What is a multiage classroom at Lilja School, you ask?

All About the Multiage Classrooms
Ms. Starkel, Ms. Quimby, and Ms. Smith
Tonight's Agenda

1. What is a multiage classroom?
2. Benefits of a multiage classroom
3. Overview of the “3-4s”
4. Research on multiage classrooms
5. Placement Process
6. Q & A
Benefits of a Multiage

Students:
- reduced apprehension at the beginning of a new school year
- increased continuity
- develop a new class position as they move from “novice” to “mentor.”

Teachers:
- working with students and parents for longer periods of time
- becoming familiar with broader developmental stages of children

Shown to Support Student Learning
How does the curriculum work?

*It is NOT:*
- remedial
- a gifted and talented program

*It is:*
- an opportunity to explore the same content as grade-alike peers
- for all students because *at Lilja school we teach students, not just grade levels*
- a class of third and fourth graders (about half of each) in 3-4S and in 3-4Q
- opportunities for third and fourth graders in 3-4S and 3-4Q to work together
Content for 2016-2017 School Year

● Third-grade science and social studies content (differentiated for individual and collective needs)
  ○ Using the same CCSS-aligned reading and writing maps as our third grade colleagues, accommodating for individual learning needs.
  ○ Students in the three-fours will cover all fourth grade science and social studies content in the 2017-2018 school year.

● “Teaching Up” for all learners (including, but not limited to, project-based learning)
Social Considerations

Fourth Grade Transition to Middle School:

*Fourth graders in the three-fours will participate in all transition activities with their fourth grade peers.*

Social Exposure within Age Range:

- Students in the 3-4s have opportunities to collaborate with grade-alike peers on projects
- Mathematics taught with grade-alike peers
PARCC-ing in the Three-Fours

- PARCC is Math- and ELA-based in third or fourth grades.
- Not a content-based assessment
- Students are tested at their grade level.
- Students are taught from CCSS-aligned maps in the three-fours just like their 3rd and 4th grade peers.
Multiages work for every family who is open to them. If a multiage is not a good fit for your family, please opt-out. Now is the time to opt-out!

No teacher is involved in placing into their own classroom.
Outdoor Classroom & Social Norms

Garden

- Grit, Resilience, Perseverance
- Hands-on, Content-Based Learning
- School Leaders and Innovators
Social & Emotional Learning

- Family-like atmosphere
- Cognitive Scaffolding
- Peer leadership
- Cross-aged tutoring
- Self-confidence
- Strong relationships between teachers, children, and parents
- De-emphasizes competition among children
- Fosters greater social responsibility
- Learning in the Zone of Proximal Development (Vygotsky)
Achievement Literature, Looping & Multiage Rooms

- Less time building routines at the beginning of the school year = more time on learning
- Less apprehension about the start to new year
- Known variables; students know who the teacher is & they know their peers
- Fewer discipline issues
- Higher achievement of students in multiage classrooms (Ong, Allison, & Haladya, 2000)
- Children in multiage classrooms show greater creativity, group cooperation, and problem solving skills (Gerard, 2005)
Project Based Learning

Forest School (1-2s)

Lilja Garden (3-4s)

The 4Cs: Creativity, Critical Thinking, Collaboration, and Communication

Novel problem-solving

Inquiry-based learning

Critical 21st Century Learning Skills: Executive Functions such as metacognition, goal-orientation, self-regulated learning, and motivation to learn
Curriculum & Instruction

- Alignment to Common Core State Standards
- Guaranteed & Viable curriculum; Instructional approach is different
- No “ceiling” on curriculum
- Flexible groupings for Reading, Writing, and Numeracy based on child’s development
- 21st Century Skills: Interpersonal, Intrapersonal and Communication (Pellegrino, 2012) for college and career readiness
- 3-4s participate in all middle school transition activities
Teacher Learning & Innovation

Teachers are learners too!

Teachers as facilitators of learning; not “sage on the stage”

Higher achievement in students whose teachers have autonomy to innovate (Rose & Medway, 1981)

Teacher innovation and autonomy is highly correlated with higher attrition and stronger school cultures (Toussi & Ghanizadeh, 2012)

No longer a knowledge economy, we live in an “innovation economy” (Sawyer, 2010)
Ongoing Assessment of Program Success

- Formative & summative assessment feedback from families
- Formative & summative assessment from students
- Ongoing educator reflection
- Targeted goal-setting
- Ongoing review of student learning data (i.e. universal benchmarks of student learning, formative assessments, summative assessments, district-wide assessments, etc)
- Adjustments to practice based on what students need
Overview of Lilja Placement

1. Placement team is comprised of: principal, literacy specialist, counselors, classroom teachers, and specialists.

2. Families may write a “placement letter” about their child’s learning style(s) or special considerations.

3. Letters are read by the principal and shared with the placement teams.

4. Teacher/Classroom requests can not be honored.

5. Families can, however, opt-out of the multiage and should write to the principal by April 30th.

6. Every effort is made to balance classrooms.

7. Students meet next year’s teacher on Sneak Preview Day (June 22nd) & teacher is published on the ROSP.
Q&A
Thank you!