

2.6.3: Teacher Schedules

Teachers in a virtual setting have a unique job and thus, a unique schedule. Illinois Prep teachers will work in varied, yet connected work settings:

- Onsite - providing direct individual and small group instruction at the blended learning support center
- Online real-time/synchronous teaching - providing daily whole group instruction
- Online real-time/synchronous small group and individual support, remediation or instruction
- Online asynchronous teaching and support

In addition, all staff will participate in

- Curriculum and lesson planning
- Grading and review of student work
- Daily data checks on all students to identify needed supports
- Weekly cross-curricular planning sessions
- Ongoing staff development
- Regular communication with students and parents

A sample teacher schedule is listed below, however teachers will have morning or afternoon start and end times (7:40-11:40 am or 12:00-4:00 pm) to allow for maximum availability of live teaching staff both onsite and online for students. Teachers will work half the day onsite providing blended onsite supports as well as online live instruction, and half the day online teaching duties from their home base to be scheduled based on student need. Actual schedules will be based on student need, but the blended learning support site will be staffed with teachers for both the morning and afternoon shift. While there are no planned changes in years 2-5, we will revisit the model annually and make determinations based on the performance of school.

Virtual school teaching is unique and no two days are the same. However, we have developed a model that provides:

- Structure while still allowing for flexibility
- Accountability for both students and staff
- Real-time support (online and face-to-face)

Below is a sample teaching schedule for an Illinois Prep high school Algebra teacher working the onsite morning shift and offsite in the afternoon.

Day	7:40-8:30 am	8:35-9:25 am	9:30-10:20 am	10:25-11:15 am	11:15-11:40 am	11:40 am - onward
Mon	Onsite individual blended learning sessions	Onsite group instruction and PBL	Onsite online delivery of synchronous live learning	Onsite remediation and support sessions (individual or group)	Onsite remediation and support sessions (individual or group)	Online/virtual teach time (offsite) based on student need
Tues	Onsite remediation and support sessions (individual or group)	Onsite individual blended learning sessions	Onsite group instruction and PBL	Onsite remediation and support sessions (individual or group)	Onsite online delivery of synchronous live learning	Online/virtual teach time (offsite) based on student need
Wed	Onsite online delivery of synchronous live learning	Onsite remediation and support sessions (individual or group)	Onsite group instruction and PBL	Onsite remediation and support sessions (individual or group)	Onsite individual blended learning sessions	Online/virtual teach time (offsite) based on student need
Thurs	Onsite online delivery of synchronous live learning	Onsite remediation and support sessions (individual or group)	Onsite individual blended learning sessions	Onsite group instruction and PBL	Onsite remediation and support sessions (individual or group)	Online/virtual teach time (offsite) based on student need
Fri	Onsite individual blended learning sessions	Onsite remediation and support sessions (individual or group)	Onsite remediation and support sessions (individual or group)	Onsite group instruction and PBL	Onsite online delivery of synchronous live learning	Online/virtual teach time (offsite) based on student need

(Flex teaching time is to allow for maximum availability of scheduling of live additional individual support sessions and asynchronous online teaching duties. Teachers will work onsite versus offsite on either a morning or afternoon shift with 4 hours onsite and 4 hours offsite).**

2.6.2: Student Schedules

Daily and Weekly Schedule

The daily schedule at Illinois Prep will run from 7:30 am—4:30 pm Monday through Friday. Students will have staggered start and end times based on their individual needs in order to provide flexibility that is oftentimes required by virtual school students due to health or other issues. However all students will be required to participate in a full school day of 7 hours of instruction (which may be independent, teacher-led, project and applied, intervention, core academic, elective or other instruction). The actual schedule of a student will be based on their individual needs.

Students are expected to be online, working and active during school hours. However, they can access learning and curriculum 24/7. Students can request a modified schedule after the student and family meet with counselors and a joint decision is made around a need for a differentiated daily schedule. However, the student must be engaged, active and learning for the full, required time to constitute a full day of instruction.

Our virtual school structure allows for increased collaboration and interdisciplinary work. Classes are scheduled so that students spend roughly 50% of their day in the Humanities area of the curriculum and 50% in the STEM area. Students in a section will be engaged in a variety of activities ranging from individualized, on-line instruction, small group instruction led by a live web-based teacher, collaborative problem solving and project based learning (independently or with smaller and larger peer groups via virtual collaboration), and coaching/facilitation seminars. The mix and balance of activities can be personalized for each student based on his/her learning profile. At various points during the day, depending on student need and formative data, students may attend live coaching sessions.

Our physical blended learning support services center, where students and their families can access support services, coaching and live face to face support, will be open to students from 8:30 am—4:30 pm Monday through Friday. (See academic section for a full explanation of the blended learning support services).

Our weekly schedule was created based on practices that our master teachers deem critical to student success. Students attend a check-in meeting with their assigned advisory teacher (HS) or core K-8 teacher each Monday that is designed to motivate students and set expectations for the week. As part of the weekly cycle, students will set weekly goals that drive how they spend the flexible portions of their time within each block.

Part of the mission of Illinois Prep is to cultivate student independence and perseverance. Thus, students will be given shared ownership over how they spend their time. Real-time monitoring of student progress will help to make this possible

while ensuring that students do not fall behind and progress toward mastery of grade-level standards. As students develop as independent learners, they will gain increased ownership over the designated independent work time in their schedules.