Group Norms
Quiet Coyote
Recorder/Reporter/Reflector
Essential Questions
Pair/Table/Whole Group

AGENDA
11:00-11:04  Student Voice
11:04-11:13  Challenge #1: Student Voice
11:13-11:18  Share/Wiggle
11:18-11:27  Learning Modalities
11:27-11:38  Challenge #2: Learning Modalities
11:38-11:43  Share/Stretch
11:43-11:46  Time
11:46-11:55  Challenge #3: Time
11:55-12:00  Share/Dance Party
12:00  Adjourn

IEP for All
Facility implications of empowering all learner voices
Cyndi Elliott OT
Nick Salmon REFP

Student Voice

Inclusion Model Special Education
Least Restrictive Environment

Student Voice & Choice
Student Voice & Choice

Many voices

Collaboration & Reflection

Composition of groups
(1/3 introverts 2/3 extroverts)
Group size & decision making
(groups of 3-5 for accountability)
Balance of group & individual work
Time for reflection

Stable

Unstable

Threshold of maximum number of individuals

5 15 35 150 500 1500

Challenge #1

Essential Questions: Student Voice
A: Why do we continue to organize schools around the needs of adults, rather than what young people need to thrive?
B: How can we truly practice inclusion model education where all students are able to offer the world their unique gifts?
C: What changes do we need to make to programming and planning of learning environments that support diverse student voices?

Start with small sticky notes in silence
Share with partner
Share with all

Learning Modalities

https://www.psy.ox.ac.uk/team/robin-dunbar

Restorative Justice
Your top 3
Top 3 for young people you learn with

By myself/own pace  1:1 with my teacher  With one friend or partner
In a small group  Teacher presentations  With the whole class
Working on a project  Telling a story  Making a presentation
Making art or music  Playing or being active  Using technology
Inside  Outside  At home
Service projects  Internships  Video conferencing

Time . Space . Furniture . Technology
Mindfulness

Time for quiet reflection and deliberate practice.
Challenge #2
Essential Questions: Learning Modalities
A: Why do we continue to develop learning environments that support a narrow range of learning modalities and relentlessly repeat them without regard to age, activity or group size?
B: How do the young people you work with learn best?
C: What can we do to develop a better understanding of the needs of learners?

Start with small sticky notes in silence
Share with partner
Share with all

Background
- Most schedules are organized around the convenience of adults, not what learners need
- Most schedules reinforce the idea that educators are independent contractors with a content focus, not collaborators with a relationship focus
- 45-50 minutes is not adequate for deeper learning or interdisciplinary work
- 45-50 minutes is not adequate to engage in social, cultural, community or global projects
- Longer blocks of time are desirable for deeper learning, but limit the number of offerings
- Planning time is often dedicated to content, not relationships

Scheduling Learning
Varied to meet range of needs

Carnegie Unit Schedules
- 6-8 periods/day
- 45-50 minutes
- Math, Science, Language Arts, Social Studies, World Language, PE, Art, Technology
- 3-5 minute transit time (24-40 minutes/day)
School retains some income to manage program and cover tuition

Employer pays school, rather than donation

Learners identify areas of interest

One a week internships

- Learners identify areas of interest/passion
- Employer pays school, rather than donation
- School retains some income to manage program and cover tuition

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Super Block Schedules

- 1-2 Blocks/day
- 180 minutes
- 3-5 minute transit time, can aggregate 12-20 minutes into advisory time

Uber Block Schedules

- 2 Blocks/day
- 180 minutes
- 1-2 Topics for 10 days (other learners in other topics) rather semester-long
- 3-5 minute transit time, can aggregate 24-40 minutes into advisory time

Blocks Within Carnegie Units

- 6-8 periods/day
- 90-100 minute blocks within 45-50 minute schedule
- Math/Science, Language Arts/Social Studies, World Language/Art, PE/Science, Art/Technology
- 3-5 minute transit time (24-40 minutes/day)
**Unscheduled**

- Check in/Check out with advisor
- Map out your plan for the day/week
- No transit time
- Challenge of scheduling large group classes (Music, PE) or special supervision (Technology)

**Blended Schedules**

- Not the same plan every day
- "Bookend" the week with structured/no structure, Depth in between
- Occasional 3-5 minute transit time

**Thoughts**

- Focus on relationships every day: Who is shining? Who is struggling? Who is treading water?
- Focus on relevance: learners create evidence of what they know
- Pairs of interdisciplinary teachers within overall structure
- Teams of interdisciplinary teachers within overall structure
- Provide as much structure as necessary
- Provide as much flexibility as possible
- Support students learning at own pace within that structure
- Offer topic pockets/seminars/demonstrations/presentations within a mostly unstructured day
- Take a break from any schedule at all for truly deep dives

**Challenge #3**

**Essential Questions: Time**

A: Why do we continue to accept the inefficiency of 30% unassignable, 65% Utilization, 6.5 hours a day, half a year?
B: How can develop schedules that support a wide-range of learning experiences?
C: What would a learning-focused schedule look like?

- Start with small sticky notes in silence
- Share with partner
- Each table prototype a response

**Next Steps**

Why does this matter to you?
How can you integrate what you have learned into your future practice?
What will you do with these insights?

**Thank You**

Please text your workshop photos & contact information (now)

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