

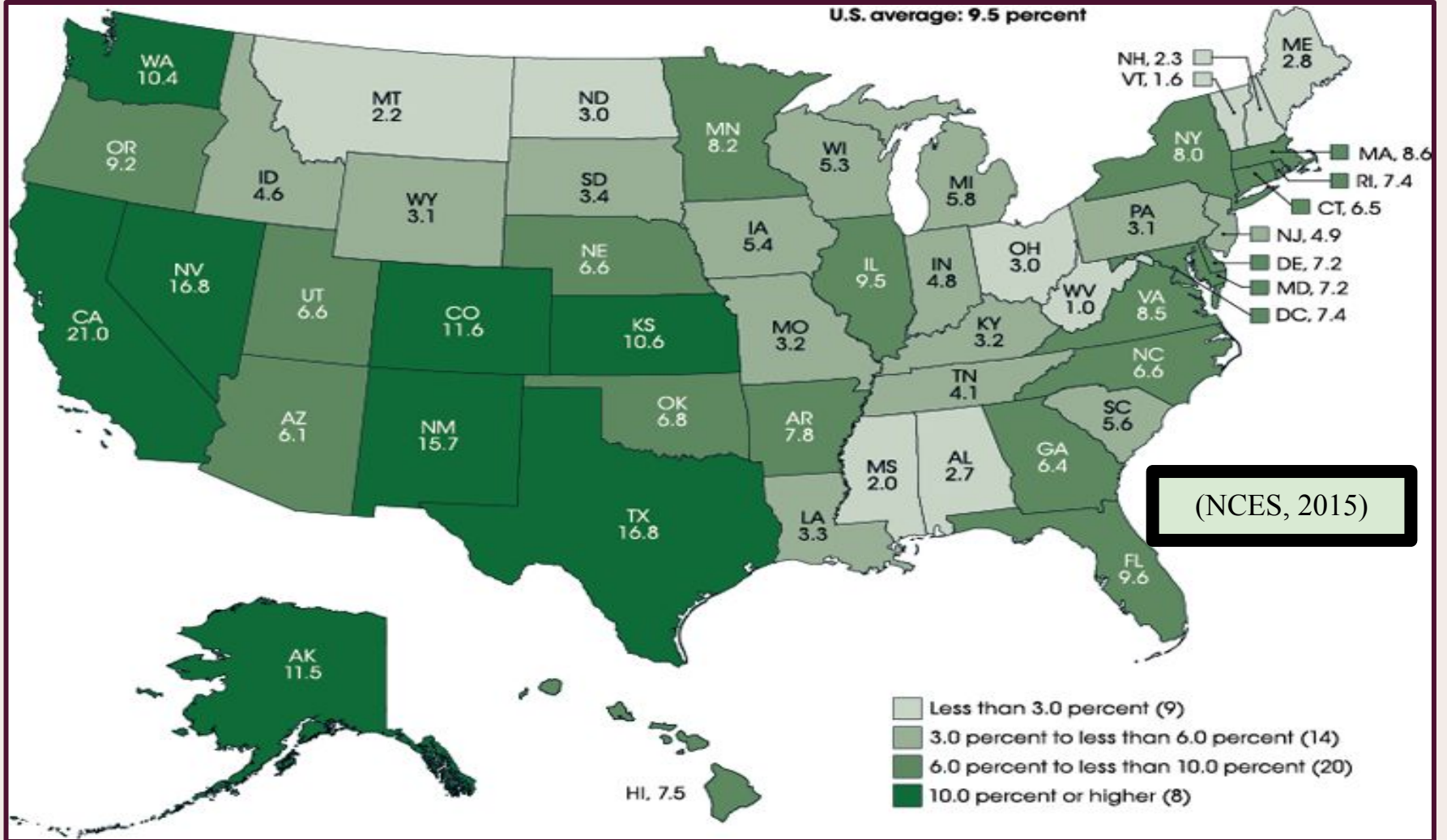
EL COURSE SCHEDULING
Practice, Implications, and Aspirations

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Background

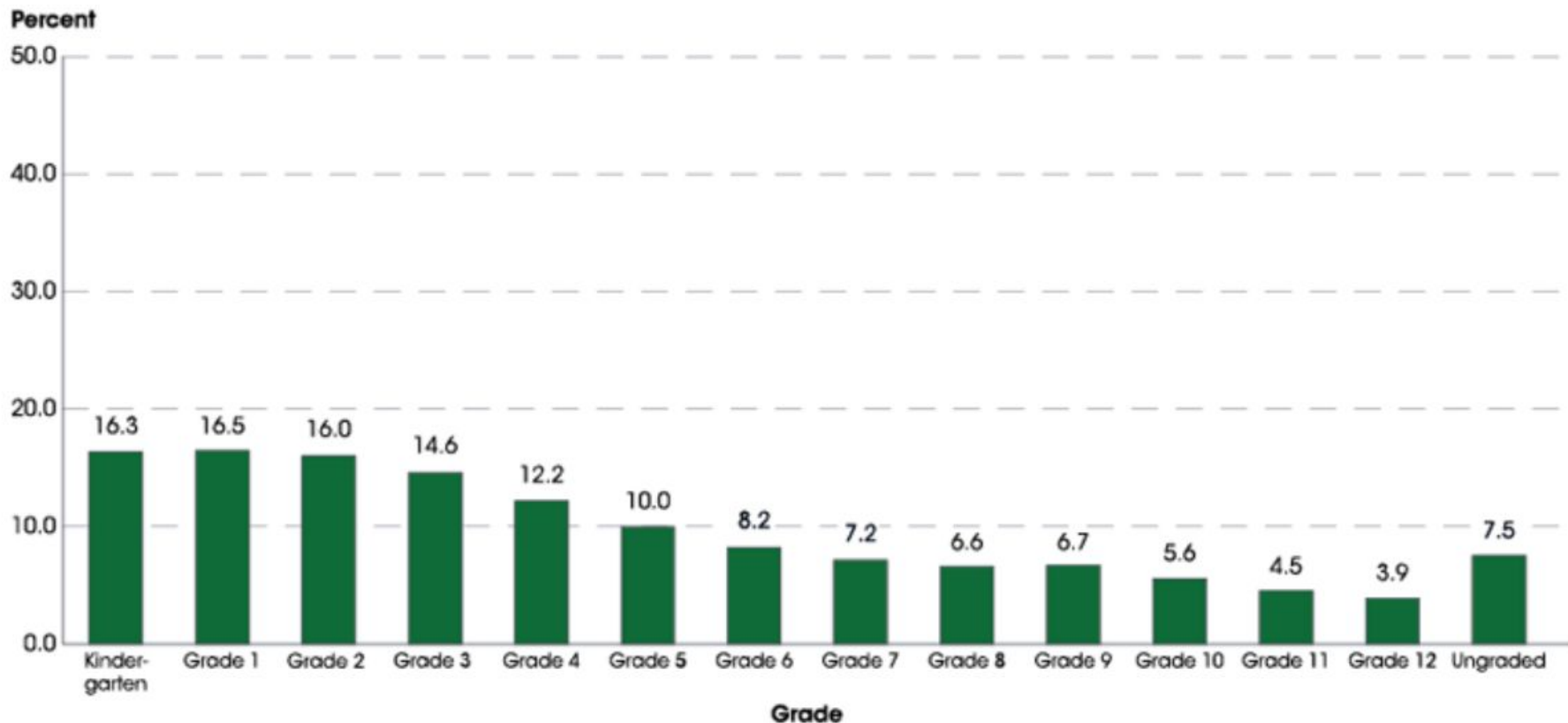
- ELs in the American educational system
- EL numbers (school year 2014–15, 9.5 percent nationally, 4.5 million students (NCES, 2015).
- ELs' education is affected by instructional and structural aspects of the education institutions.

U.S. average: 9.5 percent



(NCES, 2015)

Figure 3. Percentage of public K–12 students who were English language learners, by grade level: Fall 2015



SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 141, Data Group 678, extracted July 21, 2017; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2015–16. See *Digest of Education Statistics 2017*, [table 204.27](#).

Background of the Study

- Laws/policies: EL services (Lau v. Nichols, ESSA, OCR, US DoE, SEAs, and LEAs) (Casalaspri, 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!

More Scenarios

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,

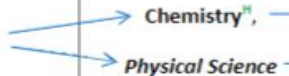








The counselors will speak to the students and inquire about their interest. They will place them in another elective.

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

Subject	Unit-Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English/LA	4	9 th Grade Lit/Comp	10 th Grade Lit/Comp	American Lit/Comp or AP Language ^H	British Lit/Comp or AP Literature ^H
Math	4	Algebra I or Acc. Alg/Geom A or Acc. Geom B/Algebra 2 ^H	Geometry, or Acc. Geom B/Algebra 2, or AP Statistics ^H	Algebra 2 ^H or Accel. Pre-Calculus ^H	Pre-Calculus ^H , Adv Math Dec Making ^H , Statistical Reasoning ^H , or AP Calculus ^H or AP Statistics ^H
Science*	4	Biology	 Chemistry ^H , Physical Science	Physics ^H /AP Physics 1 ^H Chemistry ^H , Env. Science, or Earth Systems	Human Anatomy ^H , Forensic Science ^H , Epidemiology ^H , AP Science ^H , or other approved 4 th science.
Social Studies	3		World History or AP World History ^H	U.S. History or AP US History ^H	Am Gov. (1 sem) or AP Gov ^H (year) and Econ (1 sem) or AP Macro ^H (year)
Health/PE	1	Health and Personal Fitness			
CTAE/Foreign Language/Fine Arts	3	Courses including at least 2 years of Foreign Lang** , and/or Fine Arts , and/or CTAE Advanced Foreign Language classes count for HOPE rigor criteria (i.e. Spanish II and beyond, French II and beyond, German II and beyond)			
Electives	4	Classes of choice including possibilities for additional academic courses***    			
Total Units	23				

*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 ^H

PATHWAY	1ST COURSE	2ND COURSE	3RD COURSE(S)
Animation & Digital Media	Introduction to Digital Media	Principles and Concepts of Animation	Advanced Animation, Game and App Design [^]
Audio-Video Technology & Film	Audio & Video Technology & Film	Audio-Video Technology & Film II	Audio-Video Technology & Film III [^]
Computer Science	Introduction to Digital Technology	Computer Science Principles* [^]	AP Computer Science*
Culinary Arts	Introduction to Culinary Arts	Culinary Arts I (Off Campus)	Culinary Arts II [^] (Off Campus)
Early Childhood Care & Education	Early Childhood Education I	Early Childhood Education II	Early Childhood Education Practicum
Engineering & Technology	Foundations of Engineering	Engineering Concepts	Engineering Applications
Entrepreneurship	Introduction to Business & Technology	Legal Environment of Business	Entrepreneurship
Nutrition & Food Science	Food, Nutrition & Wellness	Food for Life*	Food Science*
Therapeutic Services	Introduction to Healthcare	Essentials of Healthcare*	Allied Health & Medicine Emergency Medical Responder Patient Care Sports Medicine* (Off Campus)

***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, ...

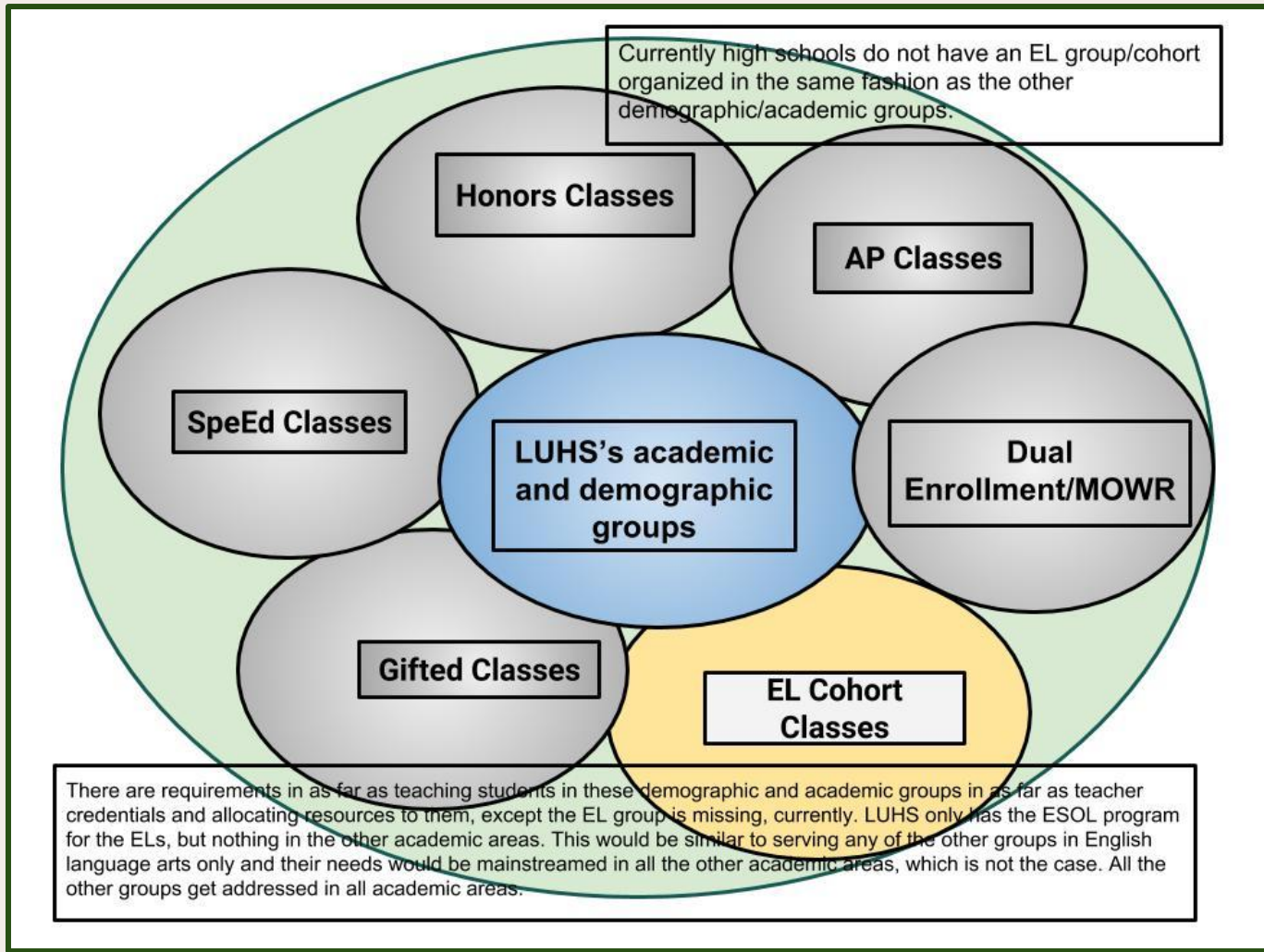
Aspirations: School Practice

- 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

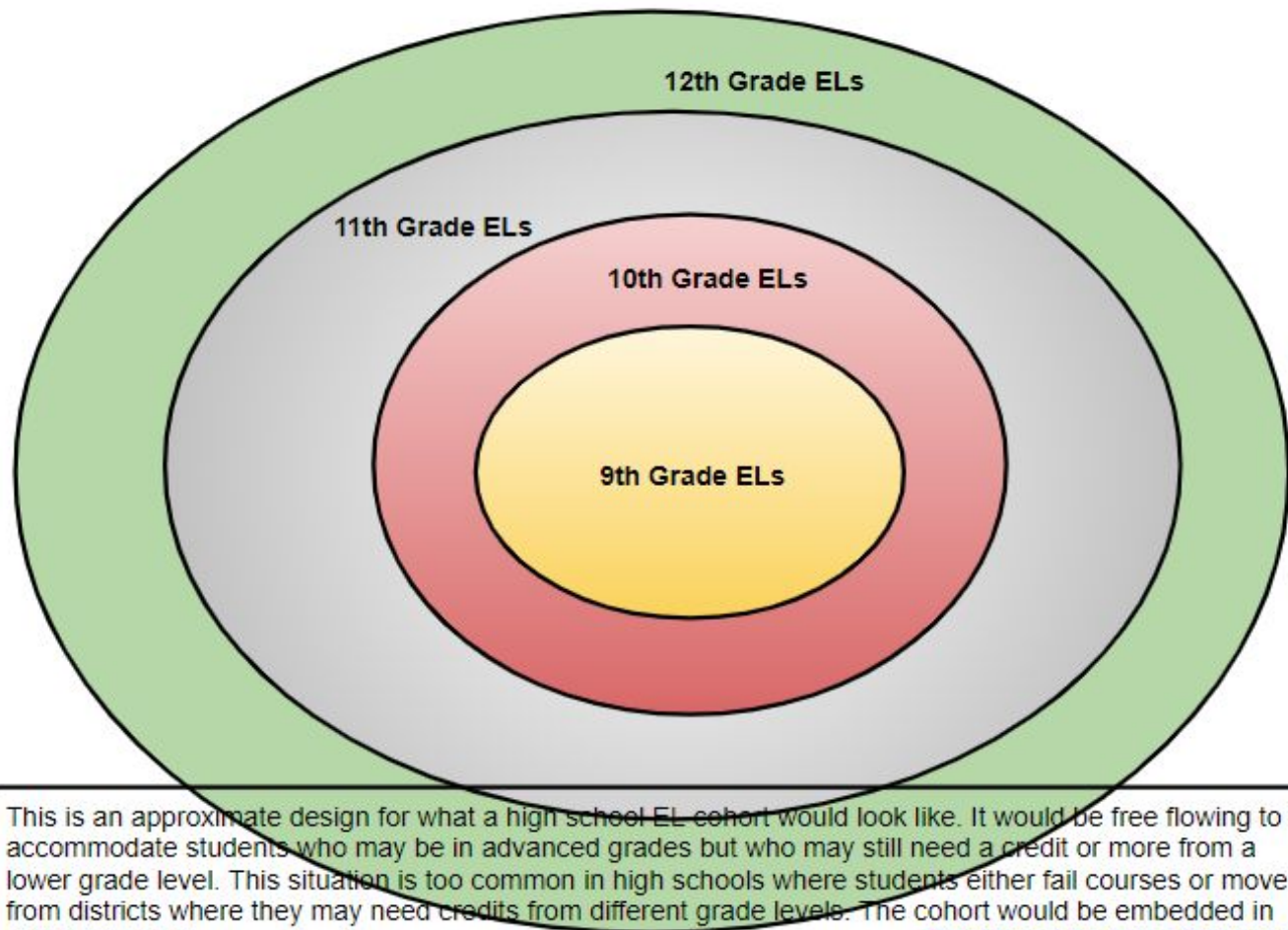
Aspirations: Student Benefits

- 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

High School Academic Groups



Open EL Cohort Design Model



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.

[MOWR PP](#)

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