**Template for a Comparison of the School Day and School Experience in five College and Career Academies and/or Linked Learning Pathways/Schools**

*Note: This template is provided in word format and is meant to be adapted to your own context. It might be used in a planning and design phase or possibly as part of a comparative analysis or assessment. Please adapt as needed.*

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| --- | --- | --- | --- | --- | --- |
| Name of  Pathway/  School/  District |  |  |  |  |  |
| Demographics *(student enrollment, % male and female students, % of free & reduced lunch students, % of ELL students, % of Special Education students, & additional information)* |  |  |  |  |  |
| When does the school day start? |  |  |  |  |  |
| Are there activities or a “zero” period before the school day starts? |  |  |  |  |  |
| When does the school day end? |  |  |  |  |  |
| Are there any “after school” credit-bearing courses? Other forms of extended/expanded learning that occur after school? |  |  |  |  |  |
| Are there staggered start and end times for some students and teachers? *(For example, the bell schedule may include eight or nine periods; however, students are only enrolled for seven periods – with some beginning at 7:45 a.m. and ending at 2:30 p.m. and others beginning at 8:30 a.m. and ending at 3:15 p.m. Similarly, the start and end time of the school day for some teachers may vary. )* |  |  |  |  |  |
| What type of bell schedule is used in your school/pathway? *(6-period, 7-period, 4x4, 7 period A/B, 8 period A/B, trimester, rotating block, modular, other)* And for how long has your school used this particular bell schedule? |  |  |  |  |  |
| How many instructional periods are there in a day?  \_\_ 3 periods a day  \_\_ 4 periods a day  \_\_ 5 periods a day  \_\_ 6 periods a day  \_\_ 7 periods a day  \_\_ 8 periods a day  \_\_ 9 periods a day  \_\_ Other. Please explain. *(Includes hybrid versions. For example, all 8 classes may meet 3 days a week w/ 2 other days involving 4 longer block schedule classes. Or morning classes may each be an hour in length with a 3-hour interdisciplinary lab – involving 3 content areas -- in the afternoon.)* |  |  |  |  |  |
| How long are standard instructional periods?  *\_\_100-120 minutes per course meeting*  *\_\_80-99 minutes per course meeting*  *\_\_60-79 minutes per course meeting*  *\_\_46-59 minutes per course meeting*  *\_\_40-45 minutes per course meeting*  *\_\_Other. Please Describe.*  NOTE: If your school has a mix of minutes per course meeting (45, 60, and 120, etc.), please describe. |  |  |  |  |  |
| Are instructional periods all the same length of time? If not, what sorts of variations are included? |  |  |  |  |  |
| Are there any double (or triple) period instructional classes? *(Such as science lab, art studio, humanities, interdisciplinary learning lab, etc.)* |  |  |  |  |  |
| Course length: What is the typical length/ typical term of an instructional course?  *\_\_4.5 week long classes*  *\_\_9 week long classes*  *\_\_12 week long classes*  *\_\_15 week long classes*  *\_\_18 week long classes* (4x4 block w/ students earning full year credit in each 18-week course)  \_\_36 week long classes (academic year long courses)  \_\_ Other/variations and/or mixes of course lengths. Please describe. |  |  |  |  |  |
| How many course credits (full year course equivalents) can a student earn in a school year?  6  7  8  more than 8 |  |  |  |  |  |
|  |  |  |  |  |  |
| Does a bell, buzzer, or chime “ring” at the end of each period? |  |  |  |  |  |
| Passing Periods: How much time do students have between classes? |  |  |  |  |  |
| What kinds of breaks do students receive (including a break for lunch, brunch, etc.)? |  |  |  |  |  |
| Do all pathway/ academy students share a common lunch period or does the pathway/ academy schedule include multiple lunch periods? If there are multiple lunch periods, please describe. |  |  |  |  |  |
| How long is lunch? |  |  |  |  |  |
| Pathway Program of Study:  What grade levels are included in the pathway/academy program of study? |  |  |  |  |  |
| Pathway Program of Study: How many pathway/academy courses are offered at each grade level? |  |  |  |  |  |
| Pathway Program of Study: Does the program of study include both academic classes and a CTE course at each grade level? |  |  |  |  |  |
| To what extent are pathway/academy students “purely” scheduled into pathway/academy classes? What % of students in each pathway class are identified/tagged as students enrolled in the pathway cohort? |  |  |  |  |  |
| To what extent are pathway/academy classes “blocked” to allow for the flexible use of time within the pathway/academy? |  |  |  |  |  |
| What percent of class time do pathway/ academy students spend in pathway-cohort classes each day/week? |  |  |  |  |  |
| Is there a homeroom or advisory period? If yes, how often does it meet and for how long? Is it linked to the pathway program of study? How is it used? |  |  |  |  |  |
| Is there any flex time (for tutorials, project work, self-directed learning, etc.) built into the daily or weekly schedule? |  |  |  |  |  |
| How are common planning time and/or collaboration time for pathway teachers (the pathway community of practice) built into the schedule? |  |  |  |  |  |
| How are whole faculty collaboration time and/or professional development time built into the schedule? |  |  |  |  |  |
| How is individual preparation time for teachers built into the schedule? |  |  |  |  |  |
| Where do opportunities for work based learning fit within the schedule? |  |  |  |  |  |
| Where do activities such as clubs and sports fit into the schedule? |  |  |  |  |  |
| What opportunities for Advanced Placement, International Baccalaureate, or other advanced courses are included?  *\_\_ Are they embedded within a pathway/s?*  *\_\_ Are they outside a pathway/s?* |  |  |  |  |  |
| Are there opportunities for dual enrollment?  *Yes/No?* |  |  |  |  |  |
| Are there opportunities for students to take online courses and/or hybrid classes *(partially online, partially face to face)*? |  |  |  |  |  |
| Are there other opportunities for extended/expanded learning? *(Twilight school, Saturday school, inter-session, community-based learning, etc.)* |  |  |  |  |  |
| Room usage: Are pathway/academy classrooms “clustered” in the same area of the school? (Does the pathway have contiguous classrooms?) |  |  |  |  |  |
| Room usage: Does the pathway have regular access to at least one large room that supports a pair or team of pathway teachers working with a larger group of pathway students? |  |  |  |  |  |
| Typically, what percent of students stay after school for extended learning or extra-curricular activities? |  |  |  |  |  |
| Other information regarding use of time and space within the pathway program of study: |  |  |  |  |  |