Making Every Minute Count
What Can You Do Now to Maximize Academic Learning Time

Engage your leadership team in an assessment and discussion of how well your school is using time currently.

Make every minute count in class by strengthening core instruction and improving bell-to-bell teaching strategies.

Make high profile changes in school routines, rules, and norms that signal a commitment to maximizing learning time.

Focus on attendance: if students aren’t present, they can’t learn.
Start with the Time you Have Now

Current State: Pockets of Non-Learning Time Each Day

- Essential but time consuming activities:
  - Taking attendance
  - Bathroom breaks
  - Transitions
  - Classroom procedures

How do we get from the current state to our end goal?

End Goal: Maximizing Academic Learning Time for All Students

- Academic Learning Time is time students gain and retain knowledge
- Routines and other non learning activities are highly efficient

Assessing current time use is the first step to creating a culture that VALUES TIME

Nearly all schools can identify existing time that could be better used

The best expanded learning schools carefully rethink their entire schedule, rather than simply tacking on additional time
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

## Quality Time Analysis Tool (QTA)

Total Average Weekly School Time: 5 days x 6.5 hrs each day = 32.5 hours, or 1950 minutes

<table>
<thead>
<tr>
<th>Weekly Allocated School Time per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 min</td>
</tr>
</tbody>
</table>

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

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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 **CLASS** Time

- Academics and Support
- Non Core Academics

Allocated **INSTRUCTIONAL** Time

- Allocated Class Time
- Non-Purposed Time*

*Includes non-purposed time in both academics and non core academic courses
### Quality Time Analysis Tool (QTA)

#### 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 |
| School Year | # Std. Days: ___________________________ | # ER Days: ___________________________ | Required Annual Hrs.: ___________________________ | Tracker: 0.0 |

#### SECTION 2: CALCULATING WEEKLY ALLOCATED SCHOOL TIME

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

**Total Weekly Allotted**: 0 0.0%

**Total Weekly Allotted Hours/Week**: 0 0.0%

**Total Weekly Allotted Hours/Week**: 0.00 0.0%
How do schools use the information uncovered by a Quality time Analysis?

Mastoras High School

Key Finding

36 minutes of each 6 hour day taken up by passing time, equal to 10% of daily allocated school time

Action Steps

• Established school-wide goal to reduce passing time by 50%
• Reorganized students and teachers into interdisciplinary clusters
• Reconfigured classrooms by cluster to minimize travel time
• Effectively reduced passing time to 3 minutes between classes, adding 1,800 minutes/year back into instruction
How do schools use the information uncovered by a Quality Time Analysis?

**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

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**Beaudoin Elementary School**

<table>
<thead>
<tr>
<th>Length of Period</th>
<th>0 Min</th>
<th>60 Min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>(60 min)</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>(60)</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>(60)</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>(30)</td>
<td></td>
</tr>
<tr>
<td>Recess</td>
<td>(20)</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>(60)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time lost to Transition</th>
<th>Time lost to Hand Washing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science/Reading/Math/Social Studies</td>
<td></td>
</tr>
<tr>
<td>Science/Reading/Math/Social Studies</td>
<td></td>
</tr>
<tr>
<td>Science/Reading/Math/Social Studies</td>
<td></td>
</tr>
<tr>
<td>Recess</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>Science/Reading/Math/Social Studies</td>
</tr>
</tbody>
</table>

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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.
Strengthen core instruction and improve bell-to-bell teaching strategies.

Strengthen core instruction by focusing on one or two teaching strategies ALL teachers will work on together

Identify specific strategies every teacher will use to preserve time and keep students fully engaged from the moment they walk into class to the moment they leave – examples - “Do Nows” and strategies from Doug Lemov’s book

Arrange coverage so teachers so they learn from colleagues who are particularly good at making every minute count
# Classroom Time Use Tool

## Types of Time-Use in a Typical Class Period

<table>
<thead>
<tr>
<th>Transitions</th>
<th>Teacher-Led Time</th>
<th>Student Work Time</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Arrival Routine</td>
<td>- Welcome/Lesson Launch</td>
<td>- Small Group Discussion/Activity</td>
<td>- Assessment of Student Learning</td>
</tr>
<tr>
<td>- Transition to Next Component</td>
<td>- Teacher-directed Instruction</td>
<td>- Independent Practice/Activity</td>
<td></td>
</tr>
<tr>
<td>- Closing</td>
<td>- Whole-class Discussion/Activity</td>
<td>- Combined Practices</td>
<td></td>
</tr>
<tr>
<td>- Unplanned</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interruption</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Classroom Time Use Tool:
A classroom observation tool for assessing the total amount and nature of instructional time in an individual classroom

<table>
<thead>
<tr>
<th>Category (see descriptions below)</th>
<th>Start Time</th>
<th>Stop Time</th>
<th>Total Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival Routine</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to next component</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unplanned interruption</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcome/Lesson launch</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Teacher-directed instruction</td>
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<tr>
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<td>Small group discussion/activity</td>
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<td></td>
</tr>
<tr>
<td>Independent practice/activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of student learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
# Classroom Time Use Tool

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Start Time</th>
<th>Stop Time</th>
<th>Total Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-directed instruction</td>
<td>12:00:00</td>
<td>12:17:10</td>
<td>0:17:10</td>
<td>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.</td>
</tr>
<tr>
<td>Transition to next component</td>
<td>12:17:10</td>
<td>12:20:30</td>
<td>0:03:20</td>
<td>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.</td>
</tr>
<tr>
<td>Small group discussion/activity</td>
<td>12:20:30</td>
<td>12:34:35</td>
<td>0:14:05</td>
<td>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”.</td>
</tr>
<tr>
<td>Transition to next component</td>
<td>12:34:35</td>
<td>12:37:00</td>
<td>0:02:25</td>
<td>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.</td>
</tr>
<tr>
<td>Teacher-directed instruction</td>
<td>12:37:00</td>
<td>12:48:10</td>
<td>0:11:10</td>
<td>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.</td>
</tr>
</tbody>
</table>

## Total Time by Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Time</th>
<th>% of Allocated Class Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitions</td>
<td>0:09:15</td>
<td>7.7%</td>
</tr>
<tr>
<td>Teacher-Led Time</td>
<td>0:26:40</td>
<td>22.22%</td>
</tr>
<tr>
<td>Student Work Time</td>
<td>0:58:55</td>
<td>49.10%</td>
</tr>
<tr>
<td>Assessment</td>
<td>0:25:10</td>
<td>20.97%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2:00:00</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
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
Make high profile changes in school routines, rules, and norms

Can you change routines for dismissal, transitions, lockers, and bathroom time that take away from learning?

Simple strategies to reduce distractions from learning:

- Reduce locker trips to morning and afternoon
- Reduce loud speaker announcements during the day
- Reduce teacher time in taking attendance
- Reduce assemblies to only those that build community
Focus on **attendance**: if students aren’t present, they can’t learn.

Research shows attendance is critical for success:

- Children can’t learn if they aren’t present in school.
  - Chronic absence in kindergarten predicts lowest achievement levels at the end of 5th grade.
  - By 6th grade, missing 20% is a critical warning sign of dropping out.
  - By 9th grade, missing 20% of school is a better predictor of dropping out than 8th grade test scores.

We must identify specific students to prevent chronic absenteeism.
Example: Dever McCormack School, Boston

School compared 2010 MCAS performance levels for students based on attendance rates. Message became clear that the school needed to focus on attendance.

Rising 8th graders’ 2010 ELA MCAS Performance Levels

- 7% in Warning
- 32% in Needs Improvement
- 30% in Proficient

Rising 8th graders’ 2010 Math MCAS Performance Levels

- 7% in Warning
- 29% in Needs Improvement
- 65% in Proficient

Example: Dever McCormack School, Boston

18

Slides 17-18 courtesy of Boston Plan for Excellence and Dever-McCormack K-8 School
Example: Dever McCormack School, Boston

School analyzed attendance data to understand trends and key problem areas.

Dever McCormack - SY09-10 attendance rates by grade level

- K2: 38% less than 92% days present, 63% 92%+ days present
- Grade 1: 31% less than 92% days present, 69% 92%+ days present
- Grade 2: 30% less than 92% days present, 70% 92%+ days present
- Grade 3: 32% less than 92% days present, 68% 92%+ days present
- Grade 4: 32% less than 92% days present, 68% 92%+ days present
- Grade 5: 20% less than 92% days present, 80% 92%+ days present
- Grade 6: 25% less than 92% days present, 75% 92%+ days present
- Grade 7: 43% less than 92% days present, 57% 92%+ days present
- Grade 8: 40% less than 92% days present, 60% 92%+ days present
- School-wide: 33% less than 92% days present, 67% 92%+ days present

Slides 17-18 courtesy of Boston Plan for Excellence and Dever-McCormack K-8 School
After the 1st Quarter, our attendance is 94%, up 3 percent over last year.

This is the equivalent of 945 fewer missed days
## School-wide Strategies for Improving Attendance

### Working Directly with Students to Raise Attendance
- Identify specific students who are frequently absent students, and use “attendance coaches” to get them to school
- Implement a system of incentives for good and improved attendance
  - Attendance competition among homerooms
  - Publicly recognize students with strong attendance
- Regularly review data to find problematic and positive patterns by grade, population, & classroom

### Working with Outside Organizations and Families to Raise Attendance
- Educate families about importance of attendance starting in the early years by sharing student achievement data disaggregated by levels of absenteeism and the absentee data for their child
- Partner with community agencies that can reach out and offer resources to help chronically absent students and families
- Regularly review data to identify problematic and positive attendance patterns by grade, student population, and classroom
Checklist for Making Every Minute Count

**Morning Arrival**
- Students arrive on time – tardiness is kept to a minimum through an effective rewards system.
- First class period begins as soon as the bell rings.
- Limited instructional time is wasted on routines involved in taking and reporting attendance.
- If day begins with homeroom or advisory period time in that class period is highly effective – goals, activities and routines are clearly defined and aligned with school objectives.
- Locker time is limited and just long enough for necessary preparations.

**Transitions Between Classes**
- Students carry materials they need for multiple classes to avoid repeat trips to lockers.
- Class locations are assigned to minimize travel time between classes.
- Transitions are supervised and orderly to reduce disruptions and delays in starting the next class.
- Time between classes is at a minimum.

**Dismissal Time**
- Classes and active learning occurs all the way through the end of the school day (e.g. last class ends at 2:30 vs. 2:15 when dismissal is at 2:30).
- End of day announcements are kept to a minimum to avoid disruption of last class periods.

**In the Classroom**
- Protocols and classroom expectations are established for the start of the class period so that students can begin working immediately when they walk in.
- Active learning and engagement occurs all the way from the beginning to the end of the class period. Minimal time is lost at the beginning and end of the class period for unpacking and packing up of materials and supplies.
- Teacher uses a stop watch or other time keeping device to monitor time use and designate amounts of time for specific tasks.
- Protocols and routines are established to minimize time lost on activities such as distributing materials, set up or clean up, moving from whole group to small group instruction, etc.
- Interruptions such as PA announcements are kept to a minimum.
- Protocols are established that limit trips to the bathroom and water fountain.
- Teachers actively work to minimize disruptions and maximize engagement.
- Students are actively rewarded for staying on task.

**Other**
- Staff discuss strategies to improve the efficiency and effectiveness of certain routines.
- Staff are rewarded for innovative ideas that maximize time on task.
Some Strategies to Consider

District

• Pilot Quality Time Analysis in one school at each level and support school leadership in data collection, analysis, and making changes as a result of the analysis (add schools as you learn how to best use it)

• Support a small number of schools to implement bell-to-bell teaching strategies

• Support a small number of schools in using the Making Every Minute Count Classroom Observation Tool by providing coverage for teachers observing each other and time for teachers to identify those teachers from whom others can learn

• Identify community organizations to be “Attendance Partners” and provide attendance mentors to students identified as attendance risks

Schools

• Bell to Bell Teaching Strategies – Implement consistent beginning of class learning routine for all classes, so students get to work immediately

• Pilot Making Every Minute Count Observation Tool with a couple of teams or grades to identify effective time use strategies or teachers who can be models for others

• Disaggregate attendance data and identify 5-10 chronic absentees in each grade; identify coaches for each child
Implications for Grade Levels

Elementary Schools

- Consider transition time to and from specialty classes
- Work with teachers to analyze time use during the entire day since most teachers are with students all day in self-contained classrooms
- Students often like and adapt well to routines and classroom procedures that maximize time

High Schools

- Passing time between classes can be a significant drain on instructional time—reconsider how much time is needed and how effectively it’s managed
- Consider assigning classrooms for clusters of students in close proximity to one another to minimize transitions during the day (e.g. in a “pod configuration”)
1. What three ideas or lessons do you want to remember from this session?

2. What strategies or ideas can you use at your school now? (Tweaks)

3. What elements do you want to have implemented by the new school year? (Aggressive Moves)