

**The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
2001-2002**

**FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES**

**COLLABORATION MODEL
CHENANGO VALLEY
PORT DICKINSON ELEMENTARY SCHOOL**

Participating Teachers:

Shannon Reardon – group leader
Mary Beth Hammond – reading specialist
Greg O'Donnell – second grade teacher
Nancy Phelps – second grade teacher
Amy Chong – third grade teacher
Karen Crisafulli – third grade teacher

Initial Goal(s)

The initial goal of the group was to explore different models of collaboration among educators and implement a cross-curricular lesson utilizing a selected format of collaborative teaching. The study group viewed several examples of team teaching on videotape that was provided from BOCES through a collaboration workshop with Dr. Jim Black. The plan was to have the reading and the math specialists in the building provide lessons and strategies along side of the classroom teacher in the regular education setting. Both second and third grade teachers would decide on topics or themes that they would like taught with team teaching in mind. Together the study group would select a trade book as the basis of the lesson that would include reading, writing, language, and mathematical concepts and skills.

The Action Plan

After viewing the videotape all of the teachers involved collectively selected the station-teaching model. The station-teaching model allows the students to rotate from one teacher to another at specific centers around the room. This format also allows for all of the benefits of small group instruction that will be discussed later in the impacts portion of the report. Each teacher would have an individual set of goals, objectives, and assessments specific to a particular subject area. The reading teacher had been designated to incorporate reading and language skills into her lessons. The math teacher would focus on mathematical skills and concepts. The classroom teachers would provide a writing lesson. All of the lessons would be based in part on a selected trade book. Each class would be divided up into three heterogeneous groups. Each group will spend about twenty minutes at each station. The lesson will be divided up into two days. All of

groups will be at each of the three stations on both days. On the second day of the lessons a short informal assessment will be given to indicate student success.

Action Plan Implementation

The second grade lessons were developed based upon a book by Paula Danziger called, its Justin Time, Amber Brown. The classroom teachers developed a lesson for their station collaboratively. The reading and math teachers each developed a lesson that was based upon suggested concepts given by the classroom teachers. The classroom teachers chose topics that were lacking in the current curriculum that they felt needed more attention.

The reading teacher and myself each pushed into each of the two second grade classrooms at the same time and set up areas to provide the students with interactive, small group lessons.

The third grade lessons were developed around a book called, How Much is that Pig in the Window? The lessons were taught in the same manner as second grade.

On the second day of the lessons, assessments were given and outcomes were recorded.

Evaluation and Impact

The progress that was made was widespread. Teachers involved in the study are pleased with the events and the way in which we all worked efficiently and effectively together. We are interested in trying a different form of collaboration in the future. Other teachers in the building are showing new interest and they are asking that we get together to plan inclusive lessons for their classrooms.

The students were on task and very engaged when at each station. They responded well to the new classroom structure and the varied teaching styles. Every student scored on or above successful achievement level as indicated on each specific rubric.

Many classroom teachers are now welcoming new perspectives on how to approach a given topic or lesson.

The goals of the study group were indeed met in several ways.

TEACHER BENEFITS:

- Small group instruction provides for immediate redirection or interventions
- Integrating curriculum with the assistance of AIS providers
- More attention paid to an individual lesson due to relief of other subject areas
- Collaborative teachers can reflect together to gain diverse approaches and ideas for improvement of each lesson
- Individual student achievement can be discussed and evaluated by more than one professional

STUDENT BENEFITS:

- Differentiated instruction can match the learning styles of greater numbers of children
- Students are more often on task due to small group atmosphere and teacher attention can be given with little delay
- Classroom arrangement is inviting and increased movement has been proven to stimulate learning

Overall, the lessons went very well and sparked the interest of other teachers in the building. For next year we have several plans in motion to foster other collaborative efforts. We will be scheduling regular grade level meetings to collaborate with AIS providers. We are also planning on having set days in the schedule that are specifically “push-in” days. The curriculum will be discussed by grade level and AIS providers will enhance the instruction by providing mini-lessons to introduce classroom lessons. Grade level teachers and Intervention specialist will be working more closely together to bridge the gaps that often impede student learning.