RESEARCH OF SCHEDULING IMPACT ON STUDENT ACADEMIC PERFORMANCE

by

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A Paper

Submitted to the

Graduate Faculty in Partial Fulfillment of

The requirements for the Degree of

MASTERS OF SCIENCE IN

AGRICULTURAL EDUCATION

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Major Advisor

UNIVERSITY OF WISCONSIN-RIVER FALLS

2015

ABSTRACT

The purpose of this study was to identify the academic performance of students based on their current schedule. The study sought to find out what types of schedules are currently in use, the current state data available for school with different schedules, and what teachers and staff see as major benefits and challenges of schedules available.

This research was conducted through the use of the Wisconsin Department of Public Instruction's District and School Report Cards website and an online survey tool. In total, 52 teachers, instructional support specialists, and principles from two different schools were sent an email invitation and explanation to participate in the survey. The survey consisted of both closed and open-ended questions. These questions sought to determine teaching experience and whether a teacher taught in block schedule, traditional schedule, or both. It also sought out the opinions on the advantages and disadvantages of the block and traditional schedule.

Results of this research indicate that there is very little difference in academic achievement in the modified block and traditional schedule, although both schools used were both academically below the state average scores in reading and mathematics. The participants surveyed indicated to the advantages of the block schedule include smaller class sizes, longer periods to complete lab exercises, an increase in homework completion and turn in ratio, and a feeling a being more prepared for the lessons because fewer classes need to be prepared for. Some of the disadvantages include planning for double the amount of material for each class on a daily basis and the amount information that is covered in a short span of time. The participants surveyed indicated the advantages of the traditional schedule included offering a wider range of class options and the classes are then being taught year long, which allows for more content contact before the various state testing. The survey responses also indicated that some educators felt a traditional schedule led to larger class sizes and teachers preparing for multiple classes every day. This project did not uncover enough evidence to recommend one schedule over the other.

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INTRODUCTION

Many schools and teachers in today's society are being "evaluated" on teaching standards, student learning objectives, testing results, and school report cards. The school district that I am employed at created a committee to determine student academic performance based on schedules. As a committee member, I wanted to use the information and data that we had gathered and apply it towards my degree project.

There is research that shows how block scheduling is the way to go for optimal student performance. In the *Trends and Issues of High School Scheduling,* Rettig (n.d.) stated that many schools have switched to block scheduling to improve school management and to allow time for students to reach higher level of thinking Rettig, M. D. (n.d.). Barker, Joireman, Clay, and Abbott (2006) stated in *Schedule Matters: The Relationship between High School Schedules and Student Academic Performance,* that block scheduling allows for less distractions since there are fewer passing times during any given day. They continued to write that at the same time, there are projects and papers that state an 8 period day will have the most positive impact on student performance. It was also stated the advantages of a 6-8 period day would be the daily meeting with students. O'Brien (n.d) stated in *"Key Lessons: What research says about reorganizing school schedules"* that those students who participate in block scheduling score low on exams based on block scheduling being used for time on task preferences.

I have been teaching for four years in the same school district. This district teaches in a block schedule. While I was in high school, my class schedule was an 8 period day. This difference in class schedules is what leads me to want to complete research on student academic performance. For my project, I used 2 different school districts that have

different schedules for their students. The School 1 uses an 8 period day where the School 2 uses a block schedule for the high school. School 1's schedule has 4-50 minute periods before lunch and then 3-50 minute periods after lunch. School 2's modified block schedule consists of three, ninety-minute periods (1st Block, 2nd Block, and 4th block,) and two forty-five minute periods or skinny's that are spaced around lunch (3a and 3b). A specific example of the increased options for student learning is in the English Department. Students at School 1 have the option to take 3 credits from any of the 22 half credit options. They are required to take a 9th grade English class that is 1 credit and need to have a total of 4 credits of English to graduate. The students that are enrolled at School 2 do not have that option. They are only able to take English 9, 10, 11, and can choose between English 12 and College Prep English as a senior.

I specifically wanted to study academic performance of students taught in an 8 period day compared to those students who are enrolled in a school district that teachers in a block schedule (School 1 vs. School 2). As the state and national education standards change, I want to be able to say we are providing our students with the best options to succeed academically.

PURPOSE

The purpose of this study was to determine student academic achievement based on scheduling. The research done in this study may assist the school district I am employed with to develop a greater understanding of student performance in various schedules. The data for this project was two fold and will be gathered from two different school districts. The first part of data collected was obtained from the Wisconsin Department of Public Instructions School Report Cards and data collected by DPI from State Test Scores. The

second part of the data was to obtain personal perceptions and opinions of an 8 period day and a block schedule using a survey given to the teaching staff of the two different schools. Quantitative and qualitative data was analyzed to answer the question of which schedule provides high academic success of students. It was expected that the data would lean in favor of the 8-hour day schedule to achieve higher academic success of the students. With the push towards having more challenging classes (i.e. Advance Placement, Dual Credit, and College Level) that prepare students for college, a wider variety of classes would need to be offered in order to support this expectation. I hoped to find answers about student academic performance based on the type of schedule they are enrolled in. I hoped to provide the school district I am employed by these answers to help them come to a conclusion about where to take our schedules in the future for the most success with our students.

LITERATURE REVIEW

There is research that shows how block scheduling is ideal for optimal student performance. For instance, Rettig (n.d.), in the *Trends and Issues of High School Scheduling*, states that many schools have switched to block scheduling to improve school management and to allow time for students to reach higher level of thinking. Baker, Joireman, Clay and Abbot (2006) stated in *"Schedule Matters: The Relationship between High School Schedules and Student Academic Performance,"* that block scheduling allows for less distractions since there are fewer passing times during any given day. At the same time, there are projects and papers that state eight period day will have the most positive impact on student performance. Rettig (n.d.) also states the advantages of a 6-8 period day would be the daily meeting with students. O'Brien (n.d.) stated in *"Key Lessons: What research says about reorganizing*

school schedules" that students who participate in block scheduling, score low on exams based on block scheduling being used for time on task preferences. The following literature review demonstrates and supports data collected on student academic performance in a seven period day versus a modified block schedule.

Baker, Joireman, Clay and Abbot (2006) designed a study regarding what the best schedule for high school students in Washington State was. They wanted to find a relationship between high school schedules in Washington and the academic achievement as measured by the Washington Assessment of Student Learning. The results that they found were as follows: students in the eight period days and modified block performed the best (Baker et al.). The researchers found that the 4x4 and A/B alternating block were lowest performing. The conclusion of this study was that the variables were limited so that means there may be a number of additional influences affected in this study (Baker). They concluded that school districts should take into consideration all of the stakeholders when determining whether to change their current schedule.

Next, O'Brien (2013) discussed what research stated about reorganizing school schedules. She elaborated that increasing instructional time has lots of common sense appeal as a mechanism for raising student achievement. She reiterated that extra time only makes a difference if it is used appropriately. The term she used to enhance this topic is was "student's time on task". O'Brien writes that researchers have found that younger students (kindergarten especially) benefit more from full day learning than those attending half day. She explained that there are mixed achievement results with the 4x4 block schedule and students often scored lower compared to those in traditional 7 periods and other block configurations. O'Brien elaborated that block schedules can be used to extend extra time to

struggling students by allowing them to double up in math or English. A block schedule will make it easier for teachers to adjust teaching to accommodate students' needs (O'Brien).

Papadakis (2007) compared two groups of students each of which had a different physics schedule – one group in a 50-minute class meeting every day and the other group met every other day for 100 minutes. In addition to the test scores of both groups, she also conducted surveys of the students, had them answer essay questions, and interviewed them (Papadakis). The recommendation that she has for teachers is to be fully aware of how the students learn within their classes. She also recommended that teachers should have break periods in the block classes to help student attention spans (Papadakis). She discussed the limitations of her study being the size of the experiment and it only being 30 students was somewhat small. She believed that a larger sample size would provide more information (Papadakis).

Rettig (n.d.) discussed in the "Trends and Issues in High School Scheduling" on school time issues and how that time should be allocated. Rettig elaborated on the factors influencing achievement are school, teacher, and the student. He defined the opportunity to learn as the extent to which the school ensures that the specified curriculum is being followed and that the curriculum includes content on which student achievement is assessed (Rettig). Rettig also defined time as the amount of time the schools dedicate to instruction. He continued explaining the criteria for comparison of schedules and explaining what various schedules are out there as well as the advantages to each (Rettig). He discussed some of the mistakes that school make when a new block schedule is implemented. Some of these examples include flawed decision making process, poor preparation for teachers, unclear goals, poor schedule decisions, budget concerns, and a lack of rigorous formal evaluation. He

concluded there are many options available for schools to take and administration needs to take everything (staff, students, cost, and community) into consideration when determining where to go with their schedule. This is another article that summarizes how using the stakeholder's opinion to help determine what is best for the school. School administrators can create surveys that ask questions about the schools schedule and how it impacts the community.

The next article Schultz (2011) researched on the block schedule versus the traditional schedule in high school classrooms. She has found that this research suggests that there are benefits and negatives to both schedules, without a majority of conclusive evidence to support one schedule over the other. Her research found that most research focuses on quantitative data to demonstrate the success of the schedule, with less focus on qualitative data in the form of perceptions, opinions, and feedback from students and teachers learning in these schedules. Her project examined the personal views, and resulting perceptions of educational success, of the block schedule through survey responses from students and teaching staff at two Wisconsin schools located near Madison, WI (Schultz). The results that Schultz received were that the majority of the participants in her surveys were in favor of the block schedule. Schultz analyzed the data on the benefits and negatives in regard to the block schedule. She found that similar topics and ideas were mentioned in the categories of the questions asked. She concluded that research and data collection at the specific school would need to be done to take further action. This is another quality article that shows data taken from surveys on how the opinions make a difference on student achievement. Although the research only uses the opinions of the teachers in both schools used, it could be broadened to include the students and parents in the school district.

Wanat (2007) researched the advantages and disadvantages of block scheduling and if it is more effective when being compared to the traditional scheduling system. He provided his results to his administration to determine whether block scheduling is beneficial at Adams-Friendship High School. He described many important reasons to complete this study including the concerns of the school, the newness of block scheduling, increase of interaction, increased teacher planning time, community involvement, and budgeting/staffing concerns (Wanat). He had some limitations such as, teachers employed during the 2006-2007 school year, resistance to change, retirement, and voluntary involvement (Wanat). He analyzed teacher's perceptions to block scheduling and concluded that students and teachers need more time to accomplish instructional strategies and curriculum (Wanat). I enjoyed reading this article simply because I know a few teachers from here that were involved in this report and can continue my questions here if need be. It is interesting to see how my peers in the Agricultural Education sector evaluate the schools they teach at and how they would try to help the education of their students. This article showed me that students all over are struggling and that every school district should be doing whatever they can to make sure quality learning is taking place in every classroom.

The overall summary from the six articles leads me to believe that there is indeed a need to examine which schedule enhance student learning. There are many factors that need to be considered when using a block schedule. Many of the articles I used for research suggested there is no real difference or data that shows a seven period day works better than a block schedule. Having said that I believe that the way the teacher instructs the students has a major impact as well as the way students learn. Some subjects are good to have only for 50 minutes, while others, need the entire 90 minutes to enhance learning the material.

I agree with Baker (et al) (2006), school districts should take into consideration the stakeholders before a final decision is made. Community members may not be in favor of something, but they sure do like to be involved in the planning process. If a survey or form was delivered to allow community input to be given it may go a longer way for support in the future than if the community was informed a school district is doing this with no questions asked. Of all the articles I found, the article written by Papadakis (2007) was the first that showed actual data and students being used to test an idea. It showed a way to accommodate students who are in block scheduling and how she changed her teaching style to enhance the learning in 100 minutes.

Like I said in my introduction summary, I feel that schools should first look into how to change the style of teaching to improve student learning before uprooting a schedule that the students are accustomed to. Being the devil's advocate though, at the school I teach at, students coming from the Junior High are thrown a curve ball because they are coming from an eight period day to a block schedule. It might benefit our students better if we continue the seven or eight period day throughout the junior and high schools. But student achievement comes down to how the teachers are presenting their curriculum.

METHODOLOGY

This paper focuses mainly on the data analysis of the school report and the WKCE testing scores posted by DPI. Survey results from teacher participation helped to know how teachers feel about block scheduling. Both qualitative and quantitative data were collected to determine participant scores, demographics, opinions, perceptions and feelings of success in relation to scheduling that is being taught and learned in. The quantitative data was collected on the School 1 and School 2 School District's report cards and WKCE testing scores, while

qualitative data was in the form of opinions, perceptions, and personal comments collected during the survey of School 1 and School 2 teaching staff and instructional support specialists.

Subject Selection and Description

Information and data from two rural schools in Wisconsin were used in the winter of 2014. One school utilizes a block schedule (School 2), while the other uses an 8 period day schedule (School 1). Although, School 2 is slightly larger than School 1, the general demographics of the schools are similar and the schools are located less than 15 minutes apart.

The study also included twenty-seven teachers and instructional support specialists who are employed by the School 1 and twenty-five teachers and instructional support specialists who are employed by the School 2.

Data Collection and Analysis

In the winter of 2013-2014, a survey (Appendix) was created as a measuring tool. A cover letter/email was sent to explain the purpose of the survey and it explained the purpose of the study. The survey was completed through Google Forms and was asked to be completed by the given date. Teachers were to complete the survey within ten days. In total, there were thirty five (sixty seven percent) surveys completed. Of these participants, fourteen (forty percent) were male and twenty-one (sixty percent) were female. These numbers did not indicate that race or ethnicity played a role in this survey, nor were there any large differences in preferences or responses based on male and female participants. My UWRF IRB form was submitted and approved, with an IRB Protocol Number of H2015 - T113.

Limitations

A major concern was receiving an appropriate amount of surveys from the teachers of the two schools. It was very easy to share my concerns with the staff that I work with, especially since there were all interested in the findings. To ensure that I received surveys from School 1, I spent some time talking to all of the School 1 teachers explaining the purpose of the survey that would be administered. The administration from both schools were very supportive of the teachers setting time aside to help me with the surveys for my graduate class research as well as the advancement for the students in School 2.

A second concern was teacher bias about scheduling perceptions. Some teachers are very opposed to an 8-hour day schedule because of smaller lab time. There is no way to control the feelings about scheduling difference, but I did ask the teachers to answer truthfully and respectfully, so their answers could be used in the data collection process.

The final concern was receiving detailed responses on the survey. During many in-service meetings, teachers often voice their concerns that we do not get enough time to work in our classroom or we are working our SLO's, PPG's, and PDP's. By asking them to complete one more thing, it is adding a burden to shoulders. They may not take the time to answer the questions completely because they have a student to help or another meeting to go to.

RESULTS

Results for this study come in two forms. The first form is analyzing data using the 2011- 2012, 2012-2013, and 2013-2014 School Report Cards for School 1 and School 2. The Wisconsin School District Performance Report from 2011-2012, 2012-2013, and 2013-2014 was also used. These reports were found on the Wisconsin Department of Instruction Website. On each the School Report Card, each school is compared to the State Average in Wisconsin

Student Assessment System Percent for reading and mathematics. Below you can see the reading and mathematics data from both School Report Cards, along with the State's Average Score for the three years analyzed.

Table 1

Percent of Students Scoring Proficient of Advanced

Year	School 1		School 2		State	
	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics
2011-2012	26.3%	28.9%	27.6%	33.9%	36.0%	48.3%
2012-2013	33.3%	23.3%	35.2%	34.3%	36.4%	48.2%
2013-2014	40.5%	24.3%	25.6%	36.0%	36.7%	48.8%

In addition to looking at the scores for reading and mathematics, the overall accountability score was looked at. The school report card for 2011-2012 for School 1 and School 2, both fell into the "Meets Few Expectations" for the overall accountability score and rating. There was a 0.03 difference between the two schools. Then in 2012-2013 School 1 stayed in the "Meets Few Expectations" for the overall accountability score and rating and School 2 rose into the "Meets Expectations" for overall accountability score and rating. There was a 2.5 difference between the two schools. Then finally in 2013-2014 School 1 rose into the "Meets Expectations" for the overall accountability score and rating and School 2 fell into the "Meets Few Expectations" for overall accountability score and rating. There was a 3.1 difference between the two schools.

Table 2

Teacher Experience in Block and Traditional Schedules

Males (n=14, 40%)	Block Schedule	3 (8%)
	Traditional Schedule	5 (14%)
	Both Schedules	6 (17%)
Females (n=21, 60%)	Block Schedule	6 (17%)
	Traditional Schedule	7 (20%)
	Both Schedules	8 (22%)

The second form of data is the responses to the survey (Appendix) that was administered to the teaching staff of School 1 and School 2. This survey was completed in the electronic form. Responses were collected in both qualitative and quantitative formats. The data was gathered at the end of the 2013-2014 school year. There were fifty-two surveys delivered to the teaching staff of School 1 and School 2. Male and female initially separated the surveys, but the data was broken down again into experience categories of only teaching in block schedule, only teaching in traditional schedule, or having taught in both schedules. There was a sixty-seven percent return rate on all surveys emailed. The teaching staff participation was voluntary.

Looking at the results, both males and female participants have taught in both a traditional and a block schedule. Although, this data shows the breakdown of who taught what types of schedules it doesn't provide enough information to evaluate which is best to teach students in.

Survey Results

Question 2 – Do you feel your students are more successful on the block schedule than they would be in the traditional schedule?

Of the twenty-three individuals who have taught in a block schedule, fifteen (sixty-five percent) of them have seen remarkable success with the block schedule over the block schedule. Most of the responses included that they believe this is due in part to the fact that class sizes are smaller so one-on-one help is easier to handle in a block schedule. Some also stated that there is more class time to work on assignments so homework is actually getting finished and turned in. Seven of the surveys completed provided opinions from the participants that they were a science/career & technical/art teacher and stated that block scheduling helps with accomplishing labs from start to finish in

one day as well as extended time on long range projects.

Question 5 - Do you feel your students are more successful on the traditional schedule than they would be in the block schedule?

Of the twenty-six individuals who have taught in a traditional schedule, twelve (forty seven percent) of them have said they prefer to teach in a traditional schedule. Five of the teachers that responded to the survey were teachers in mathematics. They said it is easier to plan a daily lesson and cover quality content that aids better in student learning. Since both schools are below the state average in mathematics and reading testing, a slower paced teaching method would be beneficial for both math and reading.

Question 7 – What do you think is the biggest benefit of the block schedule?

All of the twenty-three individuals who have taught in a block schedule, gave many benefits to teaching in the block schedule. Twenty of the twenty-three survey responses agreed that teaching in a block schedule allows for smaller class sizes, which aids in a more even ratio of one-on-one time with the students who need extra help. Seven of the surveys provided opinions from the survey participants that included discussing how a block schedule makes it convenient to be able to start a science lab at the beginning of the hour and collect the lab journal at the end of the hour.

Twelve of the twenty-three responses provided opinions that block scheduling has shown an increase in homework completed and turned in on time. The last topic that was discussed was the fact that block scheduling allows teachers to see fewer students during the day and that teachers prepared for four classes instead of the six to seven in a traditional schedule. Fifteen of the twenty-three said they felt more prepared for a lesson in a block schedule because they had more time to prepare for it.

Question 8 – What do you think is the biggest disadvantage of the block schedule?

Of the twenty-three individuals, who have taught in a block schedule, seven of the survey responses said that a negative of block scheduling is to plan for teaching double the amount of material to a given class on a daily basis. Especially in the math department, having to teach more information is not always beneficial for students who struggle through math. Another disadvantage that was addressed was that although you can spend more time helping more students, a teacher is still teaching their lessons faster. A unit in science that would take a traditional class three weeks to cover is finished (Pre-test to review and test) in one week. When students miss a day in a block schedule they are missing two days in a traditional schedule. It is hard for students to catch up if they miss for huge illnesses or procedures.

Question 9 – What do you think is the biggest benefit of the traditional schedule?

Of the twenty-six individuals who have taught in a traditional schedule, ten of the surveys had responses on them about the ability to offer a wide range of classes to their students. These teachers felt their students were better prepared for life after high school because they were made away of many situations. Seventy-seven percent (twenty surveys) of the responses included statements about core (English, mathematics, social studies, and science) classes being taught year long, so students would have their math class for almost two years before the next WKCE or ACT Aspire Test was completed. This would not allow for students to fall in the cracks.

Question 10 – What do you think is the biggest disadvantage of the traditional schedule?

Of the twenty-six individuals who have taught in a traditional schedule, six survey

responses did include one of the huge disadvantages of traditional schedules is the large class size due to the students only having access to certain classes at certain times. The majority of the responses (twenty-three surveys) stated that they are preparing for more classes daily and that it is very time consuming.

SUMMARY

This study was developed to investigate to analyze data in two parts. The first part being data collected by the Wisconsin Department of Public Instruction on WKCE scores between two Wisconsin school districts with similar demographics, but on different class period schedules. The second was to analyze data on teacher's perceptive of the effectiveness of the traditional eight period day versus the block schedule. A survey was created by the School District that I am currently employed by. It was delivered to School 1 and School 2 and the information collected was analyzed. There was a return rate of sixty-seven percent on the surveys or thirty-five participants.

From the articles, it is suggested that there is no real difference or data that shows that there is a difference between a seven period day and a block schedule. In order to make a solid consideration on the school schedule, school districts should take into consideration the stakeholders before a final decision is agreed upon. The data based on the School Report Cards seemed to be inconclusive and a justification is hard to make for whether a traditional schedule versus a block schedule is more academically successful. It is inconclusive because School 2 appears to be more academically successful in 2011-2013, however in 2013-2014 School 1 provided better test scores. There is still evidence for improvement in both schedules because the State Average Score is still higher than both schools data. A suggestion for future studies on this topic could include surveying data from various schools

that have various academic schedules.

The survey used is split into three sections. The first section is based on personal information, such as, which school the participant is from, if they are male or female, and if they are a teacher, instructional support specialists, or a principal.

The second section of the survey or questions one through six is broken down again into two categories based on if the participant has taught in a block schedule or a traditional schedule. Participants have the option of saying yes or no to teaching in both types of schedules, as well as, if he or she (the participant) feels the student are successful in said schedule. The participant can rank his or her feelings of success for the students on a one (not very successful) to five (extremely successful). There were twenty-three individuals, who have said they have taught in a block schedule and fifteen (sixty-five percent) of them have seen remarkable success with the block schedule over the block schedule. There were twenty-six individuals, who have said they have taught in a traditional schedule and twelve (forty seven percent) of them have said they prefer to teach in a traditional schedule. With five of the participants being mathematic teachers and saying it is easier to plan a daily lesson and cover quality content that aids better in student learning.

The final section of the survey or questions seven through ten are based on the teacher participant's opinions on the advantages and disadvantages of block and traditional schedules. Responses to the advantages of the block schedule include smaller class sizes, longer periods to complete lab exercises, increase in homework completion and turn in ratio, and a feeling a being more prepared for the lessons because of less preparation time for classes. Negative reactions include a teacher is planning for double the amount of material to a given class on a daily basis and the amount information that is covered in a short span of time. Reactions to

the traditional schedule include an ability to offer a wider range of class options and the classes are then being taught year long, which allows for more content contact before the various State Testing. Responses that were negative towards the traditional schedule include large class sizes and teachers are preparing for multiple classes every day making planning a strenuous job.

While this study had no conclusive evidence as to what is more beneficial (because the data for the schools was to similar), I feel it would be important to take this focus further and gather more data. Topics for further study could include:

- Comparing more school districts in traditional and block schedules
- Comparing and contrasting schools districts with varying demographics
- Comparing and contrasting various forms of block schedule success
- Comparing and contrasting various forms of traditional schedule success

While looking at data from School 1 and School 2, it can be said that the schedule that is currently being used at each school is working for the student body. There is always room for improvement in both of the school districts but for now the teachers are satisfied teaching in the schedule they are.

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Appendix

8-Hour Day vs. Block Scheduling Survey

Edit this form

8 Hour Day vs. Block Scheduling

Personal: Please choose one answer in each section:

- School 1
- School 2

Personal: Please choose one answer in each section:

- Male
- Female

Personal: Please choose one answer in each section:

- Teacher
- Instructional Support Specialists
- Principal

Survey Questions

Please answer each question honestly and to the best of your ability. For the purpose of this survey, the Block Schedule will refer to a schedule where students have 4 main classes per day, each about 90 minutes in length, and the traditional schedule will refer to a schedule where students have 8 classes per day, each about 45 minutes in length.

1. Have you taught in a Block Schedule before?

- Yes
- No

2. Do you feel like your students are more successful on the block schedule than they would be in the traditional schedule?

- Yes
- No
- N/A

3. Rank your students' feeling of success on the block schedule.

1 2 3 4 5

Not very successful ◯ ◯ ◯ ◯ ◯ Extremely Successful

4. Have you taught in a traditional schedule before?

◯ Yes
◯ No

5. Do you feel like your students are more successful on the traditional schedule than they would be in the block schedule?

◯ Yes
◯ No
◯ N/A

6. Rank your students' feeling of success on the traditional schedule.

1 2 3 4 5

Not very successful ◯ ◯ ◯ ◯ ◯ Extremely Successful

7. What do you think is the biggest benefit of the block schedule? (If none, leave blank)

8. What do you think is the biggest disadvantage of the block schedule? (If none, leave blank)

9. What do you think is the biggest benefit of the traditional schedule? (If none, leave blank)

10. What do you think is the biggest disadvantage of the traditional schedule? (If none, leave blank)

Thank you for your time!

Please not, this survey is associated with some scheduling discussions with New Lisbon School District, but is also for a college project.

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