

Menu

This Menu gives you quick access to all the content for *Choosing the Right Schedule - Teaching in the Block*. It will also keep track of your progress as you work your way through the program's video content in the topics. When you feel comfortable with the content of a particular section, take the corresponding assessment.

Module 1: Introduction

This topic is:
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Topic A:

Introduction | 5 min | Hide Content

1. Introduction | 04:39
2. Site Tips | 00:20

Module 2: All About the Block

This topic is:
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Topic A:

A Step-by-Step Guide to Block Scheduling | 2 hr 30 min | Hide Content

1. What is involved in the process of moving to block scheduling? | 08:15
2. Block scheduling catalysts | 04:16
3. Managing the change process – conducting a needs analysis | 09:24
4. Reasons why schools fail | 05:05
5. The three primary benefits of block scheduling | 07:26
6. The variations of block scheduling | 00:54
7. A national perspective on block scheduling | 05:17
8. The pros and cons of the 4 by 4 semester schedule | 05:17
9. The pros and cons of the alternating day schedule | 02:19
10. Splitting a block into two year long periods | 06:09
11. An example of a 4 by 4 plus 1 schedule | 06:01
12. The pros and cons of the trimester schedule | 03:34
13. Building the right schedule for your school | 06:32
14. Solving problems when designing your 4 by 4 schedule | 07:19
15. How does block scheduling affect retention? | 06:19
16. Perceived problems with block scheduling – fact or fiction | 06:14
17. Scheduling your band classes | 01:00
18. FAQ #1 - Is block scheduling appropriate for both high school and middle school? | 06:30
19. FAQ #2 -Should Advance Placement courses be scheduled differently? | 02:48
20. FAQ #3 - Are all students impacted by scheduling enhancement? | 02:27
21. FAQ #4 – Can I use block scheduling, while keeping interdisciplinary teams in place? | 01:19
22. Teacher training necessary for block scheduling | 04:04
23. Teacher resistance to change | 04:06
24. Changing the role of the teacher and the student | 05:56
25. Ongoing professional development for your staff | 03:44
26. Topics that must be covered in the professional development for block-scheduling | 06:26
27. Shifting to a student centered classroom | 02:39
28. Keep track of best practices – track before and after performance | 04:02
29. Teaching strategies for block scheduling | 09:58
30. Results from schools who have moved to the "Block" | 02:08

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Topic B:

Innovative Ways to Organize the School Day | 50 min | Hide Content

1. School scheduling – a historical perspective – part 1 | 04:55
2. School scheduling – a historical perspective – part 2 | 03:13
3. Creating "schools within a school" | 06:06
4. Fewer students plus longer blocks of time | 03:05
5. The alternate day schedule | 03:30
6. The 4 by 4 schedule | 06:04
7. The trimester schedule | 05:19
8. Moving away from equating seat time with learning | 04:09
9. Reorganizing the traditional department structure | 01:05
10. Establishing alternatives to tracking and ability groupings | 01:40
11. Extending the academic program beyond the school campus | 03:02
12. Is a 12-month school year feasible? | 01:16
13. Results: smaller class sizes and longer periods of time | 03:55
14. Data from Block scheduling schools | 03:06

Assessment:

All About the Block

Module 3: Case Studies from Schools that Adopted Block Scheduling

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Topic A:

The 4 by 4 Block Schedule – Angola High School – Indiana | 1 hr 22 min | Hide Content

1. Moving to a 4 by 4 schedule | 04:55
2. The transition process | 02:49
3. How does block scheduling affect retention? | 05:25
4. Staff development needed to move to block scheduling | 06:15
5. Peer coaching for block scheduling PD | 05:17
6. Evaluating the success of the 4 by 4 block schedule | 05:52
7. Establishing a faculty advisory committee | 03:00
8. Sending students off site to learn from business partners | 04:51
9. Teaching strategies needed for longer class times | 09:17
10. Classroom management needed for block scheduling | 01:54
11. Organizing classroom movement during class time | 03:59
12. Incorporating new teaching strategies into your lessons | 03:09
13. An example from a high school language arts class | 06:13
14. Why "pray and spray" never works | 02:28
15. Block scheduling revolutionized this high school teacher's class | 01:49
16. A parents perspective on block scheduling | 08:55
17. A 12th grade student's perspective on block scheduling | 03:54
18. A 9th grade student's perspective on block scheduling | 02:22

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Topic B:

The Rotating A/B Block Schedule – Capistrano Unified School District - California | 38 min | Hide Content

1. Moving to an A/B block schedule | 05:23
2. Measuring the effectiveness of block scheduling | 01:10
3. Various stakeholders provide feedback on block scheduling | 01:48
4. Does block scheduling meet student needs? | 00:52
5. Establishing a tutorial period within the block schedule | 02:59
6. Are student discipline and attendance affected by block scheduling? | 00:52
7. Student test scores after moving to block scheduling | 01:23
8. Teachers that are reluctant to move to block scheduling | 00:56
9. Teaching language arts classes in longer periods of time | 02:25
10. Block scheduling and the transition to colleges classes | 00:55
11. Students seeking extra help | 01:49
12. Teaching math in longer periods of time | 02:45
13. Engaging math activities used in longer time periods | 01:30
14. Teaching Spanish classes in longer periods of time | 02:43
15. The importance of student movement during Spanish class | 01:04

16. Student retention – foreign language classes | 00:29
17. Integrating technology into a block period | 01:17
18. A parent's perspective on block scheduling | 02:54
19. A students perspective on block scheduling – part 1 | 01:44
20. A students perspective on block scheduling – part 2 | 01:25
21. A students perspective on block scheduling – part 3 | 01:25

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Topic C:

The Trimester Block Schedule – LD Bell High School – Texas | 46 min | Hide Content

1. Moving the Trimester schedule | 00:51
2. Why the trimester schedule? | 02:05
3. A 75 minute versus 90 minute period | 02:19
4. The advantages of a trimester schedule | 02:39
5. Gaining consensus | 01:30
6. The planning process | 03:04
7. Block scheduling is not a panacea | 05:43
8. Unexpected results from block scheduling | 04:27
9. How do teachers deal with the loss of total time? | 04:04
10. Why use a trimester instead of accelerated block schedule? | 01:25
11. Advise to teachers who are beginning to teach in a block period | 02:14
12. Do we need special software to complete our school schedule? | 01:37
13. What about the "gap" between trimesters? | 03:02
14. Proof that the trimester schedule works | 01:12
15. A English teacher's perspective on the trimester schedule | 03:29
16. A parent's perspective on the trimester schedule | 04:08
17. A students perspective on the trimester schedule | 01:47

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Topic D:

The Middle Level Hybrid Schedule –Keith Valley Middle School – Pennsylvania | 45 min | Hide Content

1. Block scheduling at the middle level | 01:52
2. Reasons to move to a block schedule | 02:58
3. The major components of the middle level hybrid schedule | 01:51
4. Using a team teaching approach | 02:15
5. Schedules differ by grade level | 04:41
6. Establishing academic expectations | 00:49
7. Staff development required for the hybrid schedule | 01:26
8. Addressing the concerns of reluctant teachers – part 1 | 01:33
9. Addressing the concerns of reluctant teachers – part 2 | 01:17
10. Recommendations for schools that are transitioning to block scheduling | 02:04
11. Daily planning suggestions for teachers | 01:19
12. A list of concerns expressed by the faculty | 01:41
13. Evaluating the results – gathering feedback | 04:05
14. Frequently asked questions about block scheduling | 07:24
15. A new Principals perspective on moving to block scheduling | 02:17
16. Teaching science in a block period | 04:14
17. A middle school parent's perspective on block scheduling | 01:07
18. A middle school student's perspective on block scheduling | 01:26

Assessment:

Case Studies from Schools that Adopted Block Scheduling

Module 4: Measuring the Impact of Block Scheduling

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Topic A:

Is Block Scheduling working? | 32 min | Hide Content

1. An early adopter reflects back on the his move to block scheduling | 03:00

2. Establishing the goals and objectives for moving to block scheduling | 04:05
3. What are the measurement criteria for quantifying results? | 05:07
4. Establishing baseline data for measuring block scheduling results | 02:49
5. The goals and measurable outcomes selected to quantify the results – part 1 | 06:33
6. The goals and measurable outcomes selected to quantify the results – part 2 | 05:20
7. Using the number of out of school suspensions as a measurable goal | 03:34
8. Quantifying parent and community perceptions | 03:34

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Topic B:

Five Years Later: Administrators Reflect On Moving to the Block | 36 min | Hide Content

1. Background information on the school case studies | 01:30
2. Transition time is lost instructional time | 03:29
3. Specific challenges of changing to block scheduling | 07:04
4. Measuring the results of block scheduling | 02:20
5. How does block scheduling affect special education classes? | 03:07
6. What curriculum changes are needed for block scheduling? | 02:58
7. How block scheduling impacted our student test scores | 05:51
8. The impact on athletics, procedural learning, writing instruction, etc | 06:42
9. Reflecting on how block scheduling affected student achievement over a five year period | 03:13

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Topic C:

Mistakes Made During the First Year Transition | 24 min | Hide Content

1. Mistakes made after the initial year | 10:33
2. Instructional strategies needed to be successful in a block period | 02:35
3. Moving to a student centered classroom | 03:22
4. Teaching A/P English in a block period | 01:51
5. A parent's perspective on the move to block scheduling | 03:41
6. A student's perspective on the move to block scheduling | 01:35