

Derby Elementary Schools

Departmentalized vs. Non-Departmentalized
Instructional Model



The Different Models

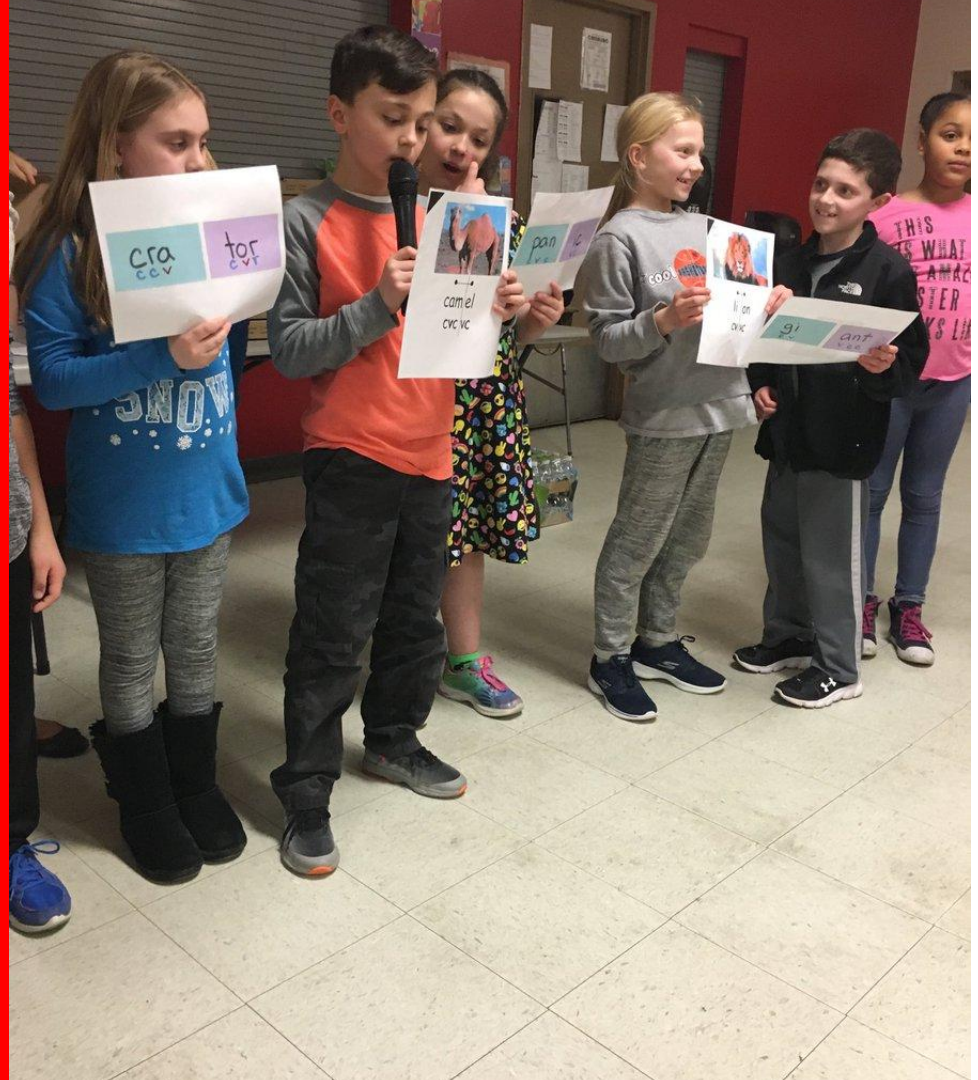


In a **self-contained model**, a classroom teacher teaches all the subject areas to a group of the same students. This has typically been the model used in elementary schools, especially in Grades K-3. This model allows for teachers to truly get to know their students' strengths and growth areas across 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

Literacy
Grades 3-5



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.

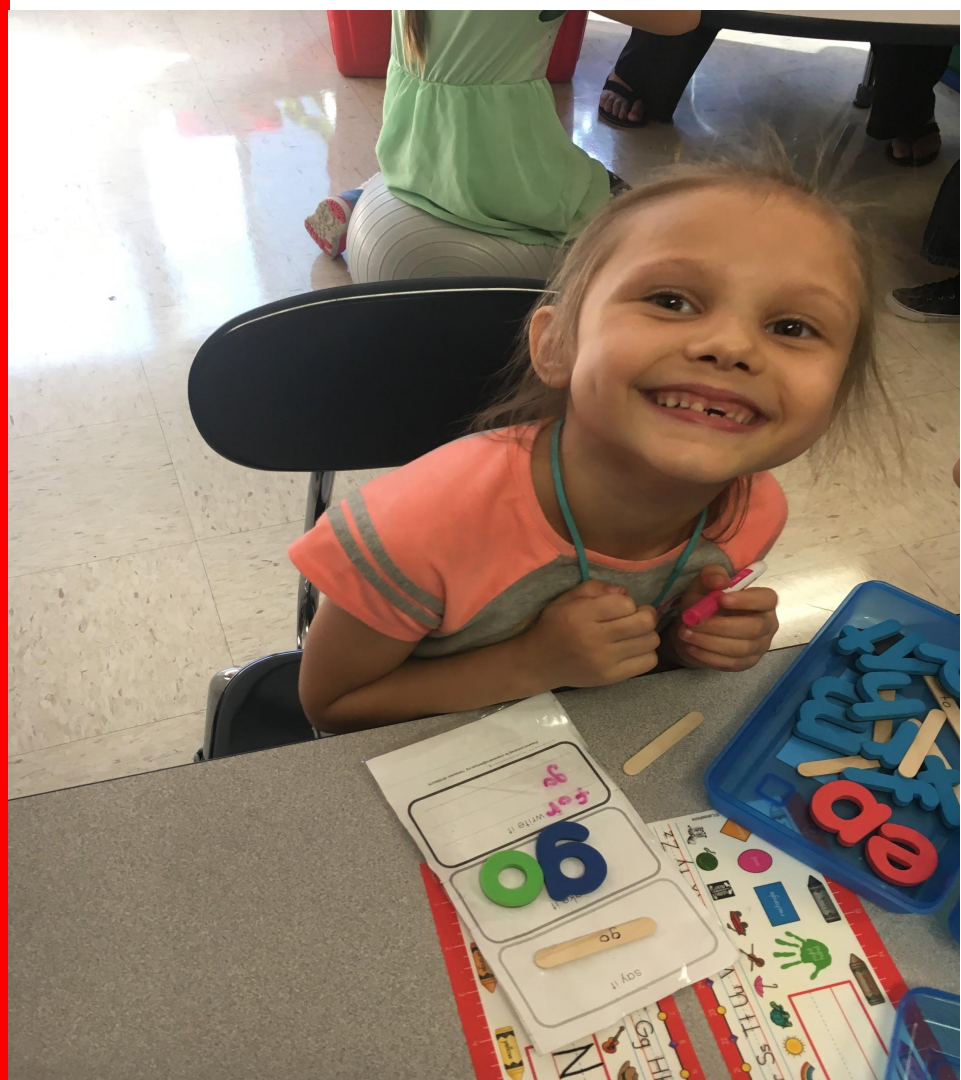
Comparing SBAC Data: English Language Arts



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%	

Irving School

Literacy
Grades 3-5



ELA Strategies

Year 5 of Implementation: ELA block 90 minutes per day

Consist mini lessons: (whole group, 10-15 min) done on ENO board Focus on **Phonics, Vocabulary, Fluency, Comprehension, Grammar**

After each mini lesson, students work independently in literacy based centers (approx. 15 min per rotation)

- **Small Group Instruction:** based on students needs (comprehension, phonics, oral language, fluency)
- **Lexia:** computer based reading program which is individualized and computer adapted to each student's independent reading level
- **Read to Self** (focusing on comprehension skill/ fluency) or **Word Work** focusing on phonics lesson

High Leverage Instructional Practices:

- **Phonics** - ECRI Model (children say word aloud, say the sounds in isolation, write the word on whiteboards)
- **Fluency**(reading rate, expression, accuracy)
- **Oral Language** (listening/speaking/understanding the spoken word)
- **Comprehension** – Turn and Talk (increase student discourse) and Buddy Reading



Student Growth & Engagement

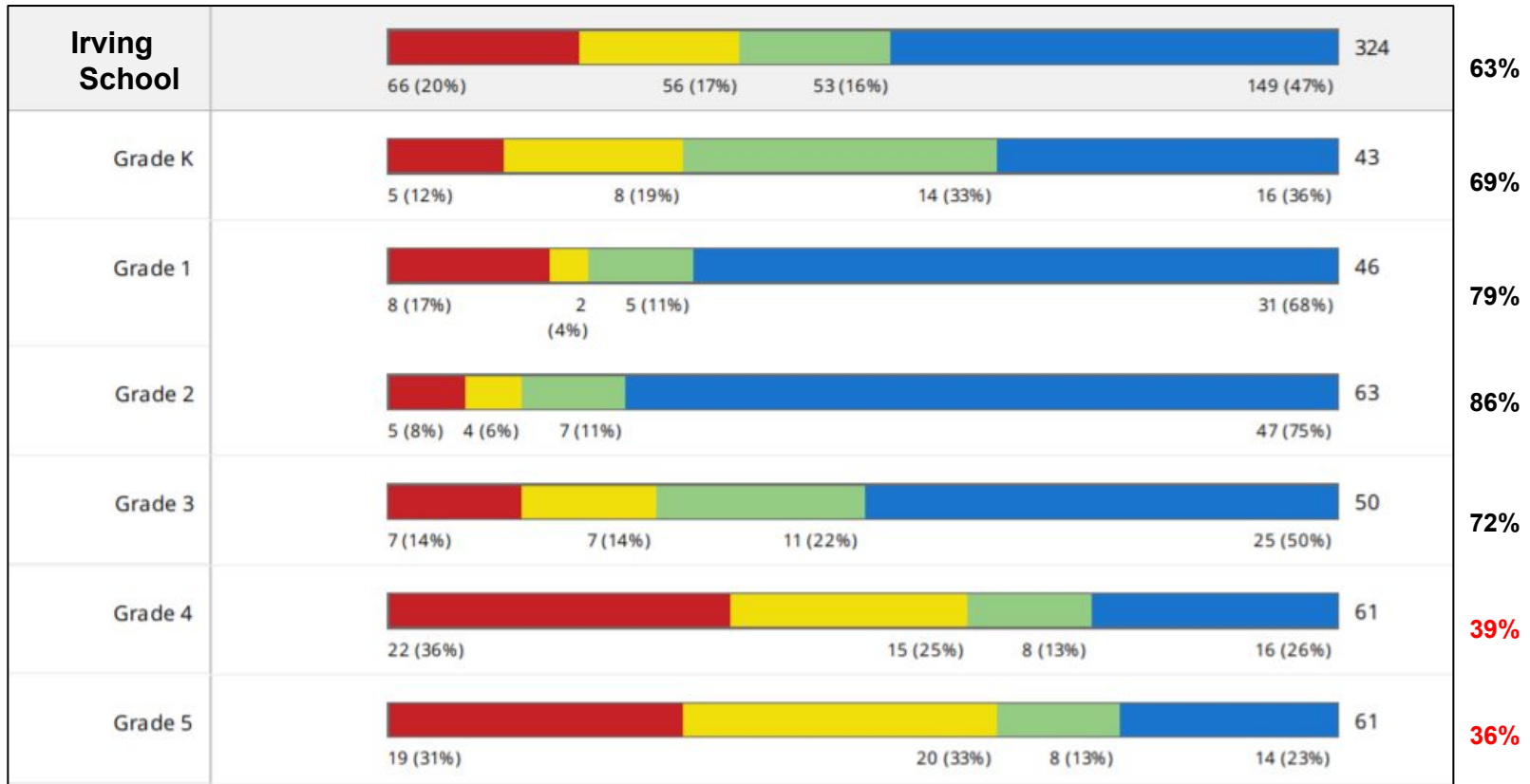
Strategies used in grades to increase **student growth & engagement**:

- **Data Team Meetings:** (teacher/grade-level led)
- **Literacy Leadership Team** (teacher led)
- **Progress Monitoring & Benchmark Assessments** (weekly, bi-weekly or monthly depending on proficiency level)
- **Hill for Literacy:** “Instructional Profiles” Model to plan next steps based on foundational skills (using DIBELS data)
- **Daily Small Group Instruction:** 100% students will meet in a reading group with the classroom teacher
- **Tier II/Tier III:** Many students will receive small group instruction twice a day with reading tutor, paraprofessional or reading specialist
- **Push-In Support:** Tutors focus on individual student needs in the classroom vs. pull out
- **Student Conferencing:** supports relationships & high expectations



2016 - 2017 DIBELS Results

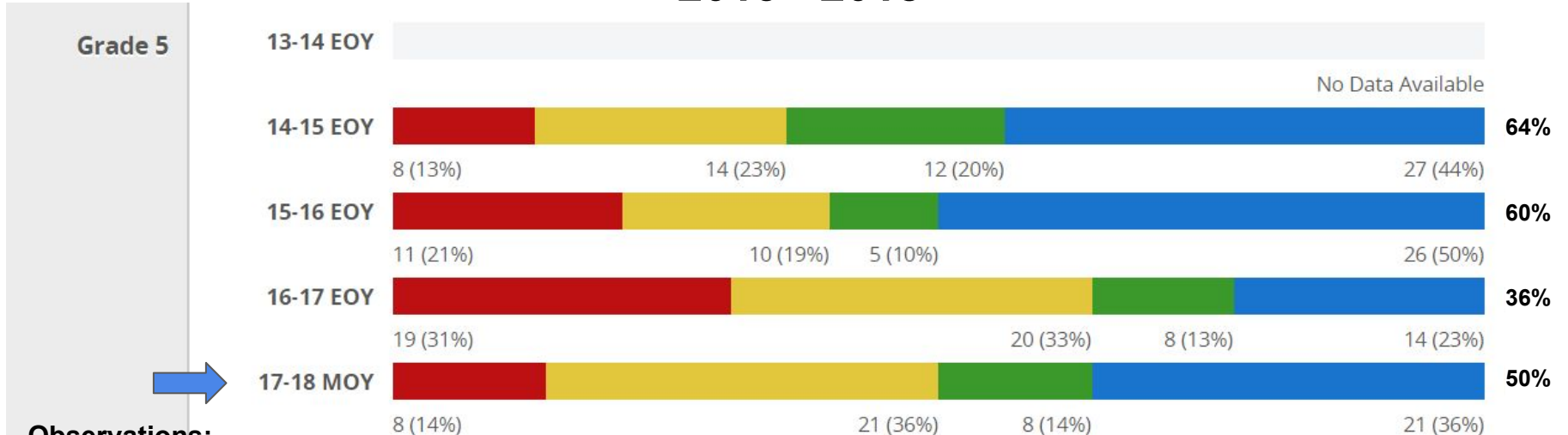
Irving School by Grade



Departmentalized Model vs. Non Departmentalized Model

DIBELS Composite Score (Grade 5)

2013 - 2018



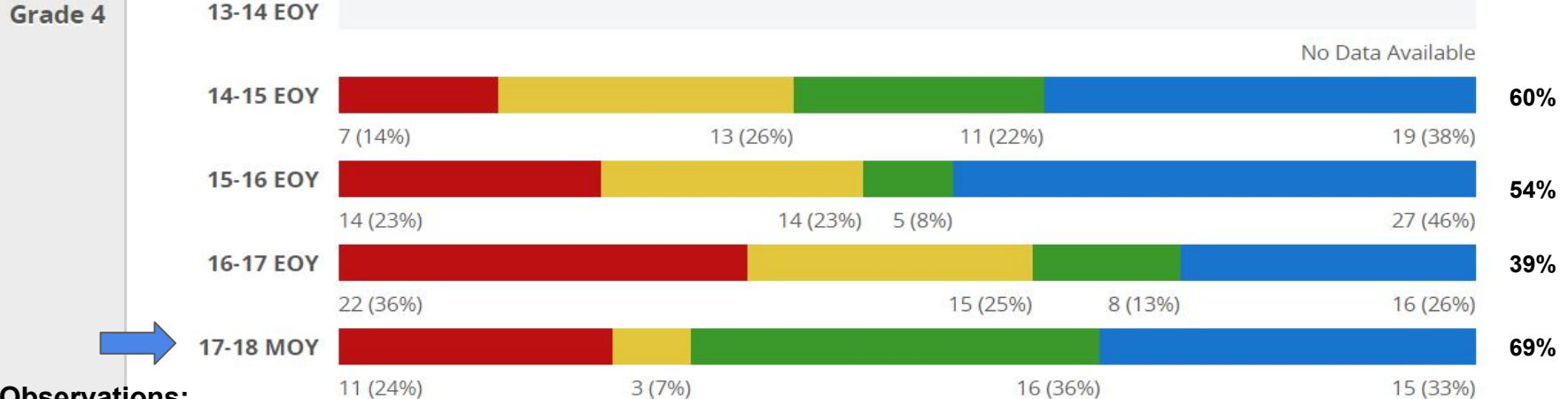
Observations:

- 3 years of **declining results** in Grade 5 led us to question, “How can we best support students and teachers in Literacy?”
- Shared **responsibility** for student achievement / teacher **feedback**
- This data represents different students, so it speaks more to **curriculum and instruction**
- Changed **model of intervention/enrichment** delivery (push in vs. pull out) and changed **block schedule**
- Current MOY testing shows **upward trajectory** of performance levels
- This data also compares EOY and MOY to include current year comparison data (benchmark **expectations for proficiency will rise** for EOY testing)

Departmentalized Model vs. Non Departmentalized Model

DIBELS Composite Score (Grade 4)

2013 - 2018



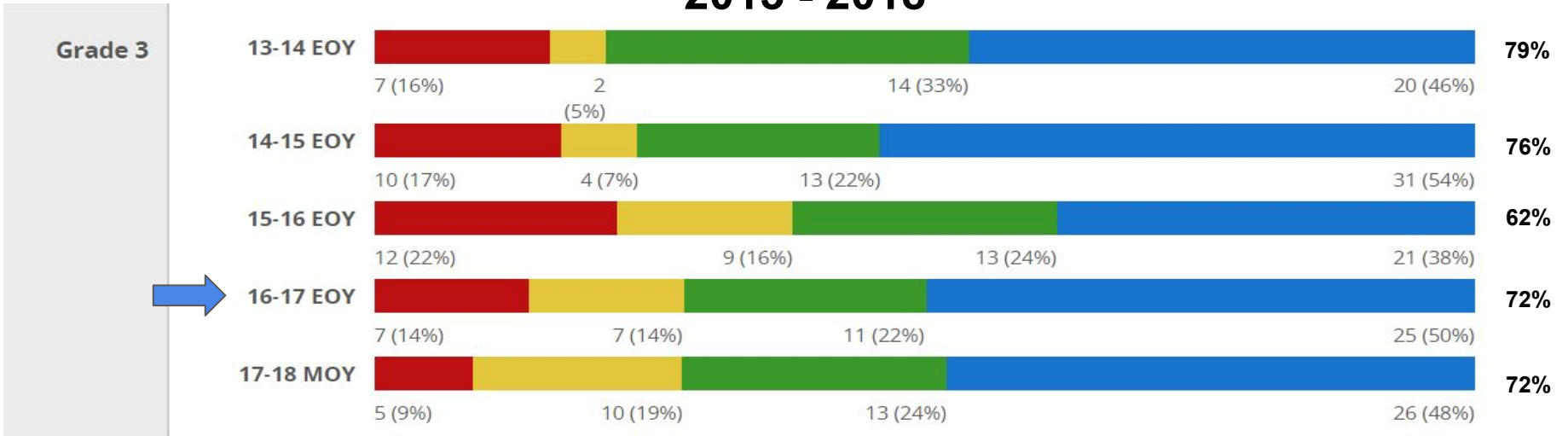
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Departmentalized Model vs. Non Departmentalized Model

DIBELS Composite Score (Grade 3)

2013 - 2018



Observations:

- 3 years of declining results in Grade 3 led us to question, “How can we best support students and teachers in Literacy?”
- In **16-17**, we changed the model to non-departmentalized in Grade 3 and saw a **10% increase** in the percentage of students at/above benchmark in the first year of implementation.
- This data represents different students, so it speaks more to **curriculum and instruction**
- Current MOY testing shows **upward trajectory** of performance levels
- This data also compares EOY and MOY to include current year comparison data (benchmark **expectations for proficiency will rise** for EOY testing)

Bradley School

Math
Grades 3-5



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%	

Irving School

Math
Grades 3-5



Math Strategies

Year 2 of Implementation*: Workshop Model Design: whole group, small group & independent work to support personalized learning & differentiation

Daily 3: Math by Myself, Math w/a Buddy, Math Writing

Manipulatives: (hands-on to visualize, construct and deconstruct)

Progress Monitoring: use of pre-tests/quick quizzes

Computer Adaptive Practice: Reflex Math, iXL Math (computation, concepts, fact fluency)

Math Vocabulary: explicitly teach academic vocabulary

ENO Board/SMART Board (Gr 5 piloting): To interact and engage w/problems

Turn & Talk: to increase comprehension & share thinking

Push In Support: Daily support from math tutor Grades 2-5

Do Now: Daily Math Skills practice to start class



Student Growth & Engagement

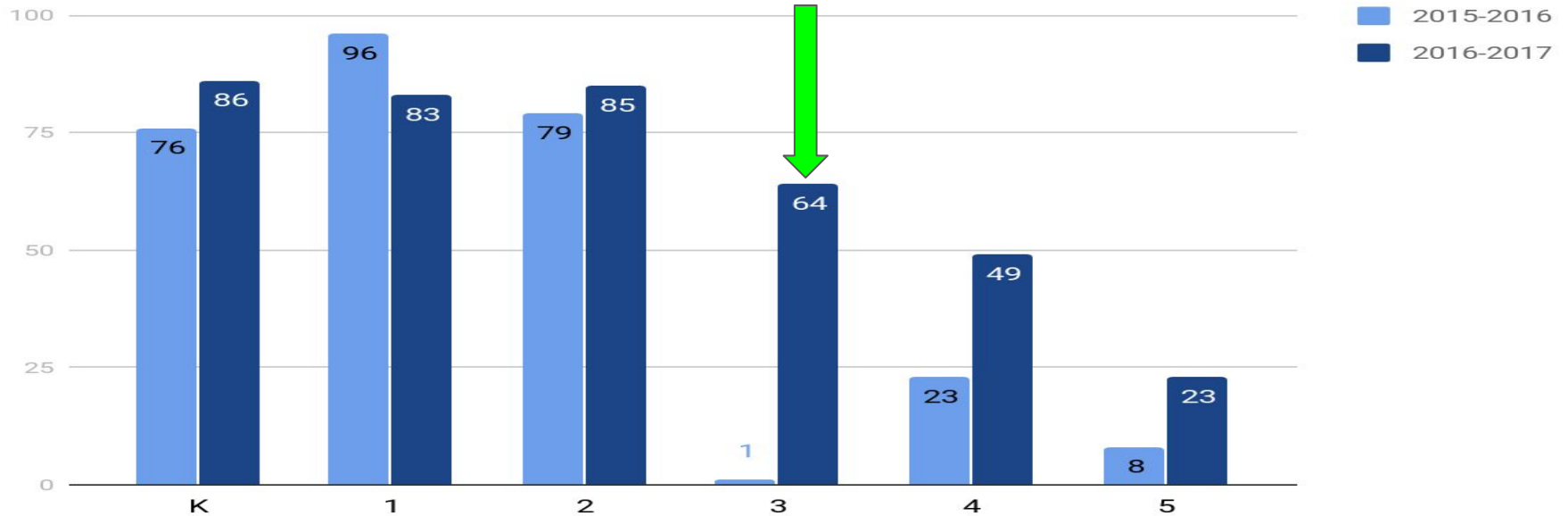
- **Non-Departmentalized Model** (Gr 3-5)
- **Data Team Meetings:** (teacher/grade-level led)
- **Progress Monitoring & Benchmark Assessments** (pre-tests, quick quizzes, benchmark assessments)
- **Math Leadership Team:** to build school wide culture of math. New Math Interventionist
- **Daily Small Group Instruction:** 100% students will meet in a math group with the classroom teacher
- **Tier II/Tier III:** Many students will receive small group instruction twice a day with math tutor or paraprofessional
- **Push-In Support:** Tutors focus on individual student needs in the classroom vs. pull out



Math Expressions: Whole School Comparison

Percent Proficient EOY

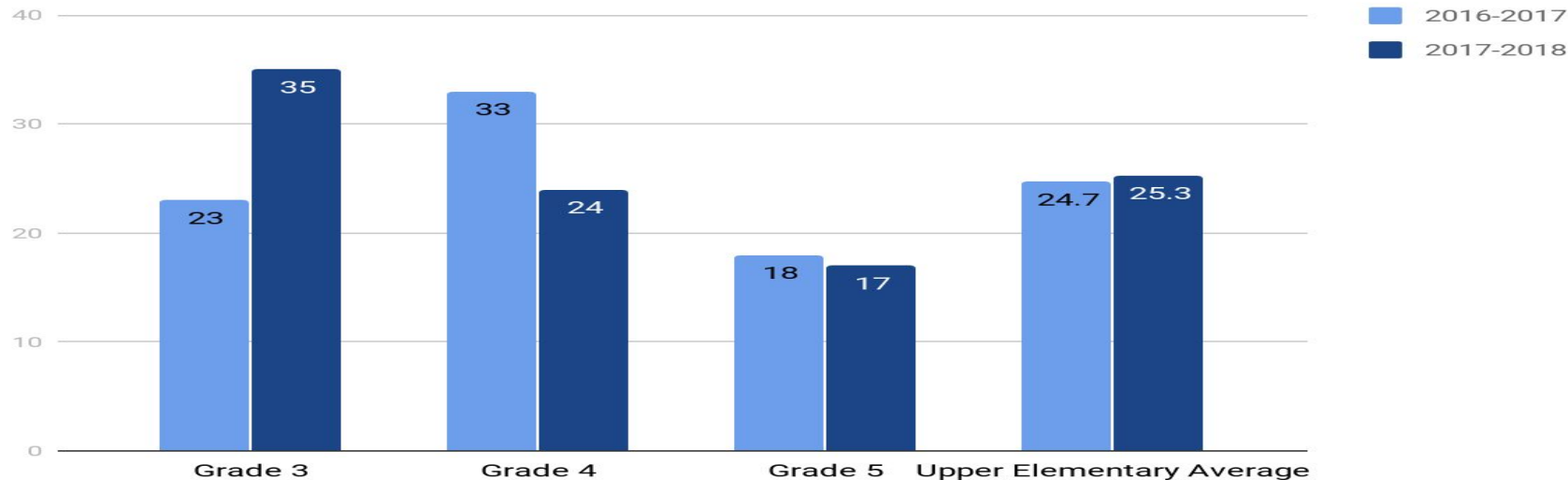
2015-2016 / 2016-2017



Observations:



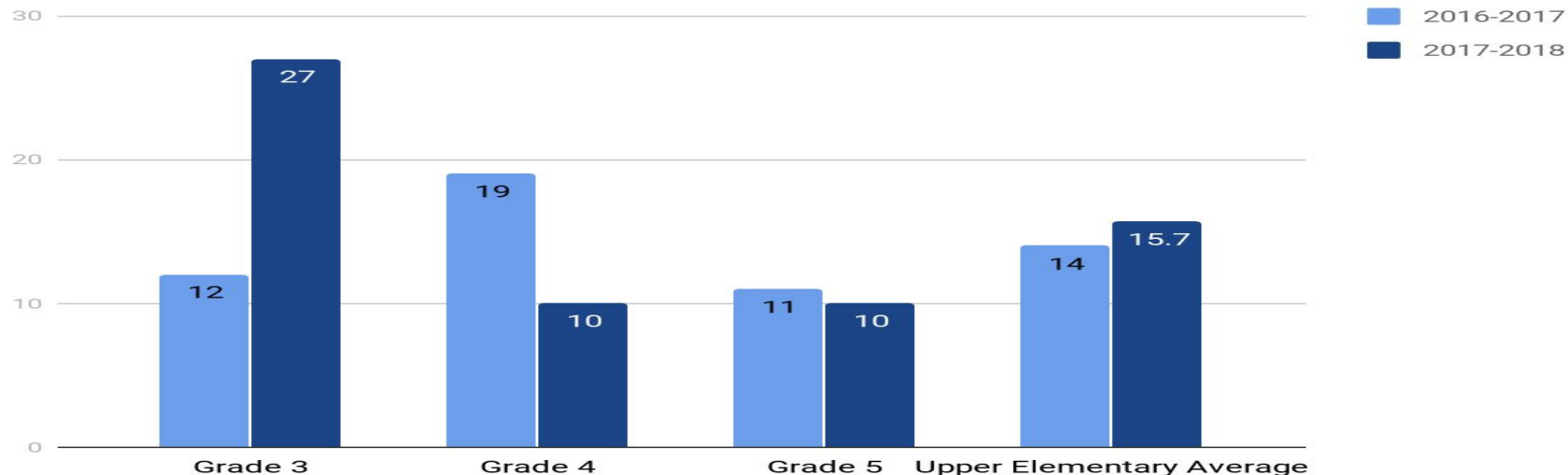
Departmentalized Model vs. Non Departmentalized Model Math Expressions (Average Student Percentage) *MOY 2016-2017 / 2017-2018



Observations:

- Looking only at MOY data using different student groups
- Data shows how students are performing in the grade level not over time

Departmentalized Model vs. Non Departmentalized Model Math Expressions (Average Growth by Points) MOY 2016-2017 / 2017-2018



Observations:

- In an effort to compare apples-to-apples, this data shows the growth made between the Fall and Winter administration of the EOY benchmark assessment over the past 2 years
- School-wide data shows slight increase in growth points between MOY last year and MOY this year

Irving School

Teacher Feedback



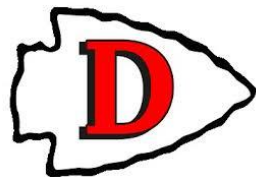
Teacher Feedback:

Pro:

- Builds strong teacher/student **relationships**
- Strong sense of classroom **community**
- Gained 15-21 **instructional minutes** per day by eliminating transition times. (equivalent to 46 - 64 hours per year, 7.6 - 10.6 school days)
- Decrease in negative **behaviors**
- Teachers can **collaborate** work as a team instead of in isolation (share planning, bounce ideas off each other, give feedback)
- Better **parent connections** and involvement
- Offers **flexibility with daily schedule** (give and take based on student needs)
- Easier to **gauge needs** of students and provide intervention or enrichment
- **Doing something different** professionally (expanding skill set; eliminate redundancy of teaching same 3x's per day, and "weight" of work)

Con:

- Reduces ability to **build relationships** w/all students in grade-level (recess only)
- More extensive and varied **PD needed**
- Flexibility of schedule **reduces precision** of day
- Eliminates "**fresh start**" for students and teachers at the beginning of each new period
- Change in staffing **loses the "expert"** of group
- Have to be intentional about not losing focus for **science and social studies**



Irving School

Student Feedback



Student Feedback:

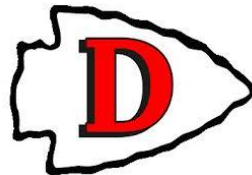
*responses from ten 5th grade students who were here when 3rd and 4th grade were departmentalized.

Pro:

- Get to **know my teacher well** (**relationships**)
- My family stays **in touch w/my teacher** more and knows what I'm doing
- **Doesn't waste time** switching classes (**increased instructional time**)
- **Don't have to wait for help** until the next class, my teacher is right there all the time. (**accessibility**)
- I don't have to pack up and remember everything for each class (**organization**)
- Kids **behave** (**classroom management, consistent expectations**)
- Don't have to **share my desk** (**identity**)

Con:

- If I get in trouble, I don't get a chance to **start over**
- Not able to **walk around** and stretch (**build in activity bursts in classrooms**)
- Don't get to **sit next to different people** in each class, only in groups or centers
- Don't get to work with **different teachers**



Recommendations/Conclusions:



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).