

How Resources are Allocated for Staffing and Scheduling in Comprehensive High Schools vs. Small Learning Communities

Comprehensive High Schools		Small Learning Communities	
Staffing & scheduling:	Effects:	Staffing & scheduling:	Effects:
Large number of non-teaching staff – Administrators Counselors Central office staff	Large student-teacher ratio Everyone functions as a specialist	Everybody teaches – Administrators also teach Counselors also teach Teachers also advise students, communicate with parents	Small student-teacher ratio Everyone shares value of and emphasis on teaching
Smorgasbord course offerings Different levels of courses (general/remedial/advanced) Elective courses (separate art, music, vocational courses)	Less instructional time for core courses No integration of academic core with other topics of interest Homogeneous grouping of students in academic courses	2/3 of staff teach standards-based core curriculum Many teachers have dual certification Core teachers team with elective teachers to integrate arts and vocational skills and increase student engagement	More instructional time for core courses Smaller student loads Interest-based choices including honors/AP/IB offered at program/class level No remedial courses (instruction is flexible and tailored)
Specialized programs Special ed, ELL	No integration of skill development in regular classes Lack of collaboration between special and regular educators	Teaming of regular and special educators	Extra support occurs in the context of regular classroom instruction
Department-based collaboration	No interdisciplinary collaboration or program coherence	Interdisciplinary team planning, curriculum development, student review	Collegial exchange around students shared in common Program coherence
Individual teacher prep periods	Prep periods are brief, are not coordinated with colleagues	Common prep time	Longer periods for planning and collaboration

Sources: Hawley Miles & Darling-Hammond (1997). *Rethinking the allocation of teaching resources: Some lessons from high performing schools*. Oxley, (1993). *Organizing schools into smaller units: A planning guide*.

Resource Allocation for Staffing and Scheduling in Our School:

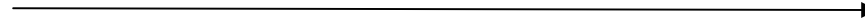
Comprehensive HSs

***Mark an X where you think your school is
on each continuum below***

SLCs

Large number of non-teaching staff

Administrators
Counselors
Central office staff



Everybody teaches

Administrators also teach
Counselors also teach
Teachers also advise/monitor students, communicate with parents

Smorgasbord course offerings

Different levels of courses (general/remedial/advanced)
Elective courses (separate art, music, vocational courses)



2/3 of staff teach standards-based core curriculum

Many teachers have dual certification
Core teachers team with elective teachers to integrate arts and vocational skills and increase student engagement

Specialized programs

Special ed, ELL, AP, IB



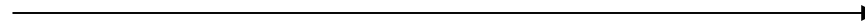
Teaming of regular and special educators

Department-based collaboration



Interdisciplinary team planning, curriculum development, student review

Individual teacher prep periods



Common prep time

Sources: Hawley Miles & Darling-Hammond (1997). *Rethinking the allocation of teaching resources: Some lessons from high performing schools*. Oxley, (1993). *Organizing schools into smaller units: A planning guide*.