A Day in the Life:
Elementary Subject Specialization + Time-Tech. Rotation

From a STUDENT’S Point of View

From Two TEACHERS’ Point of View
# A Day in the Life:
Elementary Subject Specialization + Time-Tech. Rotation

## A Student’s Schedule

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts class with Teacher A</td>
<td>Social studies/writing block with Teacher A</td>
<td>Art with Art Teacher</td>
<td>Lunch and Recess—a Learning Coach, Teacher’s Assistant, or Digital Lab Monitor supervises</td>
<td>Science/math block with Teacher C</td>
<td>Digital Lab with Monitor D</td>
</tr>
</tbody>
</table>
# A Day in the Life:
## Elementary Subject Specialization + Time-Tech. Rotation

## A Language Arts/Social Studies Teacher’s Schedule*

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Period 2</th>
<th>Periods 3 and 4, 10:42-12:37</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
</table>
| 8:25-9:31 | 9:31-10:37| Teacher A has this time for planning every day. (S)he can plan individually or meet with other teachers to:  
- Review data from digital lab  
- Discuss student progress  
- Plan projects together  
- Research new approaches for continued development
Learning Coach and Digital Lab Monitor sometimes participate, too. |
|           |           | Teacher A teaches language arts to his first class. |
|           |           | Teacher A teaches language arts to his second class. |
|           |           | Teacher A teaches a social studies/writing block to his first class. |
|           |           | Teacher A teaches a social studies/writing block to his second class. |

* Teachers A, B, and C form a specialist team. Teacher B teaches language arts/social studies to the other two sections of students who are learning math from Teacher C (see next slide).
# A Day in the Life:
## Elementary Subject Specialization + Time-Tech. Rotation

### The Math Teacher’s Schedule

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Period 2</th>
<th>Periods 3 and 4, 10:42-12:37</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
</table>
| 8:25-9:31    | 9:31-10:37   | Teacher C has this time for planning every day. (S)he can plan individually or meet with language arts teachers who have the same students to:  
• Review data from digital lab  
• Discuss student progress  
• Plan projects together  
• Research new approaches for continued development  
Learning Coach and Digital Lab Monitor sometimes participate, too. | 12:42-1:48   | 1:53-2:59     |

Teacher C teaches math and science to her first class.

Teacher C teaches math and science to her second class.

Teacher C teaches math and science to her third class.

Teacher C teaches math and science to her fourth class.
Acknowledgements

This publication was made possible in part by support from the Bill & Melinda Gates Foundation and is based on school models also supported by Carnegie Corporation of New York and The Joyce Foundation. The statements made and views expressed are solely the responsibility of Public Impact. Learn more at OpportunityCulture.org.

©2012 Public Impact, Chapel Hill, NC.

Public Impact encourages the sharing and copying of these materials. Users must include “©2012 Public Impact” and “OpportunityCulture.org” on all pages where material from these documents appears.