

TEACHER PERCEPTIONS REGARDING THE INFLUENCE BLOCK SCHEDULING HAS  
ON STUDEN LEARNING AS COMPARED TO TRADITIONAL SCHEDULING IN  
MIDDLE SCHOOLS

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ABSTRACT

The purpose of this study was to compare middle school teachers' perceptions on student learning in A/B block schedules and traditional schedules in schools with grade configurations of 6 through 8. Responses to the survey were disaggregated by schedule type and years of teaching experience within groups and between groups. Middle school teachers in the A/B block schedule perceived their schedule had a greater impact on student learning on over 90% of the survey responses. In addition the A/B block schedule teachers perceived their instructional strategies were more diverse than the traditional schedule middle teachers. While professional development demonstrated significant differences between the two groups, the differences were not as many or as large.