

Best Practices for ECE High School Scheduling

<i>SCHEDULING CLASSES FOR ECE TEACHERS</i>
Departmentalize ECE teachers (An ECE “English teacher”, an ECE “Math teacher” ...)
Subject selection for ECE teachers should be made by end of school year
ECE teachers should co-teach and resource in the same subject area

Benefits:

1. Attending In-depth professional development on one content area will increase the rigor of instruction, boost teachers’ confidence in delivery of instruction and increase the effectiveness in a co-teaching class.
2. Attending In-depth summer professional development helps prepare the ECE teacher in delivering appropriate content effectively.
3. ECE teachers get additional instructional support through the co-teaching class which helps with instructional pacing and core instruction when in the resource classroom.
4. Rapport is established more readily and District staff can be utilized more effectively, if additional support is required.
5. ECE teachers are able to attend all departmental meetings, which helps develop local school support in that department.
6. Collaborative “common” planning becomes more manageable and partnerships are established.

ECE teachers should teach one subject per period in the resource class
When possible, minimize the number of preps within subject areas, particularly in the math and science content. (ECE teachers cannot proficiently teach students Alg. 1, Alg. 2, Geometry or Biology, Physics, Chemistry)

Benefits:

1. ECE Teachers are able to provide the specially designed instruction, accommodations, and practice needed for ECE students to be successful in understanding the content when only one subject area is being taught.
2. ECE Teachers have more time to prepare additional activities and student strategies to enhance student learning and understanding of concepts.
3. ECE teachers can teach with confidence because they are better prepared and understand the content and what skills need to be taught.

<i>SCHEDULING STUDENTS WHO ARE ECE</i>
ECE students (and other small populations, AP, ELL, etc.) should be scheduled first.
ECE Department Chair and the administrator in charge of scheduling should work in tandem to develop one Master Schedule

Benefits:

1. Student with priority needs would be better met, including those who have an IEP.
2. The ECE continuum of service will be provided at each high school (Regular classroom, Collaboration, Resource, Self Contained classroom options).
3. Appropriately placing students in the correct classroom and teachers in the skilled subject areas, benefits all to increase the proficiency of JCPS students.

<i>ECE SCHEDULING CONSIDERATIONS FOR FRESHMEN ACADEMY</i>
Special attention needs to be given to the student's IEP during scheduling and the # of students requiring collaboration classes. Schools have at least 3 options: (1) Assign 1 ECE teacher to the team (2) Have each ECE teacher that is teaching that subject area, serve the co-teaching classes, according to the IEP (3) Split ECE coverage between 2 ECE teachers. Each option has their advantages and disadvantages.

Considerations:

1. Option 1 gives the ECE teacher an opportunity to gain support with the other team members if all have a common planning period. The team can decide how to best serve the unique needs of all students and what periods need to be a **collaborative class** (as long as the IEP minutes are being followed). A common planning period allows team planning to discuss student issues, or provide parent conferencing. However, the ECE teacher cannot **co-teach effectively** when the ECE teacher is required to plan with 4 teachers in 4 different content areas.
2. When the ECE department is departmentalized, option 2 is strongly encouraged. The ECE teacher that has attended PD for that subject and teaches resource classes in that area can work more effectively with the comprehensive teacher, truly co-teaching with them. Research indicates that this model increases student achievement for **all** struggling students. However, common planning periods are difficult to schedule with multiple ECE teachers serving the Freshmen Academy.
3. Option 3 takes into account the 2 major content areas that ECE students need coverage the most-English and Math. Each teacher can pick up one other additional subject to cover in the Freshmen Academy (English & Science; Math & Social Studies). Common planning periods with the Freshmen Academy team can more easily be scheduled and the workload for teachers is manageable. This also provides more support with the other team members of the Academy.