

Multi-Age Inclusion Class

Grades 1 and 2
Steward School

What is it?

- A mixed group of children that stays with the same teacher for two years. Our inclusion model has two teachers:
 - one regular education
 - one special education

Benefits of a multi-age class:

- Allows for flexibility in instructional grouping
- Minimizes the impact of the transition at the beginning of the year because a nucleus of students trained in the details of the class routines keep it going and guide new students
- Promotes strong student-teacher-parent relationships
- Promotes leadership and responsibility in the older students

Benefits Continued

- Younger students are stimulated intellectually by older students
- Older students gain confidence and increase their self-esteem by mentoring younger students
- Everyone becomes an “expert” at some point
- Students develop a strong sense of belonging and social relationships

Benefits Continued

- Students have a broader social experience with increased opportunities to lead, follow, collaborate and create stable peer relationships
- The multi-age classroom supports individual growth through a process approach to learning that is child-centered

Benefits of a Co-Teaching Model

- Allows for greater flexibility in grouping to differentiate instruction
- Gives students a variety of approaches
- Models collaboration
- Allows for greater observation of students in order to better meet their needs
- Provides an inclusive environment where specialized and general instruction coexist

Benefits of a Co-Teaching Model continued

- Students learn to understand and accept differences and develop mutual respect for one another
- Students' needs are recognized more quickly and accurately (two heads are better than one)

How do we meet the needs of all learners? Six types of co-teaching

- **One Teach, One Observe**

- With this approach, one teacher instructs the class while the other teacher observes and gathers data on the children. This approach may occur during mini-lessons, calendar, social studies and science.

- **Station Teaching**

- In this co-teaching approach, teachers divide content and students. Each teacher teaches content to one group and subsequently repeats the instruction for the other group. This is an approach that may be used in reading.

Six types of co-teaching cont.

- **Parallel Teaching**

- In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously. This often occurs during phonics, spelling, math and skills assessments.

- **Alternative Teaching**

- In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. This type of teaching may occur in phonics, reading, writing, or social studies and science.

Six types of co-teaching cont.

- **Teaming**

- In teaming, both teachers are delivering the same instruction at the same time. This approach is often seen in writing.

- **One Teach, One Assist**

- One person keeps the primary responsibility for teaching while the other person circulates through the room providing unobtrusive assistance to students as needed. This approach to co-teaching may happen during writing, social studies or science and often takes place when an instructional aide is in the room.

Frequently Asked Questions

- How is Math Trailblazers instruction delivered for two grade levels?
- How is the Social Studies and Science curriculum taught to two grade levels?
- How do specialists address grade specific work?
- How are grade specific field trips addressed?
- What are the student profiles?
- How do you plan with both grade levels?

How is Math Trailblazers instruction delivered for two grade levels?

- Students are divided into grade level groups to ensure each student receives instruction in the appropriate grade level curriculum
- Flexible grouping provides the opportunity for skill groups
- Differentiation of final product or activity meets the needs of all learners

How is the Social Studies and Science curriculum taught to two grade levels?

- Social Studies and Science curricula is rotated on a two year basis
 - 2009-2010 Grade 2 concepts
 - 2010-2011 Grade 1 concepts
- Differentiation of final product or activity meets the needs of all learners

How do specialists address grade-specific work?

- Specialist teachers (PE, Music, Art, Library) teach to the highest level
 - **Art**

2009-2010	Grade 2 concepts
2010-2011	Grade 1 concepts
 - **PE**

Mostly Grade 2 skills with some Grade 1 skills mixed in
 - **Music**

Cross grade level concerts
 - **Library**

2009-2010	Grade 2 concepts to complement social studies, science and language arts
2010-2011	Grade 1 concepts
 - **Second Step**

2009-2010	Yes
2010-2011	No

How are grade-specific field trips and enrichment programs addressed?

- The alternate participation from year to year
 - Field Trips 2009-2010 Grade 2
 2010-2011 Grade 1
 - Enrichment Flexible year to year so that teachers can best align enrichment program offerings with curriculum

What are the profiles of students in the multi-age class?

- The multi-age class is not selective, so there is no one specific profile of students
- The placement process is the same as for any other class, with the goal of creating balanced groups based on gender and ability

How do teachers plan curriculum with both grade levels?

- Teachers attend regular grade level meetings for both grades one and two
- Use common planning time to discuss curriculum, student progress, events, etc.

Additional Information

- Parents can opt out of the program
- Professional development opportunities are available to multi-age teachers such as visiting other multi-age inclusion classrooms and attending conferences
- The multi-age inclusion classroom builds community by having unique opportunities such as our class pets
- Lunch and recess plans are in progress
- Classroom is located at the end of the first grade wing

Projected Demographics 2010-2011

Grade 1 = 81 students

Multi-age/Inclusion

Class A 18

Class B 18

Class C 18

Class D 19

Multi-age 8

81

Grade 2 = 77 students

= 16 students

Class A 17

Class B 17

Class C 17

Class D 18

Multi-age 8

77

Home-School Communication (Parent Feedback)

My son is getting the additional assistance he needs as well as the extra time to complete any assignment. If he does not finish during class, the assignment comes home and we finish it as homework.

- I feel that our child has learned so much this year! I wasn't expecting her reading and math skills to be were they are. The two teachers are very enthusiastic about teaching and our daughter seems very motivated and enthusiastic about learning.

Co-Teaching Model (Parent Feedback)

Each teacher brings a unique skill set to the classroom. They are both amazingly patient and are able to tailor the information for each child's needs. By having the two teachers, the class is able to move into groups according to levels and learn at their own pace while keeping up with the group.

- Our child is on an IEP and does not have to be pulled from the classroom. She didn't want to be pulled out last year. She didn't want her friends to think she was different. This program has helped her see that everyone has strengths and weaknesses and that is okay. It has helped with her self-esteem.
- [My daughter] loves having two teachers! More to love... The students are given great support throughout the day. I believe that this has also allowed [my daughter] to experience her full growth potential in academics - her development in reading particularly has been quite spectacular this year! I think the co-teaching model reduces pressure because there is room for every child to advance at his/her own pace.

Benefits of the Program (Parent Feedback)

- Low student/teacher ratio
- Individually paced learning
- Interaction with older children
- Two teachers in one classroom
- Diverse maturity in peers
- Leadership opportunities