

FLEX-MOD SCHEDULE

What the heck is flex-mod?

Flex-mod, or flexible modular scheduling, is an idea pioneered a few decades ago which is getting renewed interest based on current research on student learning. Instead of scheduling classes in fixed periods, the day is broken up into “modules” of 20 or 30 minutes, and each class is made of one or more of these modules.

The underlying rationale of flex-mod scheduling is that class times and structure are determined for each individual class; i.e. the instructional needs drive the schedule rather than the other way around. One way that flex-mod schedules can take advantage of this flexibility is by having different sized groups within the same course: a math course may consist of one hour-long lecture, two hour-long medium group work periods, and one half-hour conference with a small group.

What would it look like for a student?

Student schedules would vary widely depending on the classes they took and the requirements for each. There is a sample student schedule to the right, with a few prominent features that a Flex-mod schedule can enable:

- Most classes have large group (lecture), medium group (work time) and small group (conference) components.
- Some classes, such as Choir, always meet with the same group for an hour over four days.
- Breaks or study times are scheduled throughout the day, meaning that our student has time to work in school. This time may be designated as resource time, study hall, free time, lunch, etc.
- Some classes such as Science have lab times which are longer than an hour in order to facilitate a longer activity.

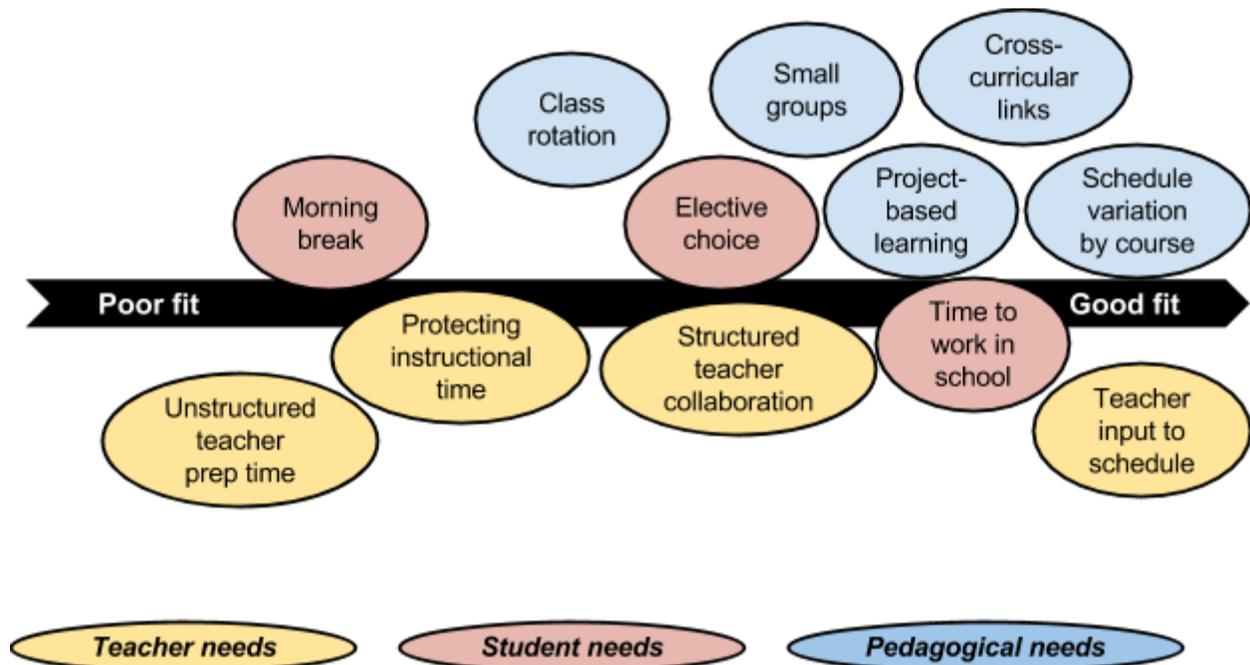
What would it look like for a teacher?

Flex-mod for teachers would look similar to students: a variety of activities (lectures, medium groups and small-groups) designed to fit the needs of the class. Teachers would spend a lot more of their time working with smaller groups, however: for every 1 large math group a teacher might have 10 small groups, so more teacher time is spent this way.

MODS/TIME			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
MOD	TIME	PER	Course/ Room	Course/ Room	Course/ Room	Course/ Room	Course/ Room	
HR	7:50-8:00		Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
1	8:00-8:20		English 9 {Lab}	U.S. History {Med. Group}	English 9 {Sm. Group}	U.S. History {Med. Group}	U.S. History {Sm. Group}	
2	8:20-8:40							
3	8:40-9:00							
4	9:00-9:20			French II {Med. Group}		English 9 {Lg. Group}		
5	9:20-9:40	Choir					English 9 {Lab}	
6	9:40-10:00				Choir			
7	10:00-10:20		Geometry {Lab}		Conflict	Science 9 {Lab}	Phys Ed 9 {Lg. Group}	
8	10:20-10:40				Geometry {Lab}			
9	10:40-11:00							
10	11:00-11:20			Phys Ed 9 {Lab}		Phys Ed 9 {Lab}	French II {Sm. Group}	
11	11:20-11:40							
12	11:40-12:00							
13	12:00-12:20		Science 9 {Lg. Group}	Geometry {Lab}				
14	12:20-12:40					French II {Med. Group}	Geometry {Lab}	Geometry {Lg. Group}
15	12:40-1:00							
16	1:00-1:20		French II {Sm. Group}	Choir	U.S. History {Sm. Group}	Choir		
17	1:20-1:40							
18	1:40-2:00					French II {Sm. Group}	Choir {Lg. Group}	
19	2:00-2:20		U.S. History {Lg. Group}	Science 9 {Lab}				
20	2:20-2:40							
21	2:40-3:00							

Does flex-mod meet our needs?

The Scheduling PLC identified 12 top needs from our recent teacher survey. Here's how we think this scheduling model stacks up:



Got it. Other pros and cons?

Advantages

- Learning is student oriented.
- Instructional needs create the schedule.
- Leads to project based learning.
- Leads to cross curricular activities.
- More collaboration time.
- Teachers get direct input into schedule.
- Students get the time needed to work in school.

Disadvantages

- Teacher prep time is less structured and teachers may have shorter breaks.
- Breaks might be affected.
- Student schedules may have conflicts.
- It is a difficult schedule to create.