

A Comparison of Self-Contained v. Departmentalized Models using 2015-2017 SBAC Data



Mario Ciccarini
Bradley School
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The Different Models



In a self-contained model, a classroom teacher teaches all the subject areas to a group of the same students. This has typically been the model used in elementary schools, especially in Grades K-3. This model allows for teachers to truly get to know their students' strengths and growth areas across a variety of areas. This model also allows for more frequent personalized communication with families since there are fewer students to manage.

The departmentalized model has a teacher or group of teachers delivering specific content area to different groups of students, similar to the secondary level. The model may vary from district to district, depending on student needs and staffing. One teacher might only teach Math, while another teaches Science, and another teaches Writing, while all three teachers teach Reading to their homeroom. In another model one teacher may teach Math/Science while his/her partner teaches ELA/SS. This model allows students to receive their learning from an “expert” in the content area and fosters more independence on the student's part as they no longer have access to the teacher the entire school day.

Bradley School Models in 2015-2017



Grade 4:

- Self-Contained Model
- Teachers are required to teach literacy for a minimum of 90 minutes per day and math for 60 minutes day.
- Teachers integrate writing, science, and social studies throughout other parts of the daily schedule.
- Teacher collaboration around best practices in specific content areas.
- Data reviewed as a grade level.

Grade 5:

- Departmentalized Model
- Math, Reading, Writing/SS/Science
- Classes spend 70 minutes with each teacher and rotate.
- All teachers taught Spelling/Grammar to their respective homeroom for 30 minutes.
- Teacher collaboration around student learning habits and needs.
- Data reviewed with individual teachers based on assessments for their respective content area.

Comparing SBAC Data: English Language Arts



ELA Level	2015-16 Grade 4	%	2016-17 Grade 5	%	Change
1	21	33	26	41	+8%
2	13	21	13	21	0%
3	15	24	19	30	+6%
4	14	22	5	8	-14%
	63	100%	63	100%	

Comparing SBAC Data: Mathematics



Math Level	2015-16 Grade 4	%	2016-17 Grade 5	%	Change
1	15	24	29	46	+22%
2	24	38	12	19	-19%
3	17	27	11	17.5	-9.5%
4	7	11	11	17.5	+6.5
	63	100%	63	100%	

Recommendations



In a self-contained model:

- Content area instruction in each class (Math, Reading, Writing, etc.) be scheduled to allow a math and literacy coach to push in during the time the content is happening (stagger the schedules).