

Master Schedule Implementation for Career Academies/SLC's.

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Introductions

Background and experience - "Life is what happens when you are making other plans".

The Groundwork:

- Theory for Scheduling Career Academies- Equity- "Segmentation by Expectation", Overview of cohort scheduling.
- The difficulty of "Paper to practice".
- Career Academies vs. Comprehensive High School.

I. Essential Planning:

- A. A decision making process, including input from all stakeholders.
- B. An identified scheduling TEAM with appropriate time allocation.
- C. An appropriate timeline-- WITH DISTRICT SUPPORT (Example from Nashville) - "Schedules in students hands before they leave school for summer".
- D. Curriculum Analysis for Career Academy Readiness (pg. 21 of Scheduling Guide) - Too many course levels and elective options KILL SLC's.
- E. Using the LED templates to ensure a schedule with purity for project based instruction and curriculum integration (academic and CTE required by NCAC standards)
- F. Training on use of district SIS to ensure cohort scheduling.

II. Course Sequencing and Coding

- A. Avoiding the "Dartboard Model".
- B. Deciding upon: SLC Specific, Suggested Electives, and Global Courses.
- C. Using Mike Neubig's SLC planning templates. Examples from Pemberton, NJ and Nashville, TN.
- D. "Prescribe and Reduce"- Requiring CTE courses in academy sequence. Example from Albuquerque, NM.
- E. Creating a 3-4 year pathway with a meaningful endpoint.
- F. Creating Career Academy specific course codes before student requests are gathered.

III. The Scheduling Process

- A. Gathering student requests by Career Academy specific codes.

- B. Assigning teachers to Career Academies
- C. Going by the Numbers-- How many Career Academies can your school support?
- D. Structure that works-- "The House Model".
- E. Deciding upon sections per Career Academy.
- F. Building the Career Academy master schedule board.
- G. What do we do with REPEATERS?
- H. Building in common planning time-- Choices for schools.
- I. Involving academic department -"Wish Lists".
- J. Running the scheduler and fixing conflicts.
- K. Continuous improvement- Knowing your "purity" numbers.

Group Activity- Color Coded Career Academy Board- Grade 10- Sample Enrollment Numbers.

IV. Bell Schedules and Strategies to Support Career Academies

- A. The growth of the core and effects on CTE.
- B. Block scheduling- and other schedules to allow for CTE sequencing.
- C. Efficiency- Scheduling when budget cuts have reduced your eight period day to seven.
- D. Time for intervention-- Where and when?
- E. Exploring the traditional block/single period schedules.
- F. Modified and hybrid schedules-- Make more people happy!!!
- G. Examples from Fairbanks, AK and Santa Fe, NM.

V. Participant Practice and Small Group Work

- A. Applying Curriculum analysis
- B. Course sequencing
- C. Building the master