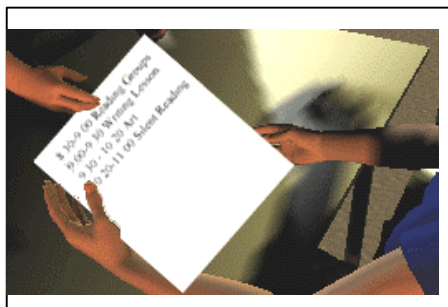
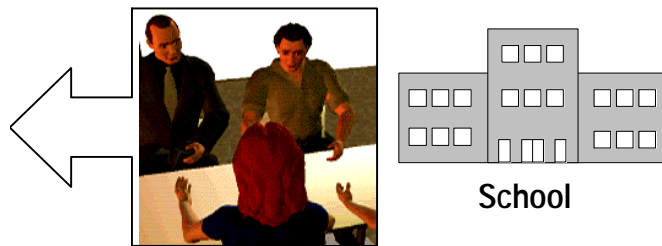


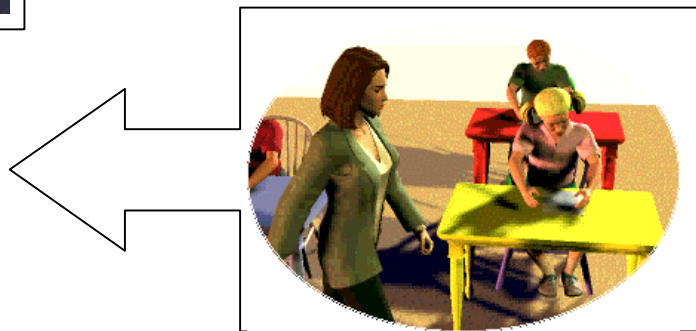
FINDING ENOUGH TIME IN THE SCHOOL DAY: A VISUAL GUIDE TO TEACHING TIME IN THE CLASSROOM (Gettinger, 1990, Heward, 1996)

Available Time: The **total** number of hours that potentially can be devoted to instruction. This measure is dictated by state regulations and school board policy. Increasing the 'available time' does not correlate with increases in student learning.



Allocated Time: The sum of time that a teacher schedules for instruction in a particular subject area (e.g., reading). Research shows that increasing the amount of 'allocated time' (time set aside for instruction) is a good start but when viewed in isolation does not predict student success.

Instructional Time: The time during which instruction is actually delivered. (Interruptions such as student disruption, lengthy transitions from one activity to another, and fire drills whittle down instructional time.)



On-Task Time: Time when the student is observed to be passively or actively focused on instruction (e.g., attending to the teacher). This measure is a fair predictor of student learning progress, but an observer cannot always verify whether an 'on-task' student is really attending to instruction.

References

Gettinger, M. (1990). Best practices in increasing academic engaged time. In T.B.Gutkin & C.R.Reynolds (Eds.), *The handbook of school psychology*. (2nd ed., pp.393-405). New York: Wiley.
 Heward, W.L. (1996). Three low-tech strategies for increasing the frequency of active student response during group instruction. In R.Gardner, D.M.Sainato, J.O.Cooper, T.E.Heron, W.L.Heward, J.W.Eshleman, & T.A.Grossi (Eds.), *Behavior analysis in education: Focus on measurably superior instruction* (pp.283-320). Pacific Grove, CA: Brooks/Cole.

Active Student Response: Time when the student can be seen to demonstrate some kind of active response to a learning activity (e.g., reading aloud, writing a composition, a group answering a teacher's question). This measure is the best predictor of student learning success.



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