**Planning Instruction for Multi-Grade Settings**

Kristi Borge

B.S. Elementary Education

M.Ed. Curriculum and Instruction

Multi-grade Teacher, Polaris MT  kristiknaub1@gmail.com

**Session Objectives:**

1. Evaluate long and short-term methods of instructional planning in four dimensions: goals, format, resources, and evaluation
2. Establish context within educational research on instructional planning
3. Apply knowledge of state content standards to develop effective student groupings
4. Develop practical strategies for efficient and organized instructional planning in multi-grade settings

**1. Evaluation of short and long-term planning methods:**

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| Dimension of Planning | Long-Term Planning  (Yearly, Term, Unit, etc.) | Short Term  (Weekly, Daily, Lesson) |
| How do you approach each level of planning? Consider routines, time spent on this type of planning, and when you do this planning |  |  |
| What are your goals (rationale/purpose) for instructional planning at these levels? |  |  |
| What sources of information do you use to plan? |  |  |
| What format do you use to record to use this level of planning? |  |  |
| What criteria do you use to judge the effectiveness of your plan? |  |  |

**2. Research Summary: Graduate Thesis (Montana State University, 2016)**

* **Purpose**: Explore effective strategies used for instructional planning in multi-grade classrooms.
* **Research Questions:** 
  + What methodologies do rural, multi-grade teachers use to plan for instruction?
  + How do multi-grade teachers organize student groupings and subjects when planning for instruction?
* **Method:** Qualitative, Case-study research of 3 multi-grade teachers with varying levels of experience
* **Conclusions:** When multi-grade teachers engage in multi-grade planning...
  + Standards-Based Planning enables teachers to find commonalities across grade levels and adhere to state/ local curriculum
  + Teachers prioritize their planning efforts based on their school’s needs and teacher background
  + The use of competency-based learning in planning allows for students to work at paces unique to the learner
  + Differences in experience and planning methods exist for teachers with more or less experience: More experienced teachers’ plans for less detailed, and vice versa
  + Routines (instructional, management, executive planning) are important to planning process
  + Rotation models for math and reading allowed for teachers to provide direct, grade-level specific instruction in math and reading
  + Mixed grade-level grouping for a variety of subjects allows for increased teacher contact time, and can be advantageous by encouraging cooperation
  + Skills-based concepts were easier to differentiate for a wide-range of grade levels
* **Implications:**
* Extend methodologies of multi-grade teachers to the broader population of to support differentiation
* Shift in how teacher education programs approach instructional planning
* Apply knowledge of students, including assessment data as a source of planning
* Direct instruction of organizational habits and strategies for pre-service teachers

**3. Application: Student Groupings with Content Standards:**

* SCIENCE: *Next Generation Science Standards* [Core Disciplinary Ideas](http://www.nextgenscience.org/sites/default/files/Appendix%20E%20-%20Progressions%20within%20NGSS%20-%20052213.pdf) allow for thematic planning across grade levels
* MATH: Mathematical Practice standards; [Standards Topic Progressions](http://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics) (achievethecore.org)
* READING[: ELA Anchor Standards Progressions](http://www.ncesd.org/Page/1059)
* SOCIAL STUDIES: [C3 Framework](http://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf)
* Curricular integration: [NGSS Cross-Cutting Concepts](http://www.nextgenscience.org/sites/default/files/Appendix%20G%20-%20Crosscutting%20Concepts%20FINAL%20edited%204.10.13.pdf); C3 Framework Dimensions connection to ELA Anchor Standards ELA Standards for History/Social Studies; Science and Technical Subjects; STEAM

**4. Practical Applications: Instructional Practices**

* Planning templates and online-planners: planbook.com; curriculum mapping
* Rotation models for math and reading: Students rotate through stations

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| --- | --- |
| Math Stations | Reading Stations/ Rotations/ Daily 5 |
| 1. Meet with Teacher  2. Student Work  3. Fluency Practice  4. Computer Adaptive Math (Success Maker, iReady, FrontRowEd, Zearn, ALEKS Math, EdReady) | **1. Meet with Teacher**  **2. Student Work**  **3. Computer Adaptive Reading:** Success Maker, iReady, Star Reading, Read Naturally, Accelerated Reader, FrontRow Ed  **4. Nonfiction** (Choice board, Science/ social studies)or **D.E.A.R**. (Check out EPIC reading App) |

* Managing Grading and Assessment:
  + Reading fluency and comprehension progress monitoring: easycbm.com, NWEA MAPS
  + Online grading system: ThinkWave Grader
* Executive Planning Routines: Sample “prep” schedule:
  + AM: Check messages, make to-do lists, send e-mails, set out morning work
  + PM: 1. Classroom organization; 2. Grade assignments 3. Materials prep 4. Planning
* Classroom Organization:
  + Weekly agendas for older students
  + Color-coded binders/crates; everything has a “spot”
* Peer mentorship and observations in regional areas; PD: Montana Small Schools Alliance