



District
Management
Group

MANAGER'S TOOLKIT

Finding the Time

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DMC MANAGER'S TOOLKIT

Finding the Time

Confronted with so many challenges, districts are often tempted to add new programming and the time needed to accommodate them. But before embarking on additions to your programs and schedules, use the following evaluation tools below to ensure any new approach aligns with district goals and to confirm that extended time is indeed needed so that maximum value can be garnered.

Why extend time?

Given the significant amount of press and, in many cases, the strong results that other schools have received from extending the school day, it can be easy for district leaders to view extended time as an easy solution to a wide variety of problems. However, extended time is not an end in itself. Rather, it is a tool that may be used to meet the district's strategic goals.

To maximize the impact of time—whether it is extended time or the time the district already has—a district should start by identifying the problem to be solved or goal to be achieved, and detail the approach and time needed. The process below can help ensure that time is spent on the activities most likely to help meet district goals. It can also help you to think through whether there are other times during the existing school day that can be redeployed.

QUESTION	ANSWER
What is the goal?	<i>e.g., Provide high-quality literacy instruction for all students</i>
What is your approach?	<i>e.g., Extend the core literacy block and provide intervention periods</i>
How much time is required?	<i>e.g., 60 minutes per day</i>
Is there any time in the day that can be repurposed?	<i>e.g., Extra-long lunch period, free periods, extra time in homeroom, PD days, time devoted to similar or related activities</i>
Yes: <i>Meet the goal without extending time</i>	No: <i>Extend time to meet the goal</i>

Can you find time for more professional development without spending more?

Districts across the country are looking for ways to dedicate more time to high-quality professional development (PD). Before spending more to extend time, have you looked strategically at the ways in which the time you already have is being spent? While thinking about your district, answer the following questions to determine whether there are opportunities to make better use of your existing time.

Place a check mark in the column that most applies to you.

	USUALLY	SOMETIMES	RARELY
1 Do you focus faculty meetings and other recurring meetings on improving teacher effectiveness?			
2 Do you use data on teacher strengths and areas of opportunity to customize PD offerings?			
3 Do you utilize scheduling "experts" (either within your district or outside your district) to help create school schedules?			
4 Do you ensure that all teacher planning groups (e.g., PLCs, data teams) include at least one highly effective teacher?			
5 Do your schools create and monitor schedules both for the building overall and for individual coaches/experts?			
6 Have you developed guidelines for how coaches and other experts should spend their time helping teachers?			
TOTAL NUMBER OF CHECKS	Multiply the total number of checks in this column by 3	Multiply the total number of checks in this column by 2	Multiply the total number of checks in this column by 1
SCORE BY CATEGORY			
TOTAL SCORE	Sum of the three boxes		

Rate your performance:

Over 15: Congratulations! You are taking a thoughtful approach to managing staff time in your district.

Between 9 and 15: It might be worth exploring opportunities to make better use of the time you already have.

Under 9: There are large potential opportunities to use existing staff time to improve performance.