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| Model | Advantages | Disadvantages |
| 1. Two subjects per day (each subject has a designated space one day per week) | * Easy for teachers/students to keep up with schedule * Easy for teachers who teach multiple subjects within their discipline | * Potentially harder for students to get help with work, find consistency |
| 1. three subjects per day, each subject “meets” two days per week, with Friday as a wildcard/elective day | * Easy for teachers/students to follow * Creates a consistent “school day” * Offers opportunity for students to get regular help | * It gives greater weight to certain subjects (more time for Math than PE, for example) * We have students with multiple “electives” * Not very adaptable to families’ needs * Challenging for teachers who teach multiple subjects within the same discipline |
| 1. Scheduling by periods with three periods per day, twice a week, with Friday as an independent work/counseling day. | * Creates consistent structure for SPED study skills support * Easy for teachers/students to follow * Creates a consistent “school day” * Offers opportunity for students to get regular help * Gives all classes equal time * Easy for teachers who teach multiple subjects within their discipline | * Greater burden on teacher in terms of time commitment. * If teacher uses Zoom, there may be some meetings where only one or two students show up, adding to a sense of “this is pointless” |
| 1. Following a regular schedule with shortened periods every day (with Friday as independent work/counseling day) | * Creates consistent structure for SPED study skills support * Easy for teachers/students to follow * Creates a consistent “school day” * Offers opportunity for students to get regular help * Gives all classes equal time * Easy for teachers who teach multiple subjects within their discipline | * Daily meetings can seem pointless * Challenging for stud |
| 1. No form -- everyone just creates their own schedules and their own office hours | * Allows for teacher freedom and flexibility; puts faith in teacher’s strengths * We won’t be wasting time “micro-managing” a system whose outcomes are unknown | * Hard for parents/guardians to keep track and help keep students focused * Teachers may schedule multiple meetings at the same time. |
| 1. Hybrid Form | * Allows for certain strengths of two or more models * Remains highly flexible | * Daily “routine” perhaps not created at the same level |

NOTES:

In any system, it would probably be good to have some expectation for office hours

No traditional “lecturing”