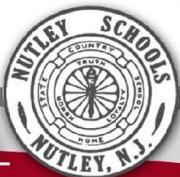# 6th Grade Pilot

Progression Spring 2017 to Present

K. Bania - Director of Curriculum Instruction, and Assessment Grades 6-12

Common Language

- <u>SELF-CONTAINED</u> - Students are with one generalist teacher for each subject; teachers teach all content area
- <u>DEPARTMENTALIZATION</u> (aka platooning)- Students move between content specialized teachers; teachers have one/two content areas.
- <u>TEAMING</u> - Middle school philosophy where teachers from core departments meet to integrate curriculum and focusing on set group of students.

Self-Contained	Departmentalization	Teaming
Generalist	Content Specialist	Content Specialist
All classes - (Math, ELA, SS, Sci, Health); 5 preps; taught once	1 or 2 subjects; 1 or 2 preps; taught multiple times	1 subject; 1 prep; taught multiple times
Flexible	Content Driven	Content Driven
Able to integrate across content	Able to differentiate (content depth), integrate if 2 subjects	Able to integrate across content (team meetings) and differentiate
Collaborate with grade level peers	Collaborate with department	Collaborate with department and other team teachers
Students in one class	Classes move between teachers	Students move independently
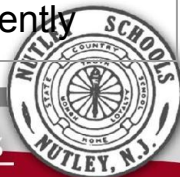
Spring 2017 - Developing Need

- Improve transition of students to middle school - more independence

- Increase Rigor of Instruction and Programming
  - Curriculum revisions are scaling up expectations
  - Science/Social Studies Everyday
  - More PE/Health Instruction
  - More World Language Instruction
  - Electives (exploratory cycle, STEAM design)
  - Advisory?

- Prepare teachers for transition to middle school (content specialists needed at middle school)

Perspective...Self-Contained, Departmentalization, and Teaming

Educational Research:

- Cheung, C and Jarman D (2004) ***Departmentalized elementary schools***. Principal Retrieved from: https://www.naesp.org/sites/default/files/resources/1/Principal/2004/S-Op70.pdf
- Kent, Kimberly Penn (2010) ***Self-Contained versus Departmentalized School Organization and the Impact on Fourth and Fifth Grade Student Achievement in Reading and Mathematics as Determined by the Kentucky Core Content Test.*** Retrieved from: https://eric.ed.gov/?id=ED535104
- Parker, A. K. (2009) ***Elementary organizational structures and young adolescents' self-concept and classroom environment perceptions across the transition to middle school***. The Free Library. Retrieved from: https://www.thefreelibrary.com/Elementary%20organizational%20structures%20and%20young%20adolescents'...-a0197989600
- Strohl A., Schmertzing, R., & Hsiao, E. (2014) ***Comparison of Self-Contained and Departmentalized Elementary Teachers' Perceptions of Classroom Structure and Job Satisfaction*** *Journal of Studies in Education* Vol. 4, No. 1 https://doi.org/10.5296/jse.v4i1.4802
- Taylor-Buckner, N (2014) ***The effects of elementary departmentalization on mathematics proficiency.*** Retrieved from: file:///Users/kbania/Downloads/TaylorBuckner_columbia_0054D_12013.pdf
- Reid, K. (2012). ***A study regarding content specialist team-teaching at the elementary level in a southwest Washington school.*** *Wisdom of Practice: An Online Journal of Action Research.* Retrieved from: https://labs.wsu.edu/journal-of-action-research/documents/2016/05/a-study-regarding-content-specialist-team-teaching-at-the-elementary-level-in-a-southwest-washington-school.pdf
- Stewart, L (2015) T***eachers' Perspectives on Self-contained and Departmentalized Instructional Models.*** Retrieved from: https://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1560&context=ehd_theses

Related Articles:

-https://www.weareteachers.com/should-elementary-schools-deparmentalize-we-look-at-the-pros-and-cons/

-https://www.educationworld.com/content/self-contained-or-departmentalized-classrooms-5th-and-6th-grade

Action Research/Radcliffe Pilot 2017-18

GOAL: Provide students with format similar to middle school

- 2 Teacher Team (Content specific ELA/Math)
  - ELA/Social Studies
  - Math/Science
- Everyday Social Studies and Science
- Expand Health Offerings (content teacher health)
- World Language - middle school teacher
- Introduce STEAM course
- 3 "team" periods for teachers to collaborate
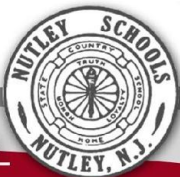
2017-18 Radcliffe 6th Grade Student Performance

PARCC/NJ/District/Radcliffe Comparative Trends
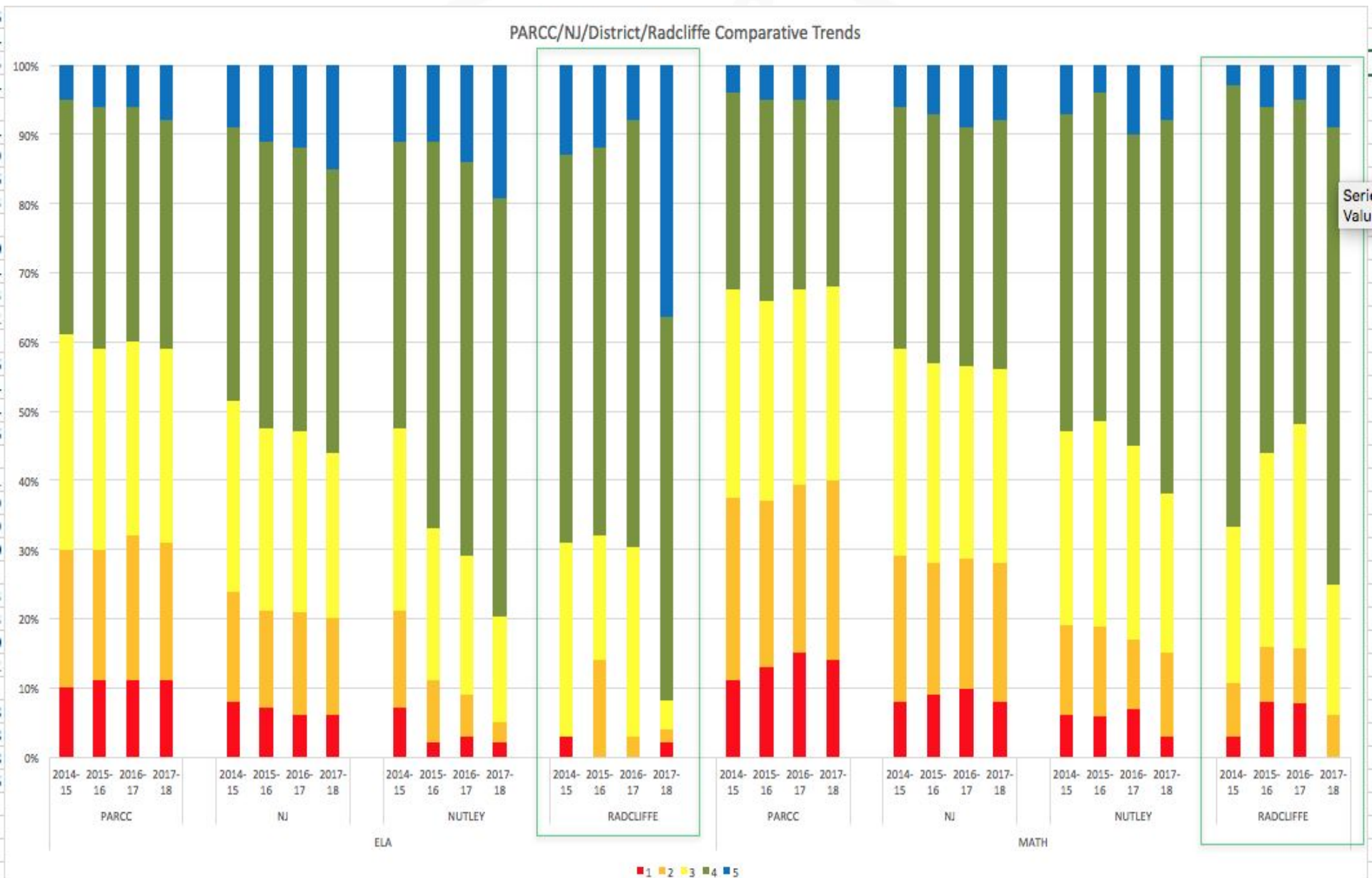
2018-19 Expansion

- Continue at Radcliffe ES
- Expand to Washington, Yantacaw, Lincoln (3 sections)
- Expand STEAM class (design challenges)
- Reduce WL/Health from pilot

Limitations:

- Facilities - Elem. Schools do not have elective space
- Timing - Elem schedule has 80-90 min Math/ELA, limits room to increase electives
- Staff - Special teachers/PE/Health do not have room in schedule for more electives.
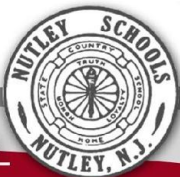
What we learned…

- Initial student performance data, teacher/student feedback <u>support</u> approach.

- We are able to <u>departmentalizing in ELA/Math</u>, but not provide all benefits of teaming or middle school:
  - Specialized elective facilities/staff
  - Increased PE/Health and world language Instruction
  - Structured teacher TEAM time.
  - Students traveling independently.

- This is an intermediate step.
- Departmentalization has benefits.

Recommendations...

- Continue departmentalization ELA/Math, expand to across district.

- Adjust and monitor data coming from expansion

- Transition 6th grade staff to content specialists.

6th Grade Pilot

Progression Spring 2017 to Present

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