|  |  |  |
| --- | --- | --- |
| 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”