Making Every Minute Count: An Introduction to the Classroom Time Analysis Tool (CTAT)

Prepared for the Virginia Department of Education
December 4, 2013
How to Engage in this Webinar

Your phone will be muted during the presentation so participants don’t hear any background noise.

To ask a question either:

- Use the Chat function (lower right-hand corner of the screen)
- “Raise your hand” on the webinar page, and we will unmute you so you can ask the question.
Our Webinar Today is Sponsored by NCTL Partner The Center on School Turnaround at WestED

- Creating Pro-Turnaround Environment
- Administering & Managing Programs Effectively
  - Providing TA to LEAs & Schools
  - Advocating & Leading

http://centeronschoolturnaround.org/
The National Center on Time & Learning (NCTL) is dedicated to expanding learning time to improve student achievement and enable a well-rounded education.

Through research, public policy, and technical assistance we support national, state, and local initiatives that add significantly more school time to help children meet the demands of the 21st century.
**NCTL: Our Strategy**

**Generate Knowledge:** Document and disseminate effective practices of high-performing expanded learning time charter and district schools across the country.

**Inform Policy:** Support policy development and leverage federal, state, and local funding to support high-quality expanded learning time implementation.

**Build Support:** Build broad-based support to bring high-quality expanded-time school opportunities to all high-poverty students over time.

**Improve School Practice:** Through technical assistance, grow and strengthen the number of high-quality expanded learning time schools nationally.

**Promote School Excellence:**

**Close Achievement and Opportunity Gaps for 1 Million Children through High Quality Expanded Learning Time Schools**

**Build Momentum**

**Build Support**

The TIME Collaborative
Successful Districts and Schools Maximize Academic Learning Time

Academic Learning Time
Time students gain and retain subject knowledge

Instructional Time
Time devoted to instruction

Allocated Class Time
Total time in class

Allocated School Time
Total time in school

High-Performing Schools Focus on Eight Powerful Practices

1. **Optimize Time for Student Learning**
   - Make Every Minute Count
   - Prioritize Time to Focus on Small Set of School-wide Goals
   - Individualize Learning Time and Instruction based on Student Needs

2. **Use Time to help Students Thrive in School and Beyond**
   - Build a School Culture of High Expectations and Mutual Accountability
   - Provide a Well-Rounded Education
   - Prepare Students for College and Career

3. **Dedicate Time to Improve Teacher Effectiveness**
   - Continuously Strengthen Instruction
   - Relentlessly Analyze and Respond to Data
If a teacher increases instructional time by just fifteen minutes a day through the use of more efficient routines, procedures and transitions, students gain 45 hours of instructional time a year.
CTAT Provides Insights into Classroom Time Use Across Four Categories

Categories & Subcategories of Time in a Typical Class Period

Transitions
- Arrival Routine
- Transition to Next Component
- Closing
- Unplanned Interruption

Teacher-Led Time
- Welcome/Lesson Launch
- Teacher-directed Instruction
- Whole-class Discussion/Activity

Student Work Time
- Small Group Discussion or Activity
- Independent Practice/Activity
- Combined Practices

Assessment
- Assessment of Student Learning
- Exit Tickets
- Checks for Understanding
Using the Classroom Time Analysis Tool (CTAT)

<table>
<thead>
<tr>
<th>WHAT YOU NEED</th>
<th>WHO YOU NEED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A laptop or handheld device with access to the internet.</td>
<td>An observer/user and a classroom teacher</td>
</tr>
<tr>
<td><a href="http://ctat.nctl.io">http://ctat.nctl.io</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOW LONG IT WILL TAKE</th>
<th>HOW YOU’LL NEED TO FOLLOW-UP...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The best observations are conducted for an entire instructional period to</td>
<td>• Print/save final report</td>
</tr>
<tr>
<td>capture all phases of a lesson.</td>
<td>• Email/share report with classroom teacher</td>
</tr>
<tr>
<td></td>
<td>• Generate conversations and action steps</td>
</tr>
<tr>
<td></td>
<td>• Follow-through on action steps</td>
</tr>
</tbody>
</table>
CTAT - Tips

Remember to:
• Print and read the user guide. Review the classroom time categories and subcategories. Record each element of the lesson, even if it is just a 15 second interruption.

Remember not to:
• Record anything in the notes column other than what the teacher and students are doing – no value judgments. Take brief notes to edit after the observation.

Remember:
• The CTAT is an observation tool only. It is not intended to be used as an evaluation tool.
CTAT Login

Classroom Time Analysis Tool (CTAT) Login

Please log in to CTAT by entering your email address twice.

This tool works best with current browsers; older browsers may need to be updated.

For assistance updating your browser, visit Browse Happy.

Enter your email address: 
Re-enter your email address: 

Log in

http://ctat.nctl.iontier.com
The CTAT Report

Class: 7th Grade Science
Class Size: 25
Teacher: Barret
Start Time: 8:15 a.m.
 Observer: Pryor
Allocated Class Time: 55

Wednesday, January 23, 2013 8:29 PM

<table>
<thead>
<tr>
<th>Activity Category</th>
<th>Activity Subcategory</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitions</td>
<td>Actual routine</td>
<td>00:01:01</td>
<td>Do Now posted, students working while teacher takes roll on computer.</td>
</tr>
<tr>
<td>Transitions</td>
<td>Oral assessment of student learning</td>
<td>00:02:54</td>
<td>Checking for Understanding, and reviewed yesterday's lesson.</td>
</tr>
<tr>
<td>Transitions</td>
<td>Teacher-Led Time</td>
<td>00:01:43</td>
<td>Aligning and learning objectives posted, students have materials, etc.</td>
</tr>
<tr>
<td>Transitions</td>
<td>Transitions to next component</td>
<td>00:05:54</td>
<td>Students switch from direct instruction to computers, settle in quietly, observe, understand the routine and procedure for this process.</td>
</tr>
<tr>
<td>Transitions</td>
<td>Transitions to next component</td>
<td>00:00:02</td>
<td>Students switch from direct instruction to computers, settle in quietly, observe, understand the routine and procedure for this process.</td>
</tr>
<tr>
<td>Transitions</td>
<td>Student Work Time</td>
<td>00:02:19</td>
<td>Student gets in class, leaves room.</td>
</tr>
<tr>
<td>Transitions</td>
<td>Transitions to next component</td>
<td>00:01:30</td>
<td>Students continue working in assigned small groups. Teacher moves around room as needed.</td>
</tr>
<tr>
<td>Transitions</td>
<td>Assessment of Student Learning</td>
<td>00:01:18</td>
<td>All students prepare to begin.</td>
</tr>
<tr>
<td>Transitions</td>
<td>Transitions to next component</td>
<td>00:00:55</td>
<td>Bell rings and teacher disseminates students. Students engaged until teacher disseminates, students leave and drop off are seated at desk.</td>
</tr>
<tr>
<td>Transitions</td>
<td>Transitions to next component</td>
<td>00:01:32</td>
<td>All students engaged until teacher disseminates, students leave and drop off seated at desk.</td>
</tr>
</tbody>
</table>

Total Time By Activity Category

- Transitions: 00:04:20, 42.96%
- Teacher-Led Time: 00:01:43, 16.78%
- Student Work Time: 00:02:59, 26.90%
- Assessment of Student Learning: 00:01:18, 14.98%

% of Time by Activity Category

- Assessment of Student Learning
- Student Work Time
- Teacher-Led Time
- Transitions
How can you use CTAT?

<table>
<thead>
<tr>
<th>With a colleague, as a peer observation tool</th>
<th>With a video-taped lesson, as a self-assessment tool</th>
<th>With your administrative team, as a way to help teachers set development goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>As an induction tool for new teachers to use with their mentors</td>
<td>To calibrate written lesson plans against actual lessons</td>
<td>As a department or grade-level team</td>
</tr>
</tbody>
</table>

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Questions?

Please type questions about the CTAT in the chatbox or un-mute your phone to ask a question verbally.
Please Refer to the NCTL Website and/or Reach Out to Us If You Have Questions While Using the CTAT

Visit our website at: www.timeandlearning.org

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