EL COURSE SCHEDULING
Practice, Implications, and Aspirations

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Background

- ELs in the American educational system
- EL numbers (school year 2014–15, 9.5 percent nationally, 4.5 million students (NCES, 2015).
- ELs’ education is affected by instructional and structural aspects of the education institutions.
(NCES, 2015)
Figure 3. Percentage of public K–12 students who were English language learners, by grade level: Fall 2015

Background of the Study

- Laws/policies: EL services (Lau v. Nichols, ESSA, OCR, US DoE, SEAs, and LEAs) (Casalaspi, 2017)
- Inconsistent/fluctuating EL services (Pull out: ESL/ESOL/Sheltered English) (Baecher, 2014; Cech, 2009; ESSA, 2015).
- Push In: collaboration in other content areas
- English only, bilingual, multilingual (NCES, 2015)
EL Course Scheduling

- Instructional and structural aspects of education (ech, 2009; Crawford, 2004)
- **Scheduling is part of structures** (Garcia-Vazquez et al., 1997; Karathanos, 2010)
  - Variations of schedules (Baker et al, 2006; Kolbe et al., 2011)
    a. traditional period days, 45 - 60 minutes 6 to 7 periods a day
    b. 4x4 block schedules (semester long)
    c. 8x8 blocks, A/B blocks, yearlong (LUHS)
- **School-based scheduling flexibility**
- An EL cohort (Fenning, 2004; Gentry, 2016; O'Sullivan, 2015)
Which schedule model is more effective and why?

High school schedules offer course possibilities plus fulfilling the required curriculum

A six-period day = 24 credits in 4 yrs
A seven-period day = 28 credits in 4 yrs
An alternating block, A/B, or a 4x4 block semester based = 32 credits in 4 yrs

So what can we infer from this math?
Which model offers the most flexibility to address EL (and other) needs?
EL Schedule Scenarios

**Scenario 1**
Miss, please change my schedule. Please, I don’t understand anything in that class. I can’t talk or ask a question. The teacher speaks too fast. Miss, do I need that class? I am failing! Please, Miss, Yes, I know but just try to get me out of that class, OK?

**Scenario 2:**
Miss, I am really good at geometry and I understand it. I don’t want to take algebra, please.

**Scenario 3:**
My science class changed 3 times already. I want to take chemistry because I want to go to cosmetology school but I am taking astronomy. Please help!
Scenario 4:

Email March 21, 2017 at about 11:00 AM:

Hello,
Would you please place AB (from Gambia) and CD (from Pakistan) in reading instead of Spanish? They both are new in the country and they need to spend more time studying English. They are unlikely to benefit from a Spanish class currently.

(No Response)

A few days later and another email to the school registrar:

Good day, XY,
Would you please authorize EF to make the requested schedule changes below? I emailed the counselors yesterday but they have been too busy with the career fair and I'm not sure they have seen the email.
Thank you very much.

(No Response)

A few more days later and one more email:

Greetings Ms. Simmons,
The counselors will speak to the students and inquire about their interest. They will place them in another elective.

No change was made and the two newcomer ELs spent a semester in a Spanish class.
Themes

● ELs Are Scheduled to Meet Graduation Requirements.
● ELs do not understand how their educational goals dovetail with their graduation requirements.
● ELs do not understand the courses that are chosen for them and why.
● ELs do not understand high school or college requirements.
● There is value for schools and ELs in introducing cohort scheduling.
# Four Year Plan Grid

<table>
<thead>
<tr>
<th>Subject</th>
<th>Unit-Required</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/LA</td>
<td>4</td>
<td>9th Grade Lit/Comp</td>
<td>10th Grade Lit/Comp</td>
<td>American Lit/Comp or AP Language</td>
<td>British Lit/Comp or AP Literature</td>
</tr>
<tr>
<td>Math</td>
<td>4</td>
<td>Algebra I or Acc. Alg/Geom A or Acc. Geom B/Algebra 2</td>
<td>Geometry, or Acc. Geom B/Algebra 2, or AP Statistics</td>
<td>Algebra 2 or Accel. Pre-Calculus</td>
<td>Pre-Calculus, Adv Math Dec Making, Statistical Reasoning, or AP Calculus or AP Statistics</td>
</tr>
<tr>
<td>Science*</td>
<td>4</td>
<td>Biology</td>
<td>Chemistry, Physical Science</td>
<td>Physics/AP Physics 1</td>
<td>Human Anatomy, Forensic Science, Epidemiology, AP Science, or other approved 4th science.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>World History or AP World History</td>
<td>U.S. History or AP US History</td>
<td>Am Gov. (3 sem) or AP Gov. (year) and Econ (3 sem) or AP Macro. (year)</td>
<td></td>
</tr>
<tr>
<td>Health/PE</td>
<td>1</td>
<td>Health and Personal Fitness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTAE/Foreign Language/Fine Arts</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
<td>Courses including at least 2 years of Foreign Lang, and/or Fine Arts, and/or CTAE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*Science Requirements: 1) Biology, 2) Physics or Physical Science 3) Chemistry, Environmental or Earth Systems 4) other approved science

**Students planning to attend a University System of Georgia institution must take a minimum of two units of the same Foreign Language. USG schools also recognize AP Computer Science as a 4th science.

***Please refer to the Registration Link on the Guidance Webpage to see what AP or academic electives we will be offering each semester.

Courses meeting the HOPE Rigor requirement are denoted with an "."
<table>
<thead>
<tr>
<th>PATHWAY</th>
<th>1ST COURSE</th>
<th>2ND COURSE</th>
<th>3RD COURSE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Animation &amp; Digital Media</strong></td>
<td><strong>Introduction to Digital Media</strong></td>
<td><strong>Principles and Concepts of Animation</strong></td>
<td><strong>Advanced Animation, Game and App Design</strong></td>
</tr>
<tr>
<td><strong>Audio-Video Technology &amp; Film</strong></td>
<td><strong>Audio &amp; Video Technology &amp; Film</strong></td>
<td><strong>Audio-Video Technology &amp; Film II</strong></td>
<td><strong>Audio-Video Technology &amp; Film III</strong></td>
</tr>
<tr>
<td><strong>Computer Science</strong></td>
<td><strong>Introduction to Digital Technology</strong></td>
<td><strong>Computer Science Principles</strong></td>
<td><strong>AP Computer Science</strong></td>
</tr>
<tr>
<td><strong>Culinary Arts</strong></td>
<td><strong>Introduction to Culinary Arts</strong></td>
<td><strong>Culinary Arts I (Off Campus)</strong></td>
<td><strong>Culinary Arts II (Off Campus)</strong></td>
</tr>
<tr>
<td><strong>Early Childhood Care &amp; Education</strong></td>
<td><strong>Early Childhood Education I</strong></td>
<td><strong>Early Childhood Education II</strong></td>
<td><strong>Early Childhood Education Practicum</strong></td>
</tr>
<tr>
<td><strong>Engineering &amp; Technology</strong></td>
<td><strong>Foundations of Engineering</strong></td>
<td><strong>Engineering Concepts</strong></td>
<td><strong>Engineering Applications</strong></td>
</tr>
<tr>
<td><strong>Entrepreneurship</strong></td>
<td><strong>Introduction to Business &amp; Technology</strong></td>
<td><strong>Legal Environment of Business</strong></td>
<td><strong>Entrepreneurship</strong></td>
</tr>
<tr>
<td><strong>Nutrition &amp; Food Science</strong></td>
<td><strong>Food, Nutrition &amp; Wellness</strong></td>
<td><strong>Food for Life</strong></td>
<td><strong>Food Science</strong></td>
</tr>
<tr>
<td><strong>Therapeutic Services</strong></td>
<td><strong>Introduction to Healthcare</strong></td>
<td><strong>Essentials of Healthcare</strong></td>
<td><strong>Allied Health &amp; Medicine</strong></td>
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<td><strong>Emergency Medical Responder</strong></td>
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<td><strong>Patient Care</strong></td>
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<tr>
<td></td>
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<td></td>
<td><strong>Sports Medicine</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>(Off Campus)</strong></td>
</tr>
</tbody>
</table>

*4th year science credit*
Implications for Practice

● ELs’ feelings of disenfranchisement and alienation
● Student demoralization and lack of involvement/lack of motivation
● ELs’ course failures
● Schools focus on recovery/remediation
● Implications for course failures: dropouts, grade repetitions, loss of funding, ...
Aspirations: School Practice

- Establish a grade level, open cohort system
- The school may take advantage of built-in flexibility.
- Establish consistency in scheduling practices at the high school
- The guidance counselors’ approach to dissemination of information
- Reach all students and involving them/having them take ownership of their fate
Aspirations: Student Benefits

- Increasing student educational satisfaction
- Improving high school graduation
- Having the necessary credentials to pursue education/training past high school
- Establishing a stable community for residents and businesses
- A successful student leads to a successful school, which in turn leads to successful communities
Currently high schools do not have an EL group/cohopt organized in the same fashion as the other demographic/academic groups.

There are requirements in as far as teaching students in these demographic and academic groups in as far as teacher credentials and allocating resources to them, except the EL group is missing, currently. LUHS only has the ESOL program for the ELs, but nothing in the other academic areas. This would be similar to serving any of the other groups in English language arts only and their needs would be mainstreamed in all the other academic areas, which is not the case. All the other groups get addressed in all academic areas.
This is an approximate design for what a high school EL cohort would look like. It would be free flowing to accommodate students who may be in advanced grades but who may still need a credit or more from a lower grade level. This situation is too common in high schools where students either fail courses or move from districts where they may need credits from different grade levels. The cohort would be embedded in GenEd classes.

Developed by Aziza Simmons
Move on When Ready (MOWR) and SpEd

GA General Assembly made allowances for students who have IEPs or 504 plans, but there was no language in the Bill addressing ELs.
NEW LENGTH OF TIME FOR IEP OR 504 STUDENTS

3. A student with a documented Individual Education Plan (IEP) or 504 Plan that includes extended enrollment beyond the typical four (4) years is eligible to participate in the MOWR Program while following the IEP or 504 Plan. The student must maintain all other eligibility requirements.

   a. The student must submit a Length of Eligibility Extension Request Form to GSFC and allow for the release of the IEP or 504 Plan to GSFC upon request to the high school.

4. GSFC retains the right to limit or deny participation in the event of inappropriate extended enrollment or program use.
Contributions of the Study

This dissertation started a conversation on a very important component of EL secondary education scheduling. There are many other elements that have been researched extensively, particularly ELs testing, placement, language teaching models, but scheduling, or other school structures have not.
The conversation after the conversation

- Where do we go from here?
- How do we approach change implementation?
- What happens to the students who drop out?
- You have my business card; call/email me. I’d love to come present to your school(s)/district(s).
- Dr. Simmons at A_L_BOU@YAHOO.COM 704-458-0149