

Learning Team: 105 minutes

28 September 2011

Book Ideas:

1. Classroom instruction that works
2. The Highly Engaged Classroom
3. Models of Teaching - examples of strategies

Learning Team

- Sept 28
- Oct 19: decide on book
- Nov: 1st book club
- Dec: observations ← Summary of Strategy  
bring worksheet w/ things to take note of
- April: put together toolbox

Goals:

- Book Club
- observation → Present to Sean and Kelly
- start a book list

Schools

- skyridge Middle School
- ask Tim about Schooly teachers to observe

Before the next meeting:

- check with other middle schools
- bring book titles

Questions for administration:

- when do you expect us to share with the group

Homework: look through books

## Preparing for Block Scheduling in a Middle School Setting

Instructor's Name: Diana Johnsen

Other Presenter: Sara Hall

Dates: 11/30, 12/14, 1/11, 1/25; 3:00-5:00  
*Wed Wed*

Location: Redmond Junior High

Audience: Redmond Jr. High certificated staff: 7-9

Class size: 10 max

Clock Hours: 8 (\$15.00 flat fee)

### Course Description:

- Block Scheduling
  - What is it?
  - Why do it?
  - Curriculum Planning and Instruction Design
- Socratic Seminar
- Collaborative Classroom
- Four Models of Teaching
  - Concept Development
  - Concept Attainment
  - Synectics
  - Memory Model
- Simulations
- Learning Centers
- Integrated Technology
- Content Area Literacy Instruction: Reading and Writing Strategies
- Direct Teaching, Lecturing and Planning
  - 105-minute lessons
  - Scaffolding
  - Independent Practice with Corrective Feedback
  - Reviewing

### Course Objectives:

- Participants will explore main concepts of the block schedule in a middle level setting.
- Participants will discuss and gather strategies for use in 105 minute classes and develop a tool box that can be shared with other staff.
- Participants will complete reading assignments outside of class that will provide understanding of the intended course objectives.

Level of Application: Information, Application, and Analysis

Methods of Instruction: Readings, Group discussion, Strategy development and refinement, action research

Student Expectations:

- Read *Teaching in the Block* By Robert Canady & Michael Rettig
- Read *Tools for Teaching in the Block* By Roberta Sejnost
- Participate in developing a tool box to share with staff
- Attend all class sessions

Grading Criteria: EU (earned units) based on attendance

Resources:

Canady, Robert & Rettig, Michael, *Teaching in the Block* . Gardiner, NY, 1996.  
Marzano, Robert, et. al., *Classroom Instruction that Works* . Alexandria, VA, 2001.  
Marzano, Robert and Pickering, D. *The Highly Engaged Classroom* . Bloomington, IN, 2011.  
Sejnost, Roberta, *Tools for Teaching in the Block*, Thousand Oaks, CA, 2009.

Plans for Skills Transfer:

- Participants will develop a toolbox of effective methods for classroom implementation.
- Participants will provide dialogue with other building colleagues to enhance planning for reconfiguration of our school from junior high traditional schedule to middle school block schedule

Teaching in the Block Notes

p. 8

- Chapter 1:
  - P: stacking 2 periods
  - S: curriculum mapping

Essential Questions: issue, problem, theme

Lesson Plan Format

- ① Exploration (25-30 min)
- ② Application (40-60 min) - or -
- ③ Synthesis (15-30 min)
- ① Inquire
- ② Gather - or -
- ③ Process
- ④ Apply

- ① Entice (10-15)
- ② Enlighten (15-20)
- ③ Engage (20-30)
- ④ Extend (20-25)

p. 23

- Chapter 2:

higher order questioning → choices how they get to learn how they show it

graphic organizers

1. Personal context
2. Motivator
3. Learning is reinforced through hands on experience
4. Learning requires linking new info to prior knowledge
5. Learning is achieved more efficiently when info is chunked
6. Learning is enhanced by reflection
7. Learning is retained longer when associated with senses and emotions
8. Learning occurs for greatest # when various ways of being smart are acknowledged
9. Learning is a high-energy activity

Tools:  
begin  
p. 31

- Chapter 3: Entice the Reader

- 4 phases varying in time from 10-25 minutes
- ① Entice the learner (10-15 min)

Purpose: make students aware of what they already know about a topic or subject and then help them foster adequate prior knowledge  
we only learn what we have an intrinsic passion to learn (69)

Strategies:

- \* (A) Brain writing
- \* (B) carousel brainstorming
  - evaluate groups on what they know and pass
  - or excitation brainstorming (teacher supplies a word bank of related and unrelated words)
- (C) Think-Pair-Share
- (D) One One - Get One (94)
- (E) The Three Step Interview (75)
- (F) Hooks and Bridges (77)
- (G) Mind's Eye: proficient readers visualize what they read
- \* (H) Story Implications: (82)
- (I) Problematic Perspectives

Phase #2

- Chapter 4 Enlightenment (15-20 min)
  - provide info students must have in order to learn the concepts we have to teach.
  - attention span is students age +/- a minute

P. 104-5 Strategies

1. say something
2. write a question
3. press conference
4. 20cm Question

- video clip
- send a problem: write ? on note card and pass to another student (use) then pass back, discuss!
- Learning stations (108)
  - o: vocab station, student reflection station, paired teaching station, graphic organizer station

Chapter 5: Engage the learner (p 115)

Instructional strategies and activities that can be employed

- students must become strategic readers
- more thorough step of the reading process:
  - declarative knowledge
  - procedural knowledge
  - conditional knowledge

- monitor and regulate

- carries on internal dialogue while reading  
 metacognition: thinking about thinking

SMART: ✓ next to understood paragraph (p. 119)  
 ? if not sure

INSERT (p. 121) insert own thoughts into the text while reading

✓ I agree	+ new	?? I don't understand
X I disagree	! important	
	? I wonder	

Chapter 6:

stage 4: Extension 20-25 min

1. retention of learning
2. critical thinking
3. deliberate action

Strategies:

- Learning Journals and Logs (151)
- Double entry Journal (152) → 2 columns: notes / reflections
- Conversations (153)
  - Grand conversations: quiet write/draw, discuss in group related
  - instructional conversations:

- Poster session (154)
- Save the last word for me (155)
- Quick writes/draws
- One minute papers
- ABC Summary
- Biography form → just like autobio one I do
- CIRQuain
- Fact Acrostic (164)
- RAFT: role, audience, format, topic

try in first  
 Reading Strategies

ref: just  
 p. 118 is always  
 reflection

use oral  
 handling of  
 guidelines

**Teaching in the Block Notes**

- Chapter 1: Block Scheduling
  - What is it?
  - Why do it?
  - Curriculum Planning and Instruction Design
  
- Chapter 2: Socratic Seminar
  
  
  
  
  
  
  
  
  
- Chapter 3: The Collaborative Classroom
  
  
  
  
  
  
  
  
  
  
  
- Chapter 4: Four Models of Teaching
  - Concept Development
  
  
  
  
  - Concept Attainment
  
  
  
  
  - Syntectics
  
  
  
  
  - Memory Model

- Chapter 5: Simulations
  
- Chapter 6: Learning Centers
  
- Chapter 7: Integrated Technology
  
- Chapter 8: Content Area Literacy Instruction: Reading and Writing Strategies
  
- Chapter 9: Direct Teaching, Lecturing and Planning
  - 105-minute lessons
  - Scaffolding
  - Independent Practice with Corrective Feedback
  - Reviewing

## Learning Team Goals

### RTI

1. Develop plan for this year.
2. Develop plan for P.A.C.E. next year.

### CULTURE BUILDING

1. Design and implement plan for building and maintaining culture of respect this year.
  - a. Anti-bullying
  - b. Inclusion
  - c. Respect
  - d. Tolerance
  - e. Social interaction
2. Develop transition plan
  - a. 8<sup>th</sup> graders leaving.
  - b. 6<sup>th</sup> and 7<sup>th</sup> graders coming in.
  - c. Leadership development for next year's 8<sup>th</sup> graders.

### INSTRUCTIONAL STRATEGIES

1. Research and share best practices and strategies for differentiation.
2. Have materials / resources for teachers to use.

### Teaching in 105 minute period.

1. Teachers should have strategies they are prepared to use before school starts next year.

### GRADING

1. Research and share best practices in grading.
2. Develop possible grading policy/policies for staff consideration by end of the year.



## Phillips, Elise

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**From:** [REDACTED]  
**Sent:** Monday, April 09, 2012 10:22 AM  
**To:** ~~Hac, Ana, Jussel, Amanda, Feharty, Chris, Hiatt, Cynthia, Furness, Don, Johnson, Diana; Konicki, Kelly, Phillips, Elise, Peterson, Nancy~~ SK  
**Subject:** Learning team meeting tomorrow am  
**Importance:** High

Hi Team,

We have the front office conference room booked for tomorrow mornings meeting. Try to be there by 7:40 and we will make sure to be done by 10:30, subs are here until 10:50 but that gives you time to be there for the start of your 4<sup>th</sup> period class if you want to.

**Agenda Items:**

Debrief from the MBMS observation  
Create tool box  
Create/prepare for presentation (which is 4/18)

Please make sure you have any information you have collected, book club notes, observation notes etc.  
Also feel free to bring snacks, laptops, whatever you need to make tomorrow meetings as successful as possible. I'll bring coffee for everyone.  
We have a folder on the portal to upload stuff for our tool box too so I will be bringing my laptop from home.

Thanks team!

[REDACTED]

*Visual Art  
Redmond Jr. High*

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**From:** ~~Liam, Sara~~  
**Sent:** Tuesday, March 27, 2012 10:16 AM  
**To:** ~~Hac, Ana, Jussel, Amanda, Feharty, Chris, Hiatt, Cynthia, Furness, Don, Johnson, Diana, Konicki, Kelly, Phillips, Elise; Peterson, Nancy~~ SK  
**Subject:** Learning team prep for release time

Hi Team,

Our release day is fast approaching (well after a glorious spring break) and I wanted to make sure we have everything we need to complete the tool box and prepare for our presentation.

**Please bring:**

Your observation notes from Mount Baker MS  
Any notes you have from the book study  
Any information, resources, websites, book titles that you have collected

**Before the meeting:**

If you read the green book can you please send me a list of page numbers you think we should have scanned for the tool box. Also can I barrow someone's copy of the book?

Thanks,

## Presentation

- 1- Intro Kelly
- 2- Teaching in a block -Kelly
- 3- Effective chunking – Don
- 4- Chunking options – Don
- 5- Stamina – Don
- 6- Can't fly by the seat of your pants – Cynthia
- 7- Examples mapping over all unit – Cynthia
- 8- Weekly – Cynthia
- 9- Daily – Cynthia
- 10- Prepare for extra time – Sara
- 11- The collaborative Classroom – Chris
- 12- The collaborative classroom – Chris
- 13- Creating teams – Chris
- 14- Group structures – Chris
- 15- Cooperative learning – Chris
- 16- Reflections – Kelly
- 17- Peer Collaboration – Mandi

Sara – show toolbox and links on the portal

# RJH Learning Team Observation – Mount Baker MS | 3/14/12

## Guiding Questions

31 students

- What do you notice about time management within the block period?
  - How is time being used by both the teacher and students?
  - Who is doing the work and what is the nature of the work?
- How is the block period broken up?
- What activities, routines & procedures do you notice?
  - How long do the activities last?
  - Do you see any cross content activities occurring?
- How are transitions being used and what do they look like?
- Do you see any strategies for skills based classes where endurance may be an issue?

Classroom: Mrs. Elliott Language Arts 7

Learning Activities: \_\_\_\_\_

Learning Goal: Citing Sources

Time	Teacher	Student
7:30	Persuasive Essay I decided I'm going to write laws	example: write to make a state bug my dad's a police officer - another child of a police officer shoots
7:37	Shows video from shooting	
7:40	Teacher reads article about shooting - boy shot himself in 2010 with dad's gun planned stepdaughter - dad died	
7:42	Take out your article "Did you finish your essay?" Students teacher asks if anyone needs another copy of the article	Students take out their articles
7:44	work at articles we are going to make a poster including citations, significant quote, drawing, What do you need when you have a quote "What is an illustration" "What is an essay about" Explain the significance	"quotations" "Drawing" "cap laws"

what is your connection? 2006-03 preschoolers  
 48 police  
 killed by guns in US

Time	Teacher	Student
7:46	<p>also include key words I will give you a rubric in a second.</p> <p>This will be an assessment for our learning goals → citations, examples, evidence</p>	
7:48	<p>Teacher shows examples Fault of adults, not children that the kids die Notice bulleted evidence I'd like you to use your colored pencils to make these colorful.</p>	
7:50	<p>any questions? not much wait time while you are working. I will talk to some of you about your essays. Come and get paper ok.</p>	
7:51	<p>You will have the rest of class to work on this. How does that sound?</p>	<p>How long do we have to work on this?</p>
7:52	<p>we will listen to music, you can chew gum, although I hear this experiment isn't going well.</p> <p>..... what are you working on - you have a blank piece of paper - great. get to work.</p> <p>when I call you back, I will give you your progress report. when you come back, please bring your rough draft</p>	<p>Students begin work on their posters.</p>

Time	Teacher	Student
	<p>which is due today.</p> <p>Trusts head back around "it will be soon if you don't start working"</p>	<p>... turn down your music, it's too loud. "is this a massage?"</p>
7:58	Student Teacher/Para hands out rubric	
7:59	TA? passes out practice MSP to a few students	why do I need to take this?
7:59	<p>Hey guys, you might want to use these templates from your essay.</p> <p>(Teacher says that she has lent to an AVID template 8 years ago and she uses all of them - said she has always used these for ELL students)</p> <p>Student teacher: "She's with an adult, what are you doing? Get busy" "show me some progress"</p>	
8:00-8:30	Teacher conferencing	<p>students working, playing, talking, listening to music</p> <p>students quiet down - some kids working, checking off rubric</p>
8:30	Teacher makes an example of a kid who is spending time looking at ipod.	
8:31	Teacher circulates	

hard to see info on board

Guiding Questions

- What do you notice about time management within the block period?
  - How is time being used by both the teacher and students?
  - Who is doing the work and what is the nature of the work?
- How is the block period broken up?
- What activities, routines & procedures do you notice?
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- Do you see any strategies for skills based classes where endurance may be an issue?

Classes

- Spanish I
- World Languages
- Intro to Spanish

Professional Behavior

You have 5 days  
Positive      Negative

17 students

Classroom: Spanish 8 : Mrs. Bailey

Learning Activities: \_\_\_\_\_

Review food, definite articles

Time	Teacher	Student
9:00	Buenos Dias class	Buenos Dias Senora Bailey
9:01	Take out your packet Announcements	
9:02	• Teacher shows schedule on the board • First essay → practice for test	
9:04	Begins going over the packet - explains directions I am not going over all of these because I am collecting it to grade it.	Students fill in.  Students work (completely quiet) → can use vocab sheet at this point.
9:05	When you finish your packet, turn it in and you can pick who you want to work with today.	
9:06	Once you get in your group, make sure to pull out your vocab sheets; you want to make sure that your work on your translation is perfect.	Students get up to turn in packets and move desks to make groups (small 3, big: 6, 8)

Note: same textbook that we have

Translations w/ Food Vocab

Time	Teacher	Student
9:10	NO, we just had a quiz	"Didn't we just have a test?"
9:11	Teacher renews question words "I'm going to come around with my colored pen and give a star if it's right and circle or underline if there is an error."	Students call out English translations of question words.
9:15	Teacher circulates and marks/gives feedback. Teacher asks probing questions	Students work together. I observe work during
9:32	Teacher stops work to ask clarifying question because she is noticing some mistakes	"I told you!"
9:38	Too much chatting over here	Students are working hard - impressive
9:40	In the next five minutes you should be on the last page.	
9:45		We mostly work in groups of four, we work on our own and ask each other if we have questions.
9:50	You should be finished in the next ten min.	
9:52	Teacher continues to circulate	
9:55	You should be done in four minutes.	
9:57	As I look at just papers, it looks like you have 3-4 more to do. Let's take six more minutes	

+ lots of work time  
 she is giving feedback to all students  
 not keeping track for herself but all kids know what they know/don't know  
 she has a good sense

Time	Teacher	Student
10:01	study that word what is that word. an adjective, where does that go? You all got a lot of feedback	after the noun
10:06	what do we need to study • spelling • accents	• def articles • plurals
10:08	We are going to review some verbs before we go • conjugate verbs Teacher models what other verb has a stem change? take you pen or pencil and underline gusta/r	students conjugate
10:11	so... are you finished	kids call out five forms
10:16	begins to go through Principal walks in what's the answer that goes in there? • on had up, I heard different answers explains the answer	students fill in the blanks. students call out answers
10:18	Principal exits	students call out answers
10:19	Didn't we say we need to work on adj? Find water on vocab sheet	students complete this section of the packet.
10:24	Jim says what? Teacher circulates	call out answers loudly students work on the next sections
10:25	If you want to come in, I am available before school on Weds and after school on Thursday	kids move desks back

I C E D



## Redmond Jr. High Visitation to MBMS

March 14, 2012

### First Period Classes available... (7:30-8:56)

World Cultures 8	room 244	Mrs. Bailey
Read 180	portable	Mrs. Cleve
Stem 7/8	room 221	Mrs. Dylan
Language Arts 7	room 225	Mrs. Elliott
Language Arts 8	room 110	Mrs. Farrell
Social Studies 7	room 223	Mr. Obeso
Science 8	room 240	Mr. O'Brien
Health 7	room 246	Mrs. Olson

### Second Period Classes available... (9:00-10:25)

Bass Choir	band room	Mr. Wagner
Math 7	room 242	Mrs. Sligar
Language Arts 8	room 125	Mr. Simpson
P.E. 7	big gym	Mr. Ozaki
Social Studies 8	room 112	Mr. Fischer
Science 8	room 114	Mrs. Downs
Intro to Algebra	room 121	Mr. Clark
Spanish 8	room 244	Mrs. Bailey

### Third Period classes available... (7<sup>th</sup> grade 11:04-12:31) (8<sup>th</sup> grade split 10:29-11:09 and 11:48-12:31)

Scheduling information Conference room Mr. Newall and Mrs. Downs (11-11:45)

Band 8	band room	Mr. Wagner
Social Studies 8	room 119	Mr. Crosby
Intro to Algebra	room 123	Mr. Wells

PREPARING FOR INSTRUCTION THE MIDDLE SCHOOL BLOCK SCHEDULE  
"BIG PICTURE CONSIDERATIONS"

What to bring:

State standards and other essential curriculum documents

*Classroom Instruction that Works;*

Libby Roberts, who taught in a block schedule setting, will lead a professional learning community discussion/work session on the topic of effective instruction in a block schedule. This session will focus on the "big picture" of block schedule instruction and will include discussion of where AVID, SIOP, and High Yield Strategies fit in block instruction. There will be time to work on a lesson in content area groups.

In addition, more in-depth questions/issues will be identified. These will be used to shape additional professional development and support for teachers during the year.

Agenda

September 1, 2010

Overarching Essential Question:

- How can teachers provide effective instruction in an 86-minute block schedule?

Session Learning Targets:

- I understand the benefits and challenges of teaching in a block schedule.
- I understand the components of effective instruction in a block schedule.
- I can develop an effective lesson plan for an 86-minute block.

11:00-Noon: Basic considerations for teaching in the block schedule

LUNCH

1:00-2:30: Instructional Framework

Break

2:45-3:30: Lesson Planning

Next Steps & Evaluation

<http://www.middleweb.com/INCASEblkschd.html>

## **It's Hard to "Wing It" for 80 Minutes!**

My 7th grade team piloted a flexible block schedule this year. We see the kids 3 times/week for about 80 minutes. We went into it with some trepidation, but it's turned out to be a grand success. The teachers love it, the parent survey showed great support for the idea, and our student survey showed about 90% of the students favored the longer class periods.

We had to do careful planning (it's hard to "wing it" for 80 minutes) and build in alternative plans when whole school activities were occurring, e.g., pep rallies, assemblies, etc. I think the thing that made it most successful was that all the teachers on my team use cooperative learning, lots of hands-on projects, choices based on what we know about multiple intelligences, and have that intuition to know when to switch gears in a class.

I found I was able to "cover" more content, since much of that time spent changing classes, doing start-up procedures, reminding everyone what we were doing yesterday, etc. was now devoted to learning time.

We all are assigning just as much homework as we ever did, but the kids' perception is that there is less homework, because they don't have homework every night in every class. They also told us it's easier to concentrate if you don't have every class every day. And then there were a few who said it was nice not to have to see every teacher every day. (I'm sure they didn't mean me!)

Parents liked the idea of more time spent on learning and praised the opportunity for their kids to learn time management. Kids (well, most of them) learned quickly that if they had a "light night" they could work on something due a couple of days later and even out their work load.

## **Three-Phase Lesson Plan for 90-Minute Blocks**

I work with a number of middle schools on utilizing the block. The most successful teachers I know like to use a three-phase lesson plan for teaching 90 minute periods. The first 25-35 minutes is used for direct instruction. This is teaching pretty much the way you would do it during part of a 45-50 minute period.

The second phase is 30-45 minutes is used for a relatively in-depth "hands-on" activity based upon the previous instruction. In science this could be a lab; in math small teams may work with sets of data or develop alternatives or a preferred approach to solving a problem; in social studies it could involve creating a map or working on a survey; in language arts it could be one of any number of steps in the writing-editing-portfolio process; etc.

The final step, 15-20 minutes, is used by the teacher to help students connect the taught part of the lesson with the application portion. The time

involves questioning, reflection, and reteaching/reconstructing content.

Of course there are other times teachers may want an entire 90 minutes period for a complete lab, a guest presentation, or a film. The good thing (and at times the bad thing) about the three step lesson is that it moves teachers away from the temptation of trying to cover twice as much material in every block period. It requires them to identify and select the critical topics meriting a full block, and secondary topics, of which several might be covered in a single block period without in-depth application.

### **Block Scheduling Invites Depth, Not Breadth?**

I teach 8th grade math and I love the block days! It gives me time to use all the activities that bring the skills into the real world. The kids are up and out of their seats doing surveys, measuring various objects, working on projects, etc. It takes extra time and extra thought to plan things that are relevant to the current chapter we are on in the text, but it is a blast! My students have a better grasp of the skills and retain them longer because they actually used them in the block activities.

A word of caution though, we are not getting the breadth of coverage. It is the standard argument, do you want "depth" or "breadth". After the experiences I have had this year, I will go with in-depth understanding of fewer things over exposure to a lot but understanding little!

### **More Time, Fewer Preps**

I have been using a block schedule for several years in my middle school team. English and social studies are blocked so that we have the same students back to back. We have four classes on our team. The social teacher and I really like this method. We see our kids for about 80 minutes every other day. It is good because we can use a good block of time to develop a major lesson or have several different activities during a period. We can also combine our two classes for a two-hour block, if we wanted to show a movie for example. We have a simple schedule with doubled periods Monday-Thursday and single periods on Fridays. We vary the length of the class periods if there is something special going on and if we lose a period due to an assembly, etc. we can even split up the remaining period by having a mini 19-minute class with each group.

Some advantages are fewer preps per day. You gain a lot of time which is usually taken up with the kids getting out their materials etc. The students benefit from having more time on task and seem to really like the longer periods. This year the practice was starting to be adopted by a couple of ninth grade teachers and some other teams in our building. Hope this helps.

**Three – Part Lesson Framework: “ I DO” “WE DO” “YOU DO”**

Lesson Components	What teacher does - What student does	Instructional Strategies
<p>#1: "I DO."</p>	<p><u>Teacher</u></p> <ul style="list-style-type: none"> <li>• reviews previous learning</li> <li>• sets lesson objective</li> <li>• engages learners</li> <li>• activates prior knowledge</li> <li>• builds background knowledge and vocabulary</li> <li>• introduces/explains new learning target</li> <li>• demonstrates the targeted skill</li> <li>• presents new knowledge</li> <li>• re-teaches</li> </ul> <p><u>Student</u></p> <ul style="list-style-type: none"> <li>• listens, watches, asks questions</li> <li>• engages/takes notes</li> </ul>	
<p>#2: "WE DO."</p>	<p><u>Teacher</u></p> <ul style="list-style-type: none"> <li>• guides practice of new skill</li> <li>• provides activities for applying new knowledge</li> <li>• questions &amp; checks for understanding</li> <li>• gives feedback</li> </ul> <p><u>Student</u></p> <ul style="list-style-type: none"> <li>• practices, using teacher guidance and feedback</li> <li>• collaborates to apply new knowledge</li> </ul>	
<p>#3A: "YOU DO."  (formative assessment)</p>	<p><u>Teacher</u></p> <ul style="list-style-type: none"> <li>• offers multiple opportunities to apply new learning <i>independently</i></li> <li>• assigns appropriate homework</li> <li>• gives <u>feedback</u></li> <li>• monitors progress</li> <li>• makes decisions about re-teaching and other <i>interventions</i></li> </ul> <p><u>Student</u></p> <ul style="list-style-type: none"> <li>• applies new learning <i>independently</i></li> <li>• uses <u>feedback</u> to set goals and improve performance</li> <li>• monitors progress on goals</li> </ul>	
<p>#3B: "YOU DO."  (summative assessment)</p>	<p><u>Teacher</u></p> <ul style="list-style-type: none"> <li>• assesses progress summatively</li> <li>• Communicates informatively about students' progress</li> </ul> <p><u>Student</u></p> <ul style="list-style-type: none"> <li>• Reflects on progress</li> <li>• Sets achievable goals</li> <li>• Monitors progress</li> </ul>	

can't do stand and  
deliver model

## "I Do, We Do, You Do" Six-Part Block Lesson

### Lesson Component #1: "I Do"

1. REVIEW OF PREVIOUS LEARNING (5-10 min)
2. EXPLANATION & PRESENTATION OF NEW LEARNING (5-20 min)

### Lesson Component #2: "We Do" (with feedback)

3. APPLICATION ACTIVITIES & GUIDED PRACTICE (30-40 min)

### Lesson Component #3: "You Do" (with feedback)

4. FORMATIVE ASSESSMENT (10-15 min)
5. RE-TEACHING & GOAL SETTING (as needed)
6. SYNTHESIS & CLOSURE (10 min)

## Block Schedule Planning Questions

Component #1: "I Do."

**What will students learn?**

1. What previous learning should I review?
2. What previous learning should I re-teach?
3. What is this lesson's learning objective/target?
4. How will I engage the learner?
5. How will I activate prior knowledge?
6. How will I build background knowledge and academic vocabulary?
7. How will I introduce the new learning?

Component #2: "We Do."

**How will I help them learn it?**

1. What activity/activities will I provide to guide student learning?
2. How will I check for understanding?
3. When/how will I provide feedback?

Component #3A: "You Do." (formative—"for" learning)

**How will I/they know when they have learned it?**

**How will I respond when they either don't know it or already know it?**

1. What opportunities will I provide for students to demonstrate/apply their new learning independently?
2. When/how will I provide feedback?
3. What will I re-teach?
4. What interventions will I undertake?

Component #3B: "You Do." (summative—"of" learning)

1. How will I finally assess student progress?
2. How will I communicate about student progress?

## High Yield Strategies

Setting Objectives  
Providing Feedback  
Summarizing  
Notetaking  
Cues  
Questions  
Advance Organizers  
Cooperative Learning  
Nonlinguistic Representations  
Reinforcing Effort  
Providing Recognition  
Generating and Testing Hypotheses  
Identifying Similarities and Differences  
Homework  
Practice  
Building Background  
Building Vocabulary



**Three – Part Lesson Framework:**

**“ I DO”**

**“WE DO”**

**“YOU DO”**

Lesson Components	What teacher does - What student does	Instructional Strategies
<p>#1: “I DO.”</p>	<p><u>Teacher</u></p> <ul style="list-style-type: none"> <li>• reviews previous learning</li> <li>• sets lesson objective</li> <li>• engages learners</li> <li>• activates prior knowledge</li> <li>• builds background knowledge and vocabulary</li> <li>• introduces/explains new learning target</li> <li>• demonstrates the targeted skill</li> <li>• presents new knowledge</li> <li>• re-teaches</li> </ul> <p><u>Student</u></p> <ul style="list-style-type: none"> <li>• listens, watches, asks questions</li> <li>• engages/takes notes</li> </ul>	
<p>#2: “WE DO.”</p>	<p><u>Teacher</u></p> <ul style="list-style-type: none"> <li>• guides practice of new skill</li> <li>• provides activities for applying new knowledge</li> <li>• questions &amp; checks for understanding</li> <li>• gives feedback</li> </ul> <p><u>Student</u></p> <ul style="list-style-type: none"> <li>• practices, using teacher guidance and feedback</li> <li>• collaborates to apply new knowledge</li> </ul>	
<p>#3A: “YOU DO.”  (formative assessment)</p>	<p><u>Teacher</u></p> <ul style="list-style-type: none"> <li>• offers multiple opportunities to apply new learning <i>independently</i></li> <li>• assigns appropriate homework</li> <li>• gives <u>feedback</u></li> <li>• monitors progress</li> <li>• makes decisions about re-teaching and other <i>interventions</i></li> </ul> <p><u>Student</u></p> <ul style="list-style-type: none"> <li>• applies new learning <i>independently</i></li> <li>• uses <u>feedback</u> to set goals and improve performance</li> <li>• monitors progress on goals</li> </ul>	
<p>#3B: “YOU DO.”  (summative assessment)</p>	<p><u>Teacher</u></p> <ul style="list-style-type: none"> <li>• assesses progress summatively</li> <li>• Communicates informatively about students' progress</li> </ul> <p><u>Student</u></p> <ul style="list-style-type: none"> <li>• Reflects on progress</li> <li>• Sets achievable goals</li> <li>• Monitors progress</li> </ul>	<p><b>Reinforce effort*</b> <b>Provide recognition*</b> Unit/semester/year-end pen/pencil tests Yearly state-level tests of student performance Culminating exhibitions Portfolios Conferences High-stake performances</p>

## Learning Team Planning:

April 10, 2012

### Observation:

- Focus just on block schedule/strategies
- Block is too long

### Strategies:

- Big bullet points
- Not too specific

### Lesson Plan Formats:

- See page 15

### Managed time

- Anticipatory Set: Film/news clip that connects to writing
- Front loaded direct instruction
- Work time
- Be aware of time fillers
- Chunk time (example 20 minute chunks of time)
- I do, we do, you do, you do
- Routine and Variety
- Cards that show time for each activity (different sizes and colors)
- Train kids to know routines: get up and find a partner

### Transitions:

- Movements

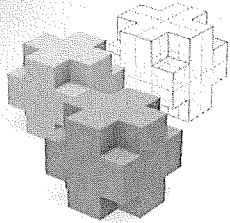
### Classroom activities:

- See page 201

### Positives:

- We have the time to differentiate
- Time for labs

## Teaching in a 105 Minute Period

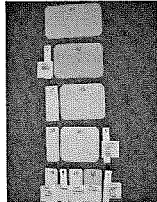

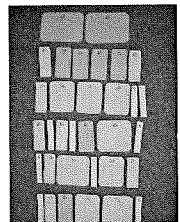


**Tips and Strategies**

## Teaching in a Block

- ◆ **Shifting mindset**
  - Creating a new, more engaging learning experience
- ◆ **Role of the Teacher**
  - Become more of a facilitator
  - Able to differentiate learning
  - Empower individual learning
- ◆ **Learning through Experience**
  - More enriching group work
  - Time for reflection
  - Engaging activities
  - Meaningful practice


## Effective Chunking

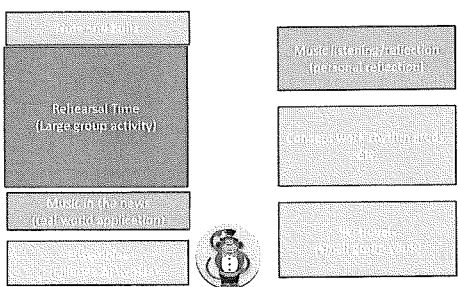
Vary your activity length and type

## Chunking Options

- Offer multiple activities using different lengths of time:
  - Anticipatory set
  - Teacher-directed instruction
  - Transitions that allow for movement
  - Experiential hands-on learning
  - Independent practice
  - Review




## Ideas when stamina is a concern




Lesson blocks:

- Classroom Skills
- Rehearsal Time (Large group activity)
- Music in the news (Real world application)
- Music (listen/reflection) (personal reflection)
- Unit Goals (Review and/or)
- Classroom Management



## Can't Fly by the Seat of Your Pants!

- Plan *before* the unit begins
  - Incorporate critical content and power standards for the content area, and see how it applies to other contents
  - Overall purpose of the unit
    - How does this relate to their real world?
  - Assessments are already in place
    - No surprises to either you or the students
- Life happens!
  - Be flexible in your planning
  - Know where you're going, stay focused on the unit goal
- Three Outlooks
  - Overall Unit
  - Weekly goals/breakdown
  - Daily flexibility



### Examples of Mapping The Overall Unit

Curriculum Map for _____						
Year	Essential Questions	Content	Skills	Standards	Assessments	Suggested Activities

Figure 1.3

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### Weekly Lesson Plan Template

Part I. Identify desired results: What essential questions and concepts will focus on? What will students understand as a result of this unit?

Part II. Plan learning experiences and instruction: Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Part III. Consult the standards, and list those that can be addressed in the unit.

Students will need to know:

Students will need to be able to do:

Assessment to show what students know and are able to do: students will

		Monday	Tuesday	Wednesday	Thursday	Friday
Learn the Lesson	Strategies: Assessment:					
Objectives						
Engage the Learner	Strategies: Assessment:					
Extend the Lesson	Strategies: Assessment:					

Figure 1.7

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### One-Day Lesson Plan Template

Consult the standards and list those that can be addressed in the unit.

As you plan your lessons, consider what teaching and learning experiences will equip students to demonstrate the targeted understandings?

What will students need to know or understand as a result of this lesson?

What will students be able to do as a result of this lesson?

What assessments will show what students know and are able to do?

Topic: \_\_\_\_\_

Step	Time	Strategies	Assessment
Engage the Learner	Suggested time: 10-15 minutes		
Objectives	Suggested time: 1-2 minutes		
Engage the Learner	Suggested time: 15-20 minutes		
Extend the Lesson	Suggested time: 20-30 minutes		
Extend the Lesson	Suggested time: 20-25 minutes		

Figure 1.6

### Prepare for Extra Time!

- ◆ It's important to have a **valuable** back up plan in place for when student(s) finish early
- ◆ This should **NOT** be a time for homework
- ◆ **Examples:**
  - Anchor projects
  - Time for differentiation
  - Journaling (reflection)
  - Student created study guides, write test questions
  - Letters home
  - Class room experts: explain or demonstrate the technique or concept to other students
  - Puzzles (logic)

### The Collaborative Classroom

- ◆ Studies have shown that learning from and teaching to peers impacts student learning on a high level.
- ◆ William Glasser (in Fogarty, 1995) reminds us that we learn:
  - 10% of what we read
  - 50% of what we see and hear
  - 70% of what we discuss with others
  - 95% of what we can teach to someone else

### The Collaborative Classroom

- ◆ By incorporating different group applications educators can increase the effectiveness of the learning environment through tending to differing types of learners.
- ◆ To implement effective groups teachers must first...
  - Establish a trusting classroom environment
  - Create teams and establish norms for group operation

### The Collaborative Classroom

**Creating Teams:**

Depending on the learning targets/expectations it is important to remember to vary the kinds of groups used. Samples are...

- Student Choice
- Heterogeneous
- Homogeneous
- Random selection

### The Collaborative Classroom

**Group Structures:**

Effective groups will have a member to...

- Facilitate
- Manage Time
- Record
- Speak

### The Collaborative Classroom

**Cooperative Learning Strategies:**

- ◆ **Socratic Seminar**
  - Collaborative, intellectual dialogue facilitated with open -ended questions
- ◆ **Station Activities (learning centers)**
  - Allow individual students to enrich, extend, practice, refine, and remediate learning independently while the teacher engages others.
- ◆ **Jigsaw**
  - Effective way of engaging students with course material and with each other.
- ◆ **Simulation**
  - Scenario or model has been created to be played out by participants providing them with lifelike problem-solving experiences.
- ◆ **Role Play**
  - Simple, flexible; students take on the role of a specific character
- ◆ **Group Investigation/Inquiry**
  - Students take an active role in what they will study and how
- ◆ **Synectics**
  - Students learn to think creatively and to solve problems through the use of analogies and metaphor

### Reflections

- ◆ **Time for goal setting**
  - Pre assessment/learning
  - Learning targets
  - Individual goals (proficiency scales, differentiation)
- ◆ **Reflection: students, teacher**
  - Post assessment (student)
- ◆ **Examples:**
  - Conferencing
  - Comments
  - Letters home

### Peer Collaboration

- It will be essential to work with team teachers to plan out units with a variety of activities and strategies(anchor projects, strategies, etc.), as well as blocking time.
  - This will be very helpful as a source of reflection of what did and did not work in use of the block time in previous unit.
- ◆ **Think outside the box: utilize space in the building that is open for activities (foods/arts collaboration), join classes together for common assessments/films for planning time (Orlia and Floyd)**



This List: Shared Documents

Redmond Junior High School > Shared Documents > Tool Box - Instructional Strategies for teaching in a time block

## Shared Documents

Share a document with the team by adding it to this document library.

New ▾ Upload ▾ Actions ▾			View: <b>All Documents</b>
Type	Name	Modified	Modified By
	LA SS	4/10/2012 9:50 AM	Hall, Sara
	Languages	4/10/2012 9:51 AM	Hall, Sara
	Math	4/10/2012 9:50 AM	Hall, Sara
	Music	4/10/2012 9:51 AM	Hall, Sara
	Online resources	4/16/2012 11:33 AM	Hall, Sara
	Other Electives	4/10/2012 9:52 AM	Hall, Sara
	PE	4/10/2012 9:51 AM	Hall, Sara
	Science	4/10/2012 9:50 AM	Hall, Sara
	105 minute period	4/18/2012 1:01 PM	Hall, Sara
	Block period lesson framework Mt Baker MS	4/10/2012 10:15 AM	Hall, Sara
	Books on block planning	4/10/2012 10:16 AM	Hall, Sara
	MSP Proctor Training RJH 2012	4/19/2012 7:48 AM	Aguilar, Robert

BLT Mtg 4.23.12

~~Aguilar, Hall, Chandler, Feharty, Clapp, Detwiler, Town, Furness, Cassidy, Jussel, Hagan, Nelson~~

\*Kelly call your mom.

Nuts and Bolts

Pass out documents

- Review Documents - strategic plan
- Plan for June 26 (full teacher day/no students)
  - June 25 acknowledge those that are leaving.
- Plan for May 25 Tech
- Plan for August LEAP
  
- Review Norms and expectations
  
- Science Rooms and Vernier Software/Hardware
- Budget \$ for Transition
- Health textbooks
  - Staff want to look at 6th grade materials
  - + new textbooks (art, music, health, etc) before the end of the year.
  
- Transition staffing changes
  - HS starting moves now.
  - Elementary colleagues worried about who is teaching what.
  - Repair work with principals about Elementary visitation.
  - Providing PD for staff Spring, Summer, Fall
    - LA/SS PD
    - sustaining internal PD
    - putting PD into practice
    - time to work and develop this information
  
- Budget and staffing
  - increase counseling
  - elective teacher...will there be enough...yes.
  - structures and systems for MS and technology.
  
- AD role being taken by administration.
  - additional IA time for school support.
- Supervision - taking kids out to Gym/Football Field

Change Process

- William Bridges: acknowledge some worries
  - what is tight and what is loose?
  - what is the reassurance?
    - Schedule has been taken away/blocking
    - Organizational word "Kaizen" to change and reflect.
      - steady, incremental change...what can we bite off in May

- PD planning, lesson design in longer period.
- everyone needs these reminders

#### 1. Process and Results

- Kelly reviews the process, documents, period of time,
  - my story...
- MJ - process, deserves time, frustrated with time line.
- RA - agreement with process, Dave's question has merit, need a process for evaluating, compares other MS - other schools are doing that (how that match up works)
- SH - similar understanding, ask people about vote, we got to vote, but had to vote for administrative decision, how many minutes, extra 15 minutes, seeing other schools do this, we do need to evaluate, time limit more frequently, more frequent discussions, throughout the year, reflective process, time to think and discuss (dept? school level?), whole discussion, greater nervousness and greater reflection, work together to draw on this.
- MC - agree on evaluation throughout, people were 105 min block versus 90 minutes, who's decision on tight versus loose.
- CF - we believe that we have to be in this together, talk to other colleagues, tight issue, we don't have any authority to change, problem for me...when it was laid out, "I can't stand behind this version, otherwise back to drawing board" So here is our third option. What gave us solice, was that we were in it together, long chunk, some two days a week, other schools are doing it differently. That we could question tight. We thought it was about learning, what good blocking is learning, much of data says that the time is too long, our discussions sounds like that, our process is accurate. What we thought was tight, was not tight. I am a rule follower, need a timeline.
- SN - concur with what Chris said, no options, disappointment, age level, it seems too long. Principal at Beaver Lake thinks it is too long as well. Traditional schedule preferred, long block on two days, then traditional on two days.
- GH - not at meeting, bothers me the most, we are in this together, this isn't a Kelly/Sean thing, work together on this issue, feel badly that it puts us in this position. We are here and we are now how do we move past this.
- DD - so many changes at once, what is across the board, what is loose and tight, I embrace the school of change, too late for that. District set up high expectations, everyone was on the same page. Perhaps the District should have thought about the amount of change, the exceptions cause a problem. Support in the first week of teaching, what did we just see this week. First week, month...often. Too many thoughts and problems happening. We are not losing our 7th graders, not completely ignoring students who are staying here. Needs to be the students who are changing as well.
- MT - Sounding board...off campus. One thing first of all, immediate feedback about not being Sean and Kelly, seemed like the process of a full discourse, what are things going to look like, sharing labs, that piece was not fully explored, the longer block time, district has invested in extra time/classrooms, heck of a lot that goes into that planning, moving forward on a bigger scale, tight versus loose needs repair. Tight isn't tight. open discussions toward safety and getting it to work for everyone. Its working for me, whats wrong with you will be disastrous. As professionals, we can make this work and that is the intent. Electives, planning, traveling teachers, paying attention to research, evidence to too long of a block, need to justify response and non-response.
- DF - not much new, some people adapt/thrive on change, some don't. Tulips- rule followers. Increasing demand on teachers workload, middle school in distance, come home to roost. Recollection of process is right now. 105 min committee, go get ideas, no one had 105 minutes, tight core subjects. Here is school X who has this, here is it working for them. Looks different, look at their faces, for that time, I want to be supportive, we are going to make it work. There doing this, they are doing this, we are playing by rule, when others get different rules, it can be frustrating. I am scared about 105 minutes,



get my chunks together. 90 minutes versus 85 SC (sorry) Reflection Kelly - colleagues, process, trust (sooner or later) "what does that look like?"

- MT - given set of rules, mutated by other schools, Kelly Pease, higher to that, its not what we have seen out there,

- KC - try not to have a higher power.

- CF - put out on the table when things go wrong in your classroom. Admit of what our best option. Earning trust, do what is right, before what is wrong, monitor and adjust. Really cool activity, planning multiple time in the week.

- DD - one school was undermined by other administrators. Leading

- MT - we have a good relationship, we need to address issue with other.

- DD - talk about this in class, if a student has a problem with it. Not in classroom discussions.

We are working with this program right now. Here are the things we are doing right now, why it is not for kids.

- RA - do all changes to bell schedule need board approval? Big ones yes, smaller one, no.

GH - so much, we have not had time to take a breath, to see what this is going to look like, concrete hard to see with a huge leap of faith. From here on out speak as simply as possible, streamline tasks, really talk about what that looks like, not obscured by documents, lets keep conversation honest.

MJ - build trust through story telling, it is a process,

2. Systematic Thinking

3. Non-judgmental thinking

Developing Filters (developing our interests)

What it is we need to do. Implications

- capacity

-system

-teacher

- student success

- fidelity

- can it be sustained and done well

- feasibility

- focus for instructional core (student, teacher, content)

- flexibility/adjusting

What do we need to do!

- Goal setting - Domain 1 Planning and Preparation

- May 25 - Data Dashboard

- June 26 - AM - new teachers - culture piece

- PM - team time

- June 25 - saying goodbye

- Summer - Volunteers

- Hours will be available for collaborative planning purposes/team

- August LEAP 5 days - 10 hours to IPP

What is the plan for our staff development...

What do we need to do...

End of Sean notes