

OREGON HIGH SCHOOL 2010-11

**TO BLOCK OR NOT
TO BLOCK...**

What are the questions?

10.09.09

Option #1...

“Resource Model” w/o 10th hours

Period 1	8:00 am – 8:45 am
Period 2	8:50 am – 9:35 am
Period 3	9:40 am – 10:25 am
Period 4	10:30 am – 11:20 am
Period 5	11:25 am – 12:10 pm
Period 6	12:15 pm – 1:00 pm
Period 7	1:05 pm – 1:50 pm
Period 8	1:55 pm – 2:40 pm
Period 9	2:45 pm – 3:30 pm

Option #2...

Keep 10th Hr. & extend the day

Period 1	8:00 – 8:46	Period 1	8:00-8:41
Period 2	8:51 – 9:37	Period 2	8:46-9:27
Period 3	9:42-10:28	Period 3	9:32-10:13
Period 4	10:33-11:24	Period 4	10:18-11:04
Period 5	11:29-12:15	Period 5	11:08-11:49
Period 6	12:20-1:06	Period 6	11:54-12:35
Period 7	1:11-1:57	Period 7	12:40-1:21
Period 8	2:02-2:48	Period 8	1:26-2:07
Period 9	2:53-3:39	Period 9	2:12-2:53
		Period 10	2:58-3:39

Option #3...

Investigate a Block Schedule

Period 1 A/B	8:00 am - 9:30 am
Period 2 A/B	9:40 am - 11:10 am
Period 3 A/B Class	11:20 am - 12:50 pm
Period 3 Lunch	11:20 am - 11:55 am
Period 4 A/B Class	12:05 pm - 1:35 pm
Period 4 Lunch	12:55 pm - 1:35 pm
Period 5 A/B	1:45 pm - 3:15 pm

Our Charge...

The Board of Education approved a motion to “have High School and Administration form a task force to investigate other options for a long term plan”

...Board of Education Minutes – April 27, 2009

Our Charge...

“Utilizing individual learning plans for all students allows Districts to individualize instruction for each student based upon the particular needs and goals of each student.”

...Board of Education, “Visioning for the Future”

Our Charge...

“All issues of delivery are on the table, including the school calendar, school hours, block scheduling... bring to us options which will improve the manner in which we deliver our services to all students.”

...Board of Education, “Visioning for the Future”

Factors to Consider (Include)...

- Minutes/Days of Instruction
- Individual Learning Plans (ILP's)
- Student Engagement...Advisories & "10th hr. Concept"

Problems with the Current Schedule

- ✓ When do they make up a test or lab?
- ✓ Too many transitions during the day leads to drama.
- ✓ 45 minutes is too long for lunch.
- ✓ 45 minutes for lunch makes for a longer school day.
- ✓ Most activities don't fit into 45 minutes; end up being split over multiple days.
- ✓ Too long of a day for some students.
- ✓ Not enough time for set-up and take-down.

Benefits of the Current Schedule

- ✓ Can see students every day and give homework every day.
- ✓ Allows for a variety of classes
- ✓ The option is open to teachers whether to teach in a block or not.
- ✓ Students only miss small amounts when absent.
- ✓ Easy to keep students on task for 45 minutes... constant action.

Potential Problems with a Block Schedule

- ✓ Special Educ. Vocational program... could not be the same every day for work release, etc.
- ✓ May be harder to schedule students that transfer in.
- ✓ Harder to do AP in a straight 4X4 block.
- ✓ Harder to engage kids for a longer period.
- ✓ Students could experience a gap in instruction in sequential disciplines – Math & World Lang.
- ✓ Problems with school-to-work programs.
- ✓ Could be difficult for students with sensory needs.
- ✓ Can't see the year-long maturity development of students in 4X4 block.
- ✓ How do we meet the needs of students who need extra support (i.e., resource room, guided study) within the framework of a 4X4 block.

✓ Teacher Feedback 10.09.09

Potential Benefits of a Block Schedule

- ✓ Teachers could have fewer students in a 4X4 block.
- ✓ Could help kids build a stronger knowledge base faster.
- ✓ More time to connect with kids.
- ✓ Could eliminate study halls
- ✓ Gives students more opportunities to take more classes or classes in different ways (ex. Online).
- ✓ Can try different learning/teaching styles.

✓ Teacher Feedback 10.09.09

Potential Benefits of a Block Schedule-Con't

- ✓ More time to get in depth.
- ✓ Supports brain research for longer spans of student focus.
- ✓ Gained more time for quality instruction each week (may be more than 50 min./week).
- ✓ Was able to build more and better relationships with kids.
- ✓ Increased instructional time through reduction of passing time.
- ✓ Allows for more creativity.
- ✓ Reduction of discipline problems.

✓ Teacher Feedback 10.09.09

3 “BASIC” SCHEDULE TYPES

- ✓ **Modular Schedule**
- ✓ **Traditional Schedules... 6-, 7-, 8-Period Days**
- ✓ **Block Schedules**
 - **4x4 Block... Same 4 classes: every day for Term or Semester**
 - **A-B Block... 8 classes rotate: every other day**
 - **3-D Block... 7 classes rotate: 2 on, 1 off, includes resource period**

Oregon's Traditional 8-Period Day

Period 1	8:00 am – 8:45 am
Period 2	8:50 am – 9:35 am
Period 3	9:40 am – 10:25 am
Period 4	10:30 am – 11:20 am
Period 5	11:25 am – 12:10 pm
Period 6	12:15 pm – 1:00 pm
Period 7	1:05 pm – 1:50 pm
Period 8	1:55 pm – 2:40 pm
Period 9	2:45 pm – 3:30 pm

Portage's – 4X4 Block

1st BLOCK	8:00 am – 9:30 am	1st Block Class
ACCESS	9:30 am – 9:40 am	Club Mtgs./LMC/Tech Time/Teacher Assistance
2ND BLOCK	9:49 am – 11:14 am	2nd Block Class
3RD BLOCK	11:14 am – 11:53 am	Early Lunch
	11:53 am – 1:18 pm	3rd Block Class
	11:23 am – 12:48 pm 12:48 pm – 1:27 pm	3rd Block Class Late Lunch
R & R	1:27 pm – 1:47 pm	Reading & Reflection
4TH BLOCK	1:47 pm – 3:15 pm	4th Block Class

Howards Grove's 4X4 Block

<i>Period 1</i>	<i>7:45 a.m. – 9:05 a.m.</i>
<i>Period 2</i>	<i>9:18 a.m. – 10:42 a.m.</i>
<i>Lunch A</i>	<i>10:45 a.m. – 11:10 a.m.</i>
<i>Advisory A</i>	<i>10:47 a.m. – 11:27 a.m.</i>
<i>Advisory B</i>	<i>11:15 a.m. – 11:55 a.m.</i>
<i>Lunch B</i>	<i>11:30 a.m. – 11:55 a.m.</i>
<i>Period 3</i>	<i>Noon – 1:24 p.m.</i>
<i>Period 4</i>	<i>1:29 p.m. – 2:53 p.m.</i>

Waunakee's A-B Block

1 st HOUR	8:15 am – 9:50 am	1A / 1B Class
2 nd HOUR	10:00 am – 11:30 am	2A / 2B Class
3 rd HOUR	11:40 am – 1:10 pm 1:10 pm – 1:40 pm	3A / 3B Class Late Lunch
	11:30 am – 12:00 pm 12:10 pm – 1:40 pm	Early Lunch 3A / 3B Class
4 th HOUR	1:50 pm – 3:25 pm	4A / 4B Class

Monona Grove's A-B Block

1st PERIOD	7:55 am – 9:29 am	Class A1 / Class B1
2nd PERIOD	9:38 am – 11:16 am	Class A2 / Class B2
3rd PERIOD 4th PERIOD	11:25 am – 12:59 pm 1:04 pm – 1:34 pm	Class A3 / Class B3 Lunch
3rd PERIOD 4th PERIOD	11:21 am – 11:51 am 11:56 am – 1:30 pm	Lunch Class A4 / Class B4
5th PERIOD	1:39 pm – 3:13 pm	Class A5 / Class B5

De Forest's Norski 3-D Block

PERIOD	TIME	A-DAY	B-DAY	C-DAY
1	8:00 – 9:10 am	CLASS 1	CLASS 1	CLASS 2
2	9:15 – 10:25 am	CLASS 2	CLASS 3	CLASS 3
Advisory	10:30 – 10:55 am	ADVISORY	ADVISORY	ADVISORY
1 ST Lunch	10:55 – 11:40 am	EARLY LUNCH	EARLY LUNCH	EARLY LUNCH
4	11:45 – 12:55 pm 11:00 – 12:10 pm	CLASS 4	CLASS 4	CLASS 5
2 nd Lunch	12:10 – 12:55 pm	LATE LUNCH	LATE LUNCH	LATE LUNCH
5	1:00 – 2:10 pm	CLASS 5	CLASS 6	CLASS 6
6	2:15 – 3:25 pm	CLASS 7	CLASS 7	STUDY HALL

BayPort's "Sliding Block" (A-B + 8-Pd.)

	"Regular" Day (MTF)	"Block" Day 1 (W)	"Block" Day 2 (R)
1 st Period	7:30 – 8:15	7:30 – 9:00	
2 nd Period	8:20 – 9:05		7:30 – 9:00
3 rd Period	9:10 – 9:55	9:10 – 10:40	
4/5 th Period	9:59 – 10:44		9:10 – 10:40
5/6 th Period	10:34 – 11:19		
6/7 th Period	10:48 – 11:33	10:45 – 12:55	
7/8 th Period	11:23 – 12:08	Lunch = 1 st /Mid/3 rd	
8/9 th Period	11:37 – 12:02		10:45 – 12:55
9/10 th Period	12:12 – 12:57		Lunch = 1 st /Mid/3 rd
11 th Period	1:01 – 1:46	1:05 – 2:35	
12 th Period	1:50 – 2:35		1:05 – 2:35
Lunch = :35 min. during 4 th thru 10 th			

ADVISORIES: Definition

“A Teacher Advisory program could be defined as: an organizational structure in which on small group of students identifies with and belongs to one educator, who nurtures, advocates for, and shepherds through school the individuals in that group.”

...Cole, 1992, p.5

ADVISORIES: Common Purposes

- ✓ *Advise students about academic decisions and monitor academic achievement*
- ✓ *Provide developmental guidance (formal & informal)*
- ✓ *Foster communication between the home and school and among members of the school community*
- ✓ *Encourage supportive peer relationships and practice conflict resolution*
- ✓ *Promote an awareness of diversity & tolerance*
- ✓ *Undertake community service both within and outside the school*
- ✓ *Facilitate community governance and conversations*

ADVISORIES: Key Dimensions

Key Dimension #1:

PURPOSE. A clearly defined purpose supported by the community.

Key Dimension #2:

ORGANIZED. Organized to fulfill the purpose and to ensure personalization.

ADVISORIES: Key Dimensions

Key Dimension #3:

CONTENT. Based upon the purposes to be achieved, on the nature of the school and on individual advisors.

Key Dimension #4:

ASSESSMENT. Should be done at several levels to determine whether purposes of the program are being met.

ADVISORIES: Key Dimensions

Key Dimension #5:

LEADERSHIP. Strong leadership by an individual or team charged with designing, implementing, overseeing, supporting and assessing the program.

...”The Power of Advisories” (Osofsky, Sinner & Wolk 2003)

...”Breaking Ranks II (NASSP 2004)

Implementing an Advisory Program: 5 Core Phases...

- ✓ **Study and investigation**
- ✓ **Planning and design**
- ✓ **Activity mapping**
- ✓ **Training for advisors**
- ✓ **Follow-up support to help ensure continuous improvement**

...Educators for Social Responsibility (www.esrnational.org)_

Potential Costs

- ✓ Addition of three full-time Educational Assistants:

 - ALAC Supervision

 - Commons Study Hall Supervision

 - Lunch Supervision

- ✓ Staff Development

 - Advisory Training

 - Instructional Strategies Training (Block Schedule)

- ✓ Advisory Materials

 - Advisory Curriculum Planning

 - Purchased Materials