

**Chapter 1 : Resources - Educational Leadership**

*A Common Sense Guide to Multiage Practices. Grant, Jim; Johnson, Bob Recognizing that children are individuals with different needs, backgrounds, learning styles, and personalities, this book provides information on elements of a successful multiage, continuous progress classroom at the primary level.*

Adding Time, Strengthening Relationships. Some loops are two consecutive years with the same group of students, while others may be three or more years with the same group. Despite enthusiastic practitioners, the experience of European school systems, and favorable research, looping is still uncommon enough in the United States to be considered innovative Burke, The available literature on looping is replete with its benefits. Looping can turn parents into supporters and promotes stronger bonding between parents and teachers National School Public Relations Association, ; Shepro, Jacoby chronicles how her early fears of looping were quickly replaced with gratitude--she describes the time saved in skill assessment, deeper relationships developed with both students and parents, and the particular benefits afforded shy students. Teachers are able to provide appropriate activities over the longer two-year period to students who need to master certain basic skills. Jubert considers looping a parallel to a "close-knit family," and the additional month of learning at the beginning of year two, one of the "greatest benefits. She cites two examples of schools that have successfully utilized extended teacher-student relationships. Ziegler discusses teacher-advisory groups that remain together for three school years in grades seven through nine. She includes studies suggesting that such groups promote positive attitudes within student, teacher, and parent populations. George and Alexander argue that for middle school students, who generally need a supportive interpersonal structure, a multi-year teacher-student assignment is highly beneficial. A looping classroom with an effective summer component also offers benefits similar to those of year-round schools with respect to momentum and continuity of instruction Grant et al. Barnes describes Waldorf education, which originated in Central Europe over 70 years ago and was brought to the United States in , as a similar concept. In Waldorf education settings, one teacher and the same group of students remain together from grade one through grade eight. Students in the program exhibited substantially higher reading and mathematics achievement scores on standardized tests than did students in the traditional grade organization, even when both groups were taught by the same teacher. In addition to student academic gains, F. Eighty-five percent of the teachers reported that their students were better able to see themselves as important members of a group, to feel pride in that group, and to feel pride in the school as a whole. The reactions of students in this study were equally favorable and grew more positive with each successive grade level. Ninety-nine percent of the parents in this study, when asked, requested that their child have the same teacher as the previous year Burke, Milburn studied two elementary schools of similar socioeconomic areas, which were not experiencing major problems. One school used a traditional grade-level structure, and the other used an extended teacher-student relationship approach where students remained with the same teacher for more than one year. This study found that students in the extended relationship school were less likely to report disliking school or to find it "boring. Academically, the literature includes a reports of improved student achievement; b increased time-on-task through the "extra month" of school during year two of a loop, and the potential for summer learning at the end of year one with the assignment of high interest reading and project activities; c more time for slower students to learn basic skills without the need for retention; and d more opportunities for bonding between teachers and students, and teachers and parents. The potential social benefits for students include a diminished apprehension about a new school year; b more time to establish positive peer relationships; c increased support for students who require school as a social safety net; d an enhanced sense of school and group as a "community"; and e increased opportunities for shy students to develop self-confidence. The only potential disadvantage of looping regularly mentioned is an inappropriate match, or personality conflict, between teacher and student--a situation that can occur in a traditional classroom as well. The social interactions among adults and students are not simply a means to some other end; rather "they are education itself" Lee et al. The essence of looping is the promotion of strong, extended, meaningful, positive interpersonal relationships between teachers and students that foster

increased student motivation and, in turn, stimulate improved learning outcomes for students. An introduction to Waldorf education. Reaping the benefits of "looping. National Middle School Association. Grouping students in the middle school. Harcourt Brace College Publishers. Looping, the two grade cycle: A good starting place. Getting to know you--Multiyear teaching. Countering absenteeism, anonymity, and apathy. Twice the learning and twice the love. The organization of effective secondary schools. The gift of time. A study of multi-age or family-grouped classrooms. National School Public Relations Association. Problem parents buy into multi-year relationships. Organizing schools into small units: Alternatives to homogeneous grouping. Lessons from Reggio Emilia. Teaching for understanding in German schools. What, why, how, and how successful? SCOPE, 8 1 , Further, this site is using a privately owned and located server. This is NOT a government sponsored or government sanctioned site.

**Chapter 2 : Looping: Adding Time, Strengthening Relationships. ERIC Digest.**

*A common sense guide to multiage practices [Jim Grant] on calendrierdelascience.com \*FREE\* shipping on qualifying offers.*

Pinnell and colleagues Report No. Campbell and colleagues Report No. The authors discuss reading habits and practices, implications for reading instruction and assessment, teaching activities, and the role of the library. Available free of charge from the Educational Testing Service, P. Box , Princeton, NJ In an effort to shed light on what kids like to read, Short brings together summaries of research published from 1980 to 1990. In addition to examining reading attitudes and interests, the researchers look at family and preschool literacy, literature-based curriculums, and teaching strategies. They also examine books for children and adolescents in terms of literary merit, as well as trends, issues, and themes culture, social issues, life cycles, gender. Box , Newark, DE Lewis offers kids ages 10 and up ideas for more than 100 projects from running errands to working for stronger penalties against graffiti. Accompanied by step-by step instructions, the projects are organized by area of interest animals, the environment, community development, crime fighting, health, hunger, literacy, and senior citizens. There are simple instructions for preparing flyers, petitions, press releases, public service announcements, and ordinances; and for lobbying and fund-raising. Available from Free Spirit Publishing Inc. North, Suite , Minneapolis, MN Trends Shaping Our Schools, 2nd ed. A team of educators assembled by the Connecticut Association for Supervision and Curriculum Development projects eight trends and what they might mean for teaching and curriculums within the next 15 years. Available from Edward H. Available from Crystal Springs Books, P. Box , Peterborough, NH These four University of Florida educators look at the dynamics of school reform in a county in which the teachers union and school board in 10 pilot schools make joint decisions. The elementary school and two middle schools that the researchers highlight share several features that make for successful renewal, among them: The book also traces the history of education reform, beginning in the early 1970s with teacher organizations and collective bargaining. The group that published the book was created in 1975 to support and document restructuring efforts. Langer and colleagues Report No. The report examines how 4th, 8th, and 12th graders fared on an assessment of some , public and private school students across the United States. Among the findings that the six authors detail: Fourth graders were better at reading for literary experience than to gain information, 8th graders showed no significant difference between the two, and 12th graders were better at reading to gain information or to perform a task. The authors also discuss current views on reading literacy instruction and assessment, the use of authentic texts, interactive reading theory, and written vs. Enter the periodical title within the "Get Permission" search field. To translate this article, contact permissions ascd.

**Chapter 3 : Grant, Jim | Open Library**

*Following an introduction to the concept of multiage, continuous progress practices, the book discusses the environment of a multiage classroom and the different types of learning taking place.*

Implementing the Multiage Classroom. Multiage grouping placing children ranging in age by three years or more in one class and related instructional practices such as continuous-progress learning, developmentally appropriate practices, integrated instruction, and cooperative learning are being implemented with increasing frequency in classrooms across the nation. These research-based innovations offer promising alternatives to traditional graded educational practices--IF implementation is carefully and knowledgeably planned. Perfunctory planning that ignores the magnitude and complexity of the change can produce disastrous results. To meet the varied needs of multiage students, teachers need indepth knowledge of child development and learning and a larger repertoire of instructional strategies than most single-grade teachers possess. They must be able to design open-ended, divergent learning experiences accessible to students functioning at different levels. They must know when and how to use homogeneous and heterogeneous grouping and how to design cooperative group tasks. They must be proficient in assessing, evaluating, and recording student progress using qualitative methods such as portfolios and anecdotal reports. Multiage teachers must be able to facilitate positive group interaction and to teach social skills and independent learning skills to individual students. They must know how to plan and work cooperatively with colleagues, as team teaching is commonly combined with multiage organization. Finally, they must be able to explain multiage practices to parents and other community members, building understanding and support for their use. The critical judgment and common sense of teachers are essential ingredients in successful implementation. Methods that sound promising in theory may need considerable adaptation to be effective in practice. Ideally, teachers should have opportunities to observe competent models demonstrating multiage methods, try them out in the classroom, receive feedback on their efforts, reflect on the experience, revise their plans, and try again. Administrators should understand the principles underlying multiage organization and developmentally appropriate instructional practices. In planning for implementation, however, knowledge about the change process may be even more valuable. Innovations often fail because policymakers give teachers insufficient time, training, and psychological support Hord and others Effectively implementing a single innovation requires several years--and multiage teaching involves multiple, complex innovations. Administrators must realize that many of the underlying assumptions of multiage teaching conflict with deeply ingrained assumptions underlying traditional age-graded instructional methods. Miller observes that for many teachers, "unlearning powerfully held notions about how children learn" is an essential part of implementing multiage practices. This process is demanding, even for the most receptive and flexible individuals. Multiage instructional and organizational skills differ greatly from those used in the single-grade classroom. Veterans may feel as insecure as first-year teachers as they struggle to learn these new skills. In one school, Miller found that teachers with more experience seemed to feel even greater frustration in the early stages of change. To help teachers weather this stressful transition process, administrators must provide psychological support as well as technical assistance. They must create a school culture that supports teacher learning, an environment in which it is safe to risk making mistakes. Without such support, many teachers will retreat to safe, familiar age-graded methods. The principal plays a key role in creating this supportive school culture. The principal must provide teachers with opportunities to learn multiage teaching methods, monitor the progress of implementation, and give teachers praise, feedback, and suggestions. He or she should be adept at facilitating positive, cooperative interactions among teaching team members. The principal must ensure that all teachers feel supported and endeavor to maintain a sense of community within the school. Innovative efforts by small groups of teachers can threaten to split teaching staff into "pro" and "con" subgroups; avoiding intraschool strife can resemble a delicate tightrope walk. The principal must also deal with teachers unwilling or unable to make the transition. Finally, the principal must build support for multiage practices in the larger community. Facilitating this transition requires sophisticated leadership and interpersonal skills, as well as personal characteristics such as patience

and empathy. But most administrators receive little or no formal training in these skills. Those who possess them have generally learned them from experience, says Fullan. Principals need opportunities for professional development and for interaction with colleagues who are facing similar challenges. They need support from district administrators as they develop these facilitative skills. Many educators mistakenly think multiage grouping is the first--or even the only--element that needs to be changed. But teachers need opportunities to learn multiage instructional skills before classroom organization is changed. Where to begin is much less important than beginning well. It is best to build solid knowledge and skills in one area, then gradually move into other curriculum areas and add additional strategies. Thematic teaching, hands-on math, cooperative learning, assessment using portfolios--any developmentally appropriate approach can be a good place to start. Most work equally well with single-age and multiage groups, and all ultimately connect and overlap. Organization can also be changed gradually. Teachers of different grade levels often introduce multiage grouping by mingling their students for occasional projects. Grant and Johnson suggest LOOPING, in which a teacher stays with a group of same-age children for two years, as a natural step toward teaching children of mixed ages. Some schools have successfully made the change in one great leap, but as Miller reports, this takes a heavy toll on teachers. Sufficient time and money are essential ingredients in creating and maintaining the multiage classroom. Multiage teaching takes years to master, and long-term staff development is expensive. So is hiring substitutes to enable teachers to attend workshops and plan changes with their colleagues. Other expenses include developmentally appropriate instructional materials for children, books and videotapes for adult learners, and outreach efforts to build community support. Effective multiage teaching is more time-consuming than age-graded teaching. One group of Oregon teachers listed daily preparation time, weekly team planning time, monthly inservice and curriculum development time, and occasional staff development time as essential on an ongoing basis. Oregon Department of Education and Ackerman Laboratory School. Creative scheduling can free up some time, but hiring additional teachers or paraprofessionals will likely be necessary. Raths and Fanning also suggest teachers be given computers for the "incredibly labor-intensive" clerical aspects of qualitative assessment. Simply telling teachers to "squeeze it all in somehow" is NOT an option. Teachers often donate immense amounts of unpaid personal time during implementation, but few can maintain such sacrifice on a long-term basis, nor should they be asked to. Administrators must accept the challenge of communicating to the public that educational quality cannot exist without adequate financial support, and enlist their aid in providing these resources. New York, New York: Teachers College Press, Oregon School Study Council. Grant, Jim, and Bob Johnson. Association for Supervision and Curriculum Development, Raths, James, and John Fanning. Further, this site is using a privately owned and located server. This is NOT a government sponsored or government sanctioned site.

## Chapter 4 : Implementing the Multiage Classroom. ERIC Digest

*A common sense guide to multiage practices. [Jim Grant; Bob Johnson] -- The authors present practical teaching strategies for managing the multiage classroom, give information regarding various multiage configurations and offer child development theory and research.*

Top of Page The Multi Age program for the Eureka Union School District is available for children who progress better at their own rate and offers the following: Multi-age students have greatly enhanced attitudes toward school, toward themselves as learners, and toward positive relationships. Multi-age students exhibit more positive outcomes in social skill development, leadership, frequency of interaction with other age peers, reduced aggression, and prosocial behaviors such as giving, sharing, taking turns, giving praise etc. Different levels of ability, development, and learning styles are expected, accepted, respected, and used to design curriculum. Teachers plan and prepare the environment so children can learn through active involvement with materials and with each other, with adults, and with other children serving as informal tutors. Students do not all learn at the same rate or at the same time. The learning process is more like a roller-coaster. Students can really take off in some subjects while simultaneously be struggling in another. Students do better when they work together. As part of a learning community, students are able to share their strengths while benefiting from others in areas needing assistance. School success is ensured when the teacher and the parent work together, over time, to assist the students. Student-centered curriculum planning across three years Students taught at level of readiness Students encouraged by cross age coaching and carefully planned cooperative learning Students able to bypass transitions and review and rev into the new school year Students benefiting from two teachers and an instructional assistant. Combination classrooms, split grade classrooms etc wherein one teacher teaches a dual curriculum in response to enrollment imbalances. Shared teaching where two teachers from different grade levels swap class groups. Oregon School Study Council bulletin, special issue, vol. Grant, Jim, and Bob Johnson. Taking Charge Of Change. Association for Supervision and Curriculum Development, Children At The Center: Implementing The Multiage Classroom.

## Chapter 5 : Eureka Union School District - Multi-Age Program

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## Chapter 6 : AASA | American Association of School Administrators

*G Book Title: A Common Sense Guide to Multiage Practices A Common Sense Guide to Multiage Practices. Content Area(s): General. Author: Jim Grant and Bob.*

## Chapter 7 : MULTIAGE PEDAGOGY BY LG by Lisa G on Prezi

*these questions are reviewed in this brief: (1) "A Common-Sense Guide to Multiage Practices" (Jim Grant and Bob Johnson); (2) "Full Circle: A New Look.*