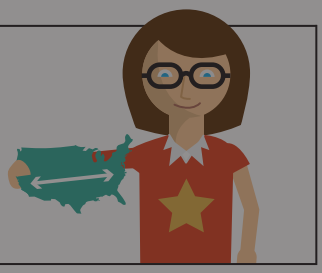
REDESIGNING SCHOOLS

MODELS TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

SCHEDULE EXAMPLE: 1/4 TIME IN DIGITAL LEARNING PER SUBJECT—ELEMENTARY ROTATION + SPECIALIZATION



In this example, st utes each day, where they may spend a ience (M/S), and two teachers specializ s cover all four classes with the help of a digi

- This example assur acher's assistant academic periods (n and class transitions 4 (specials and lunch/recess) are 55 minutes.
- Total weekly time in the core subjects is the same as in traditional schools—22 hours: 11 with LA/SS teacher, 5.5 with M/S teacher, and 5.5 in digital lab working on these subjects.
- Digital lab time is split between LA/SS and M/S. In a week, students spend about 3 hours learning LA/SS in the lab and 2.5 learning M/S. This brings the overall total learning time in these subjects to the same levels as in traditional schools—14 for LA/SS and 8 for M/S. The digital lab has two or more classes of students (from multiple grades) in it at one time.
- tions, and who helps supervise during lunch/recess. Digital lab monitors may help with some of these duties.
- Periods 3 and 4 are potential planning and professional development times for teachers A, B, and C—individually or as a team.
- Table 1 shows teacher and student schedules combined. Tables 2–5 show the teachers' and digital lab monitor's daily schedules.