

# Block Scheduling

**Vision Forward**

# Why move to a block?

- Provides time for content-specific, deep instruction while allowing for greater efficiency in class preparation for students, which often includes less nightly homework.
- It offers more class time to build relationships and personalize learning for each student.
- It provides for increased opportunities for interdisciplinary teaching
- It allows for focused instructional time to engage in learning that is innovative, differentiated, engaging, creative, discovery-based, project/problem-based, hands-on, collaborative, and interesting to students based on their lived experiences.
- Promotes active student learning by encouraging greater participation.
- Allows for more focused time for students to learn how they best learn in each content area.

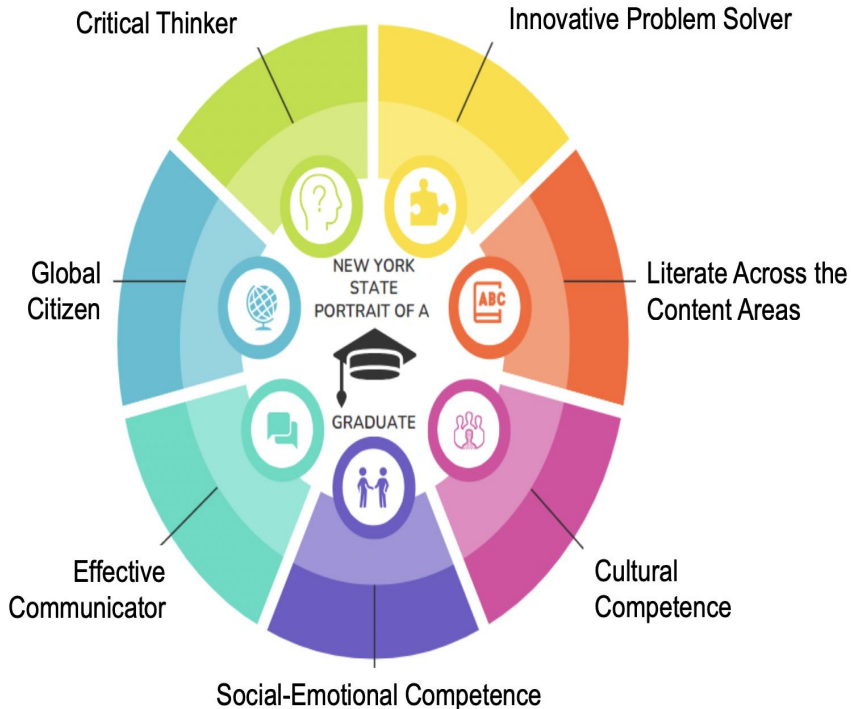
# Blue Ribbon Commission Visit

- **Spring, 2023:** A representative from the Blue Ribbon Commission came to BKW to view our innovative programming and participate in panel discussions with stakeholders (students included).
- Particularly, *our* students made the following suggestions:
  - Rethink Regents exams as the single standard measure of student achievement
  - Use authentic student work and projects as a means to determine growth and achievement
  - Use portfolios to demonstrate student growth and achievement in multiple subject areas to show the *entire* student.
  - Make provisions for students to complete internships and other career-based learning experiences.
  - Increase opportunities to collaborate with others toward collective goals.
  - Create opportunities for students to explore individual interests.

# Primary Recommendations of the BRC

- Replace the three diploma types with one diploma, with the option to add seals and endorsements.
- Include civic responsibility (ethics); cultural competence; financial literacy education; fine and performing arts; science, technology, engineering, and mathematics (STEM) credit(s); and writing, including writing skills for real-world scenarios in diploma credit requirements.
- Ensure access to career and technical education (CTE), including internships and work-based learning opportunities for all students across New York State.

# From Portrait of a Graduate



- Students need to demonstrate proficiency in all areas, but can do so in a variety of ways.
- BKW has hosted NYSED to discuss new CTE pathways for students in ESports.
- Students at BKW currently demonstrate proficiency in these areas and upload artifacts of this work to their digital portfolios.
  - BKW began digital portfolios as part of the CCR work in 2022 and included students in grades 5-12.

# **Coherence: the quality of being logical and consistent; or, the quality of forming a unified whole.**

**Meaning:** Coherence enables teachers to develop the same ideas in relation to their teaching practice over time and makes a difference in how instruction is transformed. Ongoing, intentional work is especially essential for disrupting inequitable patterns that are often deeply ingrained in classrooms and schools.

**Importance:** Coherence is the extent to which key system components related to teaching and learning are consistent with each other (or reinforce each other) in providing the same signals and supports to teachers and leaders about what instruction should look like.

*\*Dr. Mundell's October Superintendent's update*

# What do we know about how students learn best?

- Students need time to work with new concepts or skills
- Learning works best with small segments of instruction, followed by multiple opportunities for students to apply the concept in a variety of contexts.
- Movement supports neurogenesis- the development of new brain cells.
- Students learn best with formative assessments that provide targeted and timely feedback that they can then apply in other contexts/settings.

# Planning for next year:

- Teachers have been looking at many different plans on how to best structure their instructional blocks. Please note that these blocks should *never* include 82 minutes of pure lecture time.
  - These models focus on the four domains of engagement:
    - Intellectual challenge (academic)
    - Affiliation (social-emotional)
    - Choice (social-emotional)
    - Movement (physical)



## Example class period schedule:

- ❑ Organizer (15 minutes)
- ❑ Class notes (10 minutes)
- ❑ Guided practice(10 minutes)
- ❑ Short activity or game (15 minutes)
- ❑ Application of knowledge (22-25 minutes)
- ❑ Closure (8-10 minutes)

# Daily block schedule example (9-12):

Example:

| <b>Four day<br/>Rotation<br/>A,B,C,D</b> | <b>Block 1<br/>7:45 - 9:07</b> | <b>Block 2<br/>9:10 - 10:32</b> | <b>Homeroom<br/>10:35 -<br/>10:45</b> | <b>Block 3C<br/>10:48 - 12:11<br/><i>Lunch</i><br/>12:14 - 12:52</b> | <b>Block 4<br/>12:55 - 2:17</b> |
|--|--------------------------------|---------------------------------|---------------------------------------|--|---------------------------------|
| <b>Days AC</b>                           | Class                          | Class                           |                                       | Class  | Class                           |
| <b>Days BD</b>                           | Class                          | Day B Lab<br>Day D - PE         |                                       | Class  | Class                           |

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Example:

| <b>Four day<br/>Rotation<br/>A,B,C,D</b> | <b>Block 1<br/>7:45 - 9:07</b> | <b>Block 2<br/>9:10 - 10:32</b> | <b>Homeroom<br/>10:35 -<br/>10:45</b> | <b>Block 3A<br/>11:30 - 12:52<br/><i>Lunch</i><br/>10:48 - 11:27</b> | <b>Block 4<br/>12:55 - 2:17</b> |
|--|--------------------------------|---------------------------------|---------------------------------------|--|---------------------------------|
| <b>Days AC</b>                           | Class                          | Class                           |                                       | Class  | Class                           |
| <b>Days BD</b>                           | Class                          | Day B Lab<br>Day D - PE         |                                       | Class  | Class                           |

# Daily block schedule example (7&8):

\*82 minute blocks, Specials will stay 42 minutes, 4 day rotation, 10 week courses

\*\*Band, Chorus, General Music, and PE will be one day in the four day rotation

## Example: 7th Grade

| Four day Rotation<br>A,B,C,D | Block 1<br>7:45 - 9:07                                       | Block 2<br>9:10 - 10:32  | Homeroom<br>10:35 - 10:45 | Block 3B1<br>10:48 - 11:29<br><i>Lunch/Flex</i><br>11:32 - 12:11 | Block 3B2<br>12:14-12:52   | Block 4<br>12:55 - 2:17                                      |
|------------------------------|--|--|---------------------------|--|--|--|
| Days A/C                     | <ul style="list-style-type: none"> <li>Core Class</li> </ul> | <ul style="list-style-type: none"> <li>Chorus</li> <li>Band</li> <li>Gen. Music</li> <li>PE</li> </ul> |                           | <ul style="list-style-type: none"> <li>Specials</li> </ul>       | <ul style="list-style-type: none"> <li>Study Hall</li> <li>Enrichment</li> <li>RR</li> </ul> | <ul style="list-style-type: none"> <li>Core Class</li> </ul> |
| Days B/D                     | <ul style="list-style-type: none"> <li>Core Class</li> </ul> | <ul style="list-style-type: none"> <li>PE</li> <li>Health</li> </ul>                                   |                           | <ul style="list-style-type: none"> <li>Specials</li> </ul>       | <ul style="list-style-type: none"> <li>Study Hall</li> <li>Enrichment</li> <li>RR</li> </ul> | <ul style="list-style-type: none"> <li>Core Class</li> </ul> |

## 7th and 8th grade modified block

- Our third block will be modified daily for students in middle school.
- It equates to splitting the third block into two, forty-one minute classes with a lunch in between.
  - It allows for students receiving special education services to meet with their resource room teacher daily.
  - Middle school students will not have to split a class with their lunch period.

# Shifting start times/end times:

**Academic Day Start: 7:45AM**

**Academic Day End: 2:17PM**

## Why?

- Beginning at 7:45 allows for students who attend CTE programs to have the opportunity to take two full blocks prior to leaving or upon return and allows for greater block alignment to other school districts (increased opportunities for students)
- Ending at 2:17 allows for earlier start times for sports and activities and aligns with end times of many schools throughout the region.
- Instructional minutes in the secondary school are actually increased due to fewer daily class transitions. This actually equates to one additional instructional week of classes (with the addition of minutes to each block).

# References

*Blue Ribbon Commission on Graduation Measures*. (2023).

<https://www.nysed.gov/sites/default/files/programs/grad-measures/nys-blue-ribbon-commission-graduation-measures-report.pdf>

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*Update to the Board of Regents*. (2023).

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