

FLEXIBLE SCHEDULING FOR THE
SMALL HIGH SCHOOL

by

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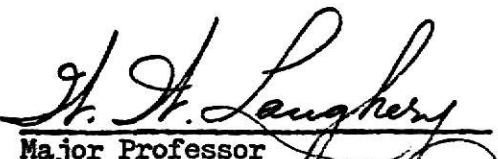
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FOREWARD

This is an attempt to provide an outline for implementing a variable schedule for a small senior high school.

Is there a reasonable way for a small high school to take advantage of variable scheduling without devoting large amounts of staff time, investing in computer service or other costly equipment?¹

The answer to this question is yes, providing the staff, administration and school board can agree on three key points: first, the belief in the philosophy that in education the emphasis has to be on the individual student; second, the philosophy that a small high school affords the opportunity for a close personal working relationship between staff and the student body; third, for the administration and school board to believe in a strong faculty and student involvement in planning the variable schedule.

¹W. Dean Wiley and Lloyd K. Bishop, "The Flexibly Scheduled High School," (New York: Parker Publishing Company, Inc., 1968), p. 15.

CHAPTER I

Reasons for Having a Variable Schedule

Assuming the school's program is intended to provide each student the opportunities to grow in accordance with his abilities and interest, variable scheduling should be used for the following reasons:¹

1. Time and frequency of class periods should reflect the importance and complexity of the subject. All classes need not meet the same number of periods or the same amount of time each day.
2. Students learn at different rates of speed.
3. Students grow physically, emotionally, and intellectually at different rates throughout the school year. The school program must be flexible enough to accommodate the changing development of each student.
4. The principal should give teachers larger control of class time.
5. Teachers have different and varied abilities. Not all teaching jobs need the same skill, preparation, or time allotment.
6. Students are capable of personal responsibility and can make different degrees of mature decisions.
7. Time allotments, methods of teaching, student grouping, and teacher's and pupil's activities are partly the responsibility of teachers, students, and counselors, not just of the administration. Professional teachers, after all, are trained in the area of curriculum and instruction. Thus, they should be allowed to help determine group activities, units of instruction, amount of time needed to accomplish

¹Eric Warden and Paula Leidich, "An Adaptation of Variable Scheduling to the Program of a Small Junior High School," (Document Resume, June, 1969), p. 3.

objectives of the units, and the facility best suited to the method of instruction.

8. Learning is more important than teaching; learning can take place without the teacher. Students can learn from each other or by themselves.
9. A more efficient use of resources. More classrooms would be available if a general office area was established containing teacher cubicles. Such materials as audio-visual aids should be used by students without direct teacher supervision.

CHAPTER II

Definition of Terms

Many terms associated with variable scheduling have become vague through various uses. Before considering the adaptation of variable scheduling it is necessary to define such terms as they apply in this plan:¹

1. Modular scheduling divides a class day into several units of time, called modules, which are arranged according to the instructional needs of the schedule. Some courses that desire to meet less often than daily but for longer periods of time, such as get-out and clean-up courses, might choose to meet only one or two days a week in sessions of three or four modules per day. Some courses such as mathematics may need shorter, more frequent meetings so drill doesn't become burdensome or so instruction can be given in shorter parts. Such classes might meet daily for one or two modules a day.
2. Flexible scheduling allows for variance from day to day in class scheduling. In this scheduling a course might receive greater amounts of time during one week than another, depending on the type of instruction and the individual students.
3. Variable scheduling is a combination of both modular scheduling and flexible scheduling.
4. Modules in this plan are to be twenty-five minutes in length. There are two reasons for this time factor being chosen.
 - a. The confusion of odd minutes in a daily schedule will be reduced.
 - b. The addition of two modules (twenty-five minutes in one module

¹Eric Warden and Paula Leidich, "An Adaptation of Variable Scheduling for the Program of a Small Junior High School," (Document Resume, June, 1969), p. 2.

plus twenty-five minutes in another module plus five minutes for class exchange time) adds up to the fifty-five minutes of instructional time as required by most state departments for course instruction. This time factor is shown below:

one module	--	twenty-five minutes
two modules	--	fifty-five minutes
three modules	--	eighty minutes
four modules	--	110 minutes
etc.		

5. Advisor is the additional capacity a classroom teacher will serve besides the normal duty of classroom instruction. In a typical small high school the number of students assigned to each advisor will be small. The teacher-advisor will assist the student in preparing his weekly-laboratory schedule plus give the maximum personal attention to each student's needs.
6. Counselor is distinguished from an advisor in this report as the faculty member assigned to counsel students on personal, academic, and vocational matters. The concept of a teacher-advisor approach will allow the counselor additional time to counsel the entire student body and faculty.

CHAPTER III

Implementing Variable Scheduling

The implementation of variable scheduling should follow a three-phase stage. It is recommended that the second and third phase not begin until the preceding phase has been completed for such moving could result in much confusion and is likely to hinder the completion of the total project.

Phase one is the exploratory phase. In this phase the principal, superintendent, and school board must be exposed to the philosophy and concept of variable scheduling as outlined in Chapter I. It is absolutely necessary that the principal have a firm belief in this philosophy and concept.¹

Teachers and staff personnel are to be contacted for discussion sessions with the administration after the administration and school board have decided to explore the idea of variable scheduling.

Nothing insofar as schedules should be set up. These meetings are only to explain the philosophy and concept of variable scheduling and to have an input of ideas from teachers and staff personnel about variable scheduling.

A faculty-wide in-service program schedule should follow from the above meeting. A selected bibliography should be provided with the publications available for the faculty to study in preparation for the next step of phase one.

Utilization of resource people will follow the faculty-wide in-service program. Principals from other area schools using various forms of variable scheduling should be contacted and dates for meetings with the faculty established.

¹W. Dean Wiley and Lloyd K. Bishop, "The Flexibly Scheduled High School," (New York: Parker Publishing Company, Inc., 1968), pp. 198-200.

College and university personnel who have knowledge of or experience with variable scheduling should be contacted and dates set for meetings with the faculty.

From these meetings three major outcomes should result. The faculty will gain a better understanding of the methods used by other schools who have employed variable scheduling. Secondly, these meetings should show the need for setting up educational goals and objectives. Third, a questionnaire should be developed to reveal any dissatisfaction, which may exist, with the present schedule by students, teachers, parents, and patrons of the community.

Students may be contacted at a convenient time and asked to complete a questionnaire (see Figure 1). The student survey questionnaire in Figure 1 is not in a completed form but is presented only as a general outline to follow. The complete questionnaire will depend upon the total present schedule and staff employed by the individual school.

Parents should have a similar questionnaire as in Figure 1, mailed to them with a self-addressed envelope enclosed.

Patrons of the community should be contacted through the various civic meetings. A similar questionnaire should be used to gain feed-back from the patrons.

Teachers should have faculty meetings so the educational goals and objectives, plus any dissatisfaction with the existing schedule, can be worked out with face-to-face contact between faculty and administration.

Phase one will end when all information from students, faculty, parents, and patrons of the community has been tabulated. If sufficient dissatisfaction exists with the present schedule to warrant development of variable scheduling, then phase two begins.

Phase two is the development phase of variable scheduling and begins with an interest survey given to students (see Figure 2). Note in Figure 2 there are no course offerings listed in each department. This will allow each student to specify what specific area he wishes to study. Different colored paper should be used for each grade level; this will make handling and sorting easier.

Parents will be mailed a similar course preference survey with a return envelope.

Teachers will meet for an in-service program after the interest surveys have been returned and tabulated from students and parents. The teachers and administration now have three forms of information for these meetings: The educational goals and objectives from Phase one and a condensed form of the interest surveys from students and parents.

From these three forms of information the teachers and administration shall establish what type of learning experiences are needed to accomplish the educational goals, objectives, and learning interests.

To establish these learning experiences the faculty will need to consider what subjects can and cannot be offered due to limitations of teacher time and preparation. Faculty and staff will also need to consider the various limitations the school building may have when a variable scheduled program is established. One such building limitation could be in a shortage of classrooms for student use. Such a limitation could be corrected by creating teacher cubicles in a general teacher-office area, thereby opening more classrooms for student use.²

From these meetings between staff and faculty the following points should be solved on a tentative basis:

²Ibid., p. 18.

1. Inventory of existing facilities plus any remodeling needed.
2. Number of days in a cycle, number of modules in a day, and number of minutes in a module.
3. Procedure for handling committed and uncommitted modules.

This paper shall assume the following points have been agreed to as a result of the teacher and administration meetings.

1. The major building modification is to partition one classroom into a general office area for teachers. Each partitioned space will be a teacher cubicle-office area containing a teacher's desk and chair, bookcase, storage cabinet, and two reception chairs. This modification shall free additional classrooms for student use.
2. The number of modules in a day shall be fifteen. To accommodate these modules the program shall begin at 8:25 a.m., have a five-minute attendance-taking and follow-up period, have a forty-minute lunch period, and dismiss at 3:10 p.m. with athletics scheduled after 3:10 p.m. Do all classes need the advantages of a totally flexible schedule from day to day and week to week? The answer is no. The greatest need for flexibility is in providing time for extra help, enrichment activities, extra lab work, remedial assistance, special projects, and individual contacts. With these points in mind a maximum of eight modules a week for each full-credit class is set for the first year's operation. Thus, depending upon a student's course electives and grade levels, he may have from five to twenty-five uncommitted modules a week.

What can a student do with these uncommitted modules? The answer is in a choice of "laboratories" to give students extra help, enrichment

activities, extra lab work, and special projects. Although adjustments may be made in the laboratory schedule from time to time, the basic course schedule is basically a fixed schedule. Flexibility enters the schedule in that a student can choose each week from among the laboratory offerings available during his uncommitted modules. A summary of a sample laboratories schedule is given (see Figure 3); however, the schedule does not include individual-help sessions or special temporary labs.

Should lab attendance be optional or required? Classroom teachers may specify which labs are required although attempts should be made to require every student to be under supervision during each uncommitted module. This may be subject to change after a student has shown his mature ability to handle his uncommitted time. This point is discussed in greater detail in Chapter IV.

How can students be encouraged to make wise decisions about the use of their uncommitted modules? A strong teacher-advisor program is essential to this problem. Most small high schools employ some type of homeroom teacher concept. With the adoption of variable scheduling, every full-time teacher would assume the role of advisor to a group of students. The ratio of student-advisor number will depend upon the number of teachers and number of students enrolled. This step should result in a close relationship between advisor and student-development and allow the maximum attention to each student's needs.

The fixed course and laboratory schedule would provide each small group of students to meet with their advisor two modules each week

mainly to plan lab choices for the following week. The decision as to which lab to attend shall be made jointly by the student and advisor, with advice from other classroom teachers, school counselor and principal.

In summary these basic decisions should come from meetings between staff and faculty.

Adopted variable scheduling would result in basic instruction of required and elective courses to be given in a fixed, modular schedule, with each course meeting a maximum of eight modules a week. The schedule would consist of fifteen modules of twenty-five minutes each with an adaptable but relatively fixed schedule of laboratory experiences from which each student could choose each week.

Every student would have a fixed schedule to attend each week. Once the student chooses his course electives, the schedule would not change for that week. Depending on the student's course electives and grade level, he may have from five to twenty-five uncommitted modules each week. He may commit each of these uncommitted modules to any available laboratory offerings depending on his own preferences, information from the classroom teacher, plus the advice and consent of his advisor.

Phase three is the implementation phase of variable scheduling. Phase three consists of seven basic steps.

Step one is to insure everyone understands the "ground" rules, as outlined in phase two.

Students are to meet by class rank. The "ground" rules are to be explained by the present class sponsors with help from non-class sponsors and administration.

Parents are to meet during parent-teacher conferences.

Patrons may meet during public and civic meetings.

Teachers are to meet during faculty meetings and in-service programs.

Because the teacher-advisor approach is the heart of this program, teacher approval and acceptance of these "ground" rules is absolutely necessary.

Step two is the preparation of the tentative schedule by a committee of the following:

1. Three students chosen by the student body. Regardless of the preference of any adult, these students should be treated as mature and responsible individuals.
2. Three teachers chosen by the three separate subject areas: One teacher from non-lab courses such as math, social science, and english; one teacher from lab courses such as home economics, industrial arts, and vocational education; and one teacher from the physical education courses.
3. One administrative staff person.
4. Three parents chosen either by popular demand or from those who accepted such responsibility during the conferences in step one.

This committee should have available the interest survey results from students and parents, the limitations of the building, the number and capacity of classrooms, and the interest and preference of course offerings from each teacher.

Step two ends when a tentative schedule of course offerings is produced.

Step three is the enrollment of the students. The student should be given a list of courses offered, what grade level the course is open to, how many units of credit are assigned for each course, a letter stating the requirements

for graduation, an enrollment form, time schedule for enrollment, and an invitation to parents to attend the enrollment.

Between the time the course preference forms are returned and enrollment date, the school faculty performs step four.

Step four consists of the faculty using the student tentative enrollment forms and developing a master schedule for the fixed program. This is accomplished by first placing the likely-conflicting single-course classes and multiple-module classes into the schedule and gradually working up to the placement of multiple-sectioned, few-module classes.

Next a breakdown is made of which students have uncommitted modules at a given time (see Figure 4 for Sample Chart).

Using information available on pupils, staff, facilities available, preference of teachers regarding numbers, frequencies, and times of labs, a laboratory schedule is made. The number in a cell indicates rooms where each lab meets. The letter indicates:

- c - two consecutive modules required
- p - permission of instructor required
- arr - arranged by instructor

(See Laboratory Schedule, Figure 5)

Step five is the enrollment of students. The enrollment is accomplished, hopefully with attendance of parents. As with any high school with limited staff and facilities, there will be conflicts in scheduling. Every student will not have the opportunity to take all courses and subjects he prefers. With the use of a fixed laboratory schedule and cooperation of faculty, many conflicts can be reduced.

Step six involves the handling of student lab choices without large and

undue investments of time and equipment. The following people will need to be informed of the students lab decisions:

1. The lab instructor needs to know which students are expected in his labs, because strict attendance is necessary.
2. The student.
3. The student's advisor needs a longitudinal record of the student's decision so these decisions can be reviewed with appropriate people plus the advisor may need to locate the student during the week.
4. The office file needs information on the student's location.

A four-copy form which provides spaces for the student to indicate his name and room number for each of his uncommitted modules is needed. The top copy is perforated so it can be torn apart and distributed to the appropriate lab instructors. The remaining three copies remain intact, are held by the advisor, and will show the student's module commitments in their entirety (see Figure 6) for future use by the student and his advisor. The use of the three copies is discussed later in this chapter.

Weekly Operation: To make his laboratory choices, each student will need a four-copy form, a copy of his individual fixed course schedule, and a copy of the laboratory schedule. He will also need a listing of temporary schedule changes, such as assembly or temporary closing of labs, and any additional information which could affect his weekly laboratory schedule.

The office will make large groups of commonly-found schedules and add student's names and elected courses by hand. Three copies of each student's fixed schedule will be made, one for the student, advisor, and office (see Figure 7).

To inform counselors and students of schedule changes, and special

activities, a special staff bulletin will be prepared as it is needed.

When classroom teachers desire to see students for special purposes, the teacher will send a Request Slip to the student through his advisor (see Figure 8).

The first module on Monday morning and a late-afternoon module on Thursday shall be used for managing the variable schedule. Monday's choice is so students will not lose the previously-completed schedules over the week-end plus it would be wise to start the week with a student-advisor session. Thursday's time is so lab choices are made for the following week at the latest possible date and would also give the office one day for processing the next weeks schedule.

Proper scheduling and student attendance are the two keys to variable scheduling. So that students, faculty and parents understand these two key points, the following summary is included.

Each Monday's session represents the end of the previous week's operation and the beginning of the next week's. At each Monday session, the student is given his own copy of the schedule he planned last week for use this week. He begins the routine part of the selection for the next week by taking a new weekly schedule form and crossing out the modules that are already filled by his fixed weekly schedule and writing his name in the uncommitted module blanks (see Figure 9).

By Thursday noon, the advisor will have received all relevant information for planning the following week's schedule. Examples of such information would be staff bulletins, teacher request slips, classroom testing times, and doctor appointments.

During the Thursday afternoon advising module, the student and advisor

compute the plan for the student's lab choices, plus the room numbers are added to the weekly schedule form (see Figure 10).

After a final checking by the advisor, the pupil removes the top copy of the four-copy form. (The advisor retains the bottom three copies for later use.) The top copy, which is perforated, is separated by the student into individual module slips. The student discards the crossed out slips that represent his fixed schedule. The remaining slips represent his lab choices for the week (see Figure 11).

To reduce the task of sorting by the office, the student files his slips into a box that is divided into seventy-five smaller sections, which represent the fifteen modules per day times five days per cycle. (Advisor sees that a schedule is completed for any absent student.) When all students are finished, the sorting box is checked for accurate filing and sent to the office.

On Friday, an office clerk combines the sorting tray so all the slips for the school are in one tray, sorted according to the seventy-five modules in the week. He then takes each day-module stack and sorts according to room numbers. He then puts each day-module-room stack together. As the office clerk works, he tags any obviously incorrect schedule, such as a student assigned to a closed lab. The clerk distributes the stacks of slips, including tagged ones, to the appropriate lab teacher.

The lab teachers and advisor -- remember they are often the same -- meet in a before-school faculty meeting on Monday. They make any necessary corrections during the meeting.

The correction procedure would be completed by this procedure. In the Monday first-module advising session, the pupil removes his copy from the three-copy pack. One copy is kept by the advisor. The remaining copy is

sent to the office.

If a student is absent from the advising session, his copy is also sent to the office. Thus when the student returns to school the advisor's class isn't interrupted. The remainder of the advising session is spent in preparing a weekly schedule form for use in the next Thursday session, and in other administrative matters such as attendance records.

There are various methods which could be used to gather attendance records from the various classroom teachers. Regardless of what type attendance slip is used, a record of absences and tardies needs to be returned to the advisors. One such method would be for an attendance clerk to gather the slips from classroom teachers, tally absences on a form, which is duplicated for all advisors. (Figure 12 is an example of such a form.) The advisors and administrators will cooperatively follow up on absences and tardies.

Step seven is a post-advising and guidance program for students and faculty. There will be problems which develop in the operation of the schedule. Such problems may be worked out during faculty meetings, class meetings, and meetings between the advisor, student, school counselor, and administration.

CHAPTER IV

Procedures for Measuring Input and Modification

Measuring Consumer Input:

Soon after school begins a plan to evaluate the adopted variable schedule will begin. The evaluation shall be in the form of a questionnaire survey which will be formulated by a committee composed of:

1. Two students elected by the student body.
2. Two teachers elected by the teaching staff.
3. A member of the administration staff.

The questionnaire should be constructed to measure if the variable schedule had (1) offered a greater opportunity for choice in subject taking than the traditional schedule, (2) strengthened the student-teacher relationship, (3) increased the learning experiences for students, (4) and identified the strengths and weaknesses of the new schedule.

Various forms of the questionnaire should be completed by students, faculty, and parents.

After the results of the questionnaire are tabulated, plans for changing and modifying the schedule should be developed.

Modification Plans:

A committee similar to the input committee could handle changes and modifications. Although there may be many different changes needed, one change will surely be that some students can handle their uncommitted modules without direct teacher supervision. Such a modification committee could review the individual's specific case, and recommend to the administration conditions where such a student could enter an individual study program.

CHAPTER V

Conclusion

Before a small high school considers the possibility of using variable scheduling to solve its scheduling problems, it must be stressed that a schedule is merely a device. Its value is because it permits a school staff to reach its goals, but the schedule in itself cannot assure these goals will be reached. To individualize instruction, increase efficiencies, promote better student-teacher relationships, encourage self-activation, or achieve other desired results, a staff must look beyond the mechanics of scheduling and within its own attitudes and actions.

It must be remembered that to begin and complete such a system requires energy, patience, and above all a total commitment on the part of teachers, administrators, students, and parents. All students will not, and cannot, use their uncommitted time to a hundred percent efficient capacity. The most efficient industrial industry does not expect to have its product operate at one-hundred percent efficiency. Even if ten percent of a student body is unable to use its uncommitted time wisely, variable scheduling affords the opportunity to help these students learn wise time usage.

The philosophy for a school system to have remains: That in education the emphasis has to be on the individual student.

Figure 1. Student Survey Questionnaire

Place a check in the box which best expresses your feeling.

Agree Undecided Disagree

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. The school should give each student more choice in selecting his (her) subjects. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. The present schedule is adequate in preparing the student for employment after graduation. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Fifty-five minutes each day is too long to spend in most classes. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. The present schedule is fine only if the student plans to attend college. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. If given guidance, a student can wisely plan his needed education. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. The student should have more say in planning his education. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Students should be under complete teacher supervision during the school day. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. A student should be allowed to complete all homework at school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Teachers should spend more time working with students on an individual basis. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Students do learn course work from other students. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. Some courses require more student preparation than others. |

Figure 2.

Student Interest Survey Form

Name _____

Classification Fr So Jr Sr
(Circle one)

This is a survey to determine what course offering you would be interested in taking if you, as an individual, had a complete and free choice to choose any area of study you wished.

For example, in science if you preferred to take a short course in using the microscope, then under Science, write down "microscope". If you preferred a short course in welding, then under Vocational Education, write down "welding". If you preferred the entire course, as it was taught in previous years, as in Biology, then write down "Biology" under Science.

English Language Arts

Home Economics

Mathematics

Industrial Arts

Figure 2 (con't.)

Social Studies

Vocational Education

Science

Art

Foreign Language

Music

Business Education

Physical Education

Figure 2 (con't.)

Post High School Plans:

_____ Agriculture field _____
 _____ Business field _____
 _____ College, Major _____
 _____ Jr. College, Major _____
 _____ Technical, field _____
 _____ Armed Forces _____
 _____ Medicine, field _____
 _____ Other, field _____

Activities of Interest

_____ FFA	_____ Lettermans Club
_____ FHA	_____ Language Club
_____ Student Council	_____ Science Club
_____ Newspaper	_____ Library Assistance
_____ Yearbook	_____ Office Assistance
_____ Dramatics	_____ Teacher Assistance, department _____
_____ Pep Club	_____ Other, field _____

Comments or Suggestions:

Figure 3. Student Laboratory Outline Chart

<u>Name of Laboratory</u>	<u>Serving Grades</u>	<u>Number of Modules Open Each Week</u>
Art	9, 10, 11, 12	16
Biology and Science	9, 10	10
Boys' Physical Education	9, 10, 11, 12	14
English	9, 10, 11, 12	arr. (avg. 20)
French	9, 10, 11, 12	4
General Music	9, 10, 11, 12	8
Spanish	9, 10, 11, 12	8
Girls' Physical Education	9, 10, 11, 12	7
Home Economics	9, 10, 11, 12	18
Industrial Arts	9, 10, 11, 12	19
Vocational Education	9, 10, 11, 12	16
Instrumental Music	9, 10, 11, 12	16
Library	9, 10, 11, 12	73
Mathematics	9, 10, 11	21
Projection Room	10, 11, 12	34
Chemistry and Physics	11, 12	14
Typing	10, 11, 12	12

Figure 4. Pupil Uncommitted Module Chart

	MON	TUES	WED
1	No Pupils Available	12th 11th 10th 9th	12th 11th 10th 9th
2	All Pupils Available	12th 11th 10th 9th	12th 11th 10th 9th
3	12th-13 11th-20 10th-11 9th-24	12th 11th 10th 9th	12th 11th 10th 9th

Figure 5. Student's Laboratory Schedule Chart

	<u>MONDAY</u>		
	1	2	3
Art			25c
Biology and Science		20	20
Boys' Physical Education			
English		arr	arr
French		22	
General Music		11	
Spanish		22	
Girls' Physical Education		14c	14c
Home Economics		12c	12c
Industrial Arts			
Instrumental Music		11	11
Vocational Education		40	40
Library		22	22
Mathematics		10	
Projection Room		24	
Chemistry and Physics		20c	20c
Typing		23	23

Figure 6. Blank Pupil Weekly Schedule Form

Pupil _____ (last name) (first)	Weekly Schedule Beginning _____	Counselor _____
Mon - 8:30	Tue - 8:30	Wed - 8:30
1 Pupil _____ (last name) _____ (first)	1 Pupil _____ (last name) _____ (first)	
Room _____	Room _____	
Mon - 8:55	Tue - 8:55	Wed - 8:55
2 Pupil _____ (last name) _____ (first)	2 Pupil _____ (last name) _____ (first)	
Room _____	Room _____	
Mon - 9:20	Tue - 9:20	Wed - 9:20
3 Pupil _____ (last name) _____ (first)	3 Pupil _____ (last name) _____ (first)	
Room _____	Room _____	

This is only a sample. The complete form will have fifteen vertical columns (to represent the fifteen modules) and five columns horizontally (to represent the five-day cycle).

Figure 7. Student's Fixed Schedule Form

Student Schedule			
Student _____ (last name) (first)		Grade _____	
Module	Mon	Tue	Wed
8:30 1	Counseling Room <u>11</u>		
8:55 2		French I	
9:20 3	French I		

Figure 8. Teacher Request Slip Form

Teacher Request Slip																			
Counselor _____								Request for _____ (Student)											
to be in Room _____								for a total of _____ modules											
M	T	W	T	F	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Purpose _____																			
Signed _____																			

Figure 9. Student's weekly schedule form ready for making lab decisions

Pupil _____ (last name) (first)	Weekly Schedule Beginning _____
<div style="text-align: center;">Mon - 8:30</div> <div>1 Pupil _____</div> <div style="margin-left: 100px;">(last)</div> <div style="margin-left: 100px;">_____</div> <div style="margin-left: 100px;">(first)</div> <div>Room _____</div>	<div style="text-align: center;">Tue - 8:30</div> <div>1 Pupil _____</div> <div style="margin-left: 100px;">(last)</div> <div style="margin-left: 100px;">_____</div> <div style="margin-left: 100px;">(first)</div> <div>Room _____</div>
<div style="text-align: center;">Mon - 8:55</div> <div>2 Pupil _____</div> <div style="margin-left: 100px;">(last)</div> <div style="margin-left: 100px;">_____</div> <div style="margin-left: 100px;">(first)</div> <div>Room _____</div>	<div style="text-align: center;">Tue - 8:55</div> <div>2 Pupil _____</div> <div style="margin-left: 100px;">(last)</div> <div style="margin-left: 100px;">_____</div> <div style="margin-left: 100px;">(first)</div> <div>Room _____</div>
<div style="text-align: center;">Mon - 9:20</div> <div>3 Pupil _____</div> <div style="margin-left: 100px;">(last)</div> <div style="margin-left: 100px;">_____</div> <div style="margin-left: 100px;">(first)</div> <div>Room _____</div>	<div style="text-align: center;">Tue - 9:20</div> <div>3 Pupil _____</div> <div style="margin-left: 100px;">(last)</div> <div style="margin-left: 100px;">_____</div> <div style="margin-left: 100px;">(first)</div> <div>Room _____</div>
<div style="text-align: center;">Mon - 9:45</div> <div>4 Pupil _____</div> <div style="margin-left: 100px;">(last)</div> <div style="margin-left: 100px;">_____</div> <div style="margin-left: 100px;">(first)</div> <div>Room _____</div>	<div style="text-align: center;">Tue - 9:45</div> <div>4 Pupil _____</div> <div style="margin-left: 100px;">(last)</div> <div style="margin-left: 100px;">_____</div> <div style="margin-left: 100px;">(first)</div> <div>Room _____</div>

Figure 10. Student's weekly schedule form after lab decisions are entered

Pupil _____, (last name) (first)	Weekly Schedule Beginning _____
Mon - 8:30 1 Pupil _____ (last) _____ (first) Room _____	Tue - 8:30 1 Pupil _____ (last) _____ (first) Room _____ 11
Mon - 8:55 2 Pupil _____ (last) _____ (first) Room _____ 20	Tue - 8:55 2 Pupil _____ (last) _____ (first) Room _____ 11
Mon - 9:20 3 Pupil _____ (last) _____ (first) Room _____	Tue - 9:20 3 Pupil _____ (last) _____ (first) Room _____ 23
Mon - 9:45 4 Pupil _____ (last) _____ (first) Room _____	Tue - 9:45 4 Pupil _____ (last) _____ (first) Room _____

Figure 11. Top sheet of student's weekly schedule sheet torn into module slips

Mon - 8:55

2 Pupil _____
(last)

(first)

Room _____ 20

Tue - 8:30

1 Pupil _____
(last)

(first)

Room _____ 11

Tue - 8:55

2 Pupil _____
(last)

(first)

Room _____ 11

Tue - 9:20

3 Pupil _____
(last)

(first)

Room _____ 23

Figure 12. Sample Absence Report Form

ABSENCE REPORT

_____, 197____
 month day

Student Name	Module									
	1	2	3	4	5	6	7	8	9	10 (etc.)
A. Happy		a	a	t						
B. Sour								t		
Z. Sweet					t					

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FLEXIBLE SCHEDULING FOR THE
SMALL HIGH SCHOOL

by

BOBBIE LEE McDANIEL

B.S., Southwestern State College, 1960

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1972

The small senior high school affords the opportunity for an individualized instructional program for its students. However, this opportunity has not been generally given to the student in the small senior high school because administrators and faculty too often believed that a large amount of time and expense was needed to implement such a program.

This report proposes a step by step procedure for implementing such a program of flexible-modular scheduling for a small senior high school which is achievable within the limits of the resources available.

The school which undertakes variable scheduling must have the belief that in education the emphasis has to be on the individual student. If such a belief does not exist, this program will fail due to the large amount of time, work, and energy required to begin and maintain such a program.

This program uses a fixed basic course schedule combined with a variable laboratory scheduling plan to give the student flexibility in his choice of subjects to study. The "heart" of the total program is a classroom teacher-advisor approach which gives the student an individual and personal relationship with his educational environment. Evaluating the consumer input is accomplished with a survey questionnaire. Plans to change and improve the scheduling program are provided for by a committee representing all participants which makes recommendations for changes and modifications in keeping with established goals and objectives.

Because of the increasing cost of education today, this program is outlined to implement flexible scheduling without large investments in time and equipment by the school district.