

Multi-grade Classrooms

Conquering the challenges inherent in multi-grade classrooms will provide distinct advantages to the entire school family—students, parents, teachers, and administrators. Workshop includes valuable research and helpful strategies for anyone considering, implementing, and/or teaching multi-grade classroom(s).

“Over time the program [multi-grade classrooms in Kentucky] was found to improve students’ academic achievement, increase teacher’s preparation time before classes and use of various types of assessments, and improve parents’ involvement in their child’s education”

(The advantages and disadvantages of multiage classrooms in the era of NCLB accountability, p 3).

Advantages

For children

Academic

“Some evidence does suggest that children in multiage classrooms achieved a higher cognitive developmental level at a faster rate than those in classrooms of same-age peers” (Frosco et al, 2004).

Social

Children in split-grades make the same gains academically—and do even better socially (Trish Snyder, p. 1).

For teachers/principals/schools

Relationships

Research shows that a “multiage classroom generates more profound relationships between teacher and students, among students, and between teacher and parents” (David Marshak, p. 4).

Reward

Classroom benefits

Budget

For parents

All of the above!

Relationships

Leads to better teacher-parent relationships and increased parent involvement (Miller, 1994).

Disadvantages

For teacher

You fall in love with your students. It makes you more committed. There is never a good time to leave (David Marshak, p. 24).

For students

For parents

"Remember, every classroom is a multi-grade classroom" (Lila Teachout, personal interview).

Setting the combinations

Covering the curriculum

- A. COMPLETE _____ PLANNING.
- B. _____ YEARS FOR NON-SEQUENTIAL CURRICULUM.
- C. CROSS OVER CURRICULUM.
- D. USE BLOCKS OF _____.
- E. BE _____.
- F. REALIZE THAT WHAT IS NOT COVERED THIS YEAR WILL BE COVERED _____ YEAR.

Organizing and managing the classroom

- A. CLASSROOM SHOULD BE _____.
- B. SEAT STUDENTS BY _____.
- C. TEACH STUDENTS TO WORK _____.
- D. ROUTINES
 - 1. _____.
 - 2. _____ signals.
 - 3. Give students _____.
 - 4. Assign a _____.
 - 5. Have routines for _____.
 - 6. Have routines for _____ each activity is held.

Supporting the teacher

A. AIDES/VOLUNTEERS

B. SCHEDULING

C. COMMUNICATION

D. NETWORKING

“Such a caring, individual-emphasized, project-based community can improve student attitudes toward school and school work, decrease discipline referrals, increase attendance, and improve peer relations among students.”

(Veenman, 1995)

More resources are available until Thanksgiving at www.aacs.org. Choose “services” tab and Convention Resources.