

INTRODUCTION TO BELL SCHEDULES

- *Is there an appropriate number of subjects for high school students to be enrolled in each day/term/year? Is there a relationship between the number of classes for which students are responsible and their success in those classes?*
- *Is there an appropriate number of teachers for high school students to see each day/term/year? Is there a relationship between student behavior, student achievement, and a “sense of belonging” AND the number of teachers a student is assigned to during a day/term/year?*
- *Are some bell schedules better than others in supporting the scheduling of pure pathway student cohorts in an interdisciplinary program of study?*
- *Are some bell schedules better than others in supporting common planning time for the pathway community of practice/teacher team?*
- *How many students should a high school teacher see/work with each day/term/year? Is there a relationship between how well a teacher works with students and the number of students assigned to a teacher?*

In 1906 the Carnegie Foundation decreed that 120 hours in one subject would be the standard time unit to measure credit earned in secondary schools. The Carnegie Unit, which still exists, was established as the structure around which schools would organize and deliver curriculum. Most schools adopted a schedule of classes meeting four or five times a week for 40 to 60 minutes, 36 to 40 weeks a year. This structure reflected the “Industrial Age” model in which students were sorted according to perceived abilities, and school was not open during the summer so that students could work.

Most high schools still use the Carnegie Unit as the basis for organizing curriculum, awarding credit, and moving students toward graduation. However, the number of credits required for high school graduation, and the way credits are counted, varies greatly from state to state.

These bell schedule resources include examples of and variations on over a dozen different bell schedule models. Our goal is to provide you with resources and choices. All the options allow an early release or a late start for students to accommodate teacher collaboration. Most support the inclusion of a student advisory.

In a world where hybrid classes, flipped classrooms, and distance learning are becoming commonplace, bell schedules are continually evolving. You

can find other examples on the internet and through the master schedule bibliography that is part of the CCASN Schedule Guide.

May all our schools be places where learning is the constant and our use of time supports students and their learning.

Please see the extensive collection of Bell Schedule examples in the Resources section under Resources for Stage 1.

These include:

2x2 plus 4x4 bell schedule

3x5 Trimester Schedule

4x4 Block bell schedule

5 period bell schedule

6 period bell schedule

7 period bell schedule

8 period + bell schedule

75-75-30 and variations

Block Schedules

Flex Time_Flex Period

Four-day school week

Hybrid bell schedule

Learning Complex/ Multiple Bell Schedules

Modular Flex Schedules

Rotating Classes Schedules

Deciding on a Bell Schedule (Process and Comparisons)

State/District Policy regarding student instructional hours and bell schedules

Tools: Bell Schedule – Excel Tool

Bell Schedule Instructions (PowerPoint)

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) and/or Phil Saroyan (jp9@jps.net) from the College and Career Academy Support Network at the University of California Berkeley, Graduate School of Education.

Thank you.