

# Instructional Programming Update

Parent Information

Feedback

Rationale



# Our Purpose Tonight...

This is an information sharing and gathering session regarding the growth of our looping model of instructional practice that will be occur in the 2010-2011 school year.



# Looping Classrooms

Looping is the practice of keeping groups of students together for two or more years with the same teacher. It is fairly easy to implement and will require limited funding.



# Historical Perspective...

## In the beginning...

- ★ Traditional K-5
- ★ Half Day Kindergarten
- ★ Vertical Teaming

## Which became...

- ★ Full Day Graded Kindergarten
- ★ Traditional Graded Classes
- ★ Looping Classes added in 2009-2010



# 2009-2010 School Year

- ★ Lyseth is currently piloting two looping classes
  - Mrs. Hayward is completing a 2<sup>nd</sup> to 3<sup>rd</sup> grade loop and will be returning to 2<sup>nd</sup> grade to teach 2010-2011 school year
  - Mrs. Taylor is completing a 3<sup>rd</sup> to 4<sup>th</sup> grade loop and will teach 4<sup>th</sup> grade during the 2010-2011 school year



# Balancing Appropriate Instruction with Growing Academic Requirements

- ★ Instructional programming is evolving to maximize student learning
- ★ Administrators and teachers are thinking ahead...

**HOW CAN WE BEST SERVE OUR  
STUDENTS AND MAXIMIZE  
INSTRUCTION?**



# More info...

- ★ Looping would be comprised of one class of similar aged peers with same teacher for two years
- ★ A pair of teachers work together to create a two year cycle of learning



# What does the research say?

- ★ Teacher knowledge about a child's intellectual strengths and weaknesses increases in a way that is impossible to achieve in a single year



- ★ Students have reduced apprehension about the new school year and new teacher
- ★ Teachers gain extra time teaching



- ★ Students benefit from long term relationships which result in a willingness to take emotional and intellectual risks



- ★ Students benefit from time spent developing peer relationships
- ★ Looping encourages a strong sense of community among parents, students and teachers

Published by The Lab At Brown University, 1997

<http://www.alliance.brown.edu/pubs/ic/looping/looping.pdf>



# The Proposal...

- ★ Single year graded (as we have now)
- ★ Multi-year looping
  - 1<sup>st</sup> to 2<sup>nd</sup>
  - 2<sup>nd</sup> to 3<sup>rd</sup>
  - 3<sup>rd</sup> to 4<sup>th</sup>
  - 4<sup>th</sup> to 5<sup>th</sup>
- ★ Create teams of teachers to collaborate horizontally (grade level to grade level) and vertically (grade level above and/or grade level below)



# Frequently Asked Questions

## ★ Will my child's teacher loop?

It is our hope that within a few years, all students will have had the opportunity to have experienced a looping classroom

## ★ What if I don't want the same teacher two years in a row?

Parents will always have the chance to opt out of the looping scenario

## ★ Why don't Kindergarten teachers loop?



# Frequently Asked Questions

- ★ What if I have concerns about the other students in the class?

The parent would need to opt out of the looping class

- ★ Will I know at the beginning of the school year (2010-2011) if my child is in a looping classroom?

Yes, as soon as final decisions are made as to what teachers will be looping, parents will notified



# A Looping Class's Perspective

Last week Sheila Hayward asked her students to reflect on their looping experience. She began with her own perspective...

“ The children wanted to know what my feelings were about looping. I told them truthfully, I have loved it. Just like my students I felt more comfortable at the beginning....As an educator I loved being able to refer back to our common experiences...Profession this year has been a year of growth for me. I have enjoyed being able to work with and learn from another set of colleagues. While it has been a lot of work, it has also been rejuvenating.



# A Looping Class's Perspective

- ★ Looping helped me at the beginning of the year. I knew everybody and the teacher. It made me feel comfortable. And I got to meet a few more friends.
- ★ It helps me not to be shy.
- ★ I like looping because then you don't worry all summer about who your teacher is and who will be in your class, and if they will be mean or not.
- ★ I know that she won't yell at me if I make a mistake.



# A Looping Class's Perspective

- ★ You don't have to learn everybody's name at the beginning of the year, you already know them.
- ★ It gives me more time to be with my friends. One kid I knew in kindergarten and talked with a little bit last year but this year I got to know him a lot better and we are friends.
- ★ Your teacher knows what you struggle with so she knows how to help you.



Q & A

★ Comments

★ Questions

