Trends and Issues in High School Scheduling

Michael D. Rettig
Professor, Emeritus James Madison University
President, School Scheduling Associates LLC
Charlottesville, VA 22903
434-249-3024
rettigmd@jmu.edu

Agenda

- Introduction
- A Brief History of High School Scheduling
- Analyzing and Comparing the Most Common High School Scheduling Formats
  - Single Period Models
  - Block and Combination Block/Period Models
  - The Intervention/Enrichment Period
- Using Time to Meet the Needs of Students
- Staff Development Needs
- Recommendations for Successful Implementation

Summary of the Scheduling Trends in Virginia High Schools
1994-2006

Single Period Schedule Trends

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-2003	2003-2004	2004-2005	2005-2006
6 period	55	52	42	35	24	12	9	6	7	8	8	6
7 period	133	104	79	72	69	74	70	66	64	66	66	60
8 period	3	0	0	0	0	0	0	0	0	0	0	0
Total	191	156	121	107	93	86	79	72	71	74	74	66

Block Scheduling Trends

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-2003	2003-2004	2004-2005	2005-2006
6 A/B	16	13	12	14	7	5	6	6	7	7	0	0
7 A/B	39	52	69	74	86	82	90	92	89	89	94	89
8 A/B	10	6	8	10	11	22	27	31	34	38	42	58
4 x 4	28	58	78	84	93	97	94	95	100	97	93	95
Other	4	5	4	5	5	6	6	6	2	3	3	3
Total	97	134	171	187	202	212	223	230	232	234	232	245

Factors Influencing Achievement

School	**Opportunity to learn** **Time** **Monitoring** **Pressure to achieve** **Parent involvement** **School climate** **Leadership** **Cooperation**
Teacher	**Instruction** **Curriculum design** **Planning**
Student	**Home atmosphere** **Prior knowledge** **Aptitude** **Interest**

Marzano, 2003

Factor	Avg. ES	Percentile Gain
Opportunity to Learn	.88	31
Time	.39	15
Monitoring	.30	12
Pressure to achieve	.27	11
Parental involvement	.26	10
School climate	.22	8
Leadership	.10	4
Cooperation	.06	2

Marzano, 2003

"We should strive for a school schedule that is flexible enough to provide more learning time for students who need it and more choices for those who don't need more learning time.

"If all you're going to do is dispense information to kids, I don't need you. I can get that done cheaper and better on-line. On the other hand if you are willing to teach, coach, assess, re-teach, re-test, and generally help students to be successful, maybe we still can do business."

Comment made to a teacher
by a superintendent in Ohio.

Criteria for Comparison of Schedules

- Time per course
- Choices available
- Cost
- Student Load
- Teacher Load
- Percentage of Core (assuming 1 class (period or block) of E,M,SS, and SC per year)
- Meeting format: daily (yearlong), every-other-day (yearlong), daily (semester)

6-Period Day (Lunch Built Around Periods)

Period 1
Period 2
Period 3
Period 4
Period 5
Period 6

- Time per course-57 x 180
- Choices available-6
- Cost Factor- 5/6 (83%)
- Student Load-6
- Teacher Load-5
- Percentage Core-67%
- Meeting format: daily-yearlong

6-Period Advantages

- Daily meeting
- Total time per course-More than all but 6 A/B
- Percentage of core-67% is more than all others and equivalent to the 6 A/B
- Cost- Same as 6 A/B; more than 6/7 or 7/8; less than all others.

7-Period Day (Lunch Built Around Periods)

Period 1
Period 2
Period 3
Period 4
Period 5
Period 6
Period 7

- Time per course-48 x 180
- Choices available-7
- Cost Factor- 5/7 (71%), 6/7 (86%)
- Student Load-7
- Teacher Load-5 or 6
- Percentage Core: 57%
- Meeting format: daily-yearlong

7- Period Advantages

- Daily meeting
- Total time per course (less than 6-period, 6 A/B and 7 A/B; more than 8-period, 8 A/B, 4X4, and Hybrid 4X4
- Percentage of core (less than 6-period and 6 A/B; more than 8-period, 8 A/B, 4X4 and Hybrid 4X4)
- Choice (one more than 6-period; one less than 8-period, 8 A/B, 4X4, and Hybrid 4X4)

8-Period Day (Lunch is a Period)

Period 1
Period 2
Period 3
Period 4L
Period 5L
Period 6L
Period 7
Period 8

- Time per course-46 x 180
- Choices available-7
- Cost Factor- 5/7 (71%), 6/7 (86%)
- Student Load-7
- Teacher Load-5 or 6
- Percentage Core: 57%
- Meeting format: daily-yearlong

8 Period (Lunch is a Period) Advantages

- Daily meeting
- Total time per course (less than 6 period, 7 period, 8 period (w/30 min. lunch), 6 A/B, and 7 A/B; more than 8 A/B, 4X4, and Hybrid 4X4
- Percentage of core (less than 6 period and 6 A/B; more than 8 period, 8 A/B, 4X4 and Hybrid 4X4)
- Choice (one more than 6-period; one less than 8-period, 8 A/B, 4X4, and Hybrid 4X4)
- Scheduling ease (8 slots for singletons)

8-Period Day (Lunch Built Around Periods)

Period 1
Period 2
Period 3
Period 4
Period 5
Period 6
Period 7
Period 8

- Time per course-43 x 180
- Choices available-8
- Cost Factor- 5/8 (62.5%), 6/8 (75%), 7/8 (87.5%)
- Student Load-8
- Teacher Load-5, 6, or 7
- Percentage Core: 50%
- Meeting format: daily-yearlong

8 Period (Lunch Built Around Periods) Advantages

- Daily meeting
- Choice (Same as 8 A/B, 4X4, and Hybrid 4X4; more than all others.)
- Flexibility for double-dosing
- Guaranteed lunch

9-Period Day

Period 1
Period 2
Period 3
Period 4L
Period 5L
Period 6L
Period 7
Period 8
Period 9

- Time per course-40 x 180
- Choices available-8
- Cost Factor- 5/8 (62.5%), 6/8 (75%), 7/8 (87.5%)
- Student Load-8
- Teacher Load-5, 6, or 7
- Percentage Core: 50%
- Meeting format: daily-yearlong

9 Period (Lunch is a Period) Advantages

- Daily meeting
- Choice (Same as 8 A/B, 4X4, and Hybrid 4X4; more than all others.)
- Flexibility for double-dosing
- Ease of scheduling (9 slots for singletons)

Science Lab Options in Single-Period Schedules: Teacher Schedule

Period 1	Chem. S1			
Period 2	D1 Lab. S1	Plan	D3 Lab. S2	Plan
Period 2	Chem. S2			
Period 4L	Plan			
Period 5L	Lunch			
Period 6L	Chem. S3			
Period 7	Plan	**D2** Lab. **S3**	Plan	**D4 Lab. S4**
Period 8	Chem. S4			

Science Lab Options in Single-Period Schedules: Student Schedule

Period 1	Chemistry			
Period 2	D1 CH. Lab.	D2 PE	D3 Study	D4 PE
Period 2	Math Analysis			
Period 4L	U.S. History			
Period 5L	Lunch			
Period 6L	English 11			
Period 7	Wind Ensemble			
Period 8	Spanish 4			

How many periods?

6, 7, 8, 9, 10???

Why Have Schools Moved to Block Schedules?

- To allow/encourage teaching in depth and higher level thinking skills,
- To maintain/expand choice in the face of increasing core credit requirements for graduation,
- To permit more (or less time) for students to attain high levels of mastery on state accountability tests,
- To improve school management, and/or
- To reduce stress, for both students and teachers, yet still offer a broad and rigorous curriculum.

What mistakes have some schools made when implementing block schedules?

- The use of a flawed decision-making process to adopt a block schedule.
- Poor preparation for teaching in the block, including insufficient staff development and/or inattention to course pacing.
- Unclear goals, over-promising or not meeting promises made.
- Poor scheduling decisions in the adoption phase.
- Budgetary concerns.
- The lack of a rigorous formal evaluation.

6 A/B Schedule

	A Day	B Day
Block 1	Class 1	Class 2
Block 2	Class 3	Class 4
Block 3	Class 5	Class 6

- Time per course-119 x 90
- Choices available-6
- Cost Factor- 5/6 (83%)
- Student Load-6
- Teacher Load-5
- Percentage Core: 67%
- Meeting format: E-O-D-yearlong

6-A/B Advantages

- Total time per course-More than all other schedules listed.
- Percentage of core-67% is more than all others and equivalent to the 6-period.
- Cost- Same as 6 period; more than 6/7 or 7/8; less than all others.

7 A/B Schedule (Atlee High School)

	M	T	W	R	F
Block 1 (100)	1	2	1	2	1
					2
Block 2 (100)	3	4	3	4	3
					4
Block 3 (82)	5 and Lunch	5 and Lunch	5 and Lunch	5 and Lunch	5 and Lunch
Block 4 (100)	7	6	7	6	6
					7

- Time per course-100 x 90 or 50 X 180
- Choices available-7
- Cost Factor- 5/7 (71%), 6/7 (86%)
- Student Load-7
- Teacher Load-5 or 6
- Percentage Core: 57%
- Meeting format: E-O-D yearlong or daily-yearlong

7- A/B Advantages

- Total time per course (less than 6-period and 6 A/B; more than 7-Period, 8-period, 8 A/B, 4X4, and Hybrid 4X4)
- Percentage of core (same as 7-period, less than 6-period and 6 A/B; more than 8-period, 8 A/B, 4X4, and Hybrid 4X4)
- Choice (one more than 6-period; one less than 8-period, 8 A/B, 4X4, and Hybrid 4X4)
- Daily student load
- Daily teacher load

8 A/B Schedule

	A Day	B Day
Block 1	Class 1	Class 2
Block 2	Class 3	Class 4
Block 3	Class 5	Class 6
Block 4	Class 7	Class 8

- Time per course-88 x 90
- Choices available-8
- Cost Factor- 5/8 (62.5%), 6/8 (75%), 7/8 (87.5%)
- Student Load-8
- Teacher Load-5, 6, or 7
- Percentage Core: 50%
- Meeting format: E-O-D-yearlong

8 A/B Block and Single Period Hybrid Schedule

	M	T	W	TH	F
Period 1	**Class 1**	**Class 1**	**Class 1**	**Class 2**	**Class 1**
Period 2	**Class 2**	**Class 2**			**Class 2**
Period 3	**Class 3**	**Class 3**	**Class 3**	**Class 4**	**Class 3**
Period 4	**Class 4**	**Class 4**			**Class 4**
Period 5	**Class 5**	**Class 5**	**Class 5**	**Class 6**	**Class 5**
Period 6	**Class 6**	**Class 6**			**Class 6**
Period 7	**Class 7**	**Class 7**	**Class 7**	**Class 8**	**Class 7**
Period 8	**Class 8**	**Class 8**			**Class 8**

8 A/B Block and Single Period Hybrid Schedule (4-day block)

	M	T	W	TH	F
Period 1	**Class 1**	**Class 1**	**Class 2**	**Class 1**	**Class 2**
Period 2	**Class 2**				
Period 3	**Class 3**	**Class 3**	**Class 4**	**Class 3**	**Class 4**
Period 4	**Class 4**				
Period 5	**Class 5**	**Class 5**	**Class 6**	**Class 5**	**Class 6**
Period 6	**Class 6**				
Period 7	**Class 7**	**Class 7**	**Class 8**	**Class 7**	**Class 8**
Period 8	**Class 8**				

Benefits of the Alternate day Block Schedule

- Longer classes encourage teaching with a variety of instructional models.
- Fewer “start-ups” and “endings” result in more useable instructional time.
- Fewer class changes improve school climate, discipline, and cleanliness.
- Because teachers see fewer students daily they know students better and are able to give more individual assistance.
- Compared to every day models, students have fewer classes, quizzes, tests, and homework assignments on any one day.

Issues to Be Addressed in the Alternate Day Block Schedule

- Attention Span
- Teacher planning
- Lunch periods
- Absences
- Review
- “Sink time”
- To float or not to float
- Equalizing students’ load
- Block vs. single period in 7 course plans
- Teaching in the Block

4 X 4 Schedule

	Sem. 1	Sem. 2
Block 1	Class 1	Class 2
Block 2	Class 3	Class 4
Block 3	Class 5	Class 6
Block 4	Class 7	Class 8

- Time per course-88 x 90
- Choices available-8
- Cost Factor- 5/8 (62.5%), 6/8 (75%), 7/8 (87.5%)
- Student Load-8
- Teacher Load-5, 6, or 7
- Percentage Core: 50%
- Meeting format: Daily-semester

4X4 Advantages

- Choice (Same as 8 A/B, 4X4, and Modified 4X4; more than all others.)
- Flexibility for double-dosing
- Daily and semester teacher load
- Daily and semester student load
- Acceleration and credit recovery possibilities

Adaptations Needed for the 4X4

- Performing Arts
- AP or IB
- Special Education
- Foreign Language

The 4 X 4 Schedule
(Music Variation 1)

	Semester I	Semester II
Block I	1	2
Block II	3	4
Block III	5	6
Block IV	Marching Band	Concert Band

The 4 X 4 Schedule
(Music Variation 3)

	Semester I	Semester II
Block I	1	2
Block II	3	4
Block III	5	6
Block IV	**Day 1: Band, Choir, Journ., PE/H, etc.**	
	Day 2: Orchestra, Jazz Band, Chorale, comp., PE/H, etc.	

AP Options

- One semester-one credit
- Two semesters AP-two credits
- One semester Pre-requisite; one semester AP-two credits
- A/B AP courses-one credit
- 3-9 Weeks AP+ 1 9-Week Elective

The 4 X 4 Schedule
(AP Variations)

	Semester I	Semester II
Var.1	**45 minutes: AP English**	
	45 minutes: AP Government and Economics	
Var. 2	27 Weeks AP	**9 Weeks Elective**
Var. 3	**Day 1: AP Gov't & Econ or CP Gov't & Econ.**	
	Day 2: AP English or CP English 12.	
Var. 4	**9 Weeks Elective**	27 Weeks AP
Var. 5	**Semester 1 Prerequisite**	**Semester 2 AP Course**

The 4 X 4 Schedule
(Special Ed. Variation 1)

	Semester I	Semester II
Block I	Required Course 1	Required Course 2
Block II	Required Course 3	Required Course 4
Block III	Elective Course 1	Elective Course 2
Block IV	Resource Support Class	

The 4 X 4 Schedule
(Special Ed. Variation 2)

	Semester I	Semester II
Block I	Required Course 1	Required Course 2
Block II	Required Course 3	Required Course 4
Block III	Elective Course 1	Elective Course 2
Block IV	Resource Support Class & Required Course 5 (i.e. SPED English	

The 4 X 4 Schedule
(Foreign Language Sequencing A)

	Semester I	Semester II
Year 1	Spanish 1	Spanish 2
Year 2	Spanish 3	Spanish 4
Year 3	Spanish 5	AP Spanish
Year 4	Other Language	

The 4 X 4 Schedule
(Foreign Language Sequencing B)

	Semester I	Semester II
Year 1	Spanish 1	Spanish 2
Year 2	Spanish 3 Either Semester	
Year 3	Spanish 4 Either Semester	
Year 4	Spanish 5	AP Spanish

The Hybrid 4 X 4 Schedule with a Limited Number of Yearlong Embedded A/B Classes or "Skinnies"

	Semester I	Semester II
Block I	1	2
Block II	Day 1 Course 3	Day 2 Course 4
Block III	5	6
Block IV	**Course 7 Everyday Yearlong "Skinny"**	
	Course 8 Everyday Yearlong "Skinny"	

Hybrid 4X4 Advantages

- Choice (Same as 8-Period, 8 A/B, 4X4; more than all others.)
- Flexibility for double-dosing
- Daily and semester teacher load
- Daily and semester student load
- Mitigates testing and continuity concerns related to the 4X4 for certain courses

5 Block Trimester Schedule

	60 Days	60 Days	60 Days
Block 1	Class 1 .5 CR	Class 6 .5 CR	Class 11 .5 CR
Block 2	Class 2 .5 CR	Class 7 .5 CR	Class 12 .5 CR
Block 3	Class 3 .5 CR	Class 8 .5 CR	Class 13 .5 CR
Block 4	Class 4 .5 CR.	Class 9 .5 CR.	Class 14 .5 CR.
Block 5	Class 5 .5 CR	Class 10 .5 CR	Class 15 .5 CR

- Time per course-69 x 120
- Choices available-7.5
- Cost Factor- 4/5 (80%)
- Student Load-5
- Teacher Load-4
- Percentage Core: 4/7.5 (53%)
- Meeting format: Daily-trimester

5-Block Advantages

- Choice (7.5)
- Flexibility for 1.5 credit classes
- Daily and trimester teacher load
- Daily and trimester student load
- More days of contact than 4X4

5-Block Adaptations Needed

- Performing Arts
- AP or IB
- Special Education

Time Comparison Chart

	6 Period +30 Min. Lunch	7 Period +30 Min. Lunch	8 Period (1 Period Lunch)	8 Period +30 Min. Lunch	9 Period (1 Period Lunch)	6 A/B +30 Min. Lunch	7 A/B +30 Min. Lunch	5 Block Trimester + 30 Min. Lunch	8 A/B, 4X4, Hybrid +30 Min. Lunch
Homeroom	13	14	12	11	10	13	15	15	13
Passing Time	35	40	40	45	50	20	25	30	25
Lunch	30	30		30		30	30	30	30
Class Length	57	48	46	43	40	119	3 X 100 1X 50	69	88
Total	420	420	420	420	420	420	420	420	420
Time Per Course	10,260	8,640	8,280	7,740	7200	10,710	9,000	8280	7920
Choices	6	7	7	8	8	6	7	7.5	8
Class Meetings per Year	180	180	180	180	180	90	90 or 180	120	90
% Core (E,M,SC,SS)	5/6 (67%)	4/7 (57%)	4/7 (57%)	4/8 (50%)	4/8 (50%)	5/6 (67%)	4/7 (57%)	4/7.5 (53%)	4/8 (50%)

All computations based on a 7 hour (420 minutes) student day.

Cost Comparison Chart

	8-Period, 8 A/B, 4X4, or Hybrid; Teach 7	7 Period or 7 A/B; Teach 6	6-Period or 6 A/B; Teach 5	5 Block Trimester; Teach 4	8-Period, 8 A/B, 4X4, or Hybrid; Teach 6	7-Period or 7 A/B; Teach 5	8 A/B, 4X4, Hybrid; Teach 5
Student Load	**8**	**7**	**6**	**5**	**8**	**7**	**8**
Teacher Load	**7**	**6**	**5**	**4**	**6**	**5**	**5**
Cost Factor	**87.5%**	**86%**	**83%**	**80%**	**75%**	**71%**	**62.5%**

Less Expensive

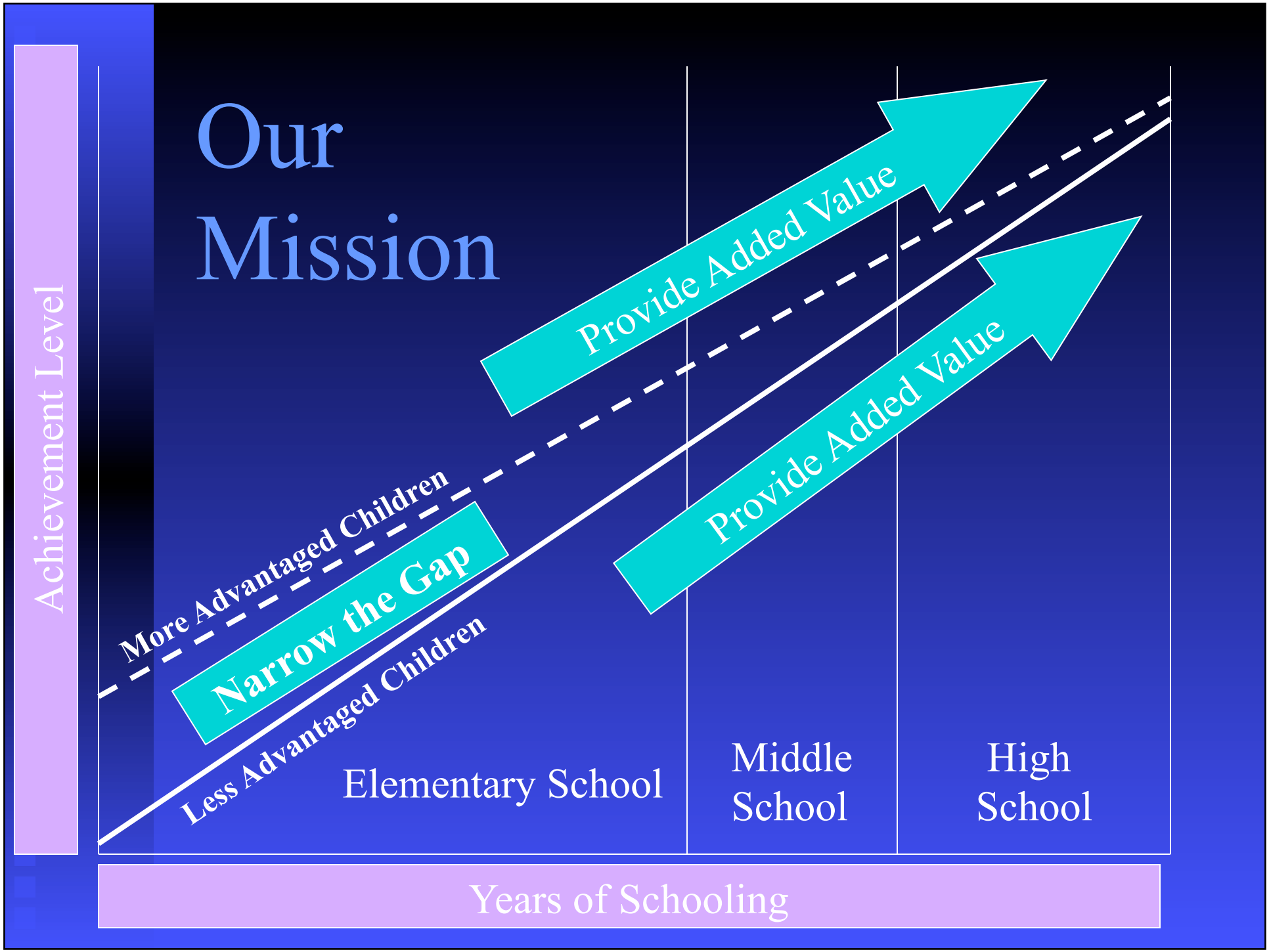
More Expensive

School Factors Related to Improving Student Achievement

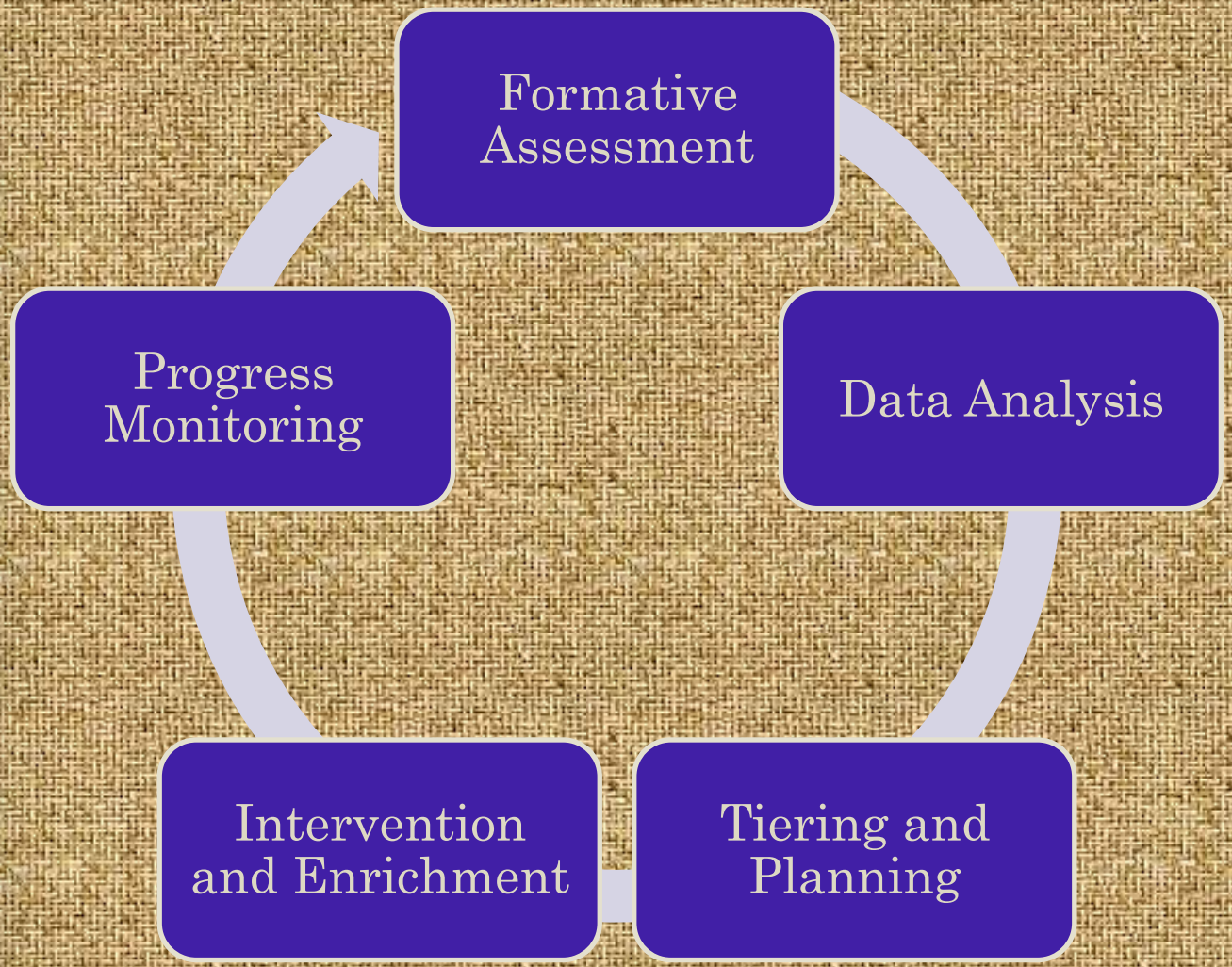
- Balance the workload of students.
- Balance the workload of teachers.
- Provide extended learning time.
- Provide time in the master schedule for tutorials.
- Create a small group, caring learning environment
- Alter policies and grading practices that focus on "sorting and selecting" vs. "teaching and learning."
- Increase the amount of time students are actively engaged in their learning.

What do Effective High Schools Do?

- Set high expectations for all students.
- Encourage more students to take rigorous programs (pre-AP, pre-IB, School-to-Work, dual enrollment, AP, IB).
- Create structures and supports to help students who have not traditionally been enrolled in these more rigorous curricula to be successful.
- Personalize the high school environment.


Our Mission
Achievement Level
Provide Added Value
Provide Added Value
More Advantaged Children
Narrow the Gap
Less Advantaged Children
Elementary School
Middle School
High School
Years of Schooling

Response to Intervention Processes



RTI Student Tiers

- Tier 1: About 80% of students learn basic curriculum through typical instruction w/ differentiation.
- Tier 2: About 15-20% of students need regular intervention; generally this is provided by special service providers or classroom teachers during the I/E period.
- Tier 3: About 2-5% of students need long-term and intensive intervention; faithful implementation of RTI requires that this intervention be in addition to the Tier 2 intervention, though in some schools it replaces the Tier 2 intervention.

What is an Intervention/Enrichment Period?

- A period (or periods) of time built into the school master schedule during which no basic core instruction or courses are delivered.
- 30-45 minutes are devoted to this period(s) daily (or less frequently).
- Tier 2 (and sometimes Tier 3 or even Tier 1) interventions are provided during this time. For students not receiving intervention, enrichment opportunities must be provided.

One Story

GARNET VALLEY HIGH SCHOOL
Bell Schedule
2008-2009

PERIOD 1	**7:30 - 8:50**			**80 minutes**
class change				**5** minutes
PERIOD 2	**8:55 – 10:18**			**83 minutes**
class change				5 minutes
ENHANCEMENT	**10:23 – 11:08**			**45 minutes**
class change				**5** minutes
LUNCH 1 **11:13 – 11:43** *30 minutes*	**PERIOD 3** **11:13 – 11:53** *40 minutes*	**PERIOD 3** **11:13 – 12:34** *81 minutes*		**114 minutes TOTAL**
PERIOD 3 **11:46 – 1:07** *81 minutes*	**LUNCH 2** **11:55 – 12:25** *30 minutes*			
	PERIOD 3 **12:26 – 1:07** *40 minutes*	**LUNCH 3** **12:37 – 1:07** *30 minutes*		
class change				**5** minutes
PERIOD 4	**1:12- 2:32**			**80 minutes**

Sample "Enhancement Period" Schedule

Teacher	A Day	B Day	C Day	D Day	E Day	F Day
Math TA	Dept.	Tier 2 Alg.	Advisory	Tier 2 Alg.	Math Club	Alg. Help
Math TB	Dept.	AP Calc. Help	Advisory	ALG. 2 Int.	AP Calc. Help	ALG. 2 Int.
SS TA	Forensics	Dept.	Advisory	WH Int.	WH Int.	Project Groups
SS TB	US H Int.	Dept.	Advisory	US H Int.	US H Int.	Stu. Gov't
SC TA	AP Bio. Help	Bio. Int.	Advisory	Dept.	Bio. Int.	Bio. Int.
SC TB	AP Chem. Help	Chem. Int.	Advisory	Dept.	Chem. Int.	Chem. Int.
Spanish	SP I Int.	SP Club	Advisory	SP 1 Int.	Dept.	SP 2 Int.
Eng. TA	Eng. 9 Int.	Eng. 10 Int.	Advisory	Eng. 9 Int.	Dept.	Eng. 10 Int.
Eng. TB	Writing Lab	Eng. 12 Int.	Advisory	Eng. 11 Int.	Dept.	AP Eng. Help
Band	Band	Jazz Band	Advisory	Band	Jazz Band	Dept.
Choir	Girls CH	Choral	Advisory	Girls CH	Choral	Dept.
SPED	Learning Support	Learning Support	Advisory	Learning Support	Learning Support	Dept.
Attendance	Make-up	Make-up	Advisory	Make-up	Make-up	Make-up
CTE TA	LAB	LAB	Advisory	U Tube	LAB	Dept.

High School I/E Scheduling Options

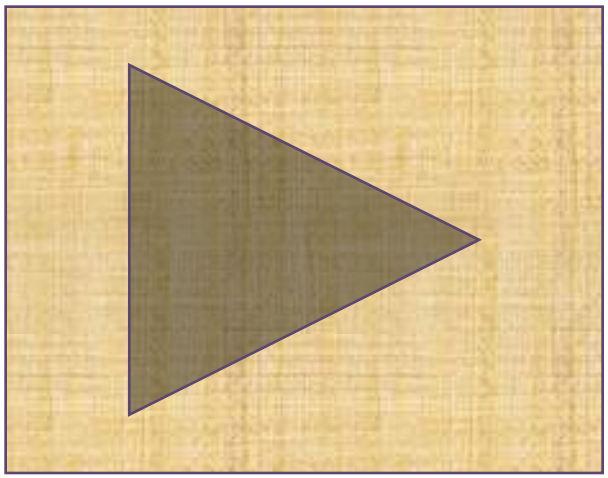
- Where do we get the time?
- How long should the period be?
- Where in the schedule should the period be placed
- How frequently should the period occur?

Your school may need an I/E period, but remember the prime rule of school scheduling:

To put something in, you must take something out!

WHERE DO WE FIND THE TIME?

Secondary



Westfield HS, Fairfax County, VA morphed from this...

2009-10 Regular Bell Schedule (Monday, Wednesday, Thursday)

TIME	A	B
7:20-9:08	Period 1	Period 2
9:16-10:54	Period 3	Period 4
11:02-1:02	Period 5	Period 6
	A Lunch Lunch 11:02-11:32 Class 11:37-1:02	
	B Lunch Class 11:02–11:32 Lunch 11:32–12:02 Class 12:07-1:02	
	C Lunch Class 11:02–12:02 Lunch 12:02–12:32 Class 12:37–1:02	
	D Lunch Class 11:02–12:32 Lunch 12:32–1:02	
1:10-2:05	Period 7	Period 7

2009-10 Bulldog Block Schedule (Tuesday & Friday)

TIME	A	B
7:20-8:44	Period 1	Period 2
8:52-9:32	Bulldog Block	Bulldog Block
9:40-10:54	Period 3	Period 4
11:02-1:02	Period 5	Period 6
	A Lunch Lunch 11:02-11:32 Class 11:37-1:02	
	B Lunch Class 11:02–11:32 Lunch 11:32–12:02 Class 12:07-1:02	
	C Lunch Class 11:02–12:02 Lunch 12:02–12:32 Class 12:37–1:02	
	D Lunch Class 11:02–12:32 Lunch 12:32–1:02	
1:10-2:05	Period 7	Period 7

To this: Westfield HS, Fairfax County, VA

2011-12 Daily Bulldog Block Schedule

TIME	A	B
7:20-8:50	Period 1	Period 2
8:56-9:31	Bulldog Block	Bulldog Block
9:37-11:02	Period 3	Period 4
11:06-1:07	Period 5	Period 6
	A Lunch Lunch 11:06-11:32 Class 11:42-1:07	
	B Lunch Class 11:08–11:37 Lunch 11:37–12:07 Class 12:12-1:07	
	C Lunch Class 11:08–12:07 Lunch 12:07–12:37 Class 12:42–1:07	
	D Lunch Class 11:08–12:37 Lunch 12:37–1:07	
1:13-2:05	Period 7	Period 7

2012-13 Wissahickon High School Student Schedule

Early Lunch	**7:37-8:35**	**8:39-8:51**	**8:55-9:53**	**9:57-10:55**	**10:59-11:29**	**11:33-12:31**	**12:35-1:33**	**1:37-2:35**
Day 1	Course 1	HR	Course 2	Course 3	Lunch	Course 5	Course 6	Course 7
Day 2	Course 2	HR	Course 3	Course 4	Lunch	Course 6	Course 7	Course 8
Day 3	Course 3	HR	Course 4	Course 1	Lunch	Course 7	Course 8	Course 5
Day 4	Course 4	HR	Course 1	Course 2	Lunch	Course 8	Course 5	Course 6
	7:37-8:57		**9:01-10:21**	**10:25-11:13**	**11:17-11:47**	**11:51-1:11**		**1:15-2:35**
Day 5	Course 1/HR		Course 3	I/E	Lunch	Course 5		Course 7
Day 6	Course 2/HR		Course 4	I/E	Lunch	Course 6		Course 8

Mid Lunch	**7:37-8:35**	**8:39-8:51**	**8:55-9:53**	**9:57-10:55**	**10:59-11:57**	**12:01-12:31**	**12:35-1:33**	**1:37-2:35**
Day 1	Course 1	HR	Course 2	Course 3	Course 5	Lunch	Course 6	Course 7
Day 2	Course 2	HR	Course 3	Course 4	Course 6	Lunch	Course 7	Course 8
Day 3	Course 3	HR	Course 4	Course 1	Course 7	Lunch	Course 8	Course 5
Day 4	Course 4	HR	Course 1	Course 2	Course 8	Lunch	Course 5	Course 6
	7:37-8:57		**9:01-10:21**	**10:25-11:13**	**11:17-11:55**	**11:59-12:29**	**12:33-1:11**	**1:15-2:35**
Day 5	Course 1/HR		Course 3	I/E	Course 5	Lunch	Course 5	Course 7
Day 6	Course 2/HR		Course 4	I/E	Course 6	Lunch	Course 6	Course 8

Late Lunch	**7:37-8:35**	**8:39-8:51**	**8:55-9:53**	**9:57-10:55**	**10:59-11:57**	**12:01-12:59**	**1:03-1:33**	**1:37-2:35**
Day 1	Course 1	HR	Course 2	Course 3	Course 5	Course 6	Lunch	Course 7
Day 2	Course 2	HR	Course 3	Course 4	Course 6	Course 7	Lunch	Course 8
Day 3	Course 3	HR	Course 4	Course 1	Course 7	Course 8	Lunch	Course 5
Day 4	Course 4	HR	Course 1	Course 2	Course 8	Course 5	Lunch	Course 6
	7:37-8:57		**9:01-10:21**	**10:25-11:13**	**11:17-12:37**	**12:41-1:11**		**1:15-2:35**
Day 5	Course 1/HR		Course 3	I/E	Course 5	Lunch		Course 7
Day 6	Course 2/HR		Course 4	I/E	Course 6	Lunch		Course 8

What day is it?
What lunch do I have?

The 8 A/B Schedule with and Intervention/Enrichment Block

	Day 1	Day 2
Block I	1	2
Block II	3	4
Block III	5	6
Block IV	7	**Intervention/ Enrichment**

8 A/B Block and Single Period Hybrid Schedule w/I/E (2-day block)

	M	T	W	TH	F
Period 1	Class 1	Class 1	**Class 1**	**Class 2**	Class 1
Period 2	Class 2	Class 2	**I/E**	**I/E**	Class 2
Period 3	Class 3	Class 3	**Class 3**	Class 4	Class 3
Period 4	Class 4	Class 4			Class 4
Period 5	Class 5	Class 5	**Class 5**	Class 6	Class 5
Period 6	Class 6	Class 6			Class 6
Period 7	Class 7	Class 7	**Class 7**	Class 8	Class 7
Period 8	**Class 8**	**Class 8**			**Class 8**

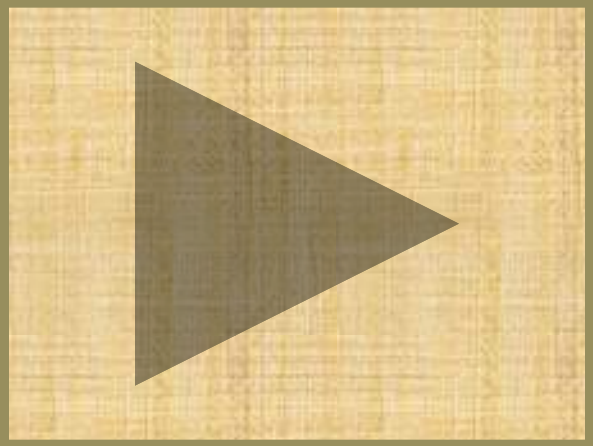
8 A/B Block and Single Period Hybrid Schedule w/I/E (4-day block)

	M	T	W	TH	F
Period 1	Class 1	**Class 1**	**Class 2**	**Class 1**	**Class 2**
Period 2	Class 2	**I/E**	**I/E**	**I/E**	**I/E**
Period 3	Class 3	**Class 3**	Class 4	**Class 3**	Class 4
Period 4	Class 4				
Period 5	Class 5	**Class 5**	Class 6	**Class 5**	Class 6
Period 6	Class 6				
Period 7	Class 7	**Class 7**	Class 8	**Class 7**	Class 8
Period 8	**Class 8**				

8 A/B Schedule with I/E

	A Day	B Day
Block 1	Class 1	Class 2
Intervention/Enrichment		
Block 2	Class 3	Class 4
Block 3	Class 5	Class 6
Block 4	Class 7	Class 8

High School Intervention/Enrichment Period Sample Schedules



HS Options for Organizing the I/E Period

- Only students with mandatory interventions are required to attend. Optional assistance and optional enrichment also are provided. (Late arrival, early dismissal, and/or open campus are permitted.)
- All students are required to attend and are assigned to a home base. Students not receiving a mandatory intervention may attend optional assistance or enrichment opportunities through a pass system.
- All students are required to attend and are assigned to a "call back" for each class on a rotational schedule. Students not receiving an intervention in that class may attend optional assistance or enrichment opportunities through a pass system.
- A cycle of intervention and enrichment opportunities is created and all students are required to sign-up for an activity each day (or term) of the cycle. Some students may be required to attend certain interventions.

Bulldog Block Rules

- Bulldog Block will be for 35 minutes each day. During this 35-minute school-wide intervention time, all teachers will be available for students—this includes the periods during which teachers are not assigned class periods.

- Students will continue to rotate to class periods of BDB – A/B Calendar Schedule includes Bulldog Block period for each day. Attendance is taken in ClassXP for Bulldog Block.

- Students with a C-, D or F in a class must stay in their assigned Bulldog Block period in order to receive additional instruction/remediation from the assigned teacher. Additionally, if a student currently has a C or above in the class, but needs to make up an assignment/test, the teacher may require that student to stay with them that period.

- The assigned Bulldog Block teacher has the ability to allow a student with an A, B, or C to leave their Bulldog Block period with a **pre-approved pass (student planner)** from a teacher who is not assigned a class for that period.

- For attendance purposes, students will check in with their assigned Bulldog Block period teacher. **Then, only students with a pre-approved pass (signed planner on the specific date- not the "passport" section at the end of the planner) may be released during the first 5 minutes of the Bulldog Block period. Students should NOT be permitted to leave a classroom beyond the 5-minute window. Teacher signatures must be legible and should include room #.**

- Receiving teachers are to keep an attendance log of students they are expecting and to have students sign in upon arrival to Bulldog Block. If a student does not show, the receiving teacher will email the assigned Bulldog Block teacher who will update ClassXP attendance. Remember, the assigned Bulldog Block teacher is responsible for ClassXP attendance during Bulldog Block.

- **No new material** is to be covered during Bulldog Block. Any class activities should not have to be made up and are not to be graded. Bulldog Block time may be used for remediation, skill development, organizational skills, makeup work/retakes/test corrections, quiet study and reading time, enrichment activities, building relationships within the class, and making teacher/student connections. At times, school-wide, grade-level, and/or administratively-approved meetings/programs may take place during the Bulldog Block period.

- Beginning at 7 am each morning, the library staff will distribute "tickets" to students on a first-come, first-served basis to go to the library during Bulldog Block. The library will be a **quiet study hall, or an opportunity for research and/or computer use for academic work.** Passes will be color coded and have the current date on the pass. Students must first "check in" with their Bulldog Block teacher for attendance and permission to be released to go to the library.

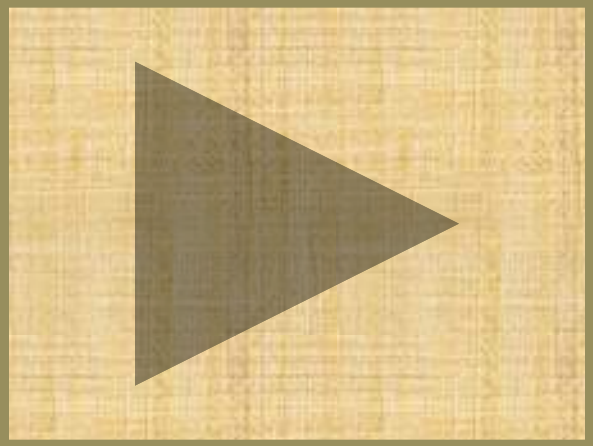
Tutorial Calendar Erie, PA

Week of	Monday	Tuesday	Wednesday	Thursday	Friday
Aug. 25-27			25A HR Setup	26B CLASS MEETINGS	27A CLASS MEETINGS
Aug. 30- Sep. 3	30B Tutorial	31A Activity Day	1B Tutorial	2A Eng. Dept.	3B Tutorial
Sep. 6-10	6 No School	7A MENTORING/ CHALLENGE	8B Tutorial	9A Math Dept.	10B Tutorial
Sep. 13-17	13A Tutorial	14B Activity	15A Tutorial	16B Sci. Dept.	17A Tutorial
Sep. 20-24	20B Tutorial	21A Activity	22B Tutorial	23A Soc. Studies Dept.	24B Tutorial
Sep. 27- Oct. 1	27A Tutorial	28B MENTORING	29A Tutorial	30B Fam. & Cons Sci Dept.	1A Tutorial
Oct. 4-8	4B Tutorial	5A Activity	6B Tutorial	7A Visual Arts Dept.	8 Dist. In-Service
Oct. 11-15	11 Reg. In-Service	12B Activity	13A Tutorial	14B Business Dept.	15A Tutorial
Oct. 18-22	18B Tutorial	19A GRAD. PROJECT	20B Tutorial	21A Performing Arts Dept.	22B Tutorial
Oct. 25-29	25A Tutorial	26B MENTORING	27A Tutorial	28B Spec. Ed Dept.	29A Tutorial End of Q1
Nov. 1-5	1B Tutorial	2 Parent Conf. Day	3A Tutorial	4B Technology Education Dept.	5A Tutorial
Nov. 8-12	8B Tutorial	9A Activity	10B Tutorial	11A Wellness Dept.	12B Tutorial
Nov. 15-19	15A Tutorial	16B MENTORING	17A Tutorial	18B World Language Dept.	19A Tutorial
Nov. 22-26	22B Tutorial	23A GRAD. PROJECT	24B Tutorial	25 No School	26 No School
Nov. 29-Dec. 3	29 No School	30A Activity	1B Tutorial	2A Eng. Dept.	3B Tutorial
Dec. 6-10	6A Tutorial	7B MENTORING /CHALLENGE	8A Tutorial	9B Math Dept.	10A Tutorial
Dec. 13-17 8th Grade Move Up at MIHS 12/15	13B Vocal (MIHS) & Instrumental (MHS) Concert	14A Vocal (MIHS) & Instrumental (MHS) Concert	15B Tutorial	16A Science Dept.	17B Tutorial
Dec. 20-24	20A Vocal (MHS) & Instrumental (MIHS) Concert	21B Vocal (MHS) & Instrumental (MIHS) Concert	22A Tutorial	23 No School	24 No School

Wisconsin HS

Dept	200	1	2	3	4	5	6	7	8
Aide	Bis	Aide collaboration	Learning Support	Learning Support	Learning Support	Learning Support	Learning Support	Supervision-LMC	Learning Support
Science	Boe	Advising	Bio Int	Bio Int	Bio Int	Dept Collaboration	Science Enrichment	Technology Group	Science Enrichment
SS	Boe	Advising	Dept Collaboration	AP Apsych review	Comp Lab	Psych Int	Psych Int	Best Practice	Psych Int
Business	Yae	Advising	Dept Collaboration	Business Int	School Store	DECCA	Comp Lab	Technology Group	Business Int
Tech Ed	Cas	Advising	Auto Shop I/E	Renewable I/E	Metals I/E	Dept Collaboration	West Gym	Supervision-Metals	Metals I/E
Aide	Cle	Aide collaboration	Learning Support	Learning Support	Learning Support	Learning Support	Learning Support	Supervision-LMC	Learning Support
Music	Col	Advising	MS	MS	MS	MS	MS	MS	MS
Art	Rei	Advising	Art I/E	Art I/E	Dept Collaboration	Art I/E	Art I/E	Supervision-Art Tech	Art Club
Business	Fin	Advising	Dept Collaboration	Business I/E	Accounting I/E	Business I/E	Accounting I/E	Scheduling	Computer I/E
SPED	Fra	Advising	Learning Support	Learning Support	Learning Support	Learning Support	Dept Collaboration	Technology Group	Learning Support
FCE	Gil	Advising	Dept Collaboration	Foods I/E	Foods I/E	Foods I/E	FCCLA	Leadership & Character	Foods I/E
FCE	Hal	Advising	Dept Collaboration	Clothing I/E	Relationships I/E	Housing I/E	FCCLA	House Project	FCE I/E
Music	Ols	Advising	Comp Lab	Lessons	Jazz Band	Lessons	Dept Collaboration	Technology Group	Jazz Band
SPED	Hof	Advising	Learning Support	Learning Support	Learning Support	Learning Support	Dept Collaboration	Technology Group	Learning Support
SPED	Hor	Advising	Learning Support	Learning Support	Learning Support	Learning Support	Dept Collaboration	Advising Group	Learning Support
SS	Jan	Advising	Dept Collaboration	US History Int	American Pol Int	US History Enrich	American Pol Enrich	Leadership & Character	US History I/E
Science	Klo	Advising	Hum Anat Int	Ethics Enrich	Hum Anat Enrich	Dept Collaboration	Etichs Int	Supervision-Main Gym	Hum Anat Int
Aide	Knu	Aide collaboration	Learning Support	Learning Support	Learning Support	Learning Support	Learning Support	Supervision-West Gym	Learning Support
Aide	Knu	Aide collaboration	ISS	ISS	ISS	ISS	ISS	Supervision-West Gym	ISS
PE	Lea	Advising	A/D	Dept Collaboration	A/D	A/D	A/D	Leadership & Character	A/D
Aide	Lin	Aide collaboration	Learning Support	Learning Support	Learning Support	Learning Support	Learning Support	Supervision-Main Gym	Learning Support
English	Lob	Advising	Writing I/E	Dept Collaboration	History I/E	English 10 I/E	Writing I/E	Best Practice	English 10 I/E
Alt Ed	Mai	Phoenix	Phoenix	Phoenix	Phoenix	Phoenix	Phoenix	Phoenix	Phoenix
Ag	Mai	Advising	Ag I/E	Ag I/E	Ag I/E	Dept Collaboration	FFA	House Project	Ag I/E
PE	Mor	Advising	Health I/E	Dept Collaboration	Health I/E	Health I/E	Health I/E	Supervision-West Gym	Health I/E
Math	Nev	Advising	Math I/E	Math E	Dept Collaboration	Math I/E	Math I/E	Technology Group	Math I/E
Tech Ed	Nyr	Advising	Metals I/E	Woods I/E	Woods I/E	Dept Collaboration	Woods I/E	House Project	Woods I/E
Aide	O'B	Aide collaboration	Learning Support	Learning Support	Learning Support	Learning Support	Learning Support	Supervision-Cafeteria	Learning Support
Tech Ed	Ols	Advising	Construction Site	Construction Site	Construction Site	Dept Collaboration	Construction Site	House Project	Construction Site
Art	Per	Advising	Drawing I/E	Drawing I/E	Dept Collaboration	3-D I/E	3-D I/E	Supervision-Cafeteria	Drawing I/E
English	Pet	Advising	Speech I/E	Dept Collaboration	English I/E	English I/E	Speech I/E	Technology Group	English I/E
Math	Pet	Advising	Math I/E	Japanese	Dept Collaboration	Math E	Japanese	Advising Group	Math I/E
Math	Pol	Advising	Math E	Math I/E	Dept Collaboration	Math I/E	Math I/E	Leadership & Character	Math I/E
SPED	Rov	Advising	Learning Support	Learning Support	Learning Support	Learning Support	Dept Collaboration	Supervision-Byrns	Learning Support
World Lang	Ruk	Advising	Spanish Club	Spanish I	Dept Collaboration	Spanish E	Spanish I	Advising Group	Spanish E
World Lang	Ruk	Advising	Spanish Club	Spanish E	Dept Collaboration	Spanish I	Spanish E	Scheduling	Spanish I
PE	Ryk	Advising	PE Make-up	Dept Collaboration	PE Make-up	PE Make-up	PE Make-up	Leadership & Character	PE Make-up
SS	Ryk	Advising	Dept Collaboration	History I	History E	History I	History I	Scheduling	History E
English	Sha	Advising	English I/E	Dept Collaboration	English I/E	English I/E	College Prep	Advising Group	English I/E
SPED	Bys	Advising	Learning Support	Learning Support	Learning Support	Learning Support	Dept Collaboration	Best Practice	Learning Support
Aide	Sm	Aide collaboration	Learning Support	Learning Support	Learning Support	Learning Support	Learning Support	Supervision-Wood Shop	Learning Support
SPED	Ste	Advising	Learning Support	Learning Support	Learning Support	Learning Support	Dept Collaboration	Supervision-LMC	Learning Support
Science	Sto	Advising	Science I/E	Science I/E	Science I/E	Dept Collaboration	Science I/E	Supervision-Computer La	Science I/E
English	Tie	Advising	Yearbook	Dept Collaboration	English I/E	Yearbook	English I/E	Scheduling	Paw Print
English	Wa	Advising	English E	Dept Collaboration	English I	English E	English I	Best Practice	English I/E
Science	Wo	Advising	Chemistry E	GGT	Physics E	Dept Collaboration	Chemsitry I	Technology Group	Physics I
SS	Wr	Advising	Dept Collaboration	History E	Investment Club	History I	Comp Lab	Technology Group	History I
Math	You	Advising	Math I	Math I	Dept Collaboration	Math I	Math E	Supervision-Finch	Math E

Wissahickon HS Schedule and IE Video



Link to WHS Scheduling Page:
http://www.wsdweb.org/page.cfm?p=2214

Caveat emptor!

Scheduling the Intervention/ Enrichment period is relatively easy.

Changing the culture of a school to one in which teachers and administrators collaborate on data analysis, progress monitoring, and the organizational tasks necessary to make the I/E period truly responsive to students' learning needs is very difficult!

IE Planning Process

- IE Period Length and Frequency
- Departmental and Student Input
- Tier 1, Tier 2 and Enrichment Offerings
- Registration System
- Accountability System
- Monitoring and Evaluation

Key Factors: High School I/E and RTI

- Scheduling the Intervention/Enrichment period is easy compared to organizing and preparing for instruction within it.
- All students and staff must be productively engaged during the period.
- A decision must be made as to what role students' choice plays in the I/E period.
- A computer management program with capability of tracking students' I/E choice/assignment and attendance is necessary.
- Clear, consistent, and involved leadership is required to ensure that assessment, data analysis, tiering, planning intervention and enrichment instruction, and progress monitoring all are carried through.
- Time must be allocated for planning for groupings and instructional activities.

Key Factors: High School I/E and RTI con't.

- A Response to Intervention (RTI) type tier structure based upon clearly defined assessments is necessary to allocate students to Tier 2 and 3 interventions.
- Providing extra help during the I/E period on an as needed basis may be a more practical way of delivering Tier 1 interventions than an expectation of differentiation within regular class time.
- It is recommended that specific programs for Tier 2 and Tier 3 interventions be adopted rather than having teachers design their own.
- If Tier 3 students are to receive both Tier 2 and Tier 3 interventions, Tier 2 is provided during the I/E period and Tier 3 most likely replaces a class in the regular schedule.
- A decision must be made as to whether or not special services (i.e. special education or ESOL) will be "the" intervention for some qualifying students during the I/E time or will they be served at a different time by those professionals.
- While some school-wide, grade level, or team activities (assemblies, pep rallies, school pictures, guidance meetings, course registration, seminars, etc.), may usurp some meetings of this period, the primary purpose is for Intervention/Enrichment.

7-Period Day Double Dose

Per. 1AP Chem
Per. 2 AP Chem
Period 3
Period 4
Period 5
Period 6
Period 7

Double Dose

	Day 1/Sem.1	Day 2/Sem. 2
Block I	English	Science
Block II	Algebra 1 Pt. 1	Algebra 1 Pt.2
Block III	Social Studies	PE/H
Block IV	Elective	Elective

Parallel Double Dose

	Day 1/Sem.1	Day 2/Sem. 2
Block I	English	Science
Block II	AP Statistics	Computer Class
Block III	Social Studies	PE/H
Block IV	Elective	Elective

Two Double Doses

	Day 1/Sem.1	Day 2/Sem. 2
Block I	AP English	AP English
Block II	AP Calculus	AP Calculus
Block III	Social Studies	PE/H
Block IV	Elective	Science

Double-Duty Double Dose

	Day 1/Sem.1	Day 2/Sem. 2
Block I	English	Science
Block II	AP W. History	AP W. History/ AVID
Block III	Social Studies	PE/H
Block IV	Elective	Elective

Key Aspects of Double Dosing

- Adding more instructional time requires a revision of the course pacing guide; how is the additional time going to be utilized effectively?
- Not all students enrolled in an AP course require additional time to learn; when is double dosing justified for all?
- Double dosing eats up FTEs in the department utilizing the practice increasing class size in other departmental sections or requiring additional departmental staffing.
- Double dosing eats up electives in students' schedules; this is especially problematic in 6 and 7 course schedules or when multiple courses are double-dosed in any schedule.

Key Aspects of Double Dosing, con't.

- Instructors often favor double-dosing for AP courses because it provides an edge over the competition, it reduces the number of groups and preps for the teacher, and it increases the time the instructor spends with "better" students. Consequently, the "default" format for all courses (including AP courses) should be the standard format: one period per day or an every-other-day block. (Please note while the standard format for the 4X4 is a block class that meets daily for one semester, we do not recommend this for AP courses because of the May testing timetable. Most schools that operate a 4X4 schedule, hybridize it for AP courses by embedding an A/B schedule into the master for a limited set of courses.)

7-Period Day Support Course

Per. 1AP A/B Calc.	
P1. D1 **AP Support**	**P1. D2** **PE or .5 Elec.**
Period 3	
Period 4	
Period 5	
Period 6	
Period 7	

The 8 A/B Schedule: AP Support

	Day 1	Day 2
Block I	U.S. History A.P.	A.P. Support or Elective
Block II	English 12	Spanish IV
Block III	Math Analysis	Physics
Block IV	Elective	Elective

The 8 A/B Schedule: AP Support

	Day 1	Day 2
Block I	A.P. World	A.P. Support or Elective
Block II	English 10	AVID
Block III	Math Analysis	Physics
Block IV	Elective	Elective

The 4X4 Schedule: Algebra I A/B Support

	Day 1	Day 2
Block I	Day 1: Algebra I	Day 2: Algebra 1 Support or Elective
Block II	English 9	Spanish I
Block III	Earth Science	World Hist.
Block IV	Elective	Elective

The 8 A/B Schedule: Algebra 1 Support

	Day 1	Day 2
Block I	Geometry 1	Geometry Support or Elective
Block II	English 9	Spanish I
Block III	Earth Science	World Hist.
Block IV	Elective	Elective

Critical Issues Regarding AP Support Classes

- AP support classes may be course specific or more generic departmental supports serving multiple AP courses.
- Is an AP support course elective for all or mandatory for some?
- If it is mandatory for some, criteria must be established to determine who must enroll.

Critical Issues Regarding AP Support Classes, con't.

- If AP support is elective, care must be taken to ensure that instructors do not make the support course a "required" elective, thereby creating a double dose.
- Support courses must be assigned legitimate state-approved course codes so that students may earn credit.
- Students enrolled in support courses must not be penalized by limiting their grade in the AP course, because "It's not fair that they have more time."

Question???

- Under what conditions would it be preferable to double dose the whole group creating an identifiable cohort that bonds together versus differentiating between "Tier 1" students who don't need AP support and "Tier 2" students, who do need support?

Scheduling a Summer or Pre-AP Critical Skills Class (or sooner or bigger)

- 4-6 weeks in summer or the semester before attempting social science, English or science AP courses
- Content to include critical reading and writing skills related to the following:
  - Cause and effect
  - Deductive reasoning
  - Inductive reasoning

Double Blocks of LA and Math with Tutorials: Student Schedule

	Day 1	Day 2
Block I	Language Arts and Reading	
Block II	Algebra I	
Block III	Social Studies	**LA Tutorial 45m**
		Math Tutorial 45m
Block IV	PE/H	**Elective or Earth Science**

Re-cycling in Mathematics

	Sem.1	Sem. 2
Block I	LA	Science
Block II	Algebra I-P1	Algebra I-P1 or P2
Block III	Social Studies	PE/H
Block IV	Elective	Elective

Recovery Model (Sem. 1; 3 Courses)

(Possibly for Grade 8 Failures)

	Semester 1			Semester 2
	30 Days	30 Days	30 Days	Potential Re-entry
Block I	C1	C2	C3	Course 5
Block II	C1	C2	C3	Course 6
Block III	C1	C2	C3	Course 7
Block IV	C4-Elective			C8-Elective

Recovery Model (Sem. 2)

(For 1st Semester Failures)

	Semester 1	Semester 2		
		30 Days	30 Days	30 Days
Block I	Req. Course 1	C5 (1)	C6(2)	C7
Block II	Req. Course 2	C5 (1)	C6(2)	C7
Block III	Req. Course 3	C5(1)	C6(2)	C7
Block IV	Elective Course 4	Elective Course 8		

Recovery Model (Sem. 1; 2 Courses)

(Possibly for Grade 8 Failures)

	Semester 1		Semester 2
	45 Days	45 Days	Potential Re-entry
Block I	Eng. 9	Alg. 1	Course 5
Block II	Eng. 9	Alg. 1	Course 6
Block III	C3-Elective		Course 7
Block IV	C4-Elective		C8-Elective

Recovery Model (Sem. 2; 2 Courses)

(For 1st semester failures)

	Semester 1	Semester 2	
	90 Days	45 Days	45 Days
Block I	Course 1	C5	C6
Block II	Course 2	C5	C6
Block III	Course 3	C7-Elective	
Block IV	Course 4	C8-Elective	

Recovery Model (Sems. 1 & 2; 4 Courses)

	Semester 1		Semester 2	
	45 Days	45 Days	45 Days	45 Days
Block I	Eng. 9	Alg. 1	US H.	Bio.
Block II	Eng. 9	Alg. 1	US H.	Bio.
Block III	C3-Elective		C7-Elective	
Block IV	C4-Elective		C8-Elective	

Achieving Common Goals

- Common Curriculum
- Common Pacing
- Common Formative and Summative Assessments
- Collaborative Monitoring System
- Common Time for Intervention and Enrichment

Progressive Algebra

Rettig and Canady, 1998.

T's	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
MA	A1	A2	A3	A4	G1	G2	G3	G4
MB	A1	A2	A3	A4	G1	G2	G3	G3
MC	A1	A2	A3	A3	A4	G1	G2	G2
MD	A1	A2	A2	A3	A4	A4	G1	G1
ME	A1	A1	A2	A2	A3	A4	A4	G1
MF	A1	A1	A2	A2	A3	A3	A4	A4

Key: Q=4.5 weeks; A=Algebra I, 4 Parts; G=Geometry 4 Parts

- "If an educator keeps using the same strategies over and over and the student keeps failing,

who really is the slow learner?"

Staff Development and Preparation

- Schedule Creation and Modification
  - Program of studies
  - Scheduling calendar
- Revision (or creation of) Pacing Guides
- Teaching in the Block
- Policy Changes
- Communications' Plan
- Evaluation Plan

Staff Development Planning

I. Subject-Specific Issues: "Surviving and Thriving in a Block Schedule"

8:30-9:30	Panel "General Instructional Issues"
9:30-9:45	Break
9:45-11:45	Subject Area Breakouts
	Topics: Planning, pacing, classroom organization, time use, instructional strategies and assessment.
11:45-1:00	Lunch
1:00-2:30	Subject Area Breakouts
	Topic: Sample Lesson
2:30-2:45	Break
2:45-3:30	Panel "Q and A"

II. Instructional Strategies

A. **Cooperative Learning (Minimum 2 days)**

B. **Socratic Seminars (2 days)**
(Humanities Teachers)

C. **Technology (2 days)**
Math/Science/Tech/ Teachers

D. **Models of Teaching (1-2 days)**

III. Pacing Guides and Lesson Design (2 days in departments)

IV. On-going Staff Development

A. Collaborative sharing by and/or across departments scheduled on a regular basis.

B. District-wide sessions by departments to share what works.

C. Additional staff development sessions

When I die,

I hope it's during a lecture;

the difference between

life and death will be so small,

that I won't notice it!

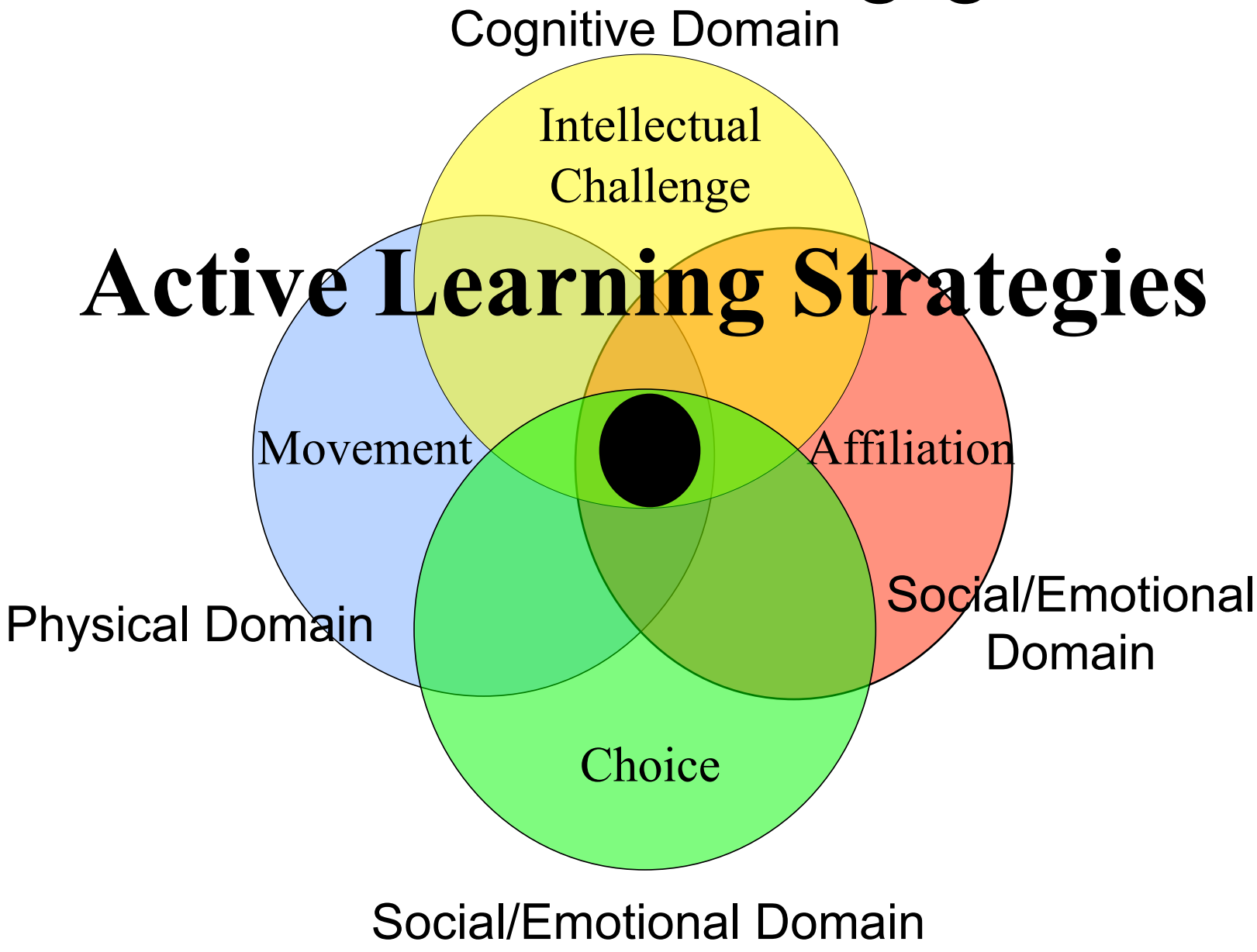
(Anonymous Student)

Teaching in a block schedule
is like eternity,

and eternity is spent
in one of two places.

John Strebe

The Four Circles of Engagement



Three-Part Lesson-Design

1. Explanation (20-25 mins.)
   - **Objective**
   - **Plan for the Day**
   - **Connections to Previous Learning**
   - **Homework Review**
   - **Teach New Material**
2. Application (40-45 mins.)
3. Synthesis (15-20 mins.)
   - **Assessment**
   - **Re-teaching**
   - **Establish Connections and Relevance**
   - **Closure**

Application Phase

I. Cooperative Learning
II. Paideia Seminars
III. Laboratory
IV. Simulation
V. Models of Teaching
   A. Concept Development
   B. Inquiry
   C. Concept Attainment
   D. Synectics
VI. Learning Centers or Stations
VII. Technology
VIII. Content Area Literacy Strategies

Research Regarding the General Effects of Engagement on Achievement

Synthesis Study	Number of Effect Sizes	Average Effect Size	Percentile Gain
Bloom, 1976	28	0.75	27
Frederick, 1980	20	0.82	29
Lysakowski & Wahlberg, 1982	22	0.88	31
Wahlberg, 1982	10	0.88	31

As Reported in Marzano, R. (2007). The art and science of teaching. Alexandria, VA: ASCD.

Stimuli for Student Engagement

- High Energy
- Missing Information
- Self
- Mild Pressure
- Mild Controversy and Competition

High Energy as Stimulus

- Movement
- Lesson Pacing (especially smooth transitions)
- Teacher Enthusiasm and Intensity

Missing Information as Stimulus

- Mysteries (Puzzles, riddles, etc.)
- Inquiry Lessons
- Directed Reading (or Listening) Thinking Activities (DRTA, DLTA)

Self as Stimulus

- Student Interests
- Student Choices
- Material Relevant to Current Existence

Mild Pressure as Stimulus

- Appropriate level of pressure
- Questioning techniques including "wait time" and individual response boards
- Intellectual Challenge

- Key: Pressure that is too intense or too long will cause stress that has a negative impact on learning and well-being.

Mild Controversy and Competition as Stimuli

- Games/Contests
- Seminars
- Discussions
- Debates
- Key: Controversy must not be too "controversial." Competition must not be too intense. Losing teams and/or individuals must not feel devalued.

How to Fail When Implementing a New Schedule

I. Mess-up the Process

A. Don't identify the goals.

B. Start with an administrative edict.

C. Let the study committee dominate.

D. Don't involve the parents.

E. Don't involve the students.

F. Don't involve the central office.

G. Don't involve the union.

How to Fail When Implementing a New Schedule con't.

H. Do an incomplete study.

1. Don't read and do research.
2. Don't visit other schools.
3. Don't do a mock master schedule.
4. Don't create sample teacher and student schedules.
5. Don't address benefits for both students and teachers.

How to Fail When Implementing a New Schedule con't.

II. Do Poor Planning

A. Don't create pacing guides.

B. Assume teachers will change instruction to fit the block without staff development assistance.

C. Don't change school policies to be in line with the new schedule.

How to Fail When Implementing a New Schedule con't.

III. Create a Poorly Constructed Schedule

- **A. Don't balance teams academically.**
- **B. Make sure you have unequal class times.**
- **C. Create short chunks of unusable time.**
- **D. Create split periods to run lunch.**
- **E. Make sure students can't take (fill in the blank) "because of the schedule."**

IV. Don't Continue to do Staff Development After the first year.

V. Don't Plan to Evaluate until Someone Asks for It.

References

- Ball, W. H. and Brewer, P. F. (2000). Socratic seminars in the block. Larchmont, NY. Eye On Education.
- Blaz, D. (1998). Teaching foreign languages in the block. Larchmont, NY: Eye on Education.
- Canady, R. L. & Rettig, M. D. (Eds.) (1996). Teaching in the block: Strategies for engaging active learners. Larchmont, NY: Eye On Education.
- Canady, R. L. & Rettig, M. D. (1995). Block scheduling: A catalyst for change in high school. Larchmont, NY: Eye on Education.
- Conti-D'Antonio, M., Bertrando, R. and Eisenberger, J. (1998). Supporting students with learning needs in the block. Larchmont, NY: Eye on Education.
- Gilkey, S. N. and Hunt, C. H. (1998). Teaching mathematics in the block. Larchmont, NY: Eye on Education.
- Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria,VA: ASCD.

References con't.

- Pettus, A. and Blosser, M. (2001). Teaching science in the block. Larchmont, NY. Eye On Education.
- Rettig, M. D. (2006). Directory of high school scheduling models in Virginia. A report of the "Study of innovative high school scheduling in Virginia". Harrisonburg, VA: James Madison University, http://coe.jmu.edu/EdLeadership/index2.htm.
- Rettig, M. D. & Canady, R. L. (2000). Scheduling strategies for middle schools. Larchmont, NY: Eye On Education.
- Rettig, M. D. & Canady, R. L. (1998). High failure rates in required mathematics courses: Can a modified block schedule be part of the cure? NASSP Bulletin,82(596), 56-65.
- Rettig, M. D., McCullough, L. L., Santos, K.E., and Watson, C.R. (2004). From rigorous standards to student achievement: A practical process. Larchmont, NY: Eye on Education.
- Strzepek, J. E., Newton, J., and Walker, L. D. (2000). Teaching English in the block. Larchmont, NY: Eye On Education.
- Zepeda, S.J, & Mayers, R.S. (2006). An analysis of research on block scheduling. Review of Educational Research 76 (1), 137-170.