

EXPANDED LEARNING TIME/ EXTENDED LEARNING TIME IN HIGH SCHOOLS

“The purpose of, and therefore approach to, extended learning time at the high school level should be to enable academic progress and also to foster youth development.” - Hilary Pennington, Expanding Learning Time in Schools

“Extended time alone is not enough to change educational outcomes. Extended learning time must be accompanied by other practices, many of which are complex to implement.these include a number of inter-related factors such as a school culture focused on preparing students for life after high school, a high expectations/high level academic core, extra support to help students on track with college preparatory requirements, teacher assignments and the determination of class size based on student needs, etc.” - Hilary Pennington, Expanding Learning Time in Schools

“Extended learning time at the high school level will be more effective if it is used to break down the barriers that separate high schools and high school age students from the world outside schools.” “Some of the most promising models is not only extend the time for learning, but also change the place....” “This expanded use of time and place exposes students to real-world performance contexts and expectations at college and work.” - Hilary Pennington, Expanding Learning Time in High Schools

Best Practices in Extending Learning Time at the High School

1. Attention to the transition between middle school and high school.
2. Organization of school days to allow expanded time for core academic subjects.
3. Extra time devoted to helping students stay “on track.”
4. Opportunities for accelerated advancement
5. Attention to performance standards for college and work focus on preparing students for life after high school.
6. Use of technology for distance learning and customized instruction and feedback.
7. Expanding place, opportunities to learn outside the classroom.
8. Opportunities to earn money and college credit (not just work experience).
9. Teacher guidance/school involvement in student’s external learning.
10. Use senior year differently.

National Center on Time and Learning Study: Time Well Spent:

Schools that successfully use extended learning time do several things:

“• They “made every minute count” by maximizing time on task; • Prioritized time use according to focused learning goals; • Individualized instructional time based on students' needs; • Built a culture of high expectations and accountability; • Included time for a “well-rounded” education, including arts; • Used time to continuously improve instruction, such as teacher planning, collaboration and coaching; • Set aside time to assess, analyze and respond to student data; and • Included college and career readiness preparation.” (see link to full report below)

More and Better Learning Time Initiative (Ford Foundation, Annenberg Institute for School Reform, and others) (see the nifty graphic on the high school day reimagined) <http://www.fordfoundation.org/issues/educational-opportunity-and-scholarship/more-and-better-learning-time>

Massachusetts 2020: Expanded Learning Time Initiative:

“America’s children deserve an education that fully prepares them for the future— success in college, the workforce, and a healthy, fulfilled life. The Expanded Learning Time (ELT) Initiative in Massachusetts is redesigning schools to offer children new learning and enrichment opportunities made possible because of an expanded school schedule. With state resources, participating schools are expanding school time by at least 300 hours per year to improve student outcomes in core academic subjects, broaden enrichment opportunities, and improve instruction by adding more planning and professional development time for teachers. The vision behind the ELT Initiative is to reshape the American school calendar to provide all students with a well-rounded education that prepares them for full engagement and participation in the economic and civic life of our 21st century global society.” <http://www.mass2020.org/elt-initiative>

Boston Arts Academy, Boston, Massachusetts: Expanded Learning Time

“While a significant number of BAA's artistically talented students arrive performing below grade level, they get extra time and attention to catch up through expanded learning time, while also pursuing rigorous training in the arts. BAA is able to address their student needs and academic priorities through individualized schedules that adjust frequently according to need. Each year, over 94% of BAA graduates are accepted to college, and many are the first in their families to do so.”

To view a Prezi on Boston Arts Academy: Expanded Learning Time:

http://www.erstrategies.org/action_strategies/need-based_scheduling#BAA

The BAA Academic Graduation Requirements:

- 4 Humanities courses
- 4 Math courses
- At least 3 Science courses
- (In most cases, 2 World Language courses
- 4 Seminar (Reading/Writing/Research skills) courses
- (Plus students take 2 classes each year within their arts major – dance, music, theatre, visual arts)

“Students are organized into a “lower” and “upper” houses based on grade level; each house follows a different schedule. Students take two of four core academic classes each semester to reduce the number of classes students are taking at a time. In addition, the writing seminar is a third academic course that meets all year and is the

foundation of the curriculum. Students take two art courses assigned to their art major.” (Source: above mentioned prezi on Boston Arts Academy)
See also a schematic of the Boston Arts Academy student schedule at <http://www.bostonartsacademy.org/student-life/student-schedule>

The bell schedule (and resulting master schedule) basically involves a 4 x 4 block with expanded learning time both at the beginning of the school day and at the end of the school day. Students earn a full year’s credit in a longer-blocked course in a semester’s time.

BAA offers a support and tutorial block for all students, three days of the week, attached to the first period academic block. Due to the semester schedule, throughout the year, a student will have tutorials for two of their four academic courses. This is a directed/quiet study period where students can receive help from teacher and tutors and access to computers when necessary.

Expanded Learning Time and Staggered Schedules

“To accommodate the heavy focus on arts, while still providing a college-preparatory curriculum, Boston Arts extends its school day from 8 a.m. to 4 p.m.” (a typical Boston high school day is 7:30 a.m. to 1:30 p.m.)

“Teacher schedules are staggered to make this feasible within the parameters of the contracted teacher workday. All students take an academics course during first period and an art during eighth period. As such, art teachers report to school by second period and academic teachers may leave after seventh period. Additionally, it is important to note that this schedule remains flexible to student needs. For example, dance students follow a reverse schedule to their house to accommodate longer dance blocks.”

Intercession (one-week, new aspect of expanded learning time at the Boston Arts Academy)

In 2013-2014, Boston Arts Academy offered its first one-week Intercession between the two semesters and used the intercession time for interdisciplinary and project-based learning. One exciting aspect of the intercession was that students were leaders or co-leaders in this endeavor. In November, students began choosing the projects they would join and began to plan with teachers the activities, experiences, outcomes and assessments that would be used during their learning.

Intercession goal: *“The goal of our first Intercession is to live the part of our mission that says we are “charged with being a laboratory...for artistic and academic innovation.” The goal is to design and carry out **student-centered experiences** in which adults are **co-learners**, to honor **play, exploration, and trust in the creative process** and to experience some **deep learning** in the process while **building community.** “*

Timeline (from the Boston Arts Academy website)

<http://www.bostonartsacademy.org/intersession>

“Intersession will be from Monday, January 27 through Friday, January 31

October 25: All BAA adults will be signed up for an Intersession project

November 1: Intersession course descriptions are due to the Intersession Committee

November 5: Intersession Course Catalog published and distributed in Student Advisories.

November 12: Intersession Course Catalog reviewed in advisories and students prepare for Intersession fair with 1-2 preferred project choices.

November 14: Intersession Fair in Assembly Hall, Cafeteria, and first floor rooms.

Students will not have tutorial. [TBD SMT] Students register for Intersession group

November 21: First Intersession Group meetings, whole-school during tutorial. Students will not have regular tutorial.

December 2 – December 16: Continued Intersession Group Meetings and final planning.

December 16: Final Calendars for each Intersession Group including spaces and community partners, and Resource List due to Intersession Committee

January 27 – January 31: Intersession Week

January 31st: Whole-school Share”

To see a list of the January 2014 Boston Arts Academy Intersessions:

<http://bostonartsacademy.org/site/wp-content/uploads/2013/10/BAA-Intersession-Learning-Experiences-2014.pdf>

Example from New York State Education Department

Extended Learning Time Grant Program

Purpose of funding: “The Extended Learning Time (ELT) Grant Program is authorized under subdivision 6-b of Section 3641 of New York State Education Law. The purpose of the ELT competitive grant program is to provide funding to school districts operating independently or in collaboration with not-for-profit community based organizations (CBOs) to increase school-wide learning opportunities in high-quality extended school day and/or extended school year programs with a focus on improving academic achievement.”

Funding: \$20 million in the 2013-2014 school year and each school year thereafter, subject to grantee performance and annual appropriation. Further, no school district shall receive more than 40 percent of the total school-wide extended learning time grant allocation.

In addition, implementation planning funding of up to \$10,000 will be available January 1, 2014.”

To see the actual application packet, visit
<http://www.p12.nysed.gov/funding/extended-learning-time-grant-program/home.html>

A sampling of other expanded/extended learning resources:

Aronson, J., J. Zimmerman, and L. Carlos, 1998, "Improving Student Achievement by Extending School: Is It Just a Matter of Time?," San Francisco: WestEd
http://www.wested.org/online_bubs/po-98-02.pdf

Bodilly, S. and M. Beckett, 2005, Making Out-of-School Time Matter: Evidence for an Action Agenda, Santa Monica, CA: RAND Corporation.
http://www.rand.org/pubs/monographs/2005/RAND_MG242.pdf

Fleming, Nora, "Eight Practices Set the Best Expanded Learning Schools Apart," Education Week, September 29, 2011, Blog Posting. Retrieved November 20, 2013 at
http://blogs.edweek.org/edweek/beyond_schools/2011/09/eight_practices_set_the_best_expanded_learning_schools_apart.html

McAlister, Sara, Annenberg Institute for School Reform at Brown University, "Extended Learning Time," Key Issues in Public Education, A+ NYC (4 pages)
<http://aplusnyc.org/extended-learning-time/>

Massachusetts' Extended Learning Time Initiative <http://www.mass2020.org/node/1>

National Center on Time and Learning, "Time Well Spent: Eight Powerful Practices of Successful Expanded-Time Schools," <http://blogs.edweek.org/edweek/inside-school-research/NCTL%20Time%20Well%20Spent.pdf>
<http://www.timeandlearning.org>

Pennington, Hilary, Center for American Progress, "Expanding Learning Time in High Schools," 2006 (38 pages)
http://www.americanprogress.org/issues/2006/10/pdf/extended_learning_report.pdf

The After-School Corporation <http://www.tascorp.org/>

Time to Succeed <http://www.timetosucceed.com/>