

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



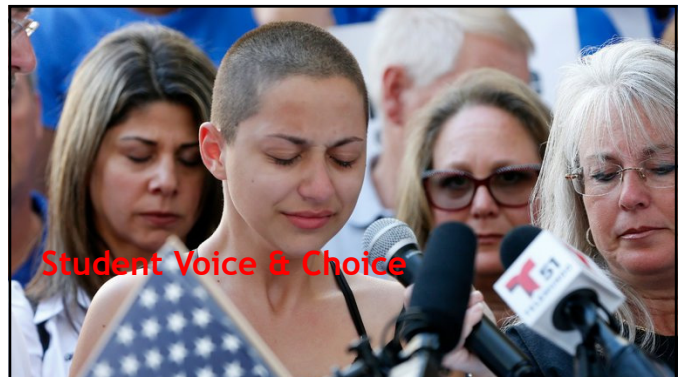
Student Voice

Inclusion Model Special Education

Least Restrictive Environment

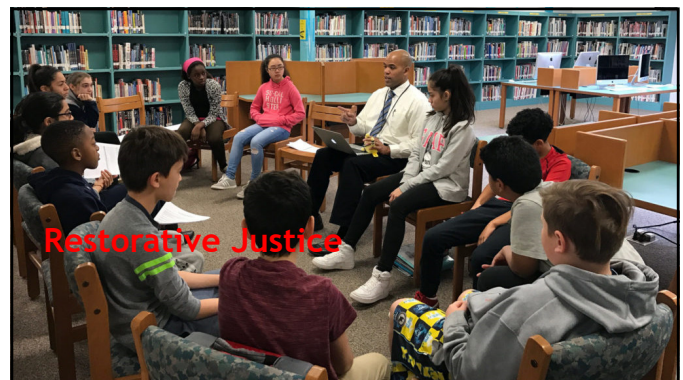
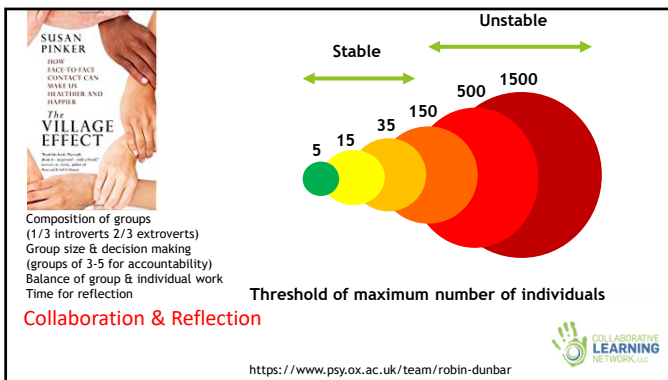


Student Voice & Choice





Student Voice & Choice
Many voices



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?

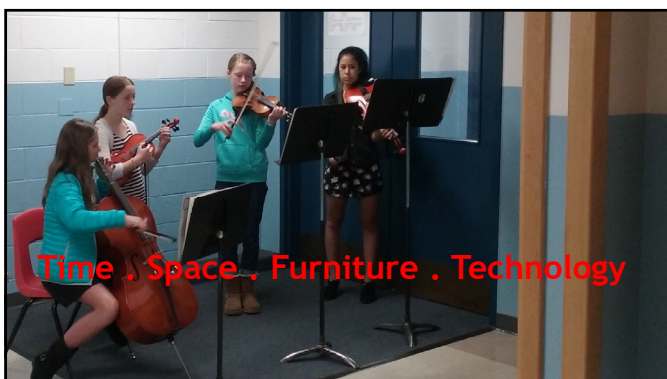
Start with small sticky notes in silence
Share with partner
Share with all



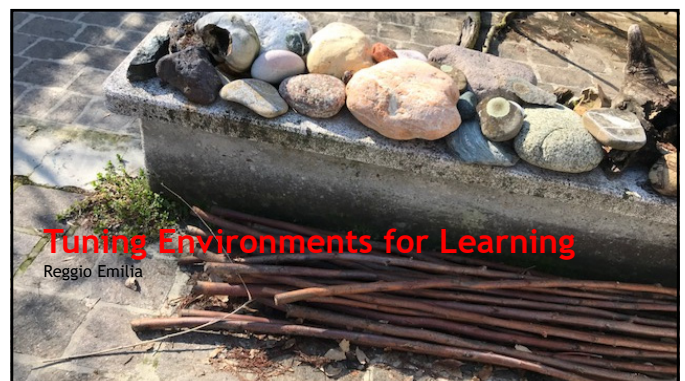
Learning Modalities

Your top 3 Top 3 for young people you learn with

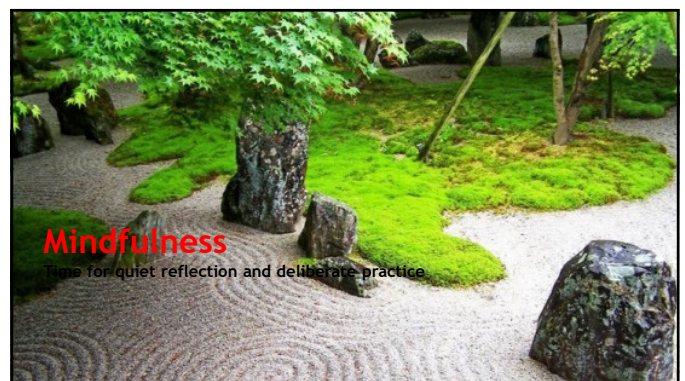
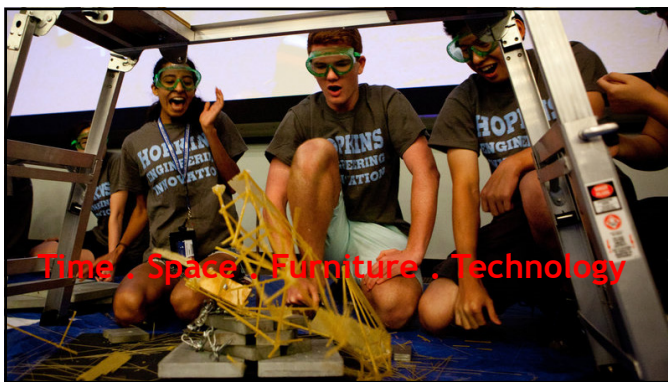
By myself/own pace	1:1 with my teacher	With one friend or partner
In a small group	Teacher presentations	With the whole class
Working on a project	Telling a story	Making a presentation
Making art or music	Playing or being active	Using technology
Inside	Outside	At home
Service projects	Internships	Video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











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



Time

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)

LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
MATH	MATH	MATH	MATH	MATH
SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
WORLD LANGUAGE	WORLD LANGUAGE	WORLD LANGUAGE	WORLD LANGUAGE	WORLD LANGUAGE
PE	PE	PE	PE	PE
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS
SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES
ART	ART	ART	ART	ART
TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY



Carnegie Unit Schedules

- Teacher planning time (5 personal, 5 content, 0 interdisciplinary team, 0 relationships)
- Planning time is often randomly assigned

LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
MATH	MATH	MATH	MATH	MATH
MATH	MATH	MATH	MATH	MATH
PERSONAL PREP	PERSONAL PREP	PERSONAL PREP	PERSONAL PREP	PERSONAL PREP
MATH	MATH	MATH	MATH	MATH
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
MATH	MATH	MATH	MATH	MATH
MATH	MATH	MATH	MATH	MATH
DEPARTMENT PREP	DEPARTMENT PREP	DEPARTMENT PREP	DEPARTMENT PREP	DEPARTMENT PREP
MATH	MATH	MATH	MATH	MATH



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)

LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
MATH	MATH	MATH	MATH	MATH
SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
WORLD LANGUAGE	WORLD LANGUAGE	WORLD LANGUAGE	WORLD LANGUAGE	WORLD LANGUAGE
PE	PE	PE	PE	PE
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS
SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES
ART	ART	ART	ART	ART
TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY



Block Schedules

- 4 Blocks/day
- 90-100 minutes
- A DAY: Math, World Language, Language Arts, Art B DAY: Science, PE, Social Studies, Technology
- 3-5 minute transit time, can aggregate 12-20 minutes into advisory time

LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
MATH	SCIENCE	MATH	SCIENCE	MATH
WORLD LANGUAGE	PE	WORLD LANGUAGE	PE	WORLD LANGUAGE
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
LANGUAGE ARTS	SOCIAL STUDIES	LANGUAGE ARTS	SOCIAL STUDIES	LANGUAGE ARTS
ART	TECHNOLOGY	ART	TECHNOLOGY	ART



Super Block Schedules

- 1-2 Blocks/day
- 180 minutes
- A DAY: Math/Science, Art/Technology (or Art & Technology)
- 3-5 minute transit time, can aggregate into 24-30 minutes advisory

LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
MATH	WORLD LANGUAGE	MATH	WORLD LANGUAGE	MATH
SCIENCE	PE	SCIENCE	PE	SCIENCE
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
ART	LANGUAGE ARTS	ART	LANGUAGE ARTS	ART
TECHNOLOGY	SOCIAL STUDIES	TECHNOLOGY	SOCIAL STUDIES	TECHNOLOGY



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 into 24-40 minutes of advisory time

LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
MATH	MATH	MATH	MATH	MATH
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE



One a week internships

- Learners identify areas of interest
- Five learners share a job (accountants, attorneys, engineers, designers, etc)
- Employer pays school, rather than donation
- School retains some income to manage program and cover tuition

LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
INTERNSHIP	MATH	MATH	MATH	MATH
	SCIENCE	SCIENCE	SCIENCE	SCIENCE
	WORLD LANGUAGE	WORLD LANGUAGE	WORLD LANGUAGE	WORLD LANGUAGE
	PE	PE	PE	PE
	LUNCH	LUNCH	LUNCH	LUNCH
	LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS
	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES
	ART	ART	ART	ART
	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY	TECHNOLOGY



Twice a week internships

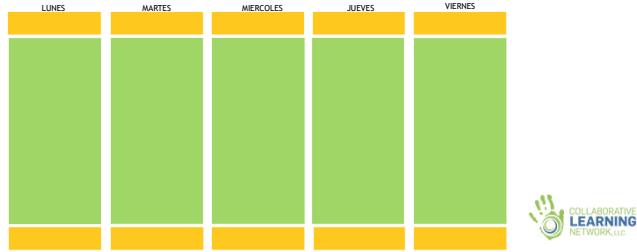
- Learners identify areas of interest/passion
- Learners may change jobs over time

LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
MATH	INTERNSHIP	MATH	INTERNSHIP	MATH
SCIENCE		SCIENCE		SCIENCE
WORLD LANGUAGE		WORLD LANGUAGE		WORLD LANGUAGE
PE		PE		PE
LUNCH		LUNCH		LUNCH
LANGUAGE ARTS		LANGUAGE ARTS		LANGUAGE ARTS
SOCIAL STUDIES		SOCIAL STUDIES		SOCIAL STUDIES
ART		ART		ART
TECHNOLOGY		TECHNOLOGY		TECHNOLOGY



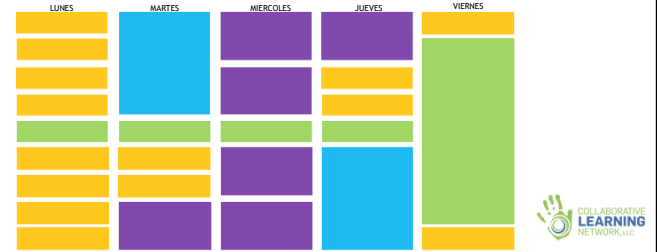
Unscheduled

- 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 structure/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 we 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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