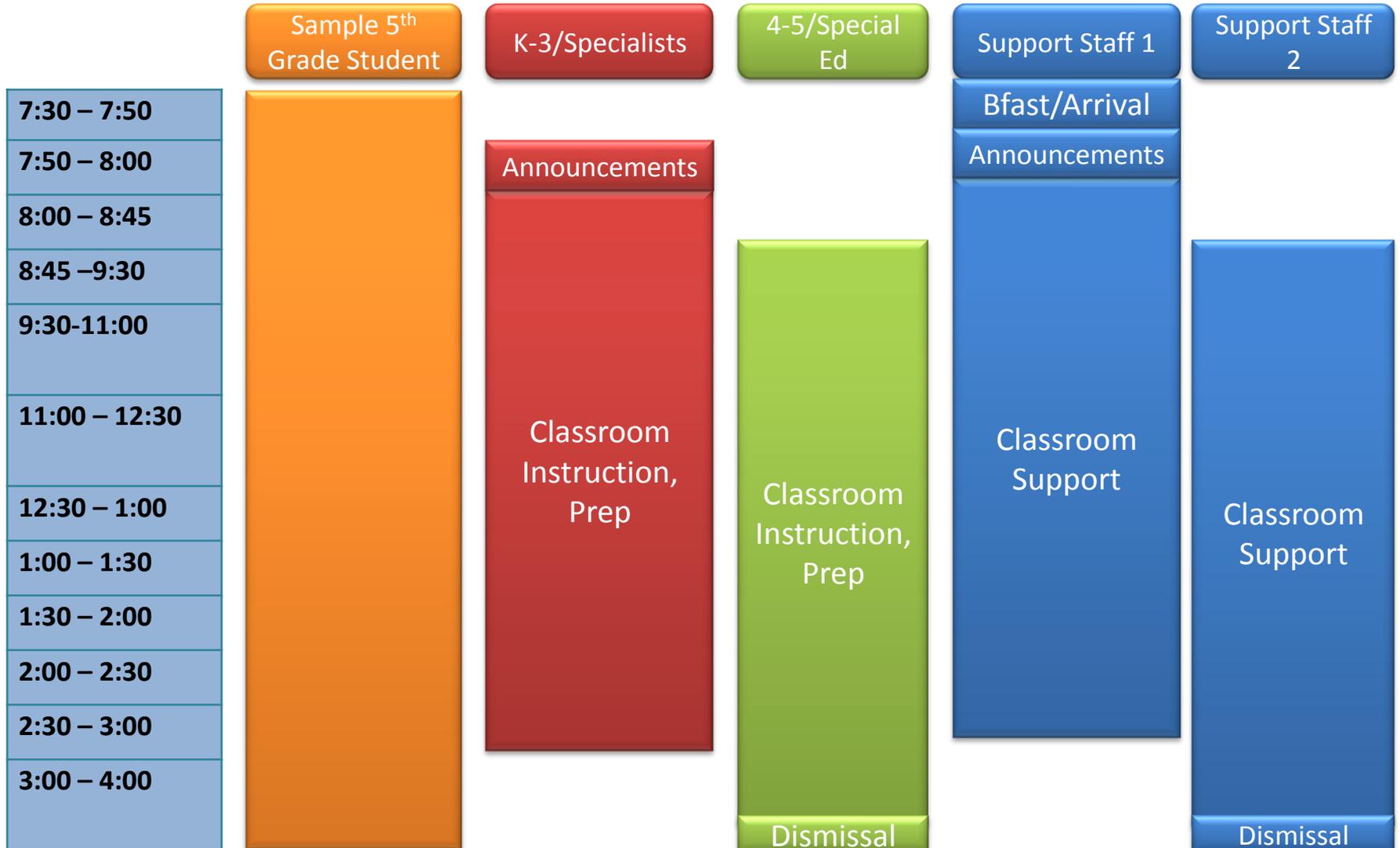
Expanding the Year for Students: Staggering the Year for Teachers

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

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Gr 9	Students	Regular Classes				INT.	Regular Classes				INT	Regular Classes	
	Teachers	Regular Classes				OFF	Regular Classes				OFF	Regular Classes	
Gr 10	Students	Regular Classes			INT.	Regular Classes		INT.	Regular Classes				
	Teachers	Regular Classes			OFF	Regular Classes		OFF	Regular Classes				
Gr 11	Students	Regular Classes		INT.	Regular Classes				INT.	Regular Classes			
	Teachers	Regular Classes		OFF	Regular Classes				OFF	Regular Classes			
Gr 12	Students		INT	Regular Classes						INT			
	Teachers		OFF	Regular Classes						OFF			
Intensive Teachers (All grades)		OFF	Intensive Classes				OFF	Intensive Classes					

Staggering the Teacher Day

Stubbs Elementary School – Christina, DE



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	
Major Cities: Daytona Beach, Deland	
9 highest poverty schools participating	
# of Students	4,800
% Low Income	82%
• 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	
Location	Boston, MA
Grades	6 – 8
Start/End Time	7:25 – 4:10 (M-Th)
# of Students	534
% Low Income	87



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

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

TECHNOLOGY

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

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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