St. Michaels August 31, 2016

**Block Scheduling**

1. Ice-breaker: Check in on Block Scheduling

TS: Compass Points (Individual and then small group)



**NEEDS**

**WORRIES**

***BLOCK*****EXCITEMENT**

***SCHEDULING***

**SUPPORTS**

II: Where Do We Begin?: How do We Approach Learning/Alternative: Article About Block Scheduling

TS Jigsaw

III. Read a Short Article on the Growth Model

TS: The Final Word

IV: Self Reflection

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ME: 8/31**  Curriculum Strengths  Areas to Address | **ME: YEAR 1** | **COLLEAGUE** | **SUPERVISOR** | **EXCELLING STUDENT** | **STRUGGLING STUDENT** |

TS: This is an individual activity.

V. GOALS--Part I

--by the end of the Semester, what do you want the Students to...

|  |  |  |
| --- | --- | --- |
| **KNOW** | **DO** | **UNDERSTAND** |

TS: Gallery Walk

VI: Goals-Part II--Setting Personal Goals for the Year

TS: Pair-Share

VII: See How It Grows, Part I--Some Curriculum Work

STEP #1: As a group, select either the Traditional Unit, Either Biography or Math, p. 7 in the Resource Packet.

1. Imagine giving this to a new teacher
2. Consider the Curriculum Elements: Content, Skills, and Concepts (Know/Do/Understand)
3. Is there anything missing?
4. What is the larger context for student learning?
5. Is there an Essential Question You Might ADD??
6. What is the Learning Experience Like for the Students?
7. What Is the Teaching Experience Like for the Teacher?
8. Do you have any guidance about long block teaching implementation based on the Unit?

STEP #2:

Now Look at the Altered Units( Math, pp. 8-9, Leadership, pp. 10-12 ) in the Resource Packet

Consider the Curriculum Elements: Skills, Concepts, Content (Know/Do/Understand)

1. What is the same? What is different?
2. How does including the Essential Questions, Transfer, and Evidence of Learning change the original assignment ***for the student*?**
3. How does it change the experience ***for the teacher*?**
4. Do you have any guidance about long block teaching implementation based on the Unit?

TS: Close Reading

VI: See How It Grows, Part II

Now participants will use a blank template from SHIG (p. in the Resource Packet) and create a unit together.

Look at the seven blank boxes. Where should you begin?

Consider the realities of block scheduling. How does that affect where you start your unit? What you hope students will be able to

DO? UNDERSTAND? KNOW?

Might you want to collaborate with any other departments for any of the boxes?

VII: How Do These Work in the Block? (or Working on Your Own Lessons)

With a Partner, look at one of the following lessons:

Smart Phone Literature Project (HS ELA but can work in all grades/all disciplines)

<http://betterlesson.com/lesson/589214/smart-phone-literature-project-day-one>

Equivalent Expressions (Algebra 1)

<http://betterlesson.com/lesson/434929/equivalent-expressions-formative-assessment-lesson-day-1-of-3>

Mindset (Gr 6 Math)

<http://betterlesson.com/lesson/473401/mindset>

Weight-Mass-Gravity (Gr 5 Science)

<http://betterlesson.com/lesson/626414/weight-mass-gravity>

Types of Cells (Gr 7 Science)

<http://betterlesson.com/lesson/629702/types-of-cells-part-1>

Make Sense of the Electoral College (MS Social Studies)

<http://mattersofeducation.org/materials_6-8/making-sense-of-the-electoral-college/>

Narratives with Visual Images (Gr 4-6 Humanities)

<http://mattersofeducation.org/materials_3-5/historical-narratives-with-visual-images/>

As you do, please consider:

1. How is this lesson a good use of class time?
2. What else might the teacher have done to engage the students?
3. How might you apply to what you have seen here to a lesson?

VIII: Next Steps: Identify 1 thing you will do this quarter and how you will measure what changes