Good Morning

The 2014 School Approval Standards address the change that must take place from a traditional classroom-only educational system, to a transformed educational system that includes competency-based learning environments and multiple pathways to graduation, resulting in students that are truly college and career ready.

Minimum Standards for School Approval, NH Ed 306
Student Engagement in Learning
Block Schedule

Achieving the goal of a competency-based learning system
<table>
<thead>
<tr>
<th>What/What For?</th>
<th>How?</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td><strong>Anchor:</strong></td>
<td>Microlab Activity</td>
<td>Slides 1-16 8:30-9:45</td>
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<tr>
<td><em>This will connect our topic to your existing practice and current perceptions</em></td>
<td>Share thoughts with colleagues about existing practice and perceptions of block scheduling.</td>
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<tr>
<td><strong>Break</strong></td>
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<td>9:45-10:00</td>
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<tr>
<td><strong>Add:</strong></td>
<td>Slide Deck</td>
<td>Slides 17-31 10:00-10:50</td>
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</table>
| *New information that will influence your practice and that you will be asked to apply during today’s work.* | Informational  
Text Rendering Protocol  
Small group opportunity to interact with new information. |  |
| **Apply:**  | Audit | Slides 33-34 10:50-11:30 |
| *Opportunity for you to decide what new information aligns with your needs, and to use it in designing your unit/lesson/activity.* | Take inventory of existing activity/lesson/unit  
Workshop  
Re-design/develop activities and/or lessons |  |
| **Lunch** | | 11:30-12:15 |
| **Add/Apply** | Continue new information and workshop | Slides 35-49 12:15-2:45 |
| **Away:**  | Debrief |  |
| *Opportunity at conclusion of work to share a commitment to a revised and/or new practice.* | *Share out a some ideas of the work accomplished and what will continue into the year.* |  |
Block scheduling is an answer not the question...
Thinking for Today...

• Opportunity to improve instruction; rethinking practice, routines within a block schedule
• Learning Targets
• Creating instruction plans within block scheduled time frames
• How does instruction need to change to support deeper learning?
But First, Let’s Talk About You..

Adults and Learning

20% of what you hear-
  ...so we will talk a little

40% of what you hear and see-
  ...so we will share some examples

80% of what you do and discover for yourself-
  ...so we will support designing lessons/units
Just So We’re on the Right Track

❖ We want to Respect the fact that...
   -this shift is causing both excitement and anxiousness
   and it is part of a long term vision.
❖ We hope to make today Relevant by…
   -drawing on current knowledge/practices and adding
     new info that directly addresses your needs.
❖ We realize the Immediacy…
   -as students arrive in less than month.
Let’s Get Organized

Manchester Libguide

https://nhlearninginitiative.libguides.com/manchesterwest

Please log on and:
Access this Libguide
Access your material
What are your current assumptions about the benefits of block scheduling?

What wonders/concerns do you have about block scheduling?

What do you hope to learn/accomplish in today’s session?
Block Schedule Impact

What has shifted is:

- What we use for evidence of learning
- What we expect of students
- The level of student engagement
The teachers and students wanted a personalized, performance based unit that gave choice and offered “real life” (authentic) opportunity to apply themselves.
Proposals to Improve Souhegan

Essential Question: How can students be active participants in their democracy to improve SHS?

As a student at Souhegan High School you have a unique opportunity for your voice to be heard. During this year, you learned about Community Council, which was founded in 1992 during Souhegan’s first year of service. Its task was, and remains to this day, to discuss and vote on various proposals concerning student life, school initiatives, disciplinary procedure, grading procedure, and any other matter of importance to the school community. Council is purposefully diverse and purposefully student led, students outnumber the adults two to one.

Basically, if there is something that you think could make Souhegan better for your fellow students, there is no reason for you to not try to change it.

So that is exactly what we are going to do during this project. You will be an active participant in your democracy, and you will attempt to take an active role in trying to enact change.
How might this unit appeal to un-involved students?

What are some ideas for engaging tasks?

Some compelling opportunities beyond the classroom?
Things to Consider

- Focused on content/knowledge, skills and understanding
- Professional practice needs to be more collaborative
- Units of study need to be more interdisciplinary
- Guidelines-structures need to be in place to support competency learning; students respond well to both routine structures and choice
To Be on the Same Page...

The vernacular
Block schedule
Learning Targets
Performance Tasks/Assessments
Personalized
Competencies/CBE
Deeper Learning
Authentic Experience
What Are You Going to (Re)Design?

What Ideas Do You Currently Have for (Re)Design?

What Student Feedback Have You Already Received on this Activity/Lesson/Unit?
Block Schedule

*Achieving the goal of a competency-based learning system*

Libguide: [Competency Works: What Is Competency Based Education](#)
The Big Ideas of Competency Design

Competencies and Standards
Competencies and standards balance each other.

Instruction
Instruction shifts to include opportunities for students to apply their learning.

Assessment
Assessment focuses on feedback for learning and authentic performance expectations.

Curriculum
Creativity, interest, and content drive the topics to study.

Student Agency
Students play an active and collaborative role in their own learning.
The Tenets of a Competency-Based System

❖ Students advance upon mastery.
❖ Competencies include explicit, measurable, transferable learning objectives that empower students.
❖ Assessment is meaningful and a positive learning experience for students.
❖ Students receive timely, differentiated support based on their individual learning needs.
❖ Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

As defined by Chris Sturgis and CompetencyWorks
What does CBE look like in the classroom?

<p>| | | |</p>
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<tr>
<td>1. Recognition of learning</td>
<td>is based on the mastery of specific <strong>learning targets</strong>—rather than a student’s level of participation, effort, or time in the classroom.</td>
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<td>2. Learning targets</td>
<td>are <strong>explicit, shared with students</strong>, and based on rigorous college and career readiness standards.</td>
<td></td>
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<tr>
<td>3. Instructional approaches and supports</td>
<td>are individualized to each student’s needs, are relevant and varied, and offer students <strong>ample opportunity to exercise independence and take responsibility for their own learning.</strong></td>
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<td>4. Assessment for learning</td>
<td>offers students <strong>flexibility and choice</strong> in when and how they show what they learned.</td>
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<tr>
<td>5. Pacing and progression</td>
<td>gives students flexibility for taking more or less time to learn and requires them to <strong>show what they have learned</strong> before earning credit or advancing.</td>
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<tr>
<td>6. When and where learning takes place</td>
<td>lets students learn and earn credit for <strong>activities that take place outside the school building</strong> and school day.</td>
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American Institutes for Research
What are the goals for a block schedule?

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<th>1. Learning Cycle Model</th>
<th>is a seamless process of targeting, planning, and assessing student growth. Content needs to be selected carefully so as to include what is essential in the curriculum as foundational for that discipline.</th>
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<td>2. Constructivism</td>
<td>is an approach to curriculum which allows students to construct their own meaning from experiences provided by the teacher. The approach leads to deeper understanding of the content by the student.</td>
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<td>3. 5 E’s Model</td>
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How does instruction need to change to support deeper learning?
## Learning Cycle Model

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<td>• is a seamless process of targeting, planning, and assessing student growth. Content needs to be selected carefully so as to include what is essential in the curriculum as foundational for that discipline.</td>
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<tr>
<td>• Carefully select expectations and identify content.</td>
</tr>
<tr>
<td>• Design appropriate strategies for collection and feedback (assessment tools).</td>
</tr>
<tr>
<td>• Immerse students in learning activities that will explore content and develop targeted skills.</td>
</tr>
<tr>
<td>• During learning process, data are collected on how students are progressing toward standards; this information is valuable to teachers and students in assessing student achievement.</td>
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Constructivism

Constructivism is an approach to curriculum which allows students to construct their own meaning from experiences provided by the teacher. The approach leads to deeper understanding of the content by the student.

- Students become actively engaged in learning.
- Students develop higher-level thinking skills.
- Students gain ownership of their learning.
- Students can make connections between what they are learning and the real world.
- Students can improve their social and communication skills.
5 E’s Model

The five phases are designed to facilitate the process of conceptual change. The use of this model brings coherence to different teaching strategies, provides connections among educational activities, and helps teachers make decisions about interactions with students.

Each phase of the model and a short phrase to indicate its purpose from a student perspective are:

**Engagement** - students' prior knowledge accessed and interest engaged in the phenomenon, idea, or concept.

**Exploration** - students participate in an activity that facilitates conceptual change

**Explanation** - students generate an explanation of the phenomenon

**Elaboration** - students' understanding of the phenomenon, idea, or concept challenged and deepened through new experiences

**Evaluation** - students assess their understanding of the phenomenon, idea, or concept
Assessment for Learning

Assessment for Learning
Offers students flexibility and choice in when and how they show what they learned.

| ● Formative assessment is a process used by teachers and students during instruction to gather evidence of student learning; teach students self-reflection |
| ● Information is used to adjust ongoing teaching and learning and to provide feedback that will improve students’ achievement of intended instructional outcomes; descriptive task specific feedback |
| ● Creates a sense of self-efficacy (a learner’s confidence in their ability to reach targets through hard work and determination). This is an essential quality for learners to develop. Self-efficacy will help them succeed throughout their life, both professionally and personally. |
| ● Creates a supportive and cooperative classroom. In this environment, everyone, including the teacher, should feel able to try new things without worrying that they might fail. |
Pacing and Progression

Gives students flexibility for taking more or less time to learn and requires them to show what they have learned before earning credit or advancing.

- Students progress after producing evidence of mastery
- Readiness for assessment is based on the formative work and the teacher’s judgement
- Learning happens when students are given opportunities to build upon previous knowledge and experiences. Research consistently shows that only telling learners what they need to know is much less effective than helping them construct meaning for themselves.
Understanding Key Instructional Strategies for the Block Schedule

Building a System for Deeper Learning
Howard Gardner's multiple intelligences- Varying the learning modalities: 
Kinesthetic 
Visual 
Auditory
Block Schedule=
Curiosity, Competence and Agency

Learner experiences address all learners:
Needs
Passions
Experiences

Units are designed around an inquiry-driven, competency-based learning cycle that “blooms” toward application and creation and enables nonlinear learning.

Unit design reflects “assessment as learning,” building toward the completion of challenging, competency-based performance tasks.

Units are modular and well-scaffolded, with meaningful opportunities for student-driven investigation and student choice about how learning time is spent.

Units are culturally responsive and reflect principles of Universal Design for Learning, offering meaningful choices that affirm and build upon the strengths, interests, and identities of each learner.

CompetencyWorks  Graphic: reDesign
Let’s Do a Quick Audit

Review the Activity, Lesson, Unit in Relation to the Checklist
Curriculum Focus for the Block

❖ Determine the key units of study.
❖ Identify what students will need to do to demonstrate competency-Knowledge, Understanding, and Skills
❖ Provide varied ways students will acquire content knowledge and develop skills
❖ Identify the evidence that you will accept for this understanding
❖ Identify the assessments-formative and summative-that will give you the best information about learner progress?
Planning for the Block

- Identify routine activities for each day
- Map out the time you will need for the unit
- Determine what needs to be delivered as direct instruction and other strategies for acquiring content
- Determine what needs to be practiced
- Create a learning line of what you need as evidence of a student making progress
- Match activities that need extended time to block days
Design Time

Individually or Collaboratively Work on (Re)Designing an Activity, Lesson or Unit.
Understanding the importance of Student Agency
In a Block Schedule

Building a System for Deeper Learning
How do we put the student at the center of their learning? What does that look like?

With a partner discuss what this looks like now and what it might look like in the future in your classroom? In the school? In the community?

Be prepared to share your ideas...
# Transforming Teaching: Student Agency

<table>
<thead>
<tr>
<th>Transformed Approach High Student Agency</th>
<th>Traditional Approach Low Student Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Facilitate” Learning</td>
<td>“Deliver” Instruction</td>
</tr>
<tr>
<td>Student-centered</td>
<td>Teacher-centered</td>
</tr>
<tr>
<td>Learning anytime/anywhere</td>
<td>Classroom learning</td>
</tr>
<tr>
<td>Personalized, differentiated</td>
<td>Standardized approach</td>
</tr>
<tr>
<td>Do to learn</td>
<td>Learn to do</td>
</tr>
<tr>
<td>Application focused</td>
<td>Content focused</td>
</tr>
<tr>
<td>Develop thinking</td>
<td>Looking for the right answer</td>
</tr>
<tr>
<td>Integrated curriculum</td>
<td>Teaching segmented curriculum</td>
</tr>
<tr>
<td>Active learning opportunities</td>
<td>Passive learning opportunities</td>
</tr>
</tbody>
</table>
What does it mean to be a 21st century learner?

What skills are needed for our students’ success in tomorrow’s world?
## Top 10 skills

### in 2020
1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

### in 2015
1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

Source: Future of Jobs Report, World Economic Forum
The Top 5 skills Employers Seek, In Order of Importance:

1. Ability to work in a team
2. Ability to make decisions and solve problems
3. Ability to plan, organize and prioritize work
4. Ability to communicate verbally with people inside and outside an organization
5. Ability to obtain and process information

The National Association of Colleges and Employers (NACE) Bethlehem
The New Hampshire Lens...
NH WORK STUDY PRACTICES

Self Direction
Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.

Collaboration
Work in diverse groups to achieve a common goal.

Communication
Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.

Creativity
Use original and flexible thinking to communicate my ideas or construct a unique product or solution.
Embedding Work Study Practices

5 Components of Collaboration
Drawing on existing research and theory, this framework defines collaboration in terms of five components that can map onto a variety of learning contexts and settings. Beyond process aspects of collaboration, this framework highlights self-awareness, and monitoring and adapting behaviors as components that guide an individual’s contributions to group dynamics and outcomes. The components listed on the following page are illustrated in terms of how individuals demonstrate collaboration through interpersonal thinking processes, like reflection, as well as interpersonal engagement with others. Through deeper understanding of the multiple dimensions of the skill, individuals can focus on the essential parts that make up the skill as a whole.

SELF-AWARENESS
Thinking through tasks, applying prior experience, understanding how own strengths fit into group dynamic and taking personal responsibility

COMMUNICATING
Speaking purposefully, listening actively, and contributing to group dialogue and encouraging participation of others

NEGOTIATING & DECISION-MAKING
Understanding and valuing multiple perspectives, managing conflict and own emotional response, and advocating for group fairness

CONTRIBUTING & SUPPORTING
Owning task assignments and work quality, sharing ideas, and providing feedback on the work and ideas of others

MONITORING & ADAPTING
Reflecting on progress, overcoming obstacles, adjusting emotional reaction, supporting others through challenges, and modifying approach to benefit the group

5 Components of Self-Direction
Drawing on existing research and theory, this framework describes self-direction as a set of components. In addition to initiative, planning, and goal-setting, this framework emphasizes critical metacognitive skills. Self-awareness and the ability to monitor and adapt serve as pivotal pieces that give behavior purpose and the potential for success. The components listed on the following page are illustrated in terms of how individuals demonstrate self-directed learning skills through interpersonal thinking processes, like reflection, as well as interpersonal engagement.

SELF-AWARENESS
Reflecting on past experiences to evaluate own strengths, limitations, motivation, interests, and aspirations within different learning contexts.

INITIATIVE & OWNERSHIP
Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.

GOAL-SETTING & PLANNING
Developing meaningful learning targets and long-term goals, identifying effective strategies, and planning out steps.

ENGAGING & MANAGING
Seeking out relevant resources and information to support learning goals, refining strategies, and maintaining effective pace, reaching short-term benchmarks and long-term goals.

MONITORING & ADAPTING
Evaluating progress, adapting strategies, seizing failure, building from mistakes, and attributing success to effort and motivation.
Activity: Digging in...

Please consider, in an upcoming unit, where your students are able to take more ownership in their learning. Let’s revisit this unit or these activities through the lens of “co-design” to include student exhibitions and/or demonstrations of learning.