

Consortium for Educational Change (CEC)
EXTENDED TIME

CEC’s work is firmly grounded in the concept that effective school change is only possible when the “three anchors” of the school board, school district leadership, and teachers union representatives are working effectively together. By supporting these relationships, CEC helps ensure that SIG schools and districts can negotiate effectively about changes to instructional time and explore multiple options to expand time for student learning and faculty collaboration.

Working from an in-depth systems audit of SIG schools and districts, CEC can help create a plan to increase instructional time, and leverage it to build an intervention and enrichment structure to increase academic achievement, attendance, graduation rates and social emotional needs

CEC, based on experience and the research of the National Center for Time and Learning, firmly believes that supporting time for teacher collaboration provides the most effective academic return on investment. Utilizing additional time for the faithful implementation of highly effective and sustainable Professional Learning Communities is an evidence-based investment in increased learning for students. Simply adding classroom minutes for students is unlikely to produce results, but when this is paired with additional time for teachers to learn from one another, examine data, and refine their practices in response to data, student achievement will increase.