

Martin Walker 2/2/09
Gary Duncan, Principal

Scheduling

Q: You say you've gotten smarter about things like scheduling? Can you provide a little more specifics on the scheduling because that's an area that can really help other campuses.

A: One of the things we started here that I have tried to share everywhere we go is...First of all we do a schedule that allows every grade level to get an extra planning period every week which I think is critical. So, instead of just getting your normal 45 minutes conference period everyday, they get that in addition to one day a week they'll get an extra 45 minutes and that extra 45 minutes is used specifically for planning and they work at that together, and then I make sure that all of the special teachers, if you will, the special ed teachers, the interventionists, everybody has their conference period at that time as well. So, it gives them an opportunity to meet once a week at least to talk about kids and how we can make that better.

Our SATs we do after school. That's those, every campus calls, every district calls them something different... (Q: Okay, these are just conference times?), Yeah, just conference times where they plan and talk about kids and how well they did here and what do they need to do there and how can we help. And on the scheduling piece as well, what we do here is, the priority for scheduling does not go to the classroom teacher at Martin Walker. The classroom teacher creates the schedule for what they want to do in the classroom, but those interventionists and those special ed teachers that have to provide services here and there, they only, they've got to work with twenty teachers to try to figure out how to make that work. And a normal classroom teacher here that has kids that they're going to

work with, they're going to change their schedule 4,5,6 times during the year. Because if we all constantly have kids moving in and out of groups, kids that need services, and whether it be reading, math or whatever, and we just this morning another teacher's got to change her schedule now, because it doesn't fit here, it's got to fit here. So the priority goes to the interventionist, and the teachers are very flexible about that. Yeah, and the other thing I've done, is we have two interventionists this year, but what I've done this year is each interventionist has a grade level, so one of them has K to 2, the other one has 3 to 5, and they're doing reading and math for those kids. So, I think that's helped out as well, and then they're both being trained in the district's new special reading program.