



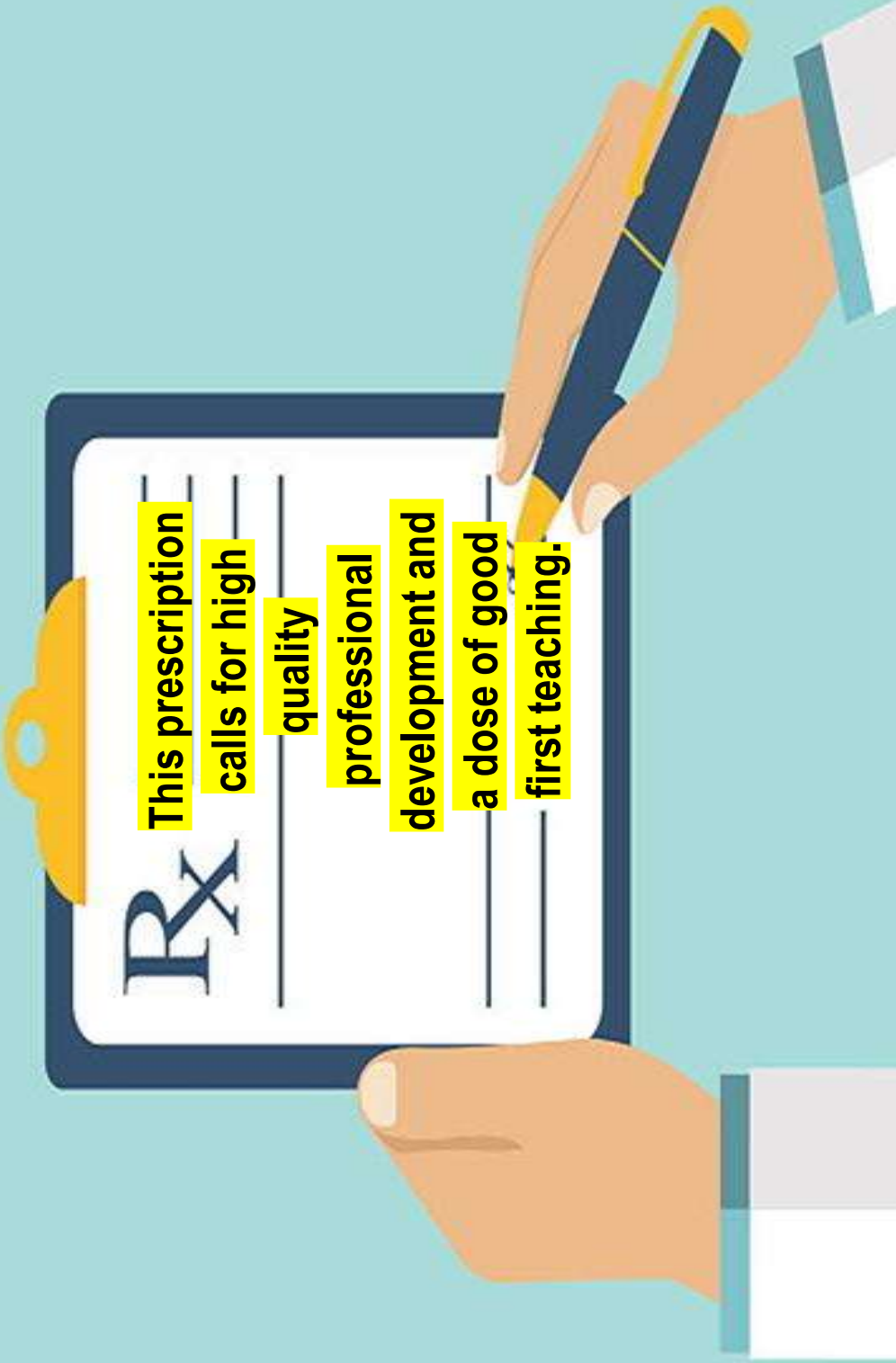
Overton High School

Block Schedule

Moving from Good to Great

September 8, 2021





Rx

**This prescription
calls for high
quality
professional
development and
a dose of good
first teaching.**

The illustration shows a hand holding a blue pen with a yellow tip, writing on a white prescription form. The form is held by a blue clipboard with a yellow clip. The background is a light blue gradient.

<i>Instructional Practice Two (Word Parts)</i>		
Key Word: Prescription		
Prefix	pre	before
Suffix	ion or tion	act of or condition of
Root Word	script	written
The act, condition, or writing before.		

Exactly what is a **prescription**? The instruction for a pharmacist **(teacher)** in prescribing a certain amount of a particular drug **(professional development)** in a specified dose, written by a doctor **(instructional leader)**. Also included in the prescription are instructions for the patient **(teachers and students)** on how the medication is to be taken, how often, and for how long.

What is Block Scheduling

- Block scheduling is a way of designing classroom schedules for students. It means that students will have fewer classes per day, but the subjects will be on a rotation.
- A **block schedule** is a system for scheduling the middle- or high-school day, typically by replacing a more traditional schedule of six or seven 40–50 minute daily periods with longer class periods that meet fewer times each day and week. For example, a typical block-schedule class might last 90 or 120 minutes and meet every other day instead of daily.



Time(s)	Monday Block(s)	Tuesday Block(s)	Wednesday Block(s)	Thursday Block(s)	Friday (All classes meet)
7:15 – 9:05	1st Period	2 nd Period	1 st Period	2 nd Period	7:15-8:10 1 st
9:11 – 10:55	3 rd Period	4 th Period	3 rd Period	4 th Period	8:15-9:05 2 nd 9:10-10:00 3 rd
11:01-12:25	5 th Period	5 th Period	5 th Period	5 th Period	10:05-10:54 4 th 11:00-12:25 5 th
12:31 – 2:15	7 th Period	6 th Period	7 th Period	6 th Period	12:31-1:20 6 th 1:25-2:15 7 th
2:20-3:15	8 th Hour	8 th Hour	8 th Hour	8 th Hour	2:20-3:15 8 th



Benefits of Block Scheduling include but are not limited to:

1. Promotes Cooperative Learning:

Block scheduling means that teachers can take advantage of smaller group lessons more frequently. With smaller groups, collaborative learning can take place more easily.

2. Quality Time:

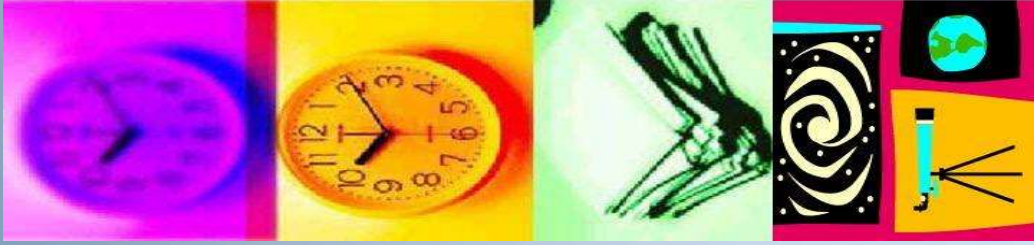
Teachers will see fewer students over the course of the day. This means that teachers can build closer bonds with students and get to know their individual learning needs more deeply.

3.

More Focus: Students have less classes per day, which means they can remain more focused on their subjects.

4.

Individualized Teaching: All students have different ways of learning that works best for them. When class sessions are longer, it can give the teachers the time needed to work closer with each student and address their needs.



Benefits of the Block Schedule

- Relieves the fast-paced, pressurized atmosphere
- Provides opportunities for in-depth learning (inquiry, research, cooperative learning, etc.)
- Reduces daily administrative tasks
- Offers teachers and students innovative ways to interact and accomplish their objectives



THE BREAKDOWN

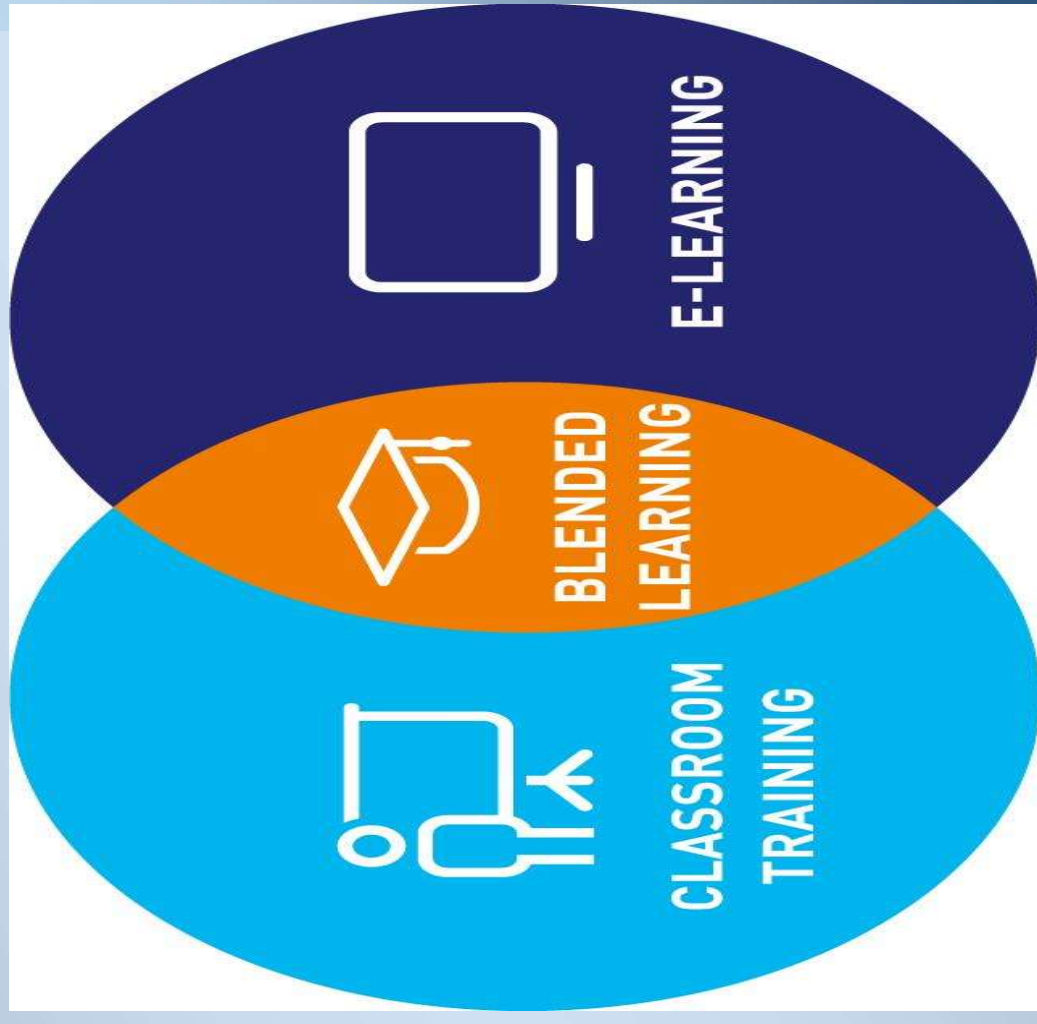
Sample Schedule Breakdown for Block Schedule with Educational Epiphany Components Embedded

10-12 minutes-Administrative Tasks	Take roll, Review PBO (include academic vocabulary and/or words worth knowing WWK) and review bell work.
15-20 minutes- I Do (Direct Instruction)	Direct Instruction (I DO)-Teacher must present standards/objective for the day and model what proficiency will look like. Students must be presented (in multiple formats) what they will need to know and what they will do with the knowledge gained (must align with the PBO). This can be virtual or in a small group (station rotation).
20 minutes- We Do (Whole Class Work Together-Teacher Led)	Student Work/Walk Through with Teacher (WE DO)-Teacher must lead students through activity/problem/questioning and assist where needed. This time can be used to call on students to walk through steps aloud so that teacher can informally assess student level of proficiency. (BLENDED LEARNING)
20 minutes (You Do-Student Work)	Collaborative or Independent Work (YOU DO)-This time is for students to work either independently or collaboratively on a task. Teacher will circulate through the room and provide assistance where needed. (BLENDED LEARNING)
Tech Time (20 Minutes)	Tech Time -Do not forget about your technology component. This time can be used to work on fluency, skills deficits or to provide rigor. It is based on student level of proficiency. (BLENDED LEARNING)
Lesson Closure	This time is for closeout of the lesson and completion of the exit ticket.

What is Blended Learning?

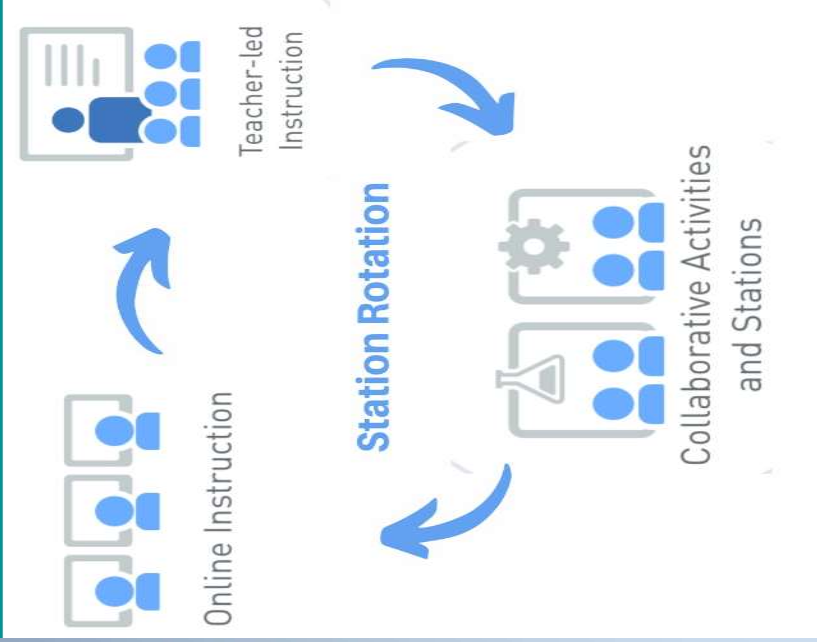


- Blended learning is a hybrid way of learning
- Combines small group instruction with the teacher and personalized instruction on a computer/tablet
- Uses adaptive technology
- Blended learning allows students to control the pace and content of their own instruction.
- Blended Learning is NOT Technology Integration.





Blended Learning Is...	Blended Learning Is Not...
A formal education program in which a student learns at least in part through online learning with some element of student control over time, place, path and/or pace and at least in part at a supervised brick-and-mortar location away from home. The modalities along each student's learning path in a course or subject are connected to provide an integrated learning experience.	•Traditional instruction. This type of instruction is predominantly face-to-face, teacher-led lectures or demonstrations of the material. •Technology-rich instruction. This type of instruction shares the features of traditional instruction but has digital enhancements. •Project-based instruction. This type of instruction focuses on helping students explore real-world problems and challenges in a dynamic, engaged, active way.



During the 2021-2022 school year, SCS will focus specifically on the Rotation Model: Station Rotation approach.

Station Rotation

A course or subject in which students experience the Rotation model within a contained classroom or group of classrooms. This model differs from the Individual Rotation model because students rotate through all stations, not only those on their custom schedule.

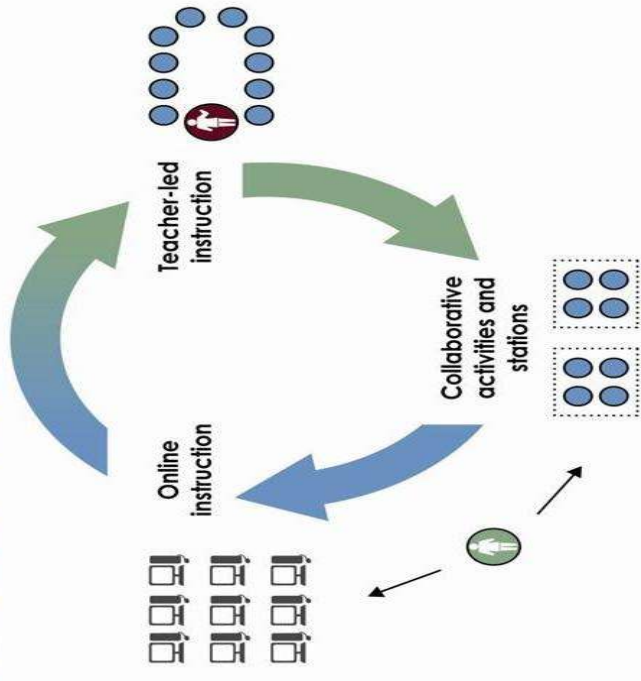
Data shows that the Station Rotation model provides a consistent structure for students to learn, work, and practice independently in an interactive, digital environment.

What would the station rotation model look like in person?

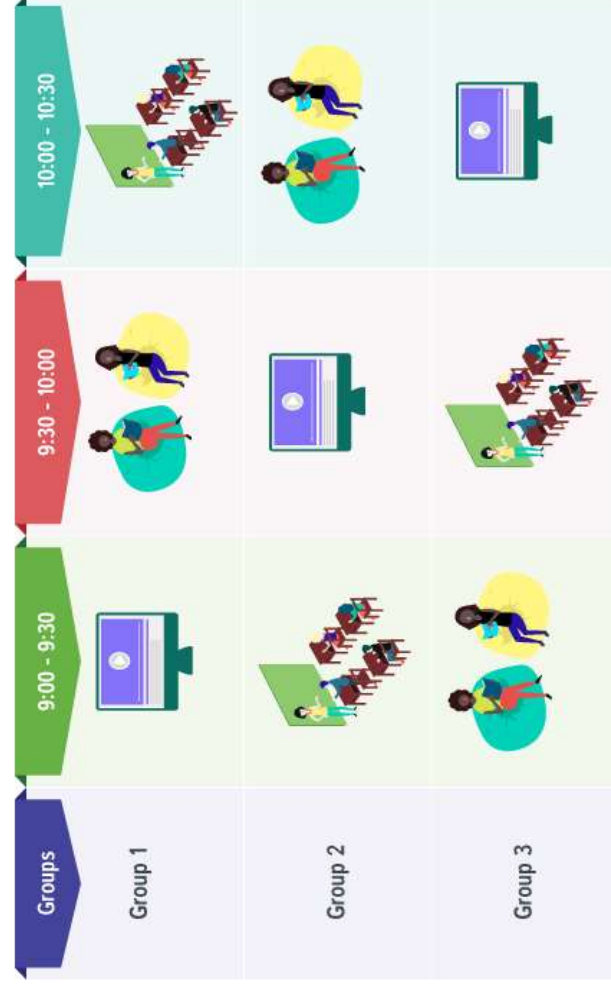


Blended Learning and Station Rotation

Station Rotation Model



Station Rotation Chart



Questions to consider when planning lessons for Station Rotation

- What do you want your students to know?
- What do you want your students to be able to do?
- How many stations are needed to execute your lesson effectively?
- What instructional resources will you leverage for offline and on-line stations?
- What skills do your students need to learn to use these resources independently?
- What type of learning will happen at each station (collaborative, individual, teacher-facilitated, etc.)?
- What routines and procedures do you need to facilitate rotations?
- How will you hold students accountable and assess students' progress?

Note: These questions should be used alongside your current planning protocol. Always begin with your content area's curriculum materials.



I	Independent practice	Station work should be practice of previously taught material. If it's new material or a new process, students will not be able to work independently and will be prone to interrupting your small group instruction.
S	Standards-aligned	Station work should always be aligned to the standards. Consider recycling/practice with standards from previous days/weeks.
E	Engaging	Station work that is engaging for students promotes on-task behavior and good use of instructional time. Engagement factors to consider include differentiation based on assessment data, choice in materials and process, and a variety of visual, auditory, and tactile/kinesesthetic options.
A	Authentic	To the greatest extent possible, plan for authentic activities rather than worksheets. As above, this promotes on-task behavior and good use of instructional time.
M	Manageable	Station work must be manageable for YOU as the teacher. Plan stations that utilize most of the same materials and processes but require minor adjustments every week or so to reflect new standards. Also, be careful not to set up station work that becomes a grading nightmare.



Let's Revisit the Benefit of Block Scheduling

With block scheduling, students and teachers are able to **focus on fewer subjects, and to explore them in greater depth**. Both teachers and students assert that this exploration allows them to become engrossed in the subject matter rather than moving rapidly through material.

Shift in Mindset



teaching = lecture

This mindset, the belief that lecture is the only “real” way to teach, causes all kinds of trouble in block scheduling.

PLAN TIME WISELY

Switch activities every 15 to 20 minutes

Students get restless when they are required to sit still or do the same thing for long periods of time, so unless they are working on a task that will truly engage them for a full hour, look at your class period as a series of 15- to 20-minute chunks of time and switch activities in each chunk.



Over Plan

If you've ever finished your planned activities in a 50-minute period and found yourself with ten awkward minutes to kill, imagine how much worse it is when you have 30 minutes to kill. So, plan for the essential activities, but also build in some extras that would be nice to get to but aren't essential.

Additional handouts, websites
and district resources will be
provided to each department
<https://sway.office.com/jjQDHFDZPrQ5uR04?ref=Link&loc=mysways>

Please write any questions that you have
on the index card provided answers via
an FAQ to the faculty.

