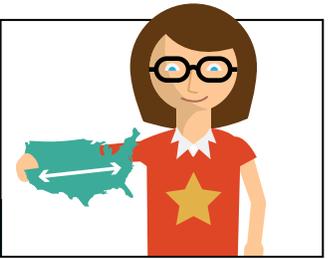


REDESIGNING SCHOOLS

MODELS TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

TIME-TIME SWAP



Elementary students spend approximately 25% of their in-school core subject time, and secondary students up to 50% of their in-school time in select subjects, working on teacher-assigned tasks under the supervision of paraprofessionals. Paraprofessionals work with a team of “expanded impact” teachers, most often on a fixed rotation schedule. Expanded impact teachers use their time with students to focus on the most challenging aspects of instruction and higher-order thinking skills. During their time with paraprofessionals, students work on projects, basic knowledge and skills practice, and independent study, and may also work with tutors individually or in small groups. All time swaps enable teachers to extend their reach to more students *without* increasing instructional group size, and to consolidate school-day time to plan, collaborate with, and learn from teammates. **Estimated Reach Extension Effects:** Excellent teachers reach 33%–100% more students, varying with the percentage of paraprofessional and planning time. **Note:** Based on early experience and data, we recommend using Time Swaps in combination with Multi-Classroom Leadership at the **elementary** and **secondary** levels.

MORE DETAIL:

Teachers can reach more students by swapping some instructional time with paraprofessional time, allowing them to teach additional classes in which they can focus on enriched, higher-order instruction. By scheduling consolidated blocks of time—made possible by new paraprofessionals and correctly scheduled specials/electives and lunch/recess—teaching teams may also plan, collaborate, and improve with their peers on the team daily at school. This allows excellent teachers on the team to share methods, all teachers to help one another strive for excellence, and everyone to improve together. Teachers, paraprofessionals, and others collaborate as a team.

Students who would not otherwise have excellent teachers can now have them, without reducing the personalized and enriched portions of teachers’ instruction that students experience. Good, solid teachers have a greater opportunity to leap toward excellence by learning on the job with peers. Freeing time to reach more students and collaborate in teams may prove especially useful for secondary-level schools that have a shortage of qualified and excellent teachers in such hard-to-staff positions as STEM subjects.

Teachers may use some of their freed periods in the rotation to pull out **small, flexible groups for targeted instruction**, or tutors may work with students individually and in small groups. This small-group option is particularly helpful in secondary schools, where traditional school models make differentiated, personalized teaching difficult.

Schools may implement this model in some grades or subjects but not others, or across whole schools. Schools may choose to have all teachers swap a portion of their time with paraprofessionals regardless of prior effectiveness, to free all teachers’ time for

collaboration, planning, and improvement, and to free funds to pay all teachers more. (See the **Pay Teachers More** and **Example Schedule** pages on OpportunityCulture.org for more explanation.)

Teachers can be paid more primarily because paraprofessional pay is less than teacher pay, and schools may choose to shift instructional specialists¹ back into higher-paid, reach-extended classroom roles. Resulting savings can be spread among teachers in a career ladder appropriate for each school or district. The students’ teachers remain fully accountable for student learning outcomes.

For example: **In an elementary school** using time swaps for 25% of core-subject time, students would spend about one hour daily with a new, additional paraprofessional supervising skill practice, projects, and independent work across the four subjects in a nearby room. The students’ *teachers* would determine how this time is spent daily. In many schools, this approach simply consolidates the paraprofessional-supervised learning time that many teachers already employ with existing teaching assistants. Pre-existing teaching assistants remain in the classroom with the teachers to support in-class differentiation for students with the teachers at any given time.

At the secondary level, students may alternate days doing skill practice and projects under paraprofessional supervision with days



$$\text{A Teacher's Impact} = \text{Student Outcomes} \times \text{Number of Students Reached}$$

1. ESL and special needs specialist positions do not change in this or any of the Opportunity Culture models.

of face-to-face instruction with teachers in each period. Schools using “double blocks,” or very long class periods, can choose to rotate *within* class periods—for example, each day, students would be with the teacher for 50 minutes, then do teacher-directed skill practice and projects with paraprofessional supervision for 50 minutes. In addition, excellent teachers may do a Time-Time Swap in just one class period or in many class periods, with attention to feasible student loads. By extending reach in some but not all class periods, schools can limit teachers’ student loads, pay teachers more, *and* increase their planning time, if desired. Schoolwide implementation allows better scheduling of teachers in teams, so they can collaborate more often at school and improve together.

Combining this model with team-teaching models such as Multi-Classroom Leadership or Subject Specialization allows more options for scheduling optimal teaching, planning, and improvement time.

Schools may use this model with in-person teachers or, when teacher shortages are acute in some subjects, with remotely located teachers.

For more detail and to see what this looks like when students spend a portion of swapped time using digital learning, see the detailed school models for [In-Person Rotation \(Elementary\)](#), [In-Person Rotation \(Secondary\)](#), [In-Person Flex](#), [Remote Time-Technology Swaps](#), [scheduling options](#), and [pay implications](#).

OPPORTUNITY CULTURE PRINCIPLES

Teams of teachers and school leaders must choose and tailor models to:

1. Reach more students with excellent teachers and their teams
2. Pay teachers more for extending their reach
3. Fund pay within regular budgets
4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development
5. Match authority and accountability to each person’s responsibilities



Acknowledgements

Thank you to the teachers and administrators on the Opportunity Culture design team at Thomasboro Academy in the Charlotte-Mecklenburg school district, who created and piloted this version of Time-Time Swaps.

This publication was made possible by support from Carnegie Corporation of New York. For a list of other funders of the Opportunity Culture publications and website, see [here](#). The statements made and views expressed are solely the responsibility of Public Impact. For more information about the Opportunity Culture initiative, visit [OpportunityCulture.org](#).

Public Impact encourages the sharing and copying of these materials. Users must include “©2014 Public Impact” and “OpportunityCulture.org” on all pages where material from this document appears. Opportunity Culture is a trademark of Public Impact.

© 2014, updated 2016 Public Impact, Chapel Hill, NC

Please cite this report as: Public Impact. (2014). *Redesigning schools—models to reach every student with excellent teachers: Time-time swaps*. Chapel Hill, NC: Author. Retrieved from http://opportunityculture.org/wp-content/uploads/2014/04/Time-Time_Swap_School_Model-Public_Impact.pdf

