

Questions to Consider When Designing Middle School Master Schedules

1. What is an appropriate number of students a middle school teacher should see each day/term/year? Is there a relationship between how a teacher works with students and the number of students assigned to a teacher?
2. What is the appropriate number of teachers for middle school students to see each day/term/year? Is there a relationship between student behavior and “sense of belonging” and the number of teachers a student is assigned during a day/term/year?
3. What is the appropriate time balance between core and encore subjects? What factors should be considered in determining this balance?
4. What is the appropriate number of subjects in which a student should be enrolled during any one day/term/year? Is there a relationship between the number of classes for which students are responsible and their success in those classes?
5. How should exploratory and elective classes be scheduled in relation to other subjects?
6. While many middle school schedules *on paper* show the possibility of flexibility combining single periods into longer instructional blocks, *in practice*, we find classes typically are taught in single periods. Does this practice make the middle school experience even more fragmented for both students and teachers? Does such practice create stress and make it difficult for teachers to implement some of the more productive teaching strategies?
7. With the growing diversity of school populations, do we need to plan schedules that permit and support extended learning time and tutorials for those students who need additional time to meet course expectations?
8. Should a middle school schedule be compatible with elementary and high school schedules in the same feeder pattern?

Various Middle School Schedules Designed to Reduce Number of Classes per Day/Term/Semester and to Provide Extended Learning Time (ELT) for Selected Students

1. The 4-Block Model with a rotating math team that serves each grade level.
2. The 8-Single Period Model with double and triple periods combined to form blocks for selected subjects at each grade level. A Triple E (EEE) period may be added for grades 7 and 8.

E = Extended time for some students, such as (1) completing homework, (2) working in computer lab, (3) re-taking tests, advising, counseling, receiving tutoring on specific skills identified from formative assessments, etc.

E = Elective class for students experiencing few academic difficulties.

E = Enrichment and additional Exploratory opportunities for those temporarily not needing assistance provided during Extended time.

3. The 4-Block Model with a Triple E (EEE) period for each grade level and/or for school-wide activities such as band or chorus.
4. The 4-Block Model with a slide, spin-off period; also could include an EEE period.
5. The 5-Block model with variations A, B, and C.
6. The block schedule built from various modules of time.
7. The 7, 8 or 9-Single Period Schedule operating on an alternate-day (A/B) basis.

Note: See Rettig, M.D. & Canady, R.L. (2000). *Scheduling strategies for middle schools*. Larchmont, NY: Eye on Education. <http://www.eyeoneducation.com/prodinfo.asp?number=067-6>

Characteristics of Grade 6 Potential Dropouts

There is evidence that potential dropouts can be identified as early as Grade 6; some argue that the characteristics are apparent even earlier.

The Grade 6 Potential Dropout:

- . . . is likely to possess at least two of the following characteristics: be over age, have established patterns of poor attendance, have failed or currently is failing either math or English/LA and/or demonstrates various types of behavioral issues.
- . . . is more likely to be male than female and be African-American or Hispanic than Caucasian.
- . . . is likely to have limited home support; may be experiencing physical, emotional and/or sexual abuse. If female, sexual abuse is more likely than if male.
- . . . is likely to have repeated at least one grade in Grades K-5.
- . . . is likely to have a reading deficit that has not been diagnosed and/or corrected.
- . . . is likely to demonstrate problems in managing time, workloads and deadlines.
- . . . is likely to be slowly becoming disengaged from school; some call this behavior “disconnecting” from school; some call it becoming alienated from school.
- . . . may be showing early signs of clinical depression.

- . . . is likely to feel and talk negatively about school and his/her teachers.
- . . . is likely NOT to be receiving special education services. (Note: This statement can be debated. Some policy analysts report it to be true; however, it was reported by the US Department of Education in its 23rd annual report to Congress on the implementation of IDEA that more than 1/3 of LD students and close to 50% of ED and BD students drop out. Some argue that the discrepancy exists because there has been over identification of minorities in special education classes. There seems to be agreement that 25-30% of special education students do drop out.)

For additional information, see:

Balfanz R. & Herzog, L. (2006, May). *Keeping middle grades students on track to graduation: Initial analysis and implications*. PowerPoint presentation. Philadelphia, PA: Philadelphia Education Fund and Johns Hopkins University with support from the William Penn Foundation.

Bridgeland, J., Dilulio Jr, J., & Morison, K. (2006, March). *The silent epidemic: Perspectives of high school dropouts*. A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation, pp. 1-35.
www.civicerprises.net

Thornburgh, N. (2006, April 17). Dropout nation. *Time*, 167(16), 30-40.

Four Block Schedule

7:35 AM
7:40 AM
7:50 AM
7:55 AM
8:00 AM
8:05 AM
8:10 AM
8:15 AM
8:20 AM
8:25 AM
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1:45 PM
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1:55 PM
2:00 PM
2:05 PM
2:10 PM

Grade 6	7:35-8:20 45 minutes	8:20-10:20 120 minutes	10:20-10:50 30 min. LUNCH	10:50-12:50 120 minutes	12:50-2:10 80 minutes	
Grade 7	7:35-8:55 80 minutes	8:55- 10:15 80 minutes	10:15-11:00 45 minutes	11:00-11:30 30 min. LUNCH	11:30-12:50 80 minutes	12:50-2:10 80 minutes
Grade 8	7:35-8:55 80 minutes	8:55-10:15 80 minutes	10:15-11:35 80 minutes	11:35-12:05 30 min. LUNCH	12:05-12:50 45 minutes	12:50-2:10 80 minutes

A Four Block Schedule Based on a 400-Minute School Day Showing 40-Minute Lunch Periods and a 40 Minute Period for Personnel at Each Grade Level to Schedule Advisories (A), Extended Time (E), and Additional Electives for Selected Students (EEE)

8:00 AM 8:05 AM 8:10 AM 8:15 AM 8:20 AM 8:25 AM 8:30 AM 8:35 AM 8:40 AM 8:45 AM 8:50 AM 8:55 AM 9:00 AM 9:05 AM 9:10 AM 9:15 AM 9:20 AM 9:25 AM 9:30 AM 9:35 AM 9:40 AM 9:45 AM 9:50 AM 9:55 AM 10:00 AM 10:05 AM 10:10 AM 10:15 AM 10:20 AM 10:25 AM 10:30 AM 10:40 AM 10:45 AM 10:50 AM 10:55 AM 11:00 AM 11:05 AM 11:10 AM 11:15 AM 11:20 AM 11:25 AM 11:30 AM 11:35 AM 11:40 AM 11:45 AM 11:50 AM 11:55 AM 12:00 PM 12:05 PM 12:10 PM 12:15 PM 12:20 PM 12:25 PM 12:30 PM 12:35 PM 12:40 PM 12:50 PM 12:55 PM 1:00 PM 1:05 PM 1:10 PM 1:15 PM 1:20 PM 1:25 PM 1:30 PM 1:35 PM 1:40 PM 1:45 PM 1:50 PM 1:55 PM 2:00 PM 2:05 PM 2:10 PM 2:15 PM 2:20 PM 2:25 PM 2:30 PM 2:35 PM 2:40 PM

Grade 6	8:00-8:40 40 minutes A/EEE	8:40-10:00 80 minutes	10:00-11:20 80 minutes	11:20 to 12:40 80 minutes	12:40-1:20 Lunch	1:20 to 2:40 80 Minutes Core Plan (Arts/PE)
Grade 7	8:00 to 9:20 80 minutes	9:20 to 10:40 80 minutes	10:40-11:20 40 minutes A/EEE	11:20-12:00 40 minutes Lunch	12:00-1:20 80 minutes Core Plan (Arts)	1:20-2:40 80 minutes
Grade 8	8:00 to 9:20 80 minutes (Arts Plan)	9:20 to 10:40 80 minutes Core Plan (Arts)	10:40-12:00 80 minutes	12:00-12:40 40 minutes Lunch	12:40-1:20 40 minutes A/EEE	1:20-2:40 80 minutes
Note	Grade 7 teachers could have their core plan block 8:00 – 9:20 and arts plan 12:00 – 1:20 if some of the arts teachers were needed for Grade 6 Triple E (EEE) time, e.g., foreign language teachers teaching a daily class. We strongly suggest that the core plan block for the arts/PE be scheduled on an alternate-day (A/B) schedule so those programs have time for the best instruction. If the arts programs are to continue for an entire semester or year, the arts block can be scheduled on a rotating day basis, such as Day 1-PE for 80 minutes; Day 2-Music; Day 3-Dance or Theater, etc.					

Four Block Schedule with Third Period for Advisory, Remediation, Enrichment, and/or Electives (EEE)

	Block I				Block II					Block III + Lunch				Block IV				
Grade 6	LA 6A	LA 6B	SS6	SC6	LA 6A	LA 6B	SS6	SC6	Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes	All Grade 6 Students in Math; R/LA, Sc, SS and core support teachers in planning. (40-45 minutes)	Lunch 30 mins.	All Grade 6 Students in Math; R/LA, Sc, SS and core support teachers in planning. (40-45 minutes)	LA 6A	LA 6B	SS6	SC6		
	LA 6-1	LA 6-2	SS 6-3	SC 6-4	LA 6-5	LA 6-6	SS 6-1	SC 6-2					LA 6-3	LA 6-4	SS 6-5	SC 6-6		
SS 6-4			SC 6-3	SS 6-2			SC 6-1	SS 6-6	SC 6-5									
Grade 7	LA 7A	LA 7B	SS7	SC7	All Grade 7 Students in Math; R/LA, Sc, SS and core support teachers in planning. (80-90 minutes)				Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes	Lunch 30 mins.	LA 7A	LA 7B	SS7	SC7	LA 7A	LA 7B	SS7	SC7
	LA 7-1	LA 7-2	SS 7-3	SC 7-4							LA 7-5	LA 7-6	SS 7-1	SC 7-2	LA 7-3	LA 7-4	SS 7-5	SC 7-6
SS 7-4			SC 7-3	SS 7-2	SC 7-1	SS 7-6	SC 7-5											
Grade 8	All Grade 8 Students in Math; R/LA, Sc, SS and core support teachers in planning. (80-90 minutes)				LA 8A	LA 8B	SS8	SC8	Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes	LA 8A	LA 8B	SS8	SC8	Lunch 30 mins.	LA 8A	LA 8B	SS8	SC8
					LA 8-3	LA 8-4	SS 8-5	SC 8-6		LA 8-5	LA 8-6	SS 8-1	SC 8-2		LA 8-1	LA 8-2	SS 8-3	SC 8-4
SS 8-6	SC 8-5	SS 8-2	SC 8-1	SS 8-4			SC 8-3											
PE/Electives	6-5; 7-5 6-6; 7-6				6-3; 8-1 6-4; 8-2				Available for EEE support.	7-3; 8-3 7-4; 8-4				6-1; 7-1; 8-5 6-2; 7-2; 8-6				
Math Team Teachers	Teaching all Grade 8 Students in Math.				Teaching all Grade 7 Students in Math.				Available for EEE support.	Teaching all Grade 6 Students in Math with a lunch period in middle of block.				Planning block for Math Team Teachers. (80-90 minutes)				

Note: When the math team serves all three grade levels as shown in this middle school schedule, PE and elective teachers do not have common planning block time. These individual teachers are assigned a planning block on a rotating basis, probably during Blocks I, II, or III. Most likely all would need to be teaching during Block IV because of the heavy load of students assigned to this block.

Four Block Schedule with First Period for Advisory, Remediation, Enrichment, and/or Electives (EEE)

		Block I				Block II				Block III + Lunch				Block IV				
Grade 6	Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes	LA 6A	LA 6B	SS6	SC6	LA 6A	LA 6B	SS6	SC6	All Grade 6 Students in Math; R/LA, Sc, SS and core support teachers in planning. (40-45 minutes)	Lunch 30 mins.	All Grade 6 Students in Math; R/LA, Sc, SS and core support teachers in planning. (40-45 minutes)	LA 6A	LA 6B	SS6	SC6		
		LA 6-1	LA 6-2	SS 6-3	SC 6-4	LA 6-5	LA 6-6	SS 6-1	SC 6-2				LA 6-3	LA 6-4	SS 6-5	SC 6-6		
				SS 6-4	SC 6-3			SS 6-2	SC 6-1						SS 6-6	SC 6-5		
Grade 7	Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes	LA 7A	LA 7B	SS7	SC7	All Grade 7 Students in Math; R/LA, Sc, SS and core support teachers in planning. (80-90 minutes)				Lunch 30 mins.	LA 7A	LA 7B	SS7	SC7	LA 7A	LA 7B	SS7	SC7
		LA 7-1	LA 7-2	SS 7-3	SC 7-4						LA 7-5	LA 7-6	SS 7-1	SC 7-2	LA 7-3	LA 7-4	SS 7-5	SC 7-6
				SS 7-4	SC 7-3								SS 7-2	SC 7-1			SS 7-6	SC 7-5
Grade 8	Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes	All Grade 8 Students in Math; R/LA, Sc, SS and core support teachers in planning. (80-90 minutes)				LA 8A	LA 8B	SS8	SC8	LA 8A	LA 8B	SS8	SC8	Lunch 30 mins.	LA 8A	LA 8B	SS8	SC8
						LA 8-3	LA 8-4	SS 8-5	SC 8-6	LA 8-5	LA 8-6	SS 8-1	SC 8-2		LA 8-1	LA 8-2	SS 8-3	SC 8-4
								SS 8-6	SC 8-5			SS 8-2	SC 8-1				SS 8-4	SC 8-3
PE/Electives	Available for EEE support.	6-5; 7-5 6-6; 7-6				6-3; 8-1 6-4; 8-2				7-3; 8-3 7-4; 8-4				6-1; 7-1; 8-5 6-2; 7-2; 8-6				
Math Team Teachers	Available for EEE support.	Teaching all Grade 8 Students in Math.				Teaching all Grade 7 Students in Math.				Teaching all Grade 6 Students in Math with a lunch period in middle of block.				Planning block for Math Team Teachers. (80-90 minutes)				

Note: When the math team serves all three grade levels as shown in this middle school schedule, PE and elective teachers do not have common planning block time. These individual teachers are assigned a planning block on a rotating basis, probably during Blocks I, II, or III. Most likely all would need to be teaching during Block IV because of the heavy load of students assigned to this block.

Four Block Schedule with Last Period for Advisory, Remediation, Enrichment, and/or Electives (EEE)

	Block I				Block II				Block III + Lunch				Block IV					
Grade 6	LA 6A	LA 6B	SS6	SC6	LA 6A	LA 6B	SS6	SC6	All Grade 6 Students in Math; R/LA, Sc, SS and core support teachers in planning. (40-45 minutes)	Lunch 30 mins.	All Grade 6 Students in Math; R/LA, Sc, SS and core support teachers in planning. (40-45 minutes)	LA 6A	LA 6B	SS6	SC6	Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes		
	LA 6-1	LA 6-2	SS 6-3	SC 6-4	LA 6-5	LA 6-6	SS 6-1	SC 6-2				LA 6-3	LA 6-4	SS 6-5	SC 6-6			
SS 6-4			SC 6-3	SS 6-6			SC 6-5											
Grade 7	LA 7A	LA 7B	SS7	SC7	All Grade 7 Students in Math; R/LA, Sc, SS and core support teachers in planning. (80-90 minutes)				Lunch 30 mins.	LA 7A	LA 7B	SS7	SC7	LA 7A	LA 7B	SS7	SC7	Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes
	LA 7-1	LA 7-2	SS 7-3	SC 7-4						LA 7-5	LA 7-6	SS 7-1	SC 7-2	LA 7-3	LA 7-4	SS 7-5	SC 7-6	
			SS 7-4	SC 7-3						SS 7-2	SC 7-1	SS 7-6	SC 7-5					
Grade 8	All Grade 8 Students in Math; R/LA, Sc, SS and core support teachers in planning. (80-90 minutes)				LA 8A	LA 8B	SS8	SC8	Lunch 30 mins.	LA 8A	LA 8B	SS8	SC8	LA 8A	LA 8B	SS8	SC8	Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes
					LA 8-3	LA 8-4	SS 8-5	SC 8-6		LA 8-5	LA 8-6	SS 8-1	SC 8-2	LA 8-1	LA 8-2	SS 8-3	SC 8-4	
							SS 8-6	SC 8-5				SS 8-2	SC 8-1			SS 8-4	SC 8-3	
PE/Electives	6-5; 7-5 6-6; 7-6				6-3; 8-1 6-4; 8-2				7-3; 8-3 7-4; 8-4				6-1; 7-1; 8-5 6-2; 7-2; 8-6				Available for EEE support.	
Math Team Teachers	Teaching all Grade 8 Students in Math.				Teaching all Grade 7 Students in Math.				Teaching all Grade 6 Students in Math with a lunch period in middle of block.				Planning block for Math Team Teachers. (80-90 minutes)				Available for EEE support.	

Note: When the math team serves all three grade levels as shown in this middle school schedule, PE and elective teachers do not have common planning block time. These individual teachers are assigned a planning block on a rotating basis, probably during Blocks I, II, or III. Most likely all would need to be teaching during Block IV because of the heavy load of students assigned to this block.

Algebra/Math Team Schedule

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Teacher A	Part 1	Part 2	Part 3	Part 4	Students Take New Courses and/or Teachers Instruct New Sections of Math			
Teacher B	Part 1	Part 2	Part 3	Part 4				
Teacher C	Part 1	Part 2	Part 3	Part 3	Part 4	C. Lab	½ Credit Electives Available—Time also could be spent reviewing for major required state assessments.	
Teacher D	Part 1	Part 2	Part 2	Part 3	Part 4	Part 4		
Teacher E	Part 1	Part 1	Part 2	Part 3	Part 3	Part 3	Part 4	C. Lab
Teacher F	Part 1	Part 1	Part 2	Part 2	Part 3	Part 3	Part 4	Part 4

Note: Q1 stands for a quarter of the time it normally would take to complete a course within a double-block format, typically 4 ½ to 5 weeks. Also, Algebra I is divided into four distinct and assessable curriculum divisions. This chart is one example; the actual number of sections for each part of the course will vary based upon the assessment results. Based upon the results of previous years, school administrators can predict the need for half-credit electives and the staffing needed for the math block.

Five Block Middle School Schedule: Variation A (Four Lunch Periods; No Broken Blocks; Advisory)

Block I 8:00-9:15 am			
Block II 9:20-10:25			
Lunch A 10:30-11:00	Advisory 10:30-11:00	Block III 10:30-11:35	Block III 10:30-11:35
Advisory 11:00-11:30	Lunch 11:00-11:30		
Block III 11:35-12:40	Block III 11:35-12:40	Lunch C 11:40-12:10	Advisory 11:40-12:10
		Advisory 12:10-12:40	Lunch D 12:10-12:40
* Block IV 12:45-1:50			
* Block V 1:55-3:00			

* Note: Science or social studies could be scheduled in this block.

Five Block Middle School Schedule: Variation B (Four Lunch Periods; No Broken Blocks; Advisory)

Block I—8:00-9:15 am

Language Arts

Block II--9:20-10:25

Science 9 Weeks	Social Studies 9 Weeks	Science 4.5 weeks	Social Studies 4.5 weeks	Day 1: SC <hr style="width: 80%; margin: 0 auto;"/> Day 2: SS
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Block III--10:30-11:35

Mathematics

11:40-12:10

Lunch A; Advisory B

12:10-12:40

Advisory A; Lunch B

* Block IV 12:45-1:50

Day 1: Foreign Language

Day 2 : Four 9-Week Exploratories

Block V 1:55-3:00

Day 1: Physical Education

Day 2: Band

* Note: Science or social studies could replace foreign language in this block.

Five Block Middle School Schedule: Variation C (Four Lunch Periods; No Broken Blocks; Advisory)

Block I—8:00-9:15 am		
Language Arts		
Block II--9:20-10:25		
Social Studies		
Block III--10:30-11:35		
Mathematics		
11:40-12:10		
Lunch A; Advisory B		
12:10-12:40		
Advisory A; Lunch B		
Block IV--12:45-1:50		
Science		
*Block V 1:55-3:00		
Day 1	Day 2	Day 3
Band	Exploratories	Physical Education

* Note: Variations to the three-day rotation of Block V could include offering band or Foreign Language for selected students two out of every three days, with physical education being offered one of the three days. Exploratories could be scheduled for various lengths of time such as six or nine weeks, by quarters or by semesters at some grade levels.

Five Block Middle School Schedule: Variation D (Three Lunch Periods)

Block I (75 Minutes)					
Block II (75 Minutes)					
Lunch A (30 Minutes)		Block IIIa (75-80 minutes)			
Block IIIb (40 minutes)		Lunch B (30 Minutes)		Block IIIb continued (40 minutes)	
Block IIIc (75-80 minutes)				Lunch C (30 Minutes)	
Block IV (75 Minutes)					
Block V (75 Minutes)					

Illustration of How E/E Block Might be Scheduled

*Block V		
Day 1 Band	Day 2 Exploratories	Day 3 Physical Education

* Note 1: Example of how any of the Elective/Exploratory (E/E) blocks might be scheduled. Variations to the three-day rotation of Block V could include offering band or Foreign Language for selected students two out of every three days, with physical education being offered one of the three days. Exploratories could be scheduled for various lengths of time such as six or nine weeks, by quarters or by semesters at some grade levels.

Note 2: The schedule format for the E/E block could vary by grade levels; for example, Grade 6 E/E block might be scheduled on a Day 1/Day 2 basis, and students in Grades 7 and 8 might follow a Three-Day rotation as shown in the example above.

Note 3: The 75 minutes shown in the blocks also must include transition time, assuming there are only 410-420 total minutes in the school day.

Eight Period Middle School Schedule with R/LA and Mathematics Blocked

Grade 6 Teachers & Subjects	1	2	3	Lunch	4	5	6	EEE	7	8
6A (R/LA/SS)	A	A	A	Lunch	D	D	D	EEE	Exploratory and PE	Exploratory and PE
6B (R/LA/SS)	B	B	B		E	E	E			
6C (R/LA/SS)	C	C	C		F	F	F			
6D (M/SC)	D	D	D		A	A	A			
6E (M/SC)	E	E	E		B	B	B			
6F (M/SC)	F	F	F		C	C	C			

Grade 7 Teachers & Subjects	1	2	3	4	Lunch	EEE	5	6	7	8
7A (R/LA)	A	A	Exploratory and PE	Exploratory and PE	Lunch	EEE	C	C	E	E
7B (R/LA)	D	D					B	B	F	F
7C (Math)	C	C					E	E	A	A
7D (Math)	B	B					F	F	D	D
7E (SC)	E	F					A	D	C	B
7D (SS)	F	E					D	A	B	C

Grade 8 Teachers & Subjects	1	2	3	4	EEE	Lunch	5	6	7	8
8A (R/LA)	A	A	C	C	EEE	Lunch	Exploratory and PE	Exploratory and PE	E	E
8B (R/LA)	D	D	B	B					F	F
8C (Math)	C	C	E	E					A	A
8D (Math)	B	B	F	F					D	D
8E (SC)	E	F	A	D					C	B
8D (SS)	F	E	D	A					B	C



Note : In grades 7 and 8, this scheduling format makes it possible to offer a daily, single period of social studies and science. The two subjects also can be scheduled in a block on an alternate-day basis, quarter-on/quarter-off basis, semester/semester or based on a series of units provided in each subject. Students in grades 7 and 8 have an EEE period opposite lunch. Grade 6 teachers may want an EEE period as shown. For more information, see [Scheduling Strategies for Middle Schools](#) by Michael D. Rettig and Robert Lynn Canady.

An Alternative Math Team Schedule
Grade 6 Math
Six Teachers

	40 Days	5Ds	40 Days	5Ds	40 Days	5Ds	40 Days	5d
Teacher A	Math 6 Part 1	Interventions	Math 6 Part 2	Enrichment	Math 6 Part 3	Interventions	Math 6 Part 4	Enrichment
Teacher B	Math 6 Part 1		Math 6 Part 2		Math 6 Part 3		Math 6 Part 4	
Teacher C	Math 6 Part 1		Math 6 Part 2		Math 6 Part 3		Math 6 Part 4	
Teacher D	Math 6 Part 1	Enrichment	Math 6 Part 2	Interventions	Math 6 Part 3	Enrichment	Math 6 Part 4	Interventions
Teacher E	Math 6 Part 1		Math 6 Part 2		Math 6 Part 3		Math 6 Part 4	
Teacher F	Math 6 Part 1		Math 6 Part 2		Math 6 Part 3		Math 6 Part 4	

An Alternative Math Team Schedule
Grade 7 Pre-Algebra
Six Teachers

	40 Days	5Ds	40 Days	5Ds	40 Days	5Ds	40 Days	5d
Teacher A	P. Alg. Part 1	Interventions	P. Alg. Part 2	Enrichment	P. Alg. Part 3	Interventions	P. Alg. Part 4	Enrichment
Teacher B	P. Alg. Part 1		P. Alg. Part 2		P. Alg. Part 3		P. Alg. Part 4	
Teacher C	P. Alg. Part 1		P. Alg. Part 2		P. Alg. Part 3		P. Alg. Part 4	
Teacher D	P. Alg. Part 1	Enrichment	P. Alg. Part 2	Interventions	P. Alg. Part 3	Enrichment	P. Alg. Part 4	Interventions
Teacher E	P. Alg. Part 1		P. Alg. Part 2		P. Alg. Part 3		P. Alg. Part 4	
Teacher F	P. Alg. Part 1		P. Alg. Part 2		P. Alg. Part 3		P. Alg. Part 4	

Note: The number of teachers may vary. The number of days designated for teaching, enrichment, and intervention also may vary.

Extended Class Time and Teacher Planning Blocks in the Four-Block or 4 X 4 Semester Plan: One Day for Teacher Planning Every Twenty School Days

	Monday	Tuesday	Wednesday				Thursday	Friday
			W1	W2	W3	W4		
Block 1	Course 1	Course 1	C1	C2	C3	C4	Course 1	Course 1
Block2	Course 2	Course 2	C1	C2	C3	C4	Course 2	Course 2
Lunch								
Block 3	Course 3	Course 3	C1	C2	C3	C4	Course 3	Course 3
Block 4	Course 4	Course 4	C1	C2	C3	C4	Course 4	Course 4

Note: This plan provides one full day for individual teachers and/or teams of teachers to work with groups of students once every 20 days. In turn, the schedule gives individual teachers and/or team members one full day out of 20 school days for planning.

Extended Teacher Teaching Time and Planning Blocks in the Four-Block or 4 X 4 Semester Plan: One Full Day for Teacher Planning and Class Meetings in a Selected Four-Day Cycle

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1	Course 1	Course 1	Course 2	Course 3	Course 4
Block 2	Course 2	Course 1	Course 2	Course 3	Course 4
Block 3	Course 3	Course 1	Course 2	Course 3	Course 4
Block 4	Course 4	Course 1	Course 2	Course 3	Course 4

Note: This plan provides one full day for individual teachers and/or teams of teachers to work with groups of students once every 4 days. The schedule also provides individual teachers and/or team members one full day out of 4 school days for planning.

Extended Teacher Planning Blocks in the 4/4 Semester Plan: One Half Day for Extended Class Time for Student Support on a Four-Day Cycle				
	Day 1	Day 2	Day 3	Day 4
Block 1 90 minutes	Course 1	Course 2	Course 3	Course 4
Block 2 90 minutes	Course 1	Course 2	Course 3	Course 4
Lunch				
Block 3 90 minutes	Course 2	Course 1	Course 1	Course 2
Block 4 90 minutes	Course 3	Course 4	Course 4	Course 3

Extended Blocks for Student Support and Teacher Planning (Based on a 7 Course Alternating Day Scheduling)										
Mon	Tues	Wed 1	Wed 2	Wed 3	Wed 4	Wed 5	Wed 6	Wed 7	Thurs	Fri
1	2	1	2	3	4	5	6	7	1	2
1	2	1	2	3	4	5	6	7	1	2
3	4	1	2	3	4	5	6	7	3	4
3	4	1	2	3	4	5	6	7	3	4
5	5	1	2	3	4	5	6	7	5	5
7	6	1	2	3	4	5	6	7	7	6
7	6	1	2	3	4	5	6	7	7	6

Note: A different class meets for the entire day every Wednesday; over a seven-week period the cycle is completed.

Scheduling Adaptations Designed to Accommodate First Semester Failing Students in High Schools Using the 4/4 Semester Schedule in Grades 9 and 10 (or any middle school experiencing a large number of student failures.)

Plan A

Period	Semester 1	Semester 2
1	Course 1	Repeat Course 1 (60 minutes)
2	(90 minutes)	Repeat Course 2 (60 minutes)
3	Course 2	
4	(90 minutes)	Repeat Course 3 (60 minutes)
Lunch	(30 minutes)	(30 minutes)
5	Course 3	New Course
6	(90 minutes)	(90 minutes)
7	Course 4	New Course
8	(90 minutes)	(90 minutes)

Plan B

Period	Semester 1	Semester 2
1	Course 1	Repeat Course 1 (45 minutes)
2	(90 minutes)	Support for Repeat Course 1
3	Course 2	Repeat Course 2 (45 minutes)
4	(90 minutes)	Support for Repeat Course 2
Lunch	(30 minutes)	(30 minutes)
5	Course 3	New Course
6	(90 minutes)	(90 minutes)
7	Course 4	New Course
8	(90 minutes)	(90 minutes)

**Sample Modified Four-Block Middle School Schedule for
Full-Year Retained Grade 8 Students**

Plan C

Period	Fall Semester	Spring Semester
1	Language Arts 8 *(Repeat Course)	*English 9 (New Course)
2		
3	Math 8 or Pre-Algebra *(Repeat Course)	*Algebra I, Part I or Other Math (New Course)
4		
Lunch	30 minutes	30 minutes
5	*Science (Repeat Course)	World Geography or Spanish I (New Course)
6	Social Studies (Repeat Course)	
7	Exploratory or Elective	Exploratory or Elective
8	PE/Health	PE/Health

Option 1: These students could follow this proposed Fall Semester schedule in the middle school where they were retained and then move to their assigned high school during the Spring Semester, assuming that the high school also is following a 4/4 semester schedule.

Option 2: The students could be placed in their high school and follow this proposed schedule during the Fall Semester; if successful, they would have “some chance” to earn a sufficient number of high school credits to graduate with their class/age group.

Option 3: The students could remain in their middle school for this entire school year but be allowed to complete at least three or four high school credits, assuming their Fall Semester of “repeats” was successful;

* Could be SREB Power English, Power Algebra and Power Science.

**60-90 Minute Block of Time
 Concept/Progress 6-Day
 Rotating Schedule
 Three Teachers—Mathematics**

Days						
	1 M	2 T	3 W	4 R	5 F	6 M
A						
B						
C						
CL						

CL = Computer Lab

Concept = Two Groups, Heterogeneous Class (e.g. 1, 4)

Progress = One Group, Performance Level Class (e.g. 5)

A,B,C = Teachers

**60-90 Minute Block of Time
 Concept/Progress 8-Day
 Rotating Schedule
 Four Teachers—Mathematics**

Days								
	1 M	2 T	3 W	4 R	5 F	6 M	7 T	8 W
A								
B								
C								
D								
CL								

CL = Computer Lab
 Concept = Two Groups, Heterogeneous Class (e.g. 1, 5)
 Progress = One Group, Performance Level Class (e.g. 5)
 A,B,C,D = Teachers

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Robert Lynn Canady currently is Professor Emeritus and former Chair, Department of Leadership, Foundations and Policy Studies, University of Virginia. He received his M.A. degree in Curriculum and Instruction from Peabody-Vanderbilt University and the Ed.D. degree from the University of Tennessee, where he majored in Administration and Supervision with collateral studies in Educational Psychology and Industrial and Personnel Management.

He has taught in grades 4 through 12 and has served as principal of elementary, middle and junior high schools in Tennessee and Kentucky. In addition to the principalship, he has worked in central offices in Chattanooga and Oak Ridge, Tennessee.

Professor Canady has worked with school districts in 44 states and with schools in the Virgin Islands and Dependent Schools in Germany. His major presentations have focused primarily on grading practices, active teaching strategies, implementing programs for at-risk students, and restructuring schools by using a variety of scheduling and instructional strategies.

Canady has received numerous awards for outstanding teaching and service, including the Phi Delta Kappa Distinguished Service Award, the Outstanding Professor Award in the School of Education, University of Virginia, and two university-wide awards for distinguished teaching and service. Also, in 1997 he was presented the Lamp of Knowledge Award by the Virginia Association of Secondary School Principals (VASSP) in recognition of his contributions to the field of public education, the third award presented by the VASSP in 91 years. In 1998 he was nominated by the Dean of The Curry School, University of Virginia, for the National Dana Foundation Award for his pioneering achievements in education; also that same year he was selected by members of the Virginia Association for Supervision and Curriculum Development (VASCD) as their 1998 Educator of the Year. In 2004 members of the Virginia Association of Elementary School Principals (VAESP) presented him with The Pathfinder Award in recognition of his years of leadership in enhancing the quality of education in elementary and middle schools across the Commonwealth of Virginia. In 2009 the VAESP Board honored Dr. Canady by establishing the Robert Lynn Canady Lifetime of Service Award to be presented annually, beginning in 2010 at the VAESP Fall Conference.

In addition to publishing over 25 articles in educational journals, Canady has served as the general co-editor of seven books relative to teaching strategies designed for block schedules, and he co-authored the following five books:

Duke, D.L. and Canady, R.L. (1991). *School policy*. New York: McGraw-Hill, Inc.

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He and his wife, Marjorie, live in Albemarle County, Virginia, where they reared their four children – Carol, Donna, Robert and Sarah, who completed their K-12 education in the Virginia public schools. They now have nine grandchildren – Thomas, James, Michael, Luke and Andrew Canady, Anna Kate, Elizabeth (Eliza) and Alden Schultz, and Lauren Payne.

For more information, visit <http://www.schoolschedulingassociates.com/canady.html>