

## Alternative “Bell” Schedule:

Includes Examples from Big Picture/Met Schools And Brooklyn Generation High School/Generation Schools

### A SAMPLE BIG PICTURE STUDENT SCHEDULE

**MET EAST in Camden, New Jersey**

**Includes Learning Through Internships two days each week**

Typical Monday/Wednesday/Friday Schedule

Time	Monday	Wednesday	Pick Me Up
8:15 – 8:45	Pick Me Up	Advisory	Pick Me U
8:50 – 9:45	Advisory Reconnecting Goal Setting/Planning Academic Instruction	Advisory Goal Setting/Planning Literacy Groups Academic Instruction	Advisory Journaling Academic Instruction Planning
9:50 – 10:45	Academic Seminar Independent Work /1:1 Empirical Reasoning Quantitative Reasoning	Academic Seminar Independent Work /1:1 Empirical Reasoning Quantitative Reasoning	Elective
10:50 – 11:45	Academic Seminar Independent Work /1:1 Empirical Reasoning Quantitative Reasoning	Academic Seminar Independent Work /1:1 Empirical Reasoning Quantitative Reasoning	Physical Education
11:50 – 12:25	Lunch	Lunch	Lunch
12:30 – 1:25	Academic Seminar Independent Work /1:1 Empirical Reasoning Quantitative Reasoning	Academic Seminar Independent Work /1:1 Empirical Reasoning Quantitative Reasoning	Physical Education
1:30 – 2:25	Academic Seminar Independent Work /1:1 Empirical Reasoning Quantitative Reasoning	Academic Seminar Independent Work /1:1 Empirical Reasoning Quantitative Reasoning	Academic Seminar
2:30 – 3:15	Advisory Interest Exploration Learning Plan Update	Advisory Current Events Project Development	Advisory Reflection Class Meeting

On Tuesday and Thursdays, learning for MetEast students takes place through internships of interest in the greater community. Each student has an internship mentor who assumes a role as part of each student’s learning team. The internship includes each student completing a project that provides value and service to the hosting organization and/or mentor. The Learning Through Internship Coordinator, the Student’s Advisor and/or seminar leaders travel to internship sites and help facilitate student learning; they also meet with the student about her/his internship and learning plan. With variations of rigor, the same structure applies to all grade levels at MetEast

### Internship Sample Schedule

Time	Tuesday/Thursday
8:15 – 9:00	Check In/Advisory Travel to Internship Check in with Advisor & Mentor Set Goals for the Day
9:00 – 12:00	L.T.I. Work Project Development Plan Meeting/Interviews Schedule Shadow Days
12:00 – 1:00	Lunch
1:00 – 3:00	L.T.I. Work Project Work Complete Site Duties 1:1 Meeting with Advisor
3:00 – 3:15	Advisory Travel from Internship Progress Assessment

“Pick Me Up (PMU) is welcoming to the school day. It is a chance for the entire school community to assemble and share, get ideas, learn new things together, try new activities.” PMUs set the tone for the day and occur on Mondays and Fridays for approximately 30 minutes.

**Advisory** - A diverse group of students are grouped with an advisor. There are approximately 15 students in each advisory and the advisory cohort collaborates on projects, discussions, team building, and other activities.

**Independent Work Time (IWT)** – Each student works at her/his own pace to complete tasks and projects related to interest exploration, her/his Learning Through Internship experience, the advisory, skill building, and Academic Seminar.

**Learning Through Internships (L.T.I.)** are considered the foundation of personalized learning at Big Picture/MET schools. These internships include adult mentors from the host organization.

**Learning Plans:** Each student works with her/his Learning Team (advisor, parents, internship mentor, etc.) to develop a Personalized Learning Plan. This plan is maintained on a web-based storage system and updated every 8-10 weeks. The Learning Plan answers the following questions: How are the learning goals addressed through the work? What authentic work is planned? What will be the products? How will the work be academically rigorous? What adults and resources will be available to help guide the student? When and how will the student proceed with the work? When and how will the student check in with the advisor? How will the work be assessed at the student’s exhibition of learning?

**Authentic Assessment**

Students document all aspects of their research and projects in portfolios. Each student defends her/his work in hour long exhibitions at the end of each quarter. A student’s advisor, parent(s), mentor, and peers comprise the exhibition panel.

Each student also receives detailed multi-page narrative commentary from the advisor. These align with the students learning plans and connect with learning goals.

**Quantitative Reasoning (QR) and Empirical Reasoning (ER) Seminars** occur at least three times a week. Each seminar is led by a teacher who helps to align student projects and work with Common Core Standards.

**Advisors:** Teachers at the Big Picture High School are called advisors and are responsible for the educational experience of their advisees. Advisors help to manage each student’s personal schedule and Learning Plan and act as direct contracts for both the internship mentors and parents/families. Advisors do not teach formal classes, but are integrally involved in the learning process for each of their advisees. Advisors document student progress on the Learning Goals through narrative assessments.

**Parent/Family Engagement:** At least one parent or guardian or supporting adult must be part of each student’s Learning Plan Team, which meets four times a year.

**THE MET SACRAMENTO HIGH SCHOOL**

Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:00	PMU in PMU room	Students at Internships	PMU in Advisory	Students at Internships	PMU in Advisory

9:00 – 10:00	Workshop 1		Workshop 1		Workshop 1
10:00 – 11:00	Workshop 2		Workshop 2		Workshop 2
11:00 – 12:00	Advisory/ English		Advisory/ English		Workshop 3
12 noon – 12:30 p.m.	Lunch		Lunch		Lunch
12:30 – 1:30	Advisory/English		Advisory/English		12:30 – 1:30 p.m. Advisory/ English
1:30 – 2:30	Advisory		Advisory		1:30 – 2:00 KMO
2:30 -3:30	Workshop 3				
3:30 p.m.	Dismissal				2:00 pm Dismissal

**Advisories at Met Sacramento:**

“Starting in 9th grade, students are organized in advisories, groups of roughly 20 students from the same grade level and led by an advisor (or teacher), who stays with them for all four years of high school. The Advisor, unlike a traditional teacher, guides each student's learning in every academic area and helps the group develop a strong sense of trust and teamwork. She/he is a coach, pushing students to achieve their greatest academic potential as well as their character and leadership skills. Throughout their four years together, an advisory becomes very close and its members often refer to it as a family.” – Source: Met Sacramento HS website

**San Diego Met High School**

San Diego Metropolitan Regional Career and Technical High School is la public, college-preparatory high school located on the San Diego Mesa Community College campus. San Diego MET High School operates as an Early College High School. “Students earn attendance credit through independent study contracts. Three days per week students are engaged in academic study on campus, the other two days each week are spent in Learning Through Internships (LTI) programs. In addition, students present four exhibitions a year in which they demonstrate how they have mastered the content standards and integrated the five learning goals through their academic work and internships. The five learning goals are Communication, Empirical Reasoning, Quantitative Reasoning, Social Reasoning, and Personal Qualities.” – from San Diego Met High School Website

## **BROOKLYN GENERATION SCHOOL GENERATION SCHOOLS**

See <http://www.brooklyngeneration.org> AND  
<http://www.Generationschools.org>

Brooklyn Generation School opened in 2007 as part of a restructuring of the former South Shore High School in Brooklyn, New York. The school serves Canarsie, East Flatbush, and the remaining neighborhoods.

Students at Brooklyn Generation take three types of courses:

**Foundation Courses** – Every day, students take two 85/90-minute Foundation Courses. Foundation Courses involve standards-based, integrated curriculum and are taught by a team of up to four teachers. The teams include experts in the content area and experts in special needs or ELL instruction. Learning involves thematic units and project-based approaches. Each Foundation Course teaching team also shares common preparation time every afternoon. This daily common planning time enables the staff to continuously debrief, focus on instructional goals, assess students’ progress, and collaboratively plan. This shared work time allows teachers to integrate critical data analysis into planning. In addition, all faculty members receive training in second language acquisition and differentiated instruction.

A recent publication from Generation Schools includes a chart that graphically represents the Foundation Courses:

Humanities + English + Language Arts + History + Social Studies	STEM + Science + Technology + Engineering + Math
90 minutes	90 minutes

**Studio Courses** – Every student attends three or four Studio Courses every afternoon and each Studio course is approximately one hour in length. Studio courses include additional required courses, electives, and some “mandated services” for ELL and Special Education students. Art, music, foreign language, fitness/physical education, science, technology, remediation and enrichment are all included in Studio Courses. Typically, each studio course lasts six to eight weeks; however, foreign language and science courses are designed to build on previous courses and usually encompass a full year of study.

**Intensive Courses** – Twice a year for a month at a time, all students participate in intensive, rigorous, credit-bearing courses that are modeled after university intersession programs. Intensive courses are designed to provide students with “life-changing college and career readiness experiences.” Since the school year at Generation Schools is 200-days in length, the inclusion of intensive courses allows more opportunity for deeper learning. According to the Generation Schools website, “the city becomes the classroom: students explore a wide variety of college campuses, corporate boardrooms, community organizations, and public services.” The intensive courses often include job shadow opportunities as well. The teaching team for the Intensive Classes includes a guidance counselor and a team of certified teachers who rotate to each grade level throughout the year.

Sample Intensive courses described by Generation Schools include:

- Building Champions: Sports management, health, wellness, nutrition
  - Is There a Doctor in the House?: medical, bioscience, pharmaceutical, veterinary
  - iRobot: Engineering, software development, IT
  - CSI: law, forensics, public safety
  - Powering the Future: conventional and green energy
  - Says Who?: mass media, journalism, web design, social media
  - Lights! Camera! Action! : arts and creative industries
  - Design Build: construction, real estate, development, architecture
  - The Customer Experience: Hospitality and entertainment
  - Money Matters: financial literacy
  - Good Works: public sector, education, human services
  - World Perspectives: languages, diplomacy, international relations, travel
- Source: “Linking Learning to Life: How Expanded Learning Time Creates the Opportunity for College and Career Readiness Programming” – Generation Schools Network

### School Calendar

Students 200 Days (INT = Intensives for students)

Grade	July	Aug	Sept	Oct	Nov	Dec		Jan	Feb	March		April	May	June	
9 <sup>th</sup>	Full Sch. V A C A T I O N							INT					INT		
10 <sup>th</sup>				INT						INT					
11 <sup>th</sup>						INT							3 week INT		
12 <sup>th</sup>				1 week INT end of Sept						IINT					

Teachers – 180 days spread over a longer school year

Teachers have vacation in July and for three weeks in August. They also have two separate four-week breaks throughout the school year, consisting of 3 weeks of vacation and one week of team planning and professional development. Typically, these breaks align with the time that grade level cohorts of students are engaged in Intensive courses.

\*\* Note: According to Generation Schools, “a side agreement with the United Federation of Teachers in New York and an Innovation Plan in Colorado allow for this schedule.”

Other innovations at Generation Schools include:

- Nearly 90% of full-time professional staff teaches classes. Staff members are engaged in dual roles and provide many of the necessary non-teaching services.
- All teachers work the same number of days as teachers in a typical public school – “just not at the same time.” Thus, students have a 200-day school year and teachers have more than 20 days of professional development each year.
- According to Generation Schools, “to expand the day – We trade “time for time.” ...”We offset longer school days with somewhat shorter training days ....so it does not cost more.”

*We will continue to update the bell schedule resources in the CCASN Master Schedule Guide. If you are aware of a bell schedule that supports student learning and achievement and includes innovations in the use of time or know someone we should talk with about a particular District or school bell schedule, please share your bell schedule examples and resources with Patricia Clark ([patricia510@gmail.com](mailto:patricia510@gmail.com)) and/or Phil Saroyan ([jp9@jps.net](mailto:jp9@jps.net)) from the College and Career Academy Support Network at the University of California Berkeley, Graduate School of Education. Thank you.*