

**Under the VTSS Umbrella:
Process Integration and School Schedules**

Session 1

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Under the VTSS Umbrella: Process Integration and School Schedules

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Welcome

8:00 am – 8:15 am

Susan Trulove

Virginia Department of Education

Designing Quality Elementary, Middle, and High School
Schedules: Providing Structured Time for Intervention and
Enrichment in a tiered System of Supports

8:15 am – Noon

Dr. Michael Rettig, Professor Emeritus
James Madison University and
President of School Scheduling Associates

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Ms. Trulove: Okay, we are in for a great day today. We've got Dr. Rettig here. I have heard of Dr. Rettig for so many years, and wish I had known about him when I was a principal in Goochland. Because even before I even had heard of Rtl or VTSS or any kind of tiered interventions the worst task I had every summer was doing that master schedule. It was, you know, I'm a systematic person and, and like having some kind of formula to do it. And there was never an easy way, it was just a huge headache, and back then we weren't even trying to fit in all the things that we do now with intervention time, and enrichment time, and even starting at the beginning with Rtl we were struggling mightily with elementary schedules. And early on it was like it just can't be done in middle and high school, it's impossible. But clearly it's, it's not impossible, and Dr. Rettig's reputation really has shown that he is the guru of schedules.

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Ms. Trulove: A lot of our pilot divisions have already contacted him, and I'm so glad that the day has finally come when we've got him for the whole day. So I was, I've got this wonderful introduction and he told me to not say too much. He would introduce himself, but I want you to know about this wonderful man that we have for the whole day. Dr. Rettig is the founder of School Scheduling Associates. He has spent, he spent 15 years as a professor in the College of Education and the director for the Center for School Leadership at JMU. He's retired from JMU as professor emeritus back in 2006 in order to work full time with schools across the country. In addition to his work in high education he taught public school in Syracuse, New York for ten years, and served as a school principal in Virginia for six years.

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Ms. Trulove: So he's here today to share his wisdom, he's been all over the country and is gonna spend the day with us talking about scheduling, so without further ado we have a, you've got the lavalier.

Dr. Rettig: I'm all set, can you hear me okay? Is that good enough, or I'll try it in the middle here, how about that? you guys in the back hear all right? Okay, let me give you a little more detail background so you can frame what we're gonna do today. I'm a New Yorker, I grew up on Long Island, I'm a Syracuse University graduate. I taught in the Syracuse City Schools for ten years. I start my career as a first grade teacher, and after one year doing that I took on a primary multi-age, first second and third graders in the same classroom about nine or ten of each. We had about 30 kids in the class at that time, graduated my third graders out, got a new crop of first graders in every year.

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Dr. Rettig: And then we had a sixth grade teacher retire in our school and my principal asked me if I'd like to teach sixth grade the next year. and I agreed to do that, and I went to tell my first second and third graders I'd be teaching first grade next year. and one of my first graders was quite upset with me, and he goes, you know, Mr. Rettig I don't know why you want to do that. Right now you teach first grade, second grade, and third grade, one plus two plus three equals six. What's the difference? You know, there was a little difference. I went into sixth grade for three years in elementary school, and then we moved to the middle school concept and I became a middle school teacher, went up to the new middle school. And taught there for another three years, so I had a total of ten years of teaching experience. Got a masters from SUNY Cortland, my administrators certificate from Syracuse, then about 29 years ago I went looking for a job in the school administration. At that time we were declining enrollment in Syracuse, closing schools, plus to be perfectly honest with you there were somebody in central office I thought as a moron and I made the slight just slight political error of letting them know.

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Dr. Rettig: So I was going to nowhere fast in Syracuse, I called down to a friend of mine who taught at the University of Virginia, name was Pat Crooks. She taught in the literacy department there, and I said what do you know about school administration down in Virginia? She said, nothing but there is a guy next door who knows something about it, she put on [Lynn Canaday ?] on the phone, that was like in 1982 or something like that. I ended up as an assistant principal in Martinsville, Virginia. I see some folks over there from there, at Albert Harris Elementary School, was promoted to principal in that school division. Had some good years there, went on to become a principal in Lexington, Virginia and I had some great years there. And then I decided I wanted to get my PhD, so I went back to UVA, got a PhD in leadership and policy studies. And for the next 15 years as you heard I was a professor at JMU, while there I continued to work with my colleague, [Lynn Canaday ?], and we got very interested in scheduling. Wrote a book on

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high school scheduling, came out in 1995, one on middle school scheduling came out in 2000, book on elementary school scheduling came out in 2008 and we continue to work together.

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Dr. Rettig: And six and a half years ago this was mentioned, I retired from the university to work full time with schools. I had started consulting with schools about 20 years ago, so that's what I do. Last week I was on vacation, yesterday I was in D.C. working with some D.C. charter schools. On Thursday and Friday I'll be in North Carolina working down there in Southern Pines. Last week I was on vacation, that week before that I was in New York and Pennsylvania. The next two weeks I'll be in Ohio and Wisconsin, about 90 percent of my work is public, about ten percent independent, about 90 percent of my work is US and about 10 percent is international. I've had some interesting international experiences, worked with a Singapore American school. I worked in Bangkok, with Aramco Schools in Saudi Arabia. I'm working in Amsterdam right now, and in May we're going to Dubai. I'm going to work with the American School of Dubai. So that'll be kind of interesting too, so I get to see lots of different things. If I were to characterize my US work right now, I'd say 75 to 80 percent of it is related to response to intervention.

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Dr. Rettig: Because the call, the most frequent call I get at every level is we're trying to do this RtI thing, what in the hell do you do in a schedule with that? Can you come and help us with that? So, you know, that's why I'm here. I've worked a lot in Wisconsin in the last couple of years, and in Ohio, both of them have very strong state level support systems for response to intervention in schools. And so that's, you know, meant lots of work there, so that's, that's kind of the work stuff. This is my family right here as you probably have guessed, and this is the happy occasion of my middle daughter's wedding this October 13th. And this is my son right here, that's Dan, he's a teacher not far from here. In fact within two miles he's a middle school math teacher at Short Pump Middle School in Henrico County. That's his wife right there, Erin who is a counselor at Ridge Elementary in Henrico as well, and then our grandchildren right there Sean and Carter Quinn. This is my middle daughter here as I mentioned, she's a, by the way Dan and Erin are both JMU Grads.

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Dr. Rettig: As is my youngest daughter Allison she's a JMU grad too, that's her husband Dave. She works in a bank in Charlottesville, and Anne is a University of Richmond grad, UVA med school grad as is Drew her new husband. He's a UVA med school grad too, and they live in Chicago right now. She's a family and sports medicine physician, he's a cardiologist. There is my wife hiding over there, so there is the family. What are we gonna do today? Well I'm gonna parse the day a bit. It won't be perfect, it'll be messy all this stuff always is, and, and we're gonna start out by talking about

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elementary models of scheduling, and Rtl embedded into that. And then in the afternoon we'll primarily do secondary stuff, I may start the secondary a little bit early. It's been my experience anyway that elementary school scheduling is actually more difficult in some ways than secondary schools scheduling. There are parts of secondary school scheduling that are harder, but in elementary school scheduling there are some things that elementary folks have not agreed upon that makes life much more difficult than secondary schools.

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Dr. Rettig: And that is what the length of a freaking period is, you know what I mean? At least in a secondary school, you know, you got a 47 minute period, a 50 minute period, or a 90 minute block or whatever it is and they're all the same okay. In elementary school not so much, and that makes elementary school scheduling much more an art form than a formula. Sorry there is still no formula for the elementary school schedule, so we're gonna start there. And you secondary folks you're gonna go few, thank god I don't have to do that. And but you'll also get some ideas as we get into the Rtl piece of this, so why don't we get rolling here we've got a lot to do today. Remember you came to a scheduling session, I hope some of you in the room have the gene. If you do you're really going to like this, okay.

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Dr. Rettig: If you don't have the scheduling gene hang with us and sit close to somebody who does. And you know what I'm talking about because if you've got it, you just love this stuff. You saw my excel spreadsheets, you say oh this is going to be good you know. Some of you looked at them, which way is up? So and it's also my attitude that a principal does not have to have the scheduling gene. A principal has to have the leadership gene, and a principal with the leadership gene and not the scheduling gene is smart enough to get somebody with the scheduling gene close to them okay. And who will work doing that, I got last one, one last goofy gig before we get going here, and that is I, I talked about my experience. And I, I like to provide a little proof of my experience, cause it was a bit back in the day. So I get an email from, from a kid I had my second year of teaching, which would have been the, well I'll let you guess what year it was when you see the pictures, but it was a while ago.

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Dr. Rettig: And it was a great email, and let me read it to you. And okay, there we go. Dear Mr. Rettig I was once your student at Webster Elementary, and I am currently working as a teaching assistant in Paul V. Moore High School in Central Square, New York. Recently we had a keynote speaker address the superintendent's conference, she asked us to remember our first grade teacher and did they impact our lives? Are we as educators leaving a legacy? It was easy for me to recall my first grade teacher, as you were also my second, third, and sixth grade teacher. What a lucky girl, and she goes on

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to say some nice things, and it was great to hear from her. And of course I did remember her, and so as a response to that I dug through my box of educational memorabilia, everyone in the room has a box or bag, or drawer of educational memorabilia where you've been putting your programs, and [candid photos?], and pictures, and class photos and all that stuff for your whole career. Thinking you'll do something with them some day, and I actually did. So in response to that I scanned in a whole bunch of pictures, and I emailed them back to her and we had a good hoot at it.

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Dr. Rettig: And so I proved to you that I was there all be it back in the day, this comes with a bit of humility as you'll see here in a minute. So here we go, there is Kelly right there. We got Billy in the tie over here, my first, second and third graders in Syracuse, New York. We had a substitute teacher that day, John Travolta was in the house. You know, this is next year, Kelly is over here. I'm right there. Same primary multi-age, Billy looking good again in a tie, me not so much. That guy looks like, would you want him teaching your kids? You know, and oh, I, I started my college career as a music major, and I was a trumpet player until I realized Chicago Symphony was not going to be my teacher, and I changed to elementary Ed. to start, and I used to play guitar though with my kids. They, right before lunch, right before the end of the school day, it was a nice segue.

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Dr. Rettig: And the kids got good, they liked to do solos and duets, and trios, and then the whole class would come in with a chorus. That's Kelly there, Kelly with Lucy and Lisa, we were at somebody's retirement gig then, we got pretty good and took our show on the road. And Billy no tie, Kelly's sister at a mall gig, that's why that's there. Oh this is the sixth grade trip, Kelly was in sixth grade. She's right there we went on a trip to Montreal, Canada for four days with our kids, you know. Those, most of our kids it was kind of a you know, mid inner city kind of place that most of those kids hadn't been out of Syracuse, none the less out of the country and we went on the trip with fundraising stuff that we did. That's Terry sitting right next to her, I point out Terry cause I'm going to talk about her in a minute too. More of the same, more of the same, oh in, when Kelly was in sixth grade, there she is, we did joint production of first graders and sixth graders of the Wizard of Oz. Of course we had to have the first graders in there because we needed munchkins, and flying monkeys, and Toto you know.

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Dr. Rettig: And Toto was a first grader too, we had a great music teacher, it was a great production, she was the scarecrow like I said. Oh class sizes, they're even bigger than most of Virginia, that's a lot of kids. No that's cheating, that's two classes. During the three years that I had a primary multi-age first, second and third graders I co-taught with my partner [Iola?], who hated to get her picture taken. Wouldn't get in the shot, she had

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a fourth, fifth and sixth grade multi-age, so we were a little two room schoolhouse in our larger elementary school. And we actually switched kids back and forth, I did all the math, science and social studies, she did all the language arts. We actually, it was a very cool, very cool. We had a ball, so there is that, and here is back when Kelly was in sixth grade, and there is Terry right there. And I point out Terry because, you know, when you're in elementary Ed., when you start out your career and do most of your teaching elementary Ed. you don't hear back from kids much. You know, it's too far back in their lives for them to remember too much about it.

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Dr. Rettig: But every once in a while somebody remembers and you just value those contacts that you get, and Terry sent me an email not too long ago. About three years ago, four years ago now. Dr. Rettig, it's a brief email to say thank you, thank you, thank you, you probably don't remember me but you were my sixth grade teacher, Webster Elementary School in Syracuse, New York. Now that I have four children of my own I've come to the conclusion I was a bit of a challenge at times. Yeah, little late for me. But in short I often think of your words of encouragement and how they made a difference in my life. I live in the housing projects, my family is on welfare and all my friends were becoming pre-teen and teen moms. After your class I became an A student, graduated the US Naval Academy, became the first African American woman, arguably the first woman assigned to a combat tactical jet squadron. Worked for the Joint Chiefs of Staff, the Pentagon on and on and on, she has had a pretty storied life there, and says some nice things. It's nice to get these every once in a while, and I share it with you because I like that, yeah. Okay.

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Dr. Rettig: So, what are we gonna do here? Come on let's get back in here. Man too far, come on adjust.... Computer is not behaving. Yeah, they do like that quote. It's not where I want to be right now. Excuse me. Okay, so I want to start by reviewing the major issues and goals that face elementary schools in terms of building master schedules. Frankly we can't even talk about RtI and how you're going to structure that into a schedule until we talk about what a good schedule at the elementary level is.

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Dr. Rettig: Cause there are so many things that would interfere with the implementation of RtI often exist in many elementary school schedules. So we'll spend some time talking about the issues and goals we have for a quality elementary school master schedule. It's been my experience that although it's changing and it's changed a lot in the last ten or fifteen years, that still around the country most elementary schools don't have what I would call a master schedule, like most secondary schools do. By a master schedule I mean a document that details where every child is every minute of the day, and what subject they're learning there, what content they're being taught during that

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time, okay. Now all elementary schools have a PE schedule, an arts schedule, a music schedule, a library schedule, a lunch schedule, and all those kinds of things, you know, but a true master schedule often some of the details of that are left up to individual teachers.

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Dr. Rettig: Okay, and I have some issues with that. So the typical way I've seen elementary school schedules built over time is sort of like this, the principal working with one or two other people in the building who happen to have that scheduling gene get together and construct the PE, art, music, library, lunch, and recess schedules. Okay, and then those are distributed to the teachers. The teachers then lay out their blocks for PE, art, music, library, lunch and recess on their weekly calendar, and then proceed to think about core instruction. And of course the first thing every elementary school teacher thinks about when they think about their core instruction is the language arts and reading program. And all around the country you'll find that every elementary school teacher wants to put a block of at least 90 minutes for reading and language arts on their schedule every day, and often much more especially if their day is kind of long. You know, but at least 90 minutes, and so teachers will try and fit in that 90 minute block around where their PE, art, music, library, lunch, and recess are.

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Dr. Rettig: Best they can, uninterrupted if they can do it. The next thing they'll start thinking about is where math is gonna go, and all around this country you'll find that elementary teachers want to put a block of math time no less than 60 minutes, no less than 60 minutes and often as much as 90 minutes now in some elementary schools around the country for math every day. Back in the day when I was a teacher 45 minutes was about all math got in elementary school, that's been creeping up over the last 15 or 20 years, minimum 60. In fact all the math programs out there minimum 60 now, some more okay. So the teacher will try to get that 60 minute or 75 or 90 minute block build in around that language arts block and PE, art, music, library, lunch and recess. Then science and social studies, most places around the country well whatever. You know, and they'll get whatever is left. Now it depends on the state testing system, we tend to be a little more you know, plan full about that in Virginia. Some places not so much at all, some states I go they barely teach social studies anymore.

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Dr. Rettig: I got down to North Carolina, they barely teach social studies anymore. Why? They don't test it. You think congress is bad now, wait till this group gets going you know. Without social studies, good. So teachers get their schedules fixed the best they can, then school starts. About three or four weeks into the school the special service providers finally get their list straight, so my Title One reading teacher and the special Ed. teachers, and ELL teachers, and the speech and language teachers finally have

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done their assessments and now it's time to do their schedule. You know, those services didn't start the first day of school. Not most places, or even the second, or even the first week, or even the second, or third, or fourth week of school till services being. And how do they begin? Well how do they get scheduled? They use the scheduling model I call the when can I have your kids model of scheduling?

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Dr. Rettig: Where each of those individual provider walks around the building going teacher to teacher to teacher saying, you know, I'm the Title One teacher, you and I eat lunch together every day and you're a third grade teacher, you know, and I say, when can I have your kids? I have Ann Marie and Joe on my list, and you say you know what, my Lit block ends right at 9:30, if you would take them right at 9:30 that would be a nice flow. So you get 9:30, okay I go around and I come to you, you're the ninth person on my list. We don't eat lunch together, and you know, I ask you the same question. You say you know what would be perfect? 9:30, say sorry 9:30 is already taken; I guess you'll have to change your schedule to make mine work. You're not all that keen on that, you know, and so I'm walking around doing that trying to piece together a schedule. So is the LD resource teacher, so is the ELL teacher, they all walk in different directions cause they have different best friends, you know. And the elementary schedule is deconstructed and reconstructed over and over again at the beginning of the school year until it settles down after about a month.

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Dr. Rettig: That's crazy. That's crazy, we can't deny services that long, we can't get things going. Part of the problem in elementary Ed. is we start the scheduling process far too late. You know, your colleagues in secondary Ed. are not perfect, in lots of ways but one of the things they tend to do better than an elementary school is they got a process for scheduling. That process for scheduling at most high schools in this country starts in January, it actually starts before that when they get all the registration materials have to be done by December. In January they're collecting student registrations, in February they're doing tallies, by March they're building the master schedule. By the end of the school year they got the master schedule done, you know, and they make some changes based upon failures and things during the summer. That's the general plan in most high schools around the country, something like that, we almost always do elementary school schedules in the summer.

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Dr. Rettig: That gets us in line late for resources by the way. I work in a lot of places where the elementary schools share resources with the middle and the high schools sometimes, in smaller districts that occurs. Especially what I call encore resources, so what happens? The high school schedule gets theirs done, they tell the middle school what's left. Then the middle school gets theirs done, they tell the elementary school

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what's left and then they got to work around it. It's idiotic, you know, we got to have a K-12 scheduling plan, so got to have a master schedule in elementary school. What are the parts of the master schedule? Well there are the encore classes, and I talk about them initially in what I, I use the term encore to describe what most elementary teachers would call specials. And the reason I use the term encore is ten or twelve years ago I was doing a session for the National Education Association in D.C., sitting in that session was somebody from the other NEA, the National Endowment of the Arts who said, we hate the term specials. The term specials connotes something extra, and probably expendable.

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Dr. Rettig: And all too often in bad budget times they've been absolutely right, what's the first thing to go in bad budget times okay? The arts. And so I started using the term encore, it probably doesn't help much, but my terminology encore means all those classes taught by a teacher other than the classroom teacher. The most common encore class in the country is almost always taught by a specialist is PE. Almost every school in this, in the country will have some specialized PE instruction. The next most common one is general music, also almost every elementary school in the country will have some general music taught by a specialist. The next two most common and they're pretty equal are library media and art. Not all schools have art specialists, I know there are some in Virginia that don't have art specialists or they come very infrequently. And are more like art coaches than art specialists, and not all schools in the country have a library certified library media specialist. In fact more and more have just assistants that run the library.

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Dr. Rettig: Not a certified library media specialist, so those are the next two most common. After that you'd probably find computers next, and then after that you'd find world language. World language is very common in the North East. I work in West Chester county in Long Island a lot, in Connecticut and, and in those areas almost all the elementary schools there have world language in their schedules. And then the next thing that you'd see as an encore class, quite infrequently but I'm working with a school in Wisconsin that has it, I know they have it in Princeton, New Jersey. I was in New Canaan Connecticut last week, two weeks ago and they have it too, is a science specialist, who does laboratory science as an encore class. And we know why that's occurring in elementary schools, so, so those are the typical encore subjects. And the reason, one of the reasons you have to start your scheduling with the encore subjects is because often those resources are shared among the schools, okay.

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Dr. Rettig: And sometimes if the sharing plan isn't good it's very difficult for an individual school to do a good schedule when the way they get their resources doesn't make

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sense. And so I will often talk about how a good individual elementary school schedule is dependent upon a wise plan at the district level for the sharing of itinerant resources. There is not a wise plan it's very difficult for an individual elementary school to create a good schedule. The other reason we have to start thinking early about our encore classes is that those resources are shared among grade levels, and so we have to have a plan that works for all grade levels, or at least balances out the schedule okay. Another thing we have to think about in great detail is how we're gonna schedule our special services. And I think that rather than build a master schedule and then undo it to schedule special services, we ought to have a plan for each of our special service providers and how they are gonna provide their services.

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Dr. Rettig: Are we primarily inclusion in special education? How are those people gonna be shared across grade levels or classrooms? How are we gonna provide our Title One reading services if we have that, what's our plan? Where is it gonna happen, you know, we have to have plans for all of that before beginning the scheduling process. Next thing we have to think about, and we'll talk about this in great detail because of the focus here on response to intervention, is the whole notion of the intervention enrichment period. That, amidst every elementary school I've worked with in the last seven or eight years is employing an intervention period in the day. Those periods range from 30 minutes to two 45 minute periods daily. So 30 minutes daily to two 40, I worked in Philadelphia City Public Schools, that has a 45 minute reading and a 45 minute math intervention period daily. Okay that's the longest I've seen, them most common is probably 45 minutes.

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Dr. Rettig: Increasingly common is a double 30 back to back where there is actually 60 minutes of interventions but it's done in double 30s with a possibility of a couple different things for kids. And we'll talk about why people decide to do it different ways. At the high school level there is frankly only way to schedule, well there is lots of ways to schedule it, but you know, there has to be a school wide period at the high school level. And we can talk about the different places it's going to be scheduled, but at the elementary school level there is a lot more possibilities for the scheduling of it. We can do school wide, we can do grade level ones, we can combine grade levels for the period, there is lots of different ways to do it. So we'll be talking about the scheduling of that at all three levels, and of course we're talking elementary now. And more importantly we'll talk about the harder part of the whole thing which is once you get it scheduled how do you use it, because that's the hard piece. You know, putting it on the schedule is not too hard, making it worth while for every single child in the school that's involved in it is a much more difficult task.

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Dr. Rettig: And one that schools around the country are working hard on, I will spend a little bit of time talking about extended planning blocks for professional learning communities to get together to work. This isn't just the daily common planning time of 45 minutes that most of us try to achieve in a schedule, but is there a way that we could extend that on occasion? I think to make the intervention enrichment period work at any level requires a tremendous amount of work. It is one of the hardest things we're trying to do in elementary school now is to make this intervention period work okay. And it, it requires a tremendous amount of work, and I think if we can possibly recognize that to our teachers by on an occasional basis giving them some extra planning time to work on the preparation of the interventions and enrichment opportunities that would be a good thing. So I'll talk, I've got about three or four ideas for how to do that that I'll share with you as well, so like I said I like this quote. I'll be more enthusiastic about encouraging thinking outside the box when there is evidence of any thinking going on inside it.

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Dr. Rettig: You know, and so we're gonna spend a little time in the box here, and then we'll, then we'll get out of the box. Elementary school issues, you can't build a schedule until you've decided where your time is going to go. And where the time is gonna go during the day, the decision for that in my opinion is above the teacher's pay grade. Now are the teachers the most informed people about where it probably should go? Yep, and they need to be involved in that debate and discussion as to where the time should go, but here is what should not happen. Each teachers should not decide individually where that time is going to go, which has happened in elementary schools forever around the country. You know, less now than 15 years ago that's for sure, and I think you know, that's in evidence, I'll pose a question to you.

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Dr. Rettig: Do you think it matters, and the answer is changing for this I think, do you think it matters you've got a third grade child right now. Put on your parent hat, do you think it matters which third grade teacher your child gets in terms of how much science instruction they might receive? You know, if you say no you probably talk through some of these issues, but in a lot of places it does matter. Cause you have some teachers who think science is more important than others, they feel better trained in it, they don't mind their room getting messy a little bit you know, and so they do more science. And then you have others who don't think that and they do less science. How much of any one subject a kid gets should have zero to do with who their teacher is, and everything to do what we've decided as a school or a district is the appropriate emphasis of that subject or that activity during the school day, okay. And, and that's why I said the decision is above the teacher's pay grade, not made individually but made collectively as a school and more likely as a district.

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Dr. Rettig: So I have a little chart that we'll just play with here for a moment just to get a sense of that, it'll allow me to get to some other things too, but I have my website which is schoolschedulingassociates.com, this chart is there, you can download it, it's free. And so then you can play with it too, do I have a third grade teacher in the house by the way? Do I have a third grade teacher? Ma'am right there, you're a third grade teacher, what's your name? Renita Street I know you don't I? Renita, I'm gonna ask you some questions. Okay, some of the, only a couple of the questions have right answers. Is your principal here, okay only a couple of the questions have right answers. Here is one of them, when is the official beginning of school in your building? Seven-twenty, did she get that one right?

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Dr. Rettig: Did she get that one right? What's your principal's name? For students the official beginning for students, after which they would be considered tardy. Seven-fifty, seven-fifty, okay, when is the official ending of the school day for students? Not when do you pack them up, when is the official ending of the school day?... Yeah, 2:45, okay 2:45, 2:45 you have a decent length day for Virginia anyway, almost seven hours. So you have six hours and fifty-five minutes, which is 415 minutes in your school day.

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Dr. Rettig: By the way the shortest elementary school day I've seen anywhere in the country, five hours and fifty-five minutes in York City, Pennsylvania. Bad idea there too, five hours and fifty-five minutes, the longest day I've seen anywhere in the country that was non-charter, non-specialized school, seven hour and forty-five minute student day. South Texas and one district in Wisconsin that I worked in, seven forty-five, okay. The typical elementary school day in the country is right around six hours and forty-five minutes right around there. I'd say them middle fifty percent are between six thirty and six forty-five, twenty-five percent of schools have a longer day. Twenty-five percent of the schools have a shorter day than six and a half hours I'd say. Virginia is kind of on the lower end of average in day lengths in my experience around the country. You go up northeast, tend to have shorter days. You go down south, tend to have longer days. You go Midwest, tend to have longer days. Most of the schools I'm working with in the Midwest right now right around seven hours for the elementary school just like you guys are, okay.

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Dr. Rettig: You say school official begins at 7:50, when can you realistically begin whole group instruction? After that 7:50 tardy bell. Eight o'clock, so I'm gonna call that homeroom time okay. Now elementary schools don't like to call it homeroom time, so I'm gonna call it morning routine time. Maybe that's, okay, what about the end of the school day you say school day ends at 2:45, when do you got to pack them up to get out the door? Two-forty, okay so I'll put that here. Now I want you to think, how long in

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aggregate do you spend in what we would call the entire language arts program, reading, writing, spelling, grammar, word study, guided reading groups, every, all of that in aggregate on a daily average?

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Dr. Rettig: ...She's adding up the pieces right now. About two hours okay, what about math? Sixty, what about science and social studies, now you may not do both every day but in aggregate, the aggregate amount. About an hour as well, and for your PE, art, music, your encore classes about how much on a daily average? Thirty minutes, huh? Forty, okay, what about lunch/recess? And add in any recesses that are in addition to the lunch/recess one. Forty-five total, okay do you have an intervention period built into your schedule currently? Thirty, we have a few minutes left here what do I have left? Thirty, forty-five minutes left. I got forty-five minutes left, so we would have some wiggle room here. Now of course I didn't build in bathroom time, or snack time, or transition time in any of this.

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Dr. Rettig: And in general in an elementary schedule we don't reflect those in the schedule, I don't anyway. Main reason is they vary so much, if you're a fifth grade teacher and you're changing from math class to science class with the same kids it's like 30 seconds to get out the new stuff you know. If you're a kindergarten teacher and you're going to from language arts to gym, and your room is on the other side of the building you're talking seven minutes to get them to gym. Okay, so I don't build in transitions like you do in a middle and high school. Generally have a rule that goes something like this, everything starts on time, and it ends before that when it has to start on time, the next thing on time. That's generally the rule. Now I want to talk about the numbers, because these, and give you some comparisons I think.

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Dr. Rettig: The 120 in language arts is probably the most common number I'd see around the country in third grade. Never less than 90, sometimes as much as 150, but 120 very common. Sixty minutes is both the most common and the, and the least you'll see in math. It's still the most common number for math but it's also the least you're gonna see at any grade level, even in kindergarten right now. Even though it might be divided up in kindergarten, they might do 15 minute morning calendar activity that I'll call math and then a 45 minute lesson but it'll still have a minimum of 60 minutes in kindergarten math. Science and social studies at third grade will vary anywhere from 30 to 90 minutes depending on where you are in the country and what their state testing system is. Sixty would be pretty common, okay. In terms of encore, encore around the country varies from 30 minutes two or three times a week, and there are some schools in Virginia that have something like that okay.

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Dr. Rettig: To 90 minutes a day at the elementary school level, I've worked with a school in Texas that have 45 minutes of PE every day, and 45 minutes in another period of an encore rotation that occurred for art, and music and computers, and stuff like that. They had a 7 and a half hour day, okay, so that you know, let a lot of resources. I work with a school in Ohio that had 80 minutes, again they had an 80 minute block were art was 80 once a week, and everything else was 40 fitting into a modular pattern that filled up that 80 minute box. The most typical encore amount daily, 45 minutes around the country okay, 45 minutes. Lunch and recess, varies anywhere in the country from 30 to about 80 minutes around the country. Oh yeah there are some believers in, I've been some places where they get a 45 minute recess, lunch/recess in the middle of the day and a 15 minute morning recess and a 15 minute afternoon recess.

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Dr. Rettig: Okay, by the way in my opinion there is no such thing as a 15 minute recess. You know, by the time you get them out there and you get them playing, and you get them back in, you get them watered and settled back in you've blown a half hour. You end up with recess creep, you know, it just gets bigger and bigger and bigger especially as the weather gets warmer and warmer and warmer. And I'm not against recess, but recess bounces us up against the prime rule of school scheduling, which is if thou putest something in though must taketh something out you know. And so but typical is what you have, which is 45 minutes. The IE period as I mentioned before anywhere from 30 to 90 minutes, most common is a single 45 or a double 30. Okay those are the most common I'm seeing right now. By the way as we go up and down the grade levels this tends to change, as we go down the grade levels the amount of language arts tends to increase because we tend to integrate our science and social studies instruction into the language arts program.

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Dr. Rettig: You know what I'm saying there? Whereas as we go up the grade levels the science and social studies program tends to increase in numbers because there we begin to integrate our language arts into the content teacher in reverse. So that's more typical, in fact in some places I work in K and one they will have no specifically allocated time for science and social studies. There is good things and bad things about that, if you've got a really strong integration program and it's very clear how you're doing it that's great. But it's always been my experience if you put it on the schedule it's more likely to happen than if you don't, if you say it's infused I remember we used to do that with all kinds of state programs back when I was a principal. We'd say it was infused, and we'd show it in teacher's plan books, you know, and highlight them in yellow when the team came to check. You know, but if it's not on the schedule it's less likely to occur in my belief you know.

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Dr. Rettig: So, play with that in your school. Last thing I'll say about it, the times matter here. I've discovered that although we're not going to equal periods like they do in secondary schools, that we can help ourselves if we at least make the basic building block of the schedule as large as possible, as large as possible. And the basic building block of the schedule would be a mathematical term that I think we teach in third grade, it's called the greatest common factor. Okay, and if you look at these numbers here, not the ten because that's before the scheduled part of the day and not this five, but if you look at all these numbers right here and think about what the greatest common factor is, which means the largest number that can be divided into all of those without remainder. What is that number here? Five, I don't like it. Five is too small, that forty right there and these 45s and 50s they're gonna start overlapping, and there is gonna be bad junctures in the schedule and teachers are gonna end up with ten minutes here and five minutes there that are kind of unusable time that don't get allocated right.

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Dr. Rettig: So I try to shoot for a greatest common factor, 15 or 20 minutes okay. I can fix that easily right here by doing what? Just changing our encore to 45, and by the way I may not actually be changing the class length to 45 there. I might just be changing the scheduling block to 45 there, cause I could say your class is 40 minutes long within that 45 minute scheduling block and at least give my encore teachers a little bit of a breather between classes. You follow what I just said? But my scheduling block for it is 45 although for the individual teacher it's a 40 minute class okay. That'll work much better in my schedule if I do something like that. By the way it's funny, I talk to encore teachers all the time about this issue and some are determined, and even get it up north in contracts that there has to be time between classes.

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Dr. Rettig: And then there will be other encore teachers who say just schedule them back to back they don't show up on time anyway. You know, you know what I'm talking about, so we've gotta come up with our time allocations. Next thing I want to do is fragmentation, there are about three causes of fragmentation in the elementary schedule, what do I mean by fragmentation? Here is what I mean. I get into school, we have homeroom, I start my language arts block. Thirty minutes in my language arts block the title one teacher shows up and takes two kids. Ten minutes later the LD resource teacher shows up too, she takes a couple of kids. Five minutes later the speech language teacher shows up and takes a couple kids, then they start rolling back in. Sixty minutes into my language arts class it's time to go to gym, I run off to gym. I come back from gym and I try to bring back and go back into my language arts class, okay. I got this starting and stopping going and I got kids coming and going.

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Dr. Rettig: Every time a kid leaves the classroom it's not like the teacher sneaks in and grabs them and leaves, you know, the teacher comes in how was your weekend? Johnny get your stuff, come on let's do this, out the door we go. Okay, then when they bring them back Johnny does not sneak back in and get to work okay, Johnny has to be told to get to work, and I have to deal a little bit with him so it slows down my momentum of instruction when I've got these things going on. And there are some basically three causes for it, one is the way we schedule special services and we're gonna talk significantly about that later one. It's this when can I have your kids model of scheduling. The second one is how we schedule encore, and I don't find this to be much of a problem in Virginia. Let me describe the problem the worst I've ever seen it. The way we schedule encore I work with a district in Michigan about seven or eight years ago that when I got there art was 60 minutes in the intermediate grades, art was 60, PE was 45, and general music was 45, and media was 40.

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Dr. Rettig: And in the primary grades art was 45, and PE and general music were 30, and library was 25 minutes. Put that in your scheduling pipe and smoke it that's ridiculous, how can you, you know, you couldn't put anything together there that would make any sense. And the result was this choppiness in the schedule for teachers as, you know, cause we couldn't build a half way decent schedule. So the main problem is with encore scheduling is the ones I've just described here, is periods of unequal length. Most of you have equal length periods for all of your encore classes, raise your hands if you're an elementary and you have equal length encore class periods, raise your hand if you have that. Does anybody have unequal length encore class periods? It's, are they multiples of each other like two 30s equals a 60? Thirties and forty-fives it's a pain in the schedule isn't it, it's quite a pain in the schedule to get all that to fit together okay. And so you know, what I'm generally trying to do when I work in encore with encore schedule is get everything the same length.

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Dr. Rettig: The problem is encore teachers don't agree on what length ought to be. The art teachers would generally like a longer class. The PE and music teachers would generally like shorter but more frequent touches of the students, you know. You understand what I'm talking about, the compromise is usually 40 or 45 minutes, somewhere like that. Not frequent enough for our PE and music, not long enough for our art teachers, nobody is happy. The definition of a good compromise, you know, so, so that's what happens. Every once in a while I'll do modular type schedules where art is 60 an everything else is 30 within it, you know, I try to build a 60 minute block. You understand what I'm talking about with 30s built in, so I might send one class to art for an hour and two others might be in PE and music and flip midway, you understand what I just described there. The problem is those 30 minute classes are really 27 or 26 by the time the flip is made, I'm not sure it's worth it.

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Dr. Rettig: And so I generally shoot for a compromise time frame. Next problem with encore scheduling is the preference of some of our encore teachers to like a schedule like this, and I get this. If I were an art teacher here is my dream schedule, give me one first grade class for an hour, followed by a five minute break. And then another first grade class for an hour followed by a five minute break, and then another. You understand what I'm talking about that, one after the other, one prep at that time you know. Set it all up, great. Don't do it, causes problems. First problem is likely no common planning time at the grade level, and with all the work we have to do with our teachers we've got to have that that's like a non-negotiable in schedules at the elementary school. You've got to get the common grade level planning time. Number two problem is it makes it much more difficult to do common teaching time if you do that, and by common teaching time if you do any kind of departmentalization at the elementary school level and you got one class that's out to art at different times than the other classes are out to art how do you find those blocks to exchange in, you know?

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Dr. Rettig: And third is a more stealth problem, more stealth problem and that's this, when you schedule like that it makes it much more difficult to do the special service schedule. Why? Most of our special service teachers work with kids from multiple classrooms, and if one of them is out to art they can't have their group working at that time. You know, it makes it much more difficult to do, so what we try to do and you're all trying to do it I'm sure is to have a block every day for each grade level that you fill up, that creates common planning time, a clean academic schedule with no encores built into that, just in the same block all the time, and it's easier for special service folks to do their schedules too. Third problem with encore scheduling I see is over reliance on Monday Friday thinking. Monday Friday thinking, you know, if your art class, if you're the Monday Friday schedule and your art class is scheduled on Monday your kids miss more art than just about any other class anybody else in the building except somebody who has their art class scheduled on Friday.

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Dr. Rettig: Cause we have fewer Mondays and Fridays in the calendar than we do Tuesdays, Wednesdays and Thursdays. About six years ago in Gilford County, North Carolina we counted, there were 11 fewer Mondays than Wednesdays. That meant if your art class was scheduled on Monday your kids got a third less of the program than somebody who had it on Wednesday. If that were reading we'd go ballistic, because it's just art who cares. I don't believe that okay, and so the solution to that is to break away from Monday Friday thinking and do rotational schedules that rotate over the weekends and over the holidays. By rotational schedule I mean a three day, a four day, a six day rotation tat rotates over the, anybody know what I'm talking about? Anybody have a

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rotational schedule, raise your hand if you have a rotational schedule. Raise your hand if you still have a Monday Friday schedule you know the problem I'm talking about right?

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Dr. Rettig: By the way if you had an art teacher here she'd say yeah there are some classes I've seen five times more than other classes this year, okay. They'd say that right now to you okay, so we get away from that. Which brings me to our fourth problem which is how we receive our resources from central office if we're sharing teachers with other buildings. In general if you're a K-5 elementary school the way I look at the whole thing is I think when, if I'm a K-5 elementary school I can just about classify any K-5 elementary school I call it my top classification. I look at the school, and I say you're basically a four top school. What I mean by that is you basically got four sections at every grade level, okay. Now that's not a perfect thing, because often in our, our, our country we have smaller class sizes down in the lower grades. So I could have 100 kids at every grade level in a K-5 school, and have four sections in fifth, and four sections in fourth, and four sections in third, and four sections in second, and five sections in first, and five sections in kindergarten.

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Dr. Rettig: That wouldn't be unusual would it? Not at all cause we value smaller class sizes down there, but I assign staff, encore staff to buildings so that we need to have, if you think about it, if I were a pure four top school and I wanted common planning time in a block for each one of my grade levels every single day, how many encore teachers would I need to have in my building every single day? Four, if you give me five one day and three the next I'm screwed okay. I got to have four every day to get that common planning time all the time, and so when we think about scheduling at the district level we have to plan to make that happen. And I'll talk about what happens with the extra class in a few minutes. So that's another cause of fragmentation is our, our encore scheduling, and the last thing I'll say as a cause of fragmentation is the numbers game that I gave you earlier.

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Dr. Rettig: If you don't have a basic building block that's large enough you end up with overlaps in the schedule that causes chunkiness in the schedule. Little slivers of time that aren't very useful, so let's keep rolling here. So my basic goals for quality elementary school schedule, consistency in the elementary school day and the implementation of the district curriculum, that's the time allocation piece. I want to protect instructional time for optimal delivery for both core and non-core, big blocks of uninterrupted instruction. I want to provide time for special services and intervention and enrichment that's seamless in the day, that is not disruptive of the regular core universal instruction that teachers provide, and I want to provide daily common planning time. Now in the handout there are some scheduling steps, but I am not going through those

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that way, it's too much to look at. I want to first talk about encore a bit, and I'm gonna start with a very simple example.

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Dr. Rettig: By the way I'm doing all this first, the intervention period is coming next okay. I got to get this encore schedule straight because I'm sharing teachers, and I just got to get that straight first. So I got to have a plan for that early on in my process, so imagine I was a principal of a perfect little three top school. You know what I mean by it, I got three kindergarten, three first, three second, three third, three fourth, three fifth. So I'm principal of a perfect little three top school. I might like to do something like this, this would be good. Here is my three teachers at third grade, they would have a block of time during the day let's say it's 45 minutes. And maybe I'd run a three day rotation, might look something like this PE, art, music. Slide it over one, PE, art, music, slide it over one, PE, art, music. Scheduling is all about creating patterns and then repeating those patterns in different ways, okay. So here is my pattern right there.

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Dr. Rettig: So if I were to do that, let me ask you some questions about it. My perfect little three top school, how many PE classes would a kid get per year in this? If we had 180 day school year how many PE classes would each class in my school get? Sixty, how many art? Sixty, how many music? Sixty, what does this say about the relative value of PE, art and music? They're equal, that's not always the case is it? Not always the case, it is the case in some states. By the way this would be very common in Wisconsin where they give equal time to PE, art and music, okay. As you well, by the way next question is I got a perfect little three top school, what would I need to staff this in my perfect little three top school? Assuming six periods a day, one for each grade level, what staffing level? FTEs of PE, art and music. One of each, if I had one of each I'd be set, okay.

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Dr. Rettig: But let's say I had a school that was twice as large as this, six top and I wanted to run that rotation, not a different rotation that rotation. What would I need to staff that? Two of each, and more importantly the space to put them in, how many of you have two art rooms in your building? You know what I mean, or two music, you know, room for two classes in PE at the same time, a lot of you have that. Remember when our General Assembly in its infinite wisdom decided to increase, set some minimum standards for PE, what was it gonna be 150 minutes a week of elementary PE. Where were ya'll going to put that? Huh? By the way I, I'm not against PE, I'm a runner. I think physical activity is good, you know, but I was totally against that law. Totally, not just for space, because you know what was gonna happen if that was passed and that was implemented?

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Dr. Rettig: Wasn't just our space problems, we, where was that extra PE gonna come from? Were you gonna take it out of reading instruction? Were you going to take it out of math instruction? Was it gonna come out of science and social studies instruction? No it as gonna come out of the time that we allocate for encore, it was gonna eviscerate the arts programs in this state if we implemented that law. We would have lost art teachers, and music teachers, and that's my belief, that's the only way we would have done it. Cause nobody was gonna give more time to encore, they were just gonna take the encore time and give more of it to PE, and that's what was gonna happen. Mistake, so I think, I was thankful the governor vetoed it. Now here is a harder one, I'm a four top school, and I want to do that rotation what staffing do I need if I'm a four, I got 3D down here now.

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Dr. Rettig: What do I need to staff this school if I'm a four top and I want to run that rotation? I need a renaissance person who can teach one class of art, one class of music and one class of PE is that what I need? That would work, anybody got anybody like that? Somebody could do it probably but isn't certified in it. What I need is one day of art every cycle, an extra day of PE every cycle and an extra day of music every cycle because that teacher needs an art class, a music class, and a PE class. So one day I'd have two PE teachers in the building, one day I have two art teachers in the building, and one day I'd have two music, am I making any sense you understand what I'm talking about? What am I doing with that person the other two days? They just stay home I guess, no. No they're shared with another building, they'd be shared with another building if I have share staff. Maybe you don't have to share staff, I run into that all the time that most, a lot of places have to share staff.

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Dr. Rettig: What size school when I want to marry my four top school up to share that extra person? What would work? Two, if I had a little bitty school, a two top school because two plus four equals six, my rotation is three, and what I want my marriage to be is the equivalent of the rotation or a multiple of a rotation. By the way what's the next size school that I could have married to my four top to share people? It's a tougher question, two will work beautifully what else will work? Five, why five? Five plus four is nine, the four person would have one full time person in each area, the five would have one full time person in each area, the four would get one day of the shared person every rotation. And the five would get the other two days of the person does that make sense? That's how we plan the sharing.

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Dr. Rettig: Just giving you some ideas here, but you know, a lot of places I go they don't do a rotation like this. PE gets more, get more emphasis, look at this. This is same 45 minute block, same three top school, but the rotation is now PE, art, PE, music, PE,

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library. How many PE classes would a kid get per year in this rotation? One every other day, or call it out, 90. So they went from 60 to 90, they went up. Well somebody has got to go down don't they to get it, so how many art classes would there be each year for a kid? One every six, six into one eighty, thirty. Same with music, same with library, still adds to 180, 90 PE, 30 of everything else, 180.

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Dr. Rettig: Staffing levels are different though, what do I need to staff this in PE now? Look at PE there, how many PE teachers do I need on day one? What about day two? What about day three? Two, okay four, one. What FTE do I need in PE to staff my perfect little three top school here? One point five, here is one look follow my pointer, day one, day two, day three, day four, day five. And then one, two, three extra days, three out of six point five FTE, one point five FTE. Okay, by the way you know what some schools in Virginia would do, and I've done this with some schools in Virginia and other states. This extra person would not be a teacher. That extra person would be a teaching assistant, and they'd put two classes in PE with one pro and one para-pro. Why? You know why, cheaper, cheaper, by the way I try to do that in New York or Connecticut, or Massachusetts, or Pennsylvania run out of town, okay.

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Dr. Rettig: The union runs you out of town because it would take a teacher's job away okay. What is my FTE requirement in art in this schedule? Point five, right, one, two, three days out of six, point five, what about music? One, two, three days out of six, point five. What about of the librarian's schedule, one, two, three days out of six. Add them all up, one point five PE, point five art, point five music, point five library equals three. Why does it equal three? I'm a three top school, I need three people in my building every day. It's always going to be three, just giving you a way to think about this it might be different. What you put in the rotation is dependent upon what you believe the program should be for your students, the resources available, the number of sections you have, there is lots of things. I tend to think of a district as one big school when thinking about this and assigning staff.

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Dr. Rettig: Okay, here is one more and then we're gonna get out of this, cause I want to talk about one other issue. Look at this right here, PE, art, PE, music, I've used this before, used in Ramapo, New York up in Rockland County, New York. How many PE classes does a kid get per year in this schedule, in this rotation? Ninety, how many art classes? Forty-five, one over four days, four and 180, forty-five and music is forty-five. Equals 180, what's my FTE requirement for my four top school here in PE? How many PE teachers do I need? Two, two, two, two every day, how many music teachers? One every day, how many art teachers? One every day, total four. Why? Four top school

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okay. Okay, now let's talk about this other issue, nobody has perfect little four top three top schools. They got more sections at certain grade levels than others.

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Dr. Rettig: What do we do? Let's take the example I gave earlier, I got 100 kids at every grade level. I got 100 kids at fifth grade all the way down to kindergarten. But we're running four sections of fifth, fourth, third, second, and five sections of K and one. Why are we running more sections of kindergarten and first grade? What is our value? Student ratio for what? For what kinds of instruction are we talking about here? Literacy, numeracy, is the reason we're running more sections because we believe that class sizes in PE should be smaller in primary grades, or in art, or in you understand what I'm saying, why are we spending the money? Reading, math, so what I do and some of you won't like this but I do it all the time, is I'm gonna take that fifth section down there and I'm gonna divide it up among the other four during encore time, and I'm gonna take five of those kids in one class and they're always gonna go with one of the kindergarten teachers.

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Dr. Rettig: And five are always gonna go with another, and five are always gonna go to another, because if they all go at the same time every day that will make my encore classes 25, which I'm fine with. You understand what I just said there, we've dividing one. Anybody do that? Anybody ever do that? Does it work? It works. You know, you'd rather not, but if it attains the common planning time for your school for your teachers and there is no other way to do it I'll do it. It's better than running some part time itinerant over to your building to pick up one PE class every four days, that's idiotic. I've run up, when I work in the Northeast a lot I'll run into this situation, anybody have to add an extra section in September because your enrollments went up, and then you scramble the entire encore schedule to pick up those extra PE, art, music and library classes? The reason you added the extra section wasn't cause you got 25 more kids in the first day of school, it's cause you got two more that put you over a certain level in your district.

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Dr. Rettig: And so I just don't change the encore schedule, I just divide that section up back among, you understand what I'm talking about. I don't have to make these crazy changes at the beginning of the year that drive everybody nuts. So basic thinking about encore, then we got to put the blocks. So then I'm gonna, once I got my plan for my encore rotation I'm gonna lay out my blocks at least tentatively I'm gonna lay out my blocks. And you know what, when we start to think about where we want to put encore blocks a big debate ensues in the school. Because everybody wants to have their planning time at the end of the day, okay. I tend to bias the schedule in elementary schools to the younger students in the school, meaning that generally the primaries

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have their planning and encore in the afternoon. And the intermediates have it in the morning. That being said, I almost never start with kindergarten at the end of the day.

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Dr. Rettig: Why? Cause they can't get their fannies out the door fast enough, you know, it's too young to get, if we don't have much of a buffer after the last encore class they can't get ready and get out okay. So I might do something like this have second and then first, and then kindergarten before them, maybe I'll leave a blank then for the encore teacher's lunch. And then do third, fourth, fifth, maybe encore teacher's planning would be at the beginning of the day, and their lunch right in there. By the way this would be a pretty good encore schedule, you know, remember I said I'm not gonna let my encore teachers have one first followed by another first followed by another first cause that ruins my schedule. But I also don't want to do this, I don't want to go fifth and then kindergarten, and then fourth, and then first, you know what I'm talking about? That'll drive them crazy with equipment changes and stuff like that. if I could at least get the intermediate kind of together and the primary kind of together I'll help them out a little bit. Make it a little easier on them, and I think we ought to think about them too. By the way I kind of like this, but I don't get to do it very often. I mean one of the nice things about it is nobody has encore first thing in the morning which means we can all start core instruction first thing in the morning if I were to build the encore schedule like that.

01:07:06

Dr. Rettig: But, you know, I sometimes run into problems in schools like anybody here in the elementary school have the cafetornasium problem? You know what I'm talking about? You're teaching gym in the cafeteria, and some small schools have that. Well most small schools can't get gym done in 45 minutes right there. Or you know what else? My fifth grade might say to me, you know Mike we're gonna do our language arts block here, and we don't like doing 45 minutes and then going to encore and then coming back and having to start up again. We prefer to just get our encore done with, so let us have it first, and then we'll have a nice interrupted block and we might do that. So I might do that, okay. It's all negotiated, by the way usually when you build your schedule you got a team in front of you, there is two ways to approach it I think. And principals are, are more, are more amenable to one ore the other. Because I build them in excel and I'm used to doing it like to start blank slate.

01:08:03

Dr. Rettig: So I'll be working with a group that has representatives from every grade level, encore reps, special service reps, principal and guidance people sitting around. And we'll negotiate the parts of the schedule based up on the parameters that we've agreed upon okay. And there will be debates going back and forth, and it'll get built together as we do that. Some people aren't comfortable with that, some people will take those parameters and a principal and maybe one or two other people will build a draft

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mater schedule that they will then present to this same group to get their feedback on and make changes. But I think either of those ways is a good way to do it, but it is not a good way to do it just to build it and drop it on them. Okay you got to get some input one way or the other, and so where all these blocks are gonna fall is all gonna be negotiated out within certain parameters okay. Now if I have the cafetorenasium problem I might have to, you know, slide this block all the way over here and put the planning time of my encore teachers in the middle of the day to leave some more run, room to run the lunch program.

01:09:02

Dr. Rettig: So what time we got here? Huh? Okay, around 10:00, 10:15, okay good, okay so that's enough about encore. Now the next thing I want to talk about is intervention enrichment scheduling, okay. Because that's, there are many different ways to do it. The intervention period, here is my sort of vision of the Rtl model in elementary schools. Tier one intervention is done by classroom teachers during universal instruction, during those big blocks we've been, when she gave me 120 for language arts. Tier one interventions are done by the classroom teacher during that big block as they differentiate instruction are you with me on that? Tier two interventions are done during an intervention period because there is many more kids who need, there is, I mean there I so many kids that need tier one, the differentiation but still we got 15 to 20 percent of our kids who might need a tier two intervention.

01:10:11

Dr. Rettig: That's done during the intervention period either by a special service provider, or a classroom teacher. And generally tier three if it happens at all, and we'll talk about that is a replacement for something in core instruction usually social studies and science. An additional intervention, you understand what I'm talking about? We run out of place to put it, now we're only talking about two to five percent of our kids there, and I'll come back to my comment if we do it at all. I'm just talking about practical nature of staffing. So the first thing we want to think about is how to schedule the intervention periods, how long they should be, where they should be placed, how many there should be okay per grade level.

01:11:01

Dr. Rettig: And you have a PDF that, open that up, cannot open file all right. Okay you have a PDF that is pages out of our book, I'll go get it. Come on. The first page on it says figure 4.1, so if you want to look through your materials to find that.... Looks like that. Here we go it's probably a separate handout, it's blue it looks like.

01:12:02

Dr. Rettig: Blue, this isn't very clear. Is there any way to focus this better? Yeah, so if you look at this I worked with all of Prince William County beginning about 10 or 12

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years ago. And every one of the schools there at that time had an intervention enrichment period. It was 45 minutes in length, of the 65 or 68 or however many there are schools, about three of them scheduled it so the whole school had it at the same time. Now that could be the beginning of day, end of the day, or middle period, or something like that. I'm just showing this as an example at the end of the day. So three out of the 65 or 68 had it all at the same time. The principals said, the reason they did it that way they liked the unanimity of purpose that existed for the school at this time everybody is doing intervention and enrichment opportunities in terms of their administrative walk-throughs and things like that, it was easier to get around and check and see everybody is doing the right kinds of activities in there.

01:13:10

Dr. Rettig: They said, we could do some multi-grade level regrouping during that time, so if I had an ELL teacher needed to pick up a second grader and a fourth grader who were on the same proficiency level you could do that without interfering somewhere else. And they also said, if our encore teachers have their planning some other time during the day, perhaps we could add our encore teachers in the IE period and they could, we'd have more hands on deck at the time. But you know, at the elementary level almost nobody does it this way. Because there is one huge drawback to scheduling the intervention period this way, what is it? Staff, if I've got a Title One teacher, they can only pick up one group of students right there during that time, and everything else they do is gonna have to be a pull out, or push in or something else. They can only pick up one group right there.

01:14:01

Dr. Rettig: It's the same for all other staff members, so hardly anybody ever does it this way at the elementary level. By the way at the high school level they all have to do it this way, why? All their classes are, so many of their classes are multi-grade level there is now way to parse it out by grade or anything like that. Okay, so almost all high school who have the intervention period only have one put somewhere in the day and it's school wide. Middle schools have some choices, they can do grade, team or school wide. So the next one I'll show you is a two period one. I worked in some small schools with part time intervention staff. Say I have one section per grade level in kindergarten, first, second, third, fourth, and fifth. Tiny little school, run into those sometimes, they want to have some regrouping possibilities so they'll run a couple, or three grade levels together. But to be honest with you I never see this, I don't see it very often at all this is the same problem as the other one.

01:15:01

Dr. Rettig: I only got two access points right here for my intervention staff, the next one is the same. I did pairs of grade levels together in the black, now if my intervention staff was also doing some push in stuff and co-teaching maybe this could work. You know,

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maybe I've got some intervention folks who do these periods, but then during the beginning of the day they do some push in co-teaching, maybe that would work. That would be a reason to do it, but again I don't see it very often. The most common format for scheduling the intervention period is to create a set of non-conflicting intervention periods throughout the day, one per grade level. So we have fourth grade here, and fifth grade here, and second grade here, and first grade here, and kindergarten here, and third grade there. So that I can have a SWAT team of intervention specialists that swoop in to fourth grade and join them here.

01:16:06

Dr. Rettig: And then fifth grade you understand what I'm talking about, and that's the typical way that most schools do it. Of course where that goes in the schedule is a matter of negotiation. If you look right here, they did both their planning and the intervention for fourth and fifth grade there. That takes a whole lot of the morning instructional time out of their schedule, that's going to make them howl. Try to balance, I use things, the intervention period, encore, and lunch and recess to try and balance schedules out. So we have big chunks of time, these are just samples used to think about where to do it, where to put these periods. You know, there is another problem with this. We usually in elementary school have certain grade levels that are more intensive in terms of the number of students who are getting intervention.

01:17:04

Dr. Rettig: It's been my experience it's usually in the primary grade, first or second grade where we're trying to get them on the right track in reading early. And if you were to say to me, Mike I got to do all my Title One first grade interventions in one 50 minute period I'd say I got three groups of kids that need to be working with in there, how am I doing in one 50 minute period, you understand what I'm saying. So sometimes this doesn't work for certain grade levels that might be okay for fourth and fifth. But maybe it's no good for first because we don't have enough access points. So I want you to look at something else, find the DJ Montague, or DJM schedule, okay it's a excel spreadsheet....

01:18:00

Dr. Rettig: ...Should look like this....by the way I use excel to build all these things. It's a very flexible tool, the basic template I use is at the website. A lot of you have used it already I know.

01:19:00

Dr. Rettig: But if you look at it the nice thing about it is the timeline up here is in five minute increments, but the only fixed time in it is the first one. So if your school day starts at 9:00 instead of 8:00, all you have to do is change that first time all the rest of these puppies come into line right there. Because there is a formula right there that says

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add five minutes to the cell before that, and then I just merge cells together for 125 since it's five minutes increments. I've merged cells together, 25 of them to make 125 minute block. I create a tool bar which unfortunately I can't transfer to people of the most frequently used commands when I'm building a schedule, and they tend to be the merge things, the format ones, the cut and paste things, and some of the print size and formatting things. And so I created a tool bar and then got rid of the rest of the ribbon in excel, the big, you know, the ribbon if you have the whole ribbon up there it take sup half your screen when you got it there so I got rid of the rest of the ribbon.

01:20:00

Dr. Rettig: And only used the commands that I typically use frequently. If you're interested in some tips on how to do that they're at the website, they're free. There is some excel tips there, but so I want to talk about what we did here. When you read across this this was a school in Williamsburg I worked with four or five years ago I think, and this is the schedule we started out with them. They made some modifications to it the next year I know, but you'll notice what we did here is they had two reading recovery teachers. And I'm gonna use this to discuss a few of the issues we have in the intervention enrichment period, they had two reading recovery teachers. And if you know the reading recovery program, you know that each teacher has a caseload of four students that work with and do individual tutoring with, and then they do some small group work too okay. And one of the thing when you build an intervention enrichment period that you have to decide is what are you gonna try and use it for? And what are you not gonna bother to try and put it in there?

01:21:01

Dr. Rettig: For example, I'm not gonna think too hard about when my occupational therapy person is coming into the building, and I'm not going to build the IE period around when they are there. Cause they work with one kid, and they come on a schedule I can't keep track of anyway, and you know what I'm talking about? Now I also want to use the IE period for those things that would be the most disruptive if they were a pullout, okay. So reading recovery is one kid at a time, those same people were also gonna be doing small group work. So we decided that the one kid at a time reading recovery service was not gonna come out of the IE period. It was gonna come out of the language arts block, and the small group work they did was gonna come out of the IE period cause that was more kids at a time. So if you look at the reading recovery schedule here you'll see how we built it.

01:22:00

Dr. Rettig: The first reading recovery kid was pulled out for each of the two teachers the first 30 minutes after homeroom. And they were allowed to pull out of teacher A and B's class, there were five classes. They were allowed to be pulled out of A and B's, or E's cause they were in language arts. Each of those teachers, A, B and E if they had a kid

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pulled out in there the only thing they had to do was remember they couldn't run the guided reading group if that kid, at that time they had to run it some other time during their block there. You understand what I'm saying there, so that's the modification they had to make. They weren't allowed to pull the kid out of C and D because they were in math, when they were in math for specific purpose because I needed more access point. Second time again you could pull out of E, or A and B cause they're in language arts but not out of C and D cause they're in math. The third block they could pull out of anybody, cause they were all in language arts at that time. The fourth one was right here, and they could only pull out of C and D because A, B and E were now in math.

01:23:03

Dr. Rettig: Centers is their term for encore, that's what that is. Probably wondering, and then what we did is we actually constructed three IE periods for first grade where the two reading recovery teachers joined teachers A and B here, joined teacher B, C and D here, and joined teacher E here. So we got a lot of small groups out of them, do you understand what I'm saying and spread them out. That was the advantage of that, there is a disadvantage from a scheduling standpoint to what I just showed you there. When we break out the IE periods that are different for different parts of the grade level we reduce the ability to regroup across the grade level during those periods. See the negative there, I got more access points for my specialists, but reduced the grouping possibilities there cause the whole grade level wasn't available at the same time.

01:24:00

Dr. Rettig: Now that would imply then some careful placement of students, so that the kids who were gonna be in a like group would be in either A and B, or C and you know, there so you'd have, if you were gonna do that you'd have to think about that and there are negatives to that. Everything you, every choice you make in a schedule has pros and cons to it, you got to decide what's the best for, you know, your school. But if you see what we did here, because we wanted more access points at the primary level for our interventionist kindergarten had two IE periods. First grade had three, second grade had two, all of them non-conflicting throughout the day, so that a speech language teacher could work all of those if we wanted. Or a reading specialist could work all of those, okay. So this is another way to think about scheduling the IE, you break a grade level in half. Half the grade level gets a period at one time, and half the grade level gets a period at a different time.

01:25:03

Dr. Rettig: It gives you more access points, but it reduces your possibilities for regrouping across the whole grade level at that time. The next way that we do it, which is increasingly common in my work around the country is what I'm gonna show you now. And you need to find the viola schedule. The viola schedule. It's another spreadsheet.

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Another spreadsheet. And that spreadsheet looks like this.... Secondary people what do you think? Isn't that cool?

01:26:00

Dr. Rettig: Looks crazy doesn't it, where are the blocks, where are the periods, oh everybody has different ones. Okay, here we go. This is a school in Rockland County, New York, which is across the [Tampensea Bridge from Westchester County ?]. It's in the, it's in Suffern, New York. The Ramapo School District, let me give you a little story about this school district just to give you a big district picture. I started working there about ten years ago, and the first thing we dealt with was their encore program. They have five schools, five schools, three of them are straight four tops. Four classes at every grade level K-5 got that in your head? Two of them are two tops, but two plus two equals four. We ran at four day rotation there for encore, two PE classes, one art class, one music class.

01:27:02

Dr. Rettig: You got that in your head? Two PEs, one art, one music, four day rotation. That meant my four top schools to run that had two PE teachers, one art teacher and a music teacher. But then my two two-top schools what did they get? A PE teacher each, two days of art, two days of music each that flip flopped, okay that's what we staffed the district. That's how they shared, we married the two tops together. This school district also had, which we don't have much in Virginia, is a big instrumental music program with orchestra beginning in third grade and band beginning in fourth grade. By the way they also had world language that began in kindergarten, okay. Yeah, they spend more money up there than we do, by the way we're not bad. We're not bad at all. I find the range of expenditure in this country varies from about \$5,000 per pupil expenditure at the lowest end, maybe a little more than that.

01:28:00

Dr. Rettig: And I've worked in South Hampton, you I know where South Hampton is? South Hampton, out on the island. I'm working there right now, \$37,000 a year per pupil expenditure. The taxes up there they're a little higher, you know. It's not, you know, you know, I say I think sometimes and by the way money does matter. One hundred bucks more doesn't matter, double or triple it, it matters okay. You know, it matters. This school also had a reputation for providing outstanding special services. They had what I called a field of dreams problem, you know that. if you build it they will come, and you know, the parent population of students with special needs talks to each other in a variety of different ways. Sometimes through attorneys, and you know, and they move to places where they do that.

01:29:03

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Dr. Rettig: So they had a lot of kids who needed multiple interventions, they would get a regular special Ed. service, and a couple three related services, a lot of related service provided. I think at least one of these school had a full time OT person in the building, it was crazy. You know, and what they had were lots of students who needed multiple services. You know, often people ask me if I only have one IE period for the grade level and a kid has to get math help and reading help where do we do that? You know, how do we do that, you know, well I guess you could alternate them. But they need the reading help every day, then what do I do you know? I got to have another place for it, and if I only have one period then it's got to be a pull out or something to get the other service in there. At some point some schools have such a need for multiple services that they break a threshold and they decide they need another period per grade level to do it in.

01:30:04

Dr. Rettig: Now I don't know what the magic number for that is, but I start having, I think it's, you know, if I start out about 20 percent of my kids need multiple services. And that would mean 20 percent of my kids were getting their second service as a pull out, I'd start thinking that was a bit disruptive to the whole group instruction. Of course remember, if I put a 60 minute IE period in what have I taken the time away from? Whole group instruction, so there is a constant balancing act between the time we need for universal instruction and the time we're willing to provide for the intervention. And there is no right answer to which way to go, you have to decide yourself. Part of it has to do how well you do in organizing what occurs during here. If it's a, if you create an elementary school study hall you might as well go back and do it the other way, you know, but so look what, look how we structured this schedule. Each grade level has a non-conflicting hour of intervention throughout the day.

01:31:03

Dr. Rettig: And so if you look at this bottom line right here you'll see 30, 30, 30, 30, 30, 30, 30, 30, two 30s for each grade level, and the schedule is built around that. Now one of the things that we did that was very interesting in this is notice the fifth and the fourth grade has their two hours at the beginning of the day. Anybody have instrumental music in their elementary school here? Yeah, yeah, the typical way it's done is this, the band teacher shows up in your building a day, a day and a half and that whole day they pull out small groups of trumpets, clarinets, you know, flutes whatever. Thirty minutes a clip, all day long, different kids gone. Next time they come they roll those periods up one, so the kids don't miss the same thing that time, but still for that day the fifth grade teachers are going how do I teach? I got three kids missing here, and three here, and three here, and three, they're playing make up all day long.

01:32:01

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Dr. Rettig: In fact when I ran into them working in Chappaqua, New York right now they called it project day. They didn't even try to do any whole group instruction. They just, okay we have independent work day. You mean to say you're going to take 20 percent of your instructional time and call it independent work day. That would scare me a little bit, you understand what I'm saying on the day that they showed up. So what we did here is their instrumental music people, their band person showed up here the first two hours of the day. And they, instrumental music is an enrichment activity, not all kids do it in most schools, and so we pulled it out of here okay. And then that instrumental music person went to another school in the district that had their IE periods for the fourth and fifth grade at the end of the day. Okay so we didn't have disruption for that there. What we also did here was something very interesting, we created a little scheduling template.

01:33:02

Dr. Rettig: By the way these will all be posted at the DOE website, the Rtl website. Any of these schedules that, that you have on paper here you can have in, in excel too. And you can download them from there okay, you're free to use them. But we created a little special service template, these are those blocks right there. They happen to have an eight day rotation for stuff they were doing, so forget about that. but imagine these are days of a cycle. But what we did at the very beginning of the year, rather than the when can I have your kids' model of scheduling is we had the beginning of the year scheduling summit, okay. So the fifth grade teachers, we get in a room with the fifth grade teachers. The special service providers who work with fifth grade students and the instrumental music people, and the principal to mediate the, the dealings, everybody brings their list of qualifying students and we negotiate who is gonna get whom on which days of the cycle within these two IE periods.

01:34:11

Dr. Rettig: So if I'm the band instructor I got five trumpet players, I say, I've got this trumpet, these trumpet players I need to see them once every four days. And I call them out, and then the speech language teacher raises her hand, and she says I got one of those guys, you know. So we say, okay I'll schedule him here, and you schedule that speech class for him over there okay. You understand what I'm talking about? So that they don't interfere with each other. And rather than each of these people walking around individually throughout the building trying to construct their schedule. Get them in a room together with their lists and negotiate who is getting the kids what days of the cycle. By the way this doesn't meet all of our special education requirements, I realize that. There are other parts of the day, not all special education services are gonna be delivered in IE periods.

01:35:00

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Dr. Rettig: Some can though, okay. Do you understand what I just said there? It's helpful, and then once we're done with the fifth grade we kick them out, bring in the fourth grade teachers do the same thing and so on. Rather than having this when can I have your kids model, get together by grade level with the special service providers and create those internal schedules. Works much better than the wandering around approach. So I've showed you five or six ways to schedule the IE period. School wide, three grade levels at a time, in two separate periods, a couple grade levels at a time in three separate periods. A separate period per grade level, two periods per grade level but one for some of the classes and another for others of the classes when in the same grade level, and then this one where we actually have two periods for each grade level. By the way in some schools that I work with we purposefully attempted to attach one of these periods to a language arts block and one to a math block, although that's harder to do than what I did here do you understand what I just said there?

01:36:07

Dr. Rettig: Where so, sort of have them designated that way, ideally with, you know, 30 minutes at the end of a 90 minute language arts block and 30 minutes at the end of a 60 minute math block. It's kind of hard to do it that way, but we've done that. So here it is, what I'd like you to do is to spend what time do we have here now? You've got, spend about five, just five or so minutes talking. What would make in terms of scheduling it, make the most sense for you if you're an elementary school? Just talk about the options that I've given right here, go ahead and talk just about five minutes. We're gonna take a break in about 20 okay. [Tape cuts] Okay why don't we come back to it. Ask me a question about the scheduling of the IE period at the elementary school level.

01:37:00

Dr. Rettig: Not about the use of it yet but about the scheduling of it, ask me a question, anybody have one? Lots of variables to consider as to what might be most important to you. Yes....Middle and high schools have the exact same problem, they have kids coming and going too. They still build the schedule, you know. I think we're better off having the tentative schedule built and revising it based upon some changes that occur than we are just, and you know, a lot of times we're waiting for staffing pieces too.

01:38:09

Dr. Rettig: But once you got a pretty good idea what that ought to be we ought to build as well as we can, it also means we need to do IEPs earlier so we have a better idea about that as we're constructing the schedule you know. Well that summit was happening at the very beginning of the year cause the new do know all of that, so that summit I was talking about the schedule was built. The summit didn't occur till the week school was beginning, does that make sense? We still have to have, and it's not gonna be perfect either. Nothing, this IE period is not a perfect solution. It helps a lot, it cuts

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down a lot of interruptions okay, but it's not perfect. There will be some things that don't fit in it, and they're just gonna have to still be done in a different way. Somebody else.

01:39:00

Dr. Rettig: Yes.... So usually the requirement isn't that it's an uninterrupted block, it's usually that this much of it is uninterrupted. So I might have 150 minutes for language arts but 90 minutes has got to be uninterrupted, if you tell me that's a non-negotiables to start we build around that. I mean there are always some set of non-negotiables in a school for things that they absolutely have to have in their schedule. And if that's there then you make compromises in other areas to get that. No it wasn't that there at all, their biggest problem was a constant revolving door of students coming and going.

01:40:01

Dr. Rettig: Because all the special service and related services and instrumental music, so we had to fix that. That was the biggest problem they had, and they were happy to have, you know, any extended time with all their kids you know. Somebody else with a question yes.... So when you departmentalize, and I'm not gonna talk a ton about this cause we don't have all day, but I will respond cause there is some basic thoughts about it. Whenever you, first of all there is no research that says one way or the other that departmentalization is either the way to go or not. There are pros and cons to it, and often the decision to do it is very individual based upon obvious teacher strengths and/or weaknesses. You understand what I'm talking about there, but if you're going to do it the, there is a couple things that happen. When you decided to departmentalize it affects your time allocations cause you have to create blocks that flip flop or rotate.

01:41:05

Dr. Rettig: And, and so you know, for example, I'll give an example of one I don't like. You know, I got three teacher fifth grade team, we all do our own language arts. Then we departmentalize for math, science and social studies and we rotate those three among the three. Often all that's left is about 45 or 50 minutes for each of those when you do that cause you don't have enough time in the day after the language arts block. We end up with 50 minutes of math, and 50 minutes of science, and 50 minutes of social studies you know. Now it's overkill in both science and social studies, and not enough time for math when you do it that way. Now I'm using that as an example, would I accept that? It depends who the math teacher is, because everyone in this room knows if you know the research about what impacts student achievement, what's the number one factor that impacts student achievement? The quality of the teacher.

01:42:00

Dr. Rettig: Okay, the second most important factor is one we're starting to delve into just before, and that is the opportunity to learn factor. Did the school align its curriculum with what students were gonna be assessed on? Did they actually teach it to those students

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to guarantee curriculum? Did they use formative assessments to measure once in a while to see if they were actually learning it, and did they do something about it if they found out that they weren't? Intervention, okay that's the second most important thing. The third most important thing is time, but not nearly as much as the teacher quality. And so in my work teacher quality trumps time any day okay, so if you say we're gonna get 50 minutes but with Mrs. Einstein in math you know, I might accept that versus saying well we got to get 60 you know. Cause the ten minutes, do you understand what I'm saying there? But the fact is if I do departmentalize in certain grade levels I almost always have to start building the schedule there.

01:43:06

Dr. Rettig: Because there are specific blocks that have to rotate or flip flop, and I'd like to keep those as uninterrupted as possible so my placement of IE, lunch and encore becomes critical for those grade levels to get those uninterrupted rotating or flip flopping blocks. Does that makes sense what I'm describing there? So somebody else with a question. Okay, we'll have time for more of that later. I want to talk about the use of the time where, where are we here? Okay I can get started on that, so I think the sort of basic conceptual model we think about with response to intervention is something like this. You know, I probably am not singing the actual, you know, team song here but we give a large scale benchmarking or formative assessment at a grade level.

01:44:07

Dr. Rettig: Based up on our analysis of those results we divide our students into tiers, and we plan out an intervention and enrichment program. Here is my observation, it holds true throughout the country. The problem with Rtl is not what we're doing with interventions, they're almost always prescribed or adopted research based interventions. It's what we're doing with everybody else is the problem, because during that intervention period the kids who don't need an intervention deserve an enrichment program. And what we're doing there is often haphazard, made up on the fly to keep kids busy and is not a cogent designed program to ensure those kids make their one year of growth as well. Are you with me on that? we got to plan that out well, that's where a lot of the work has to go into this, so then we have this program that we've planned.

01:45:00

Dr. Rettig: And we deliver it during the course of the delivery of that program we monitor students' progress. If they're in enrichment opportunity and they start slipping we might drop them in an intervention. If they seem to have caught on and are doing well in an intervention we might pop them into an enrichment. But after a certain point, six-nine weeks we do another large scale formative assessment. We re-tier, we go through the process, does that make sense it's sort of the simple conceptual model. The, I find that in elementary schools while the tiers, you know the tiers, in a perfect little Rtl school,

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which I don't know if I've ever met one but in the model 80 percent of your kids are supposed to be able to use the, learn the basic curriculum in the regular instructional time if their teachers differentiate, and do the tier one differentiations within that time. Fifteen to twenty percent of the students need some kind of regular intervention, this in my scheduling models is provided during the IE time either by special service provider or by a classroom teacher.

01:46:01

Dr. Rettig: Depending on how we structure it, and then two to five percent of our students should get a tier three intervention. I often find that schools I work with don't have the resources to give a tier three intervention in addition to a tier two intervention for those kids that often their idea of a tier three intervention is a replacement for the tier two. That is fewer kids, longer time, more, you understand what I'm saying rather than both. It would be nice if it could be both. If it is both it's usually a pull out of a core class like science and social studies where the, or some places depending on the model they adopt the tier two intervention is not daily. It's every other day, or three days a week and they make a tier three intervention daily versus that, the, you know, the tiered sort of response.

01:47:00

Dr. Rettig: I find there are two basic approaches in elementary school the way that this is handled, there is what I call the centers approach and the re-grouping approach. In the centers approach you guys are my first grade team, I got three teachers in my first grade team. During the IE period you set up enrichment centers in your room, and so do you, and so do you. I'm the Title One teacher and I got a couple of your kids, and one of yours, and a couple of yours and I pull those kids out of all of your classes and I go serve them for tier two intervention. Other of your tier two kids, tier one and tier tow kids are rotating through the centers but you stay in your room, you stay in your room, and you stay in your room. And as a teacher I'm at my clam shaped table and I'm pulling out individuals or small groups out of centers to give them other tier two interventions that aren't provided by a special service provider. I pull two kids out, you know, you, you the teacher pull kids to your clam shaped table and then they go back to centers, and you pull different ones out, and you're doing the same and you're doing the same.

01:48:00

Dr. Rettig: The strength of that sort of centers based approach is this, it fits with the elementary model. Especially the primary model of I got my kids, you got your kids. We don't mix them up very much together okay. Especially at the primary level, okay. The negative of it is this, you have a kid struggling in diagraphs and so do you, and so do you. Wouldn't it be better if you took all three and you did something else, wouldn't it be a better use of our resources? And the other strength is how good are centers as an enrichment program? I start my career as a primary teacher. I, I love to design higher

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level thinking centers, how easy is that okay? It's not easy at all, okay. You need a brain there to get higher level thinking going on and it needs to be the teacher's brain. So centers an imperfect enrichment program at best usually designed just to keep the kids busy while the teacher does something else. Though that's not the primary goal, it's often what it has to be.

01:49:03

Dr. Rettig: Okay, so the regrouping model is one where within a grade level we regroup and take on different roles. But we have to mix our kids up across the grade level. This model is much more powerful, and much more difficult to put into place. So let me give you an example. I don't want to screw up your, you know what? I'm gonna wait on the example until after break. We're gonna take our break now because I don't want them to take it away, okay. And so I get about ten after, let's start back up at 25 after and I'll give you the example right then. Thanks very much for your attention so far, 25 after we'll start back up.