

Mike Neubig
Capture Educational Consulting
Services

www.Capture-Education.com

Neubigm@hotmail.com

SLC/Career Academy Schedule
Implementation

Project Director Meeting

March 16th , 2007



Research driven scheduling practices

- ✓ Ensuring a cohesive academy experience that teaches career/tech. principles through a combination of thematic cores, connected electives, and work experiences.
- ✓ “Purity” of cohorts and limited “Cross-teaming”.
- ✓ Student in SLC for ½ day
- ✓ Looping
- ✓ Common planning time for teachers.



Curriculum Readiness

- ✔ How has your school reduced course levels and options to lay the groundwork for SLC purity?
- ✔ Especially in grades 11-12 and in Math.
- ✔ Is a larger shift that needs to take place in most cases before high levels of purity can occur.
- ✔ Ex. All ninth graders take the same cores in Sc, SS, Eng. with only two levels of math available.



Lack of Curriculum Readiness= The Dartboard Model

	SLC #1 Teachers	SLC #2 Teachers	SLC #3 Teachers	SLC #4 Teachers
Student Science course		x		
Student Math course	x			
Student Elective			x	
Student Elective				x
Lunch				
Student English course	x		X	
Student Social St. Choice		x		



What has driven high school scheduling in the past?

- ✔ Teacher preference for courses and rooms
- ✔ High enrollment and high level singletons
- ✔ Teacher requests for “free” periods
- ✔ Staffing allocations from central office
- ✔ Bus schedules
- ✔ Shared teacher schedules
- ✔ Lunch, study hall, and others



Paradigm Shift:

What should drive scheduling decisions?

- ✔ Student Needs
- ✔ “Purity” of teams.
- ✔ Common planning time for teachers.
- ✔ Flexible block schedules.
- ✔ The desire to serve all levels of students.
- ✔ Ensuring that each SLC provides equal access and are heterogeneously grouped.
- ✔ Intervention and/or “Double Dosing” is provided for those at-risk.
- ✔ Students matched with appropriate teachers.



Structures= Success

- ✔ Academies must become first priority in the schedule
- ✔ Understand that exceptional school structures= exceptional results.
- ✔ Always come back to your priorities when making tough decisions.
- ✔ If you don't get this right-you don't have SLC's/Academies!



SLC Time Stands Alone! Multiple Career Academies

Team A	Team B	Team C
Outside Time	Academy Time	Outside Time
Academy Time		Outside Time
Outside Time	Outside Time	Academy Time
	Outside Time	



What is “purity”

- ▼ An exclusive set of teachers shares an exclusive set of students for an extended period of time.



Focus on grades 9-10

- ✓ Rigor, Relevance, and Relationships for ALL students.
- ✓ “Pure” Cohort Scheduling (Teams of Teachers and Students)
- ✓ Advisory or Adult Connection Time
- ✓ Academic Support and Enrichment
- ✓ ZAP (Zero’s Aren’t Permitted) Programs
- ✓ Flexible Time
- ✓ “Double-Dosing”



Using the flexible block

- ✦ Most overlooked usage of time, a powerful addition- not a necessity.
- ✦ An uninterrupted period in which a team of teachers instruct a “pure”, common set of students.



The Power of the Flexible Block

Gives teachers the power to instruct in ways best suited for them and the students.

***Allows for better integration of curriculum.**

***Allows the students to be periodically grouped according to need.**

***Gives teachers the power to adjust student schedules at any time. (Ownership)**



How long is the flexible block?

- ✓ Usually equal to the length of 2-4 school day periods plus lunch and/or study halls or any other additional time.



Flexible Grouping Techniques

- ✓ Random
- ✓ Achievement
- ✓ Cooperative
- ✓ Interest
- ✓ Task
- ✓ Knowledge of Subject
- ✓ Skill/Strategy
- ✓ Student Choice



Flexible Block Grouping

***Skill/Strategy Grouping**

Team A

40 min.

Social Studies

40 min.

Science

40 min.

English

60 min.

***Skill/Strategy
Groups**

**180
minutes**



Sample Flex Block- 6 Pds.

Period	Team A (Math on)	Team B	Team C	Team D (Math on)
1 *****	Elective/ Intervention	Elective/ Intervention	Elective/ Intervention	Elective/ Intervention
2	Team Core	Team Core	Math	Elective/ Intervention
3	Team Core	Team Core	Team Core	Team Core
4	Team Core	Team Core	Team Core	Lunch
5	Team Core	Lunch	Lunch	Team Core
6	Lunch	Elective/ Intervention	Team Core	Team Core
7	Elective/ Intervention	Math	Elective/ Intervention	Team Core



SLC Scheduling *Killers*

- ✓ 1. Multiple levels of core courses
- ✓ 2. Limited teacher certifications
- ✓ 3. Courses with unequal enrollment numbers to others.
- ✓ 4. Strict union parameters for contact time
- ✓ 5. Computer scheduling limitations.



More

- ✔ 6. Facility limitations
- ✔ 7. Teacher driven schedules
- ✔ 8. In-flexibility- same time periods for all students and courses/



Remove the Roadblocks= Successful Academy Schedule

- ✓ Creation of “*Elective Lane*” -
Choosing to place all possible high level elective courses into one period, while not having any Academies meet during that time.



Remove the Roadblocks= Successful Academy Schedule

- ✔ Control Enrollment, to ensure viable teacher assignment, by giving students more than ONE choice.
- ✔ Limit number of academies to those that provide students a cohesive structure.
- ✔ Make teacher assignment meaningful by providing “integrated curriculum” training and keeping them in an academy for multiple years.
- ✔ **IMPORTANT:** Decide which courses are academy specific- **NON NEGOTIABLE FOR THE STUDENT SCHEDULE.**



Remove the Roadblocks= Successful Academy Schedule

- ✔ Decide upon minimal % of student schedule to be spent in an academy and accept nothing less for anyone.
- ✔ **DO NOT WATER DOWN ACADEMY BY MIXING AND CROSS TEAMING STUDENTS.**
- ✔ Essentially, teachers can cross or share (Ex. AP's and singleton's) but **NEVER** students.



Remove the Roadblocks= Successful Academy Schedule

- ✔ Use course subscripts and student tags to ensure vertical scheduling.
- ✔ Ex.- Engineering students receive “E” tag in computer system to determine which students will get academy specific courses.
- ✔ A subscript is added for all courses to receive academy only students.
- ✔ Ex. English 11 Engineering- “Eng. 202E-1”
- ✔ Spread courses across the day so that student conflicts will not occur within the academy.



Remove the Roadblocks= Successful Academy Schedule

- ✔ Use magnetic board- some visual to lay out academy schedule.
- ✔ Color code teacher periods to be academy specific vs. “Outside” courses.
- ✔ Schedule teacher planning and protect it at all costs.
- ✔ Be ready to make tough decisions to ensure successful student experience.



Lake Travis, TX

- ✓ Engineering academy model– Siemen's/
Acte Example



Multiple Career Academy- Student Day Example.

Period	Academy A	Academy B	Academy D	Academy D
1 *****	Elective Lane AP's/ Music	Elective Lane AP's/ Music	Elective Lane AP's/ Music	Elective Lane AP's/ Music
2	Academy Core	Core	Academy Elective	Elective/ Intervention
3	Academy Elective	Academy Core	Core	Academy Core
4	Core	Academy Core	Academy Core	Lunch
5	Academy Core	Lunch	Lunch	Academy Core
6	Lunch	Academy Elective	Academy Core	Academy Elective
7	Core	Academy Core	Core	Core



Single Academy Teacher Schedule

Period	Social St.	English	Career Tech.	Acad. Elective
1	Academy Plan	Academy Plan	Academy Plan	Academy Plan
2	Academy Core	Outside Course	Academy Tech.	Outside Course
3	Academy Core	Academy Core	Core	Lunch
4	Outside Course	Academy Core	Academy Tech.	Academy Elective
5	Academy Core	Lunch	Lunch	Academy Elective
6	Lunch	Outside Course	Outside Course	Academy Elective
7	Outside Course	Academy Core	Academy Tech	Outside Course



Outside Academy Time

- ✔ **Electives: Music, World Languages, Academy supporting courses**
- ✔ **Intervention courses, “double dose” or other extended opportunities**
- ✔ **Population specific extra instruction, special needs groups**
- ✔ **Non-academy core classes**
- ✔ **Advisor/advisee programs sometimes**



Beginning Questions

- ✔ How many courses will be academy specific at each grade level?
- ✔ What percentage of the student day will be spent in academy specific courses?
- ✔ How many teachers will be needed to cover academy enrollment?
- ✔ How will you ensure teachers are trained to implement academy themes in courses?
- ✔ What will be the entrance point for students coming into the academy?



Beginning Questions

- ✔ What will be the culminating experience or the end point of the student experience?
- ✔ Where will externships and community experiences be implemented in schedule (will there be a course in which this occurs?)
- ✔ How does your computer scheduling system handle student tags and course subscripts?
- ✔ Who will be responsible for protecting academy purity in the schedule?
- ✔ Answer these, the schedule is CAKE!!!!