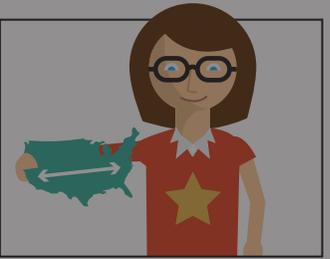


# REDESIGNING SCHOOLS

## MODELS TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

SCHEDULE EXAMPLE: 1/4 TIME IN DIGITAL LEARNING PER SUBJECT—  
ELEMENTARY ROTATION WITH TEAM TEACHING



In this example, students may spend a portion of their day in a digital lab. Two paired teachers share responsibilities in different social studies. At other times, they rotate through intensive instruction to use each teacher's strengths. A third teacher (Teacher C) covers the remaining students. The three teachers cover core subjects for all four classes with the help of a digital lab monitor (and possibly a learning coach or teacher's assistant).

NOTE: An updated version of this publication can be found here:  
[https://opportunityculture.org/wp-content/uploads/2018/10/Schedule\\_Example\\_MCL\\_Team\\_Reach\\_Elementary-Public\\_Impact.pdf](https://opportunityculture.org/wp-content/uploads/2018/10/Schedule_Example_MCL_Team_Reach_Elementary-Public_Impact.pdf)

each day, where they rotate through intensive instruction (LA/SS). They divide responsibilities among and incorporating digital learning. Teacher C rotates small groups of students between the classes and the work. Each class has 24 students. The three teachers cover core subjects for all four classes with the help of a digital lab monitor (and possibly a learning coach or teacher's assistant).

- \* This example assumes a 6.5-hour school day for students. Core academic periods (1, 2, 5, and 6) are 66 minutes. Periods 3 and 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 teachers, 5.5 with the M/S teacher, and 5.5 in a 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.
- \* Students may have a learning coach or teacher's assistant who takes care of them during homeroom and class transitions, 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. Teachers A and B use some of this time to plan their joint instruction. Teacher C uses it for the extra grading and student feedback that comes with teaching four classes. All three teachers meet weekly to identify students whose learning is stalled or who are ready to advance more quickly.
- \* Teachers A, B, and C may divide students in the grade among class periods 1, 2, 5, and 6 in *any* way, as long as each student has one block of M/S and two blocks of LA/SS daily, and each teacher has only one class of students at a time.
- \* Table 1 shows teacher and student schedules combined. Tables 2–5 show the teachers' and digital lab monitor's daily schedules.



A Teacher's Impact =  
 Student Outcomes x  
 Number of Students Reached