

# Organizing Time for Deeper Learning

The purpose of this tool is to think about how time is currently organized in support of deeper learning.

Use the chart, Rethinking Time, to consider how your district can change or enhance time for instructional scheduling, work-based learning, and self-directed learning in support of deeper learning. The chart also considers teacher collaboration, with an emphasis on incorporating it into the school infrastructure so professional learning occurs throughout the day.

After completing the chart, discuss the implications by identifying

- possible policies, procedures, and practices that are currently in place to support making time available for professional learning;
- time-related policies, procedures, and practices that may need to be changed; and
- challenges and opportunities your district may need to consider when rethinking the issue of the use of time to support deeper learning.

Examples are included in the chart.

## Rethinking Time

### Scheduling

Schools with hybrid schedules run some courses in longer periods of time and others in traditional class periods of forty to fifty-five minutes. Students can select the course type they prefer.

### Partnerships

School districts create partnerships with local businesses where students work and demonstrate real-world application of knowledge.

### Self-Directed Learning

Schools create a districtwide policy that calls for one class period each week dedicated to project-based learning.

### Teacher Collaboration

Time is provided for teachers to collaborate with departmental colleagues for one hour a week, at the end of the school day.