Adding DCL Time to a Single Class

No change to traditional timetable, single teacher, single class adaptation.

1 Teacher

Two Courses

One teacher teaching two courses integrated by subject matter in a double block of time.

- Needs to be a necessary shift in teacher practice, not just 2 courses.
- Inquiry focus, with personalized options for assignments.

Two teachers teaching two courses integrated by subject matter in a double block of time, ideally providing prep time in alternate blocks during the shared class.

*Option to provide a ½ block course such as Work Experience, Independent Directed Study.

(Accordance to David Truss, with Inquiry Hub Teachers, John Sarte & Alan Soiseth: http://pairadimes.davidtruss.com/creating...

Flex Block Model

Timetable adapted to provide clearly defined time for students to be self-directed.

Semester 1 Semester 2

Course 1 Course 2

Course 3 Course 4

Course 5 Course 6

Course 7 Course 8

Course 1

Course 2

Course 3

Course 4

Course 5

Course 6

Course 7

Course 8

LUNCH LUNCH LUNCH LUNCH LUNCH LUNCH LUNCH LUNCH

Semester 1 Semester 2

Course 1 Course 2

Course 3 Course 4

Course 5 Course 6

Course 7 Course 8

Course 1

Course 2

Course 3

Course 4

Course 5

Course 6

Course 7

Course 8

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Flex time can also be provided to integrate learning connected to specific courses for additional credit, such as an Independent Directed Studies.

Students do not necessarily need to connect with the specific teacher in their previous block, but credit for work on self-directed projects might require a teacher mentor.

* More immersive than a full program

DCL - A School Within A School Model

A school within a school model. Students are removed from the traditional schedule.

Semester 1 Semester 2

Course 1 Course 2

Course 3 Course 4

Course 5 Course 6

Course 7 Course 8

Course 1

Course 2

Course 3

Course 4

Course 5

Course 6

Course 7

Course 8

LUNCH LUNCH LUNCH LUNCH LUNCH LUNCH LUNCH LUNCH

A full program that can run completely independently of the regular timetable but can also take advantage of courses such as electives, which are challenging to provide in a ½ day program, or if it were a summative program like Inquiry Hub is currently run. Teachers can be fully dedicated to the program, or they can have a teaching program which also has courses in the regular schedule as well.

*Potential for the block scheduling to interfere with the flexible school schedule when programs intersecting conflicts with elective option times.

Flexible School Schedule Designed Around Time to Dream, Create, Learn

An entire school designed to support flexible, self-directed, cross-curricular learning.

A student does not have a program defined by courses in a traditional block schedule. Students might still be grouped into teams or school within a school programs around their interests, but not necessarily by their grade levels. Teachers would have scheduled times when they would support passion projects and theme-based learning challenges designed by teachers in different content areas. Learning commons provide support in different content areas. Students get support developing not just content related competencies, but also core competencies.

*It is a shift in practice, with a focus on personalization and dedicated time for students to self-direct and gain time to follow their own interests to make the changes in a traditional timetable worthwhile... the schedule is important, but so are the alternative learning opportunities.