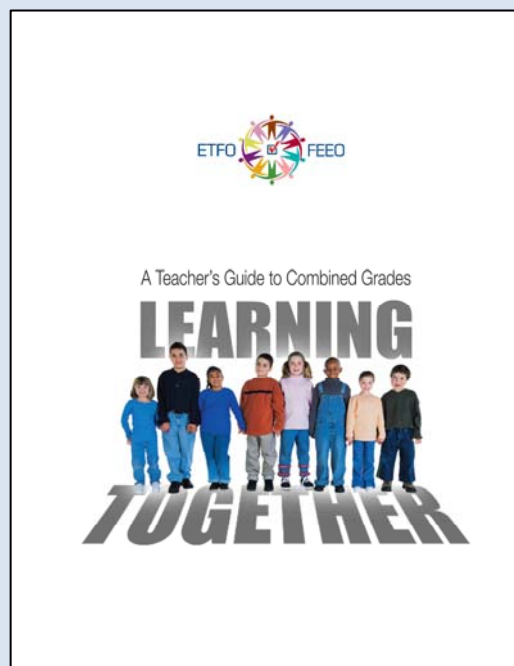


# Facilitator Guide

# ETF0 Book Clubs



*Learning Together: A Teacher's Guide to Combined Grades*  
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## Introduction to ETFO Book Clubs

The Elementary Teacher's Federation of Ontario is committed to providing professional development for its members in a variety of forms. Teachers are best able to determine what professional development they need to pursue as life-long learners and ETFO Book Clubs are designed for voluntary participation of interested members. As ETFO professional development programs and services continue to evolve to meet the challenging needs of educators and their students, the new season of offerings has been expanded to include book clubs with a focus on classroom management, differentiated instruction, and Kindergarten.

Professional book clubs provide an excellent opportunity for members to reflect on their classroom practice, enhance their professional knowledge, and engage in the professional learning that best meets their needs and the needs of their students. A book club is a staff learning experience that gives educators an opportunity for professional networking, sharing, and reflection through an in-depth examination of ideas, concepts, research, and strategies presented in a professional resource.

The main goals of ETFO Book Clubs are:

- To enhance the professional knowledge of our members.
- To enhance the professional practice of our members.
- To foster leadership at the local level.
- To implement high-yield, research-based instructional strategies.
- To monitor the impact or effects of instructional decisions on students.
- To reflect on current teaching practices.

When professional book club experiences are tied to the real work of teachers, and to authentic issues they are grappling with in their classrooms, teachers have a deeper understanding of their impact on classroom practice and student learning.



## Book Club Structure

Professional book clubs provide an excellent opportunity for our members to enhance their professional knowledge and practice. Participants attend four two-hour sessions that focus on specific chapters of the various resources highlighted, consider strategies they can try in their classroom, and reflect on and share their experiences within a community of learners. As a facilitator, you will contribute to building leadership capacity within our locals in the area of professional development.

## Roles and Responsibilities

ETFO Book Clubs are offered in partnership between locals and the provincial office. Facilitator guides, such as this one, have been developed by members to support you as you facilitate this book club.

## The Role of the Facilitator

A book club facilitator guides a group of participants through an interactive discussion of a selected title. The facilitator organizes the session and conducts the meetings. Group members can expect the facilitator to use open-ended questions, wait time, and paraphrasing to encourage participation. The facilitator also emphasizes the importance of keeping the discussion on track, focusing on one topic or task at a time. The person in this role is not an expert and should remain neutral allowing group members to share different perspectives. All group members are valued and encouraged to participate in their own way.

“The most valuable insight a group can have is that the most effective resources for moving ahead are found within their situation and within themselves.”

R. Bruce Williams

## Establishing Group Norms

Any group that meets regularly to work together needs to identify a set of norms or ground rules that will help a group do its work and discourage behaviours that

interfere with a group's effectiveness. Norms govern how the group will interact, share, and learn together.

It is ideal to set norms at the beginning of a group's work together inviting group members to suggest ideal behaviours for groups, eventually refining them into an agreed-upon set of norms. Once established and posted, groups need to continually remind themselves about the norms they have created.

Some topics you may want to raise as starting points for discussion with your group are:

Expectations for behaviour – How will your group relate to one another within (and beyond) the group? Considering norms in TRIBES such as right to pass, attentive listening, and taking turns, may be helpful.

Shared leadership – How will members share responsibility for the group? How will decisions be made about what to read, when to meet, and where to meet be made?

Participation and interaction – How will members work together? Considering roles such as recorder, timekeeper, and encourager may ensure that all group members become involved in the discussions.

One strategy that may be helpful when reviewing group norms is 'Round-Robin Reflection'. In this process everyone takes 30 seconds to silently reflect on the extent to which he/she honoured the group's norms and to what extent it enhanced the group's work. The facilitator then chooses someone at random to share their reflections. When this person is finished then another group member paraphrases what they have heard. This process is repeated in round-robin fashion beginning with the person to the right of the first speaker.

## Building Inclusion

Grounding is an excellent inclusion activity for introductory meetings. It serves several purposes including:

- establishing a norm for respectful listening;
- bringing people into the here and now;
- allowing people to connect with one another; and
- allowing for expression of hopes and apprehensions.

Directions - Each person in round-robin fashion, speaks to these points:

- name;
- current role;
- school;
- reasons for joining a professional book study; and
- expectations of the book club experience.

Powerful Conversations:

- Focused
- Productive
- Interactive

## Needs of Individuals in Groups

Regardless of the nature of the group and its purpose, some basic needs must be met within the group setting for it to be as focused, productive, and interactive as possible. A good facilitator looks for signs of the characteristics listed below to determine whether it provides the kind of satisfaction group members need. Periodically it may be helpful to give group members time to evaluate the extent to which the group is meeting their individual needs.

The following are important needs group members value. As the group evolves, it is about finding the balance between the needs of the group members and the group work that needs to be accomplished.

Feeling a sense of belonging – Group members need a collaborative environment where they feel safe and supported in their presence and their contribution to the group's work.

Commitment to group goals – Group members achieve commitment when they see value in the goals selected, having a part in selecting and refining those goals, and directing the group process.

Sense of progress – It is important to give group members opportunities to reflect on their progress toward goals so that members feel a sense of accomplishment.

Having confidence in the facilitator – A good facilitator establishes a supportive, risk free learning environment emphasizing the importance of professional dialogue. The facilitator organizes the sessions and conducts the meetings. The person in the role of facilitator is not intended to be an expert and should remain neutral, allowing participants to share different perspectives.

## Knowing Your Participants

When developing a group's capacity for powerful conversations, Robert Garmston suggests that group members set aside unproductive patterns of listening, talking, and participating.

However, from time-to-time, facilitators may need to confront challenging situations. Late arrivals at meetings, overbearing participants, and conflict among group members can negatively impact on a group. Although there is no "right" way to respond to these problems, here are some possible solutions to common problems faced by facilitators.

Non talker – Honour an individual's right to pass. Each member has the right to choose when and to what extent they will participate in the group discussion; ask open ended questions and learn to be silent.

"We should all try to listen with the same intensity we have when we are talking."

Richard Saul Wurman



Underminer – Focus on the agenda and topics agreed upon by the group. Don't acknowledge or over react; at the end of the session revisit the group norms and their purpose.

Rambler – When the member pauses, refocus attention by restating the relevant points and move on; ask "How does that relate to \_\_\_\_\_?"

Side talker – Re-direct conversation by asking the person an easy question or to paraphrase what has been stated; create a parking lot (flip chart, sticky notes) to post questions or issues that can be discussed in a later session.

Over talkative – State "We only have a limited amount of time today. We want everyone to have a chance."

## Further Reading

Robert Garmston. 'Teacher Talk That Makes a Difference' Educational Leadership, ASCD, April 1998.

Garmston, R. & Wellman, B. 'The Adaptive School: A Sourcebook for Developing Collaborative Groups', Christopher-Gordon Publishers, 1999.

Richardson, J. 'Norms Put the 'Golden Rule' into Practice for Groups', Tools for Schools, NSDC, August-September 1999.

Easton, L.B. 'Powerful Designs for Professional Learning' NSDC, 2004.

Richard G. Weaver & John D. Farrell. 'Managers as Facilitators: A Practical Guide to Getting Work Done in a Changing Workplace', McGraw Hill, 1999.

Bennett J., Dawson R., & Torney. 'Book Study Facilitator's Guide for Teaching Student-Centred Mathematics.' Pearson Education Canada, 2007.

Wisconsin Staff Development Council – [www.wi-sdc.org](http://www.wi-sdc.org).



## Introduction to *Learning Together: A Teacher's Guide to Combined Grades*

In this book club, we will examine the resource: *Learning Together: A Teacher's Guide to Combined Grades*, which provides educators with a framework for teaching combined grades. This resource offers practical strategies, clearly defined criteria, and sample templates, which support the successful organization and management of combined grade classes. This approach to teaching combined grades encourages the development of a new perspective, in which a multi-grade class is no longer viewed as a 'split grade' but rather as a 'combined grade'. This optimistic perception of a multi-grade class enables educators to create a classroom environment that supports an inclusive learning community. By establishing this type of learning environment, students feel safe and supported, and they are able to recognize the importance of working together as a community.

Along with an inclusive learning community, we will also consider the positive influence that a successful management structure, differentiated instruction, strategic planning, and effective assessment each have on student achievement. Each of these essential components are puzzle pieces that, when joined together establishes an optimal learning environment by creating opportunities for students of a combined grade class to demonstrate their learning capabilities.



# Session One: Creating an Inclusive Learning Community and a Successful Management Structure

## Readings:

Chapter 1, pages 14-36 and Chapter 2, pages 44-61

## General Overview:

In the first part of this session, participants will examine the positive impact that an inclusive learning community has on students within a combined grade class. Strategies which promote a safe and supportive learning environment foster student success both academically and socially. This approach helps teachers to begin to develop a new perspective, with a shift away from the idea of a 'split' grade toward the inclusive term 'combined' grade.

In the second part of this session the focus will be on exploring the purpose of creating a successful management structure for a combined grade class. Participants will examine the essential components of this structure which play an intricate role in planning a well managed combined grade class.

## Key Learnings/Objectives:

During this session, participants will:

- Reflect upon their knowledge and experience of teaching a combined grade.
- Examine and discuss important elements involved in creating an inclusive learning community.
- Develop an understanding of how inclusion can be embedded throughout teaching practices.
- Examine and discuss ways to create a successful management structure.
- Share their experiences, knowledge, and understanding through whole group, small group, and partner discussions.

## Time: 120 Minutes

### Materials:

- Chart paper and markers.
- Masking tape to display chart paper for gallery walks.
- Barnyard Babble cards (see line master 1A in Support Materials Section).
- Sentence strips for Inside/Outside Circle activity (see line master 1B and 1C in Support Materials Section).
- Deck of cards to organize participants for the Follow Suit grouping strategy.
- Jigsaw activity (see line master 1D in Support Materials Section).
- Two Stars and a Stair reflective practice (see line master 1E in Support Materials Section).

### Instructional Tasks: 110 Minutes

**Inclusion Activity.** After the facilitator has shared the group norms, participants meet in a community circle as a whole group. The facilitator explains the activity and then models by introducing him/herself and completing the sentence using the sentence starter, “*Teaching a combined grade reminds me of a(n) \_\_\_\_\_ (animal)*”. Travelling clockwise around the circle, each participant has an opportunity to complete the sentence starter. Follow up the inclusion activity by posing the following questions to the whole group:

*Why did we begin our session by engaging in this type of activity? How does this type of activity build inclusion in a community?*

**T-Chart.** Distribute one ‘Barnyard Babble’ card (line master 1A in Support Materials Section) to each participant. When they hear ‘Barnyard Babble’ they make the sound of the animal presented on the card and they search for their matching animal sound. This will be their partner for the activity. Each pair is given a piece of chart paper and a marker. Participants complete a t-chart titled, ‘Inclusive Learning Community’. The sections of the t-chart are labeled, ‘Looks



Like', and 'Sounds Like'. Participants use information from the text (pages 14-33) to complete their t-chart, using pictures and words. Follow up with a gallery walk and share key points from discussions.

**Inside/Outside Circle.** Participants will engage in an Inside/Outside Circle activity (line master 1B in Support Materials Section). Copy line master 1C (in Support Materials Section) on two separate colours of paper and then cut out each sentence strip. Randomly distribute two colours of sentence strips. One colour will be the inside circle, the other colour will be the outside circle. Participants in the inside circle read their sentence strip to the partner that they are facing in the outside circle. Then they share their thoughts and implications of the statement. The outside circle then reads their sentence strip to the partner they are facing in the inside circle. Then they share their thoughts on the implications of the statement. Participants of one of the two circles will then rotate any one or two people clockwise or counterclockwise around the circle. They will then be facing a new partner and repeat the same process. One of the circles rotates again and repeats the same process. Participants will share something they discovered during this activity with an elbow partner before rejoining their table group.

**Divisional Groupings.** Participants find a divisional partner and they examine ways to create a sense of belonging (classroom setup, gathering student information, planning and programming) for Primary, Junior, or Intermediate, using information from the text (pages 59, 60, 61). Discuss highlights as a whole group and note comparisons across divisions.

**Think, Pair, Share.** Reflect on the following questions: What information is necessary to consider prior to building an inclusive learning community in a combined grade class? What elements are essential to successfully create and sustain an inclusive learning community within a combined grade class?

**Jigsaw Activity Follow Suit.** Randomly distribute one playing card to each person at their table group. Say, “Follow Suit”, and everyone with the same suit joins together to become an expert group. Each expert group gathers together and uses line master 1D (in Support Materials Section) to answer the questions of their expert group only. When the experts rejoin their home/table group to share their findings, each participant may use the activity sheet to complete the information shared by other experts to answer the other sections of questions.

Expert Group: Hearts (pages 44, 45, 50, 57)

List the components that are essential to creating a successful management structure. What should we as educators think about as we plan for the first week of school to ensure that we are creating a successful management structure? What is the impact on students who are a part of a successful management structure within a combined grade class?

Expert Group: Clubs (pages 45, 46, 47, 51)

What elements are important to consider when designing student groupings? In addition to flexible groupings, what other role does flexibility play in creating a successful management structure?

Expert Group: Diamonds (pages 48, 49)

Design and label a layout which demonstrates what effective classroom management should look and sound like in a combined grade class.

Expert Group: Spades (pages 52, 53, 54, 55, 56)

Describe three tools which assess student comprehension, promote communication of student learning, and drive instruction and program planning, which support a successful management structure. What should educators reflect upon in order to support a successful management structure of a combined grade class? How does reflective practice impact a successful management structure?

## Follow-up Task: 10 Minutes

**Two Stars and a Stair.** Use line master 1E (in Support Materials Section) to list two stars that explain strategies you use to build an inclusive learning community. Then list one stair that describes a strategy you will use to help sustain or build an inclusive learning community. Be prepared to share in the next session.



## Session Two: Differentiated Instruction

### Readings:

Chapter 3, pages 80-96

### General Overview:

In this session, participants will explore the meaning of differentiated instruction and discover that it is guided by a student's readiness level, interests, and learning profile. Differentiated instruction enables students to demonstrate their learning potential by creating opportunities that support their strengths. It can be embedded throughout teaching practices by differentiating the content, the process, and the product to embrace a student's learning capabilities. Participants will also explore strategies that support the inclusion of differentiated instruction in a combined grade class.

### Key Learnings/Objectives:

During this session, participants will:

- Examine the importance of differentiated instruction in a combined grade class.
- Discover the guiding principles of differentiated instruction.
- Formulate strategies to support the needs of all learners.
- Develop an awareness of individual differences by examining multiple intelligences.
- Develop an understanding of the impact of differentiated instruction on student success within a combined grade class.
- Develop an awareness of the connection between differentiated instruction and an inclusive learning community.
- Share their experiences, knowledge, and understanding through whole group, small group, and partner discussions.

Time: 120 minutes

## Materials:

- Graphic organizer (see line master 2A in Support Materials Section).
- People puzzle (see line master 2B in Support Materials Section).
- Venn diagram (see line master 2C in Support Materials Section).
- What's the Tint of Your Glasses? (see line masters 2D and 2E in Support Materials Section).
- Multiple Intelligences puzzle pieces - one per table group (see line master 2F in Support Materials Section).
- Blank template for multiple intelligences puzzle - one per table group (see line master 2G in Support Materials Section).
- Multiple Intelligences puzzle answer sheet (see line master 2H in Support Materials Section).
- Envelopes to hold the multiple intelligences puzzle pieces - one per table group.
- Music and CD player.
- Chart paper, Smart Camera, overhead and markers, masking tape to display activities for gallery walks.
- Management strategies on chart paper (see line master 2I in Support Materials Section).
- 11 X 17 paper for Placemat activity - one per table group (see line master 2J in Support Materials Section).
- Placemat follow-up activity (see line master 2K in Support Materials Section).
- Give One - Get One (see line master 2L in Support Materials Section).

## Instructional Tasks: 110 Minutes

**Think, Pair, Share.** Find an elbow partner and share two stars and a stair from the reflective practice follow-up task in session one and discuss strategies to change the stair into a star.



Read Independently. Participants read pages 80-83. Use the graphic organizer (line master 2A in Support Materials Section) to communicate key ideas/concepts from the readings. When finished, discuss the importance of differentiated instruction to a combined grade.

**People Puzzle, Venn Diagram.** Complete a people puzzle (line master 2B in Support Materials Section) to make a group of four. The group that completes the 'content' puzzle reads pages 84-85 and then completes the corresponding section on the Venn diagram (line master 2C in Support Materials Section). The group that completes the 'process' puzzle reads pages 85-86 and then completes the corresponding section on the Venn diagram. The group that completes the 'product' puzzle reads pages 88-89 and then completes the corresponding section on the Venn diagram. Participants then rejoin their table group and share their understanding of each area of differentiation. Complete the other two areas (content/process/product) of the Venn diagram while people are sharing their understanding. When everyone has shared, complete the middle sections of the Venn diagram together as a table group. Discuss commonalities and new insights as a whole group.

**What's the Tint of my Glasses?** Randomly distribute line master 2D (in Support Materials Section) to each participant. As you read each question aloud (line master 2E in Support Materials Section), participants answer each question using pictures, numbers, words, or symbols in either of the lenses of their pair of glasses. Post the 'personal perspectives' around the room and have a brief gallery walk. Wrap-up with a whole group discussion using the following question:  
*Do any of the glasses look the same?*

Discuss how different experiences create different perspectives and opinions. Then ask the following questions: *What can happen if people believe everyone sees things the same way? How can this knowledge help us with differentiated instruction?*

**Multiple Intelligence Puzzle.** Copy and cut up line master 2F (in Support Materials Section) to create puzzle pieces for participants. Put the puzzle pieces in an envelope and distribute one envelope to each table group along with a blank template of the Multiple Intelligences chart (line master 2G in Support Materials Section). Use line master 2H (in Support Materials Section) to share the answers as a whole group. The group constructs the puzzle together and then the whole group has a discussion regarding the following questions: How does having an awareness of multiple intelligences impact our ability to differentiate content, process, and product? How does having an awareness of multiple intelligences support an inclusive environment within a combined grade class?

**Numbered Heads, Mill to Music, and Graffiti.** Post the following statement (derived from page 89) on chart paper, on a Smart Camera, or on an overhead: As a management strategy, it is essential that the combined grade classroom setting develop attitudes that support the whole community of learners to ensure that each learner feels that they are an important member of the learning community.

Each nugget/statement from page 89 (line master 2I in Support Material Section) should be pre-written on a separate piece of chart paper. Use the 'numbered heads' strategy (one to seven) to organize participants into groups of three. Each number begins at the table with the same corresponding number on the chart paper. Participants read the statement, write strategies to achieve that goal, and explain what it would look and sound like in a combined grade class. The strategies and descriptions should support an inclusive learning community, a successful management structure, and differentiated instruction. When participants hear the music play, they proceed to the next station, in numerical order, and then continue the same process. Follow-up with a gallery walk and ask participants to end at their table group, and discuss any interesting discoveries.

**Placemat/Graffiti Activity.** This is a new variation of the traditional placemat activity. The topic is written in the middle of the placemat and each section of the placemat is designated with a specific strategy. Each table group is given an enlarged copy (on 11 X 17 paper) of the placemat activity (line master 2J in Support Materials Section). Each group member lists one idea to achieve each management routine. Rotate the page so that each member has an opportunity to list one idea for each of the six routines. When each group member has had an opportunity to write in each section of the placemat, they share their ideas as a table group. After the table discussion, participants record three new ideas they will use to support these management routines (line master 2K in Support Materials Section).

**Divisional Groupings.** Participants find a partner in the same division and they examine differentiated learning as it relates to prior knowledge and expertise, flexible groupings, learning centres, determining the readiness of students, determining the interests of students, and determining the learning profiles of students (pages 93-96).

**Up for Discussion.** As a whole group, discuss the following question: *Why is it important to share your vision of a combined grade class with all stakeholders, including students, parents/guardians, other colleagues, and administration?*

## Follow-up Task: 10 Minutes

Participants read Chapter 5, pages 142-153. Be prepared to share your understanding in the next session.

## Reflection: 10 Minutes

Use the “Give One, Get One” activity sheet (line master 2L in Support Materials Section) and complete only the “Give One” section to list three ways you differentiate learning for your students. Be prepared to share in the next session.



## Session Three: Strategic Planning and Effective Assessment

### Readings:

Chapter 4, pages 106-140 and Chapter 5, pages 142-153

### General Overview:

The focus for the first part of this session is on the importance of understanding and organizing the curriculum to ensure that the focus of an educator's planning is on student learning rather than curriculum coverage. Participants will explore ways to organize the curriculum of multiple grades to ensure that educator's consider the needs, interests, and learning styles of students as well as the curriculum. Thoughtful and strategic planning are key elements to developing long range plans and unit plans that support student achievement. This planning process is deeply rooted in unifying concepts and enduring understandings. Participants will develop an awareness of the connection between thoughtful and strategic planning and building an inclusive learning community.

The focus for the second part of this session is the purpose and impact of effective assessment on student achievement in a combined grade. The essential components of an assessment plan will begin to unfold, including the critical use of success criteria and descriptive feedback.

### Key Learnings/Objectives:

During this session, participants will:

- Share examples of how they incorporate differentiated learning into their teaching practices.
- Explore enduring understandings, long range planning, unifying concepts, and unit planning.



- Design a presentation in the form of a poster, concept map, or dramatic presentation, to demonstrate their comprehension of enduring understandings, long range planning, unifying concepts, and unit planning.
- Examine and discuss important components that should be included in planning templates.
- Generate a hierarchical list of components to organize the curriculum for a combined grade class.
- Examine a variety of sample templates to develop an awareness of ways to create and organize long range plans and unit plans for a combined grade class.
- Gather pertinent information to defend a given statement which reflects the concept of an effective assessment plan.
- Share experiences, knowledge, and understanding through whole group, small group, and partner discussions.

Time : 120 Minutes

### Materials:

- Jigsaw Sentence Strips (see line master 3A in Support Materials Section).
- Graphic Organizer (see line master 3B in Support Materials Section).
- Three-Step Interview Questions (see line master 3C in Support Materials Section).
- Chart paper and markers, 11 X 17 paper for posters.

### Instructional Tasks: 110 Minutes

**Share Follow-up Task.** Participants use the “Give one, Get one” activity sheet (line master 2J in Support Materials Section), find a partner, share a “Give One” strategy they use to differentiate learning for their students, then listen to their partner share a “Give One” strategy and they write that idea as a “Get One” strategy to differentiate learning for their students. They find a new partner and

repeat the process two more times, each time they share a new “Give One” strategy and they receive a new “Get One” strategy.

**Independent Reading.** Divide table groups in half, one half reads Chapter 4, pages 106-111 and 116-118; the second half reads Chapter 4, pages 111-116.

**Demonstrate Understanding.** Maintaining the same groupings as listed above, each half of the table group organizes the information from the readings in the form of a presentation to share with the whole group. Groups may present their information orally, use a concept map, create a poster, or use a form of drama. Follow up the presentations with a whole group discussion about key ideas to consider when program planning. Note commonalities shared throughout the presentations. Also, pose the question: How did this opportunity to demonstrate your understanding connect with differentiated instruction as well as an inclusive learning community? Examine Sample Templates. As a table group, examine the sample planning templates from Chapter 4, pages 120-140, and discuss important elements of each component for teaching a combined grade. Then as a whole group, discuss important elements to consider when organizing your planning for a combined grade class.

**Jigsaw and Sentence Strips.** Distribute one sentence strip (line master 3A in Support Materials Section) to each participant at each table. Participants search to identify their expert group by locating individuals with the same sentence strip. Once the expert groups have been established, they discuss their sentence strip and they use information from the text to gather information that supports their given statement. Throughout their group discussion, each participant completes a graphic organizer (line master 3B in Support Materials Section) to outline important information to defend their statement. Each expert then rejoins their home/table group, shares their sentence strip, and defends it using information gathered from the text and their expert group discussions.

## Follow-up Task: 10 Minutes

Read Chapter 6, pages 178-196. Gather information from the reading to answer the three questions from line master 3C (in Support Materials Section). Be prepared to share in a small group.



## Session Four: Student-Centred Assessment and the 'Big Picture'

### Readings:

Chapter 5, pages 153-176 and Chapter 6, pages 178-203

### Sample Planning Templates:

Chapter 1, pages 34-42

Chapter 2, pages 62-78

Chapter 3, pages 97-104

Chapter 5, pages 157-162 and 173-176

Chapter 6, pages 197-203

### General Overview:

The focus for the first part of this session is on the three key areas of assessment: assessment for learning, assessment as learning, and assessment of learning. Each of these areas of assessment must be student-centred to help students take ownership of their learning. This can be achieved through clearly defined success criteria and descriptive feedback, shared with students using student-friendly language. Another area of focus is the Gradual Release of Responsibility Model and the impactful role it has on students to develop their ability to become independent learners. Participants will also explore the meaningful use of flexible groupings, and the positive impact they have in a combined grade class and on student achievement.

Later in this session, there will be a larger focus on the 'big picture', where participants will culminate their learning throughout these sessions by addressing the key components that are essential to developing an effective plan for organizing and managing a combined grade class.

## Key Learnings/Objectives:

During this session, participants will:

- Complete a puzzle, collaboratively, to compare and contrast formative and summative assessment.
- Communicate their understanding of student-involved assessment and flexible groupings by engaging in a three-step interview.
- Examine and discuss important components that should be included in planning templates.
- Create a radio broadcast to advertise the key components to organizing and managing a combined grade class and how these positively contribute to student achievement.
- Develop enduring understandings to culminate their learning throughout all four sessions.
- Share their experiences, knowledge, and understanding through whole group, small group, and partner discussions.

Time: 120 minutes

## Materials:

- Formative and summative assessment puzzle pieces - one per table group (see line master 4A in Support Materials Section).
- Blank template of assessment puzzle - one per table group (see line master 4B in Support Materials Section).
- Assessment puzzle answer sheet (see line master 4C in Support Materials Section).
- Evaluation Form (line master 4D in Support Materials Section).
- Chart paper and markers.
- Envelopes for the assessment puzzle - one per table group.

## Instructional Tasks: 120 Minutes

**Putting the Pieces of Assessment Together.** Copy and cut up line master 4A (in Support Materials Section) to create puzzle pieces for participants. Put the puzzle pieces in an envelope and distribute one envelope to each table group along with a blank template of the Assessment chart (line master 4B in Support Materials Section). Participants work collaboratively in their table groups to match up the components for each form of assessment, while comparing and contrasting the different forms of assessment. Use line master 4C (in Support Materials Section) to share the answers as a whole group.

**Three-Step Interview.** Designate each participant a letter E, I, or L (E=expert, I=interviewer, L=listener) and ask them to combine a group of three that contains an E, an I and an L. The interviewer poses the three questions from the follow-up task in session 3 (line master 3C in Support Materials Section). The expert uses their gathered information from the readings to answer each question, while the listener listens to the information being shared. Participants switch roles and continue the same process until each participant has had the opportunity to experience each role.

**Examine Sample Templates.** As a table group, participants examine the sample planning templates from Chapter 1, pages 34-42, Chapter 2, pages 62-78, Chapter 3, pages 97-104, Chapter 5, pages 157-162 and 173-176, Chapter 6, pages 197-203, and discuss important elements of each component for teaching a combined grade. Then, as a whole group, discuss important elements to consider when organizing and planning for a combined grade class.

**Culminating Activity/Radio Advertisement.** In table groups, participants use their knowledge and understanding gathered throughout the sessions to create a radio advertisement that communicates the essential components of creating a successful learning community in a combined grade class and explains how these



components positively contribute to student achievement. Participants may use chart paper and markers to organize their ideas. Groups take turns broadcasting their advertisement to the whole group.

**Brainstorming the ‘Big Ideas’.** Participants work in table groups to brainstorm enduring understandings for organizing and managing a successful learning community in a combined grade class. A recorder writes the group’s ideas on chart paper and then each group shares their enduring understandings with the whole group. Follow-up with a discussion about recurring concepts.

### Reflection/Evaluation:

Participants complete the evaluation form (line master 4D in Support Materials Section).

# Support Materials Section



Session One: Creating an Inclusive Learning  
Community and a Successful Management Structure

Barnyard Babble

Line Master 1A

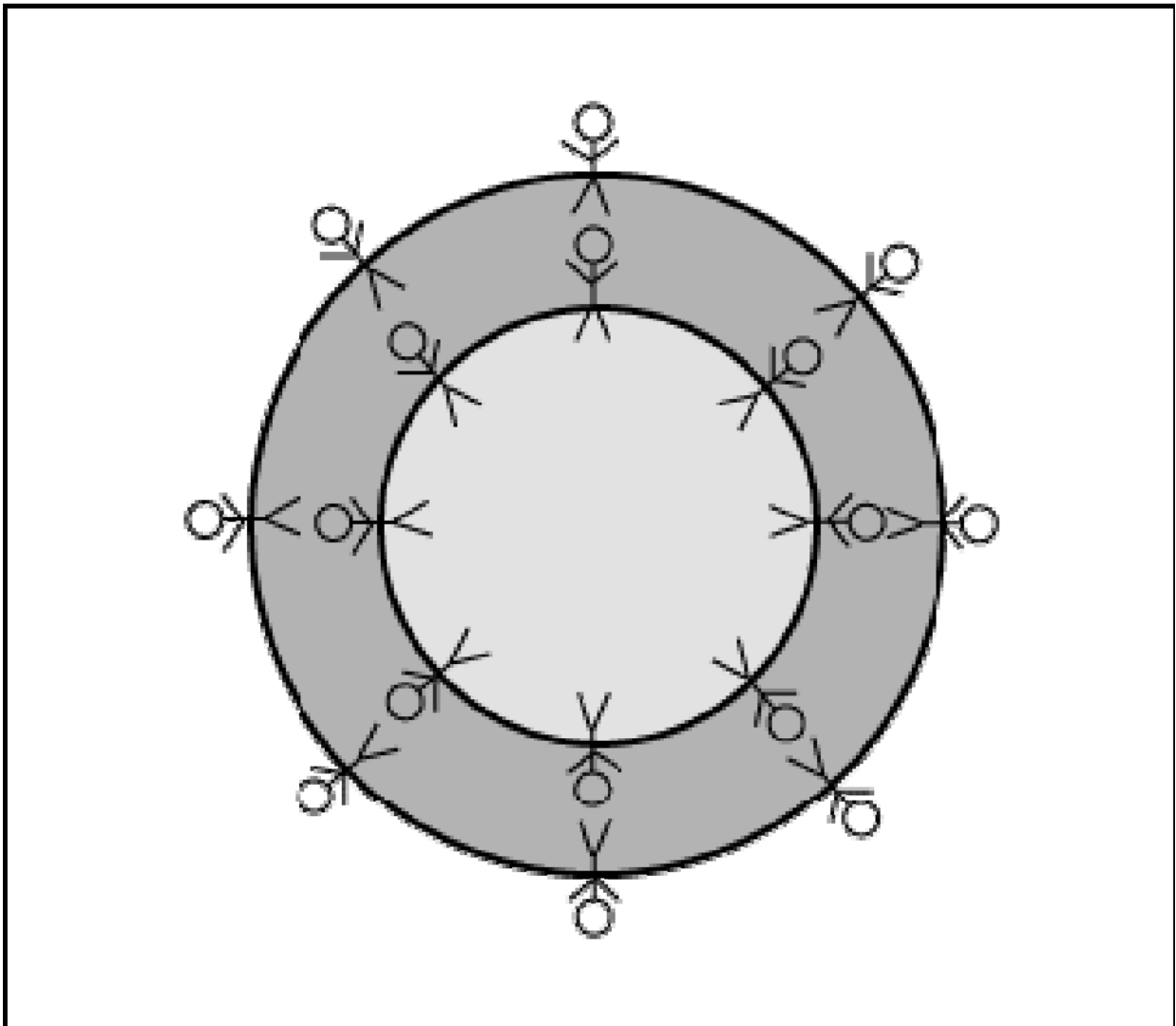
<b>cow</b>	<b>pig</b>	<b>horse</b>
<b>cow</b>	<b>pig</b>	<b>horse</b>
<b>duck</b>	<b>sheep</b>	<b>chicken</b>
<b>duck</b>	<b>sheep</b>	<b>chicken</b>
<b>rooster</b>	<b>cat</b>	<b>donkey</b>
<b>rooster</b>	<b>cat</b>	<b>donkey</b>
<b>mouse</b>	<b>frog</b>	<b>bird</b>
<b>mouse</b>	<b>frog</b>	<b>bird</b>



# Session One: Creating an Inclusive Learning Community and a Successful Management Structure

## Inside/Outside Circle

Line Master 1B



Adapted from *Beyond Monet - The Artful Science of Instructional Intelligence*, Barrie Bennett/Carol Rolheiser

# Session One: Creating an Inclusive Learning Community and a Successful Management Structure

## Inside/Outside Circle Sentence Strips

Line Master 1C



-----  
A multi-grade class should be referred to as a combined grade class rather than a split grade class.



-----  
The vital thread of teaching a combined grade is to establish a classroom environment that is an inclusive learning community.



-----  
An inclusive learning community is a successful learning community.



-----  
An inclusive learning community helps students to develop greater self-awareness and an awareness of others.



# Session One: Creating an Inclusive Learning Community and a Successful Management Structure

## Jigsaw Activity

Line Master 1D

Expert Group: Hearts (pages 44, 45, 50, 57)

List the components that are essential to creating a successful management structure.

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What should educators think about as we plan for the first week of school to ensure that we are creating a successful management structure?

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What is the impact on students who are a part of a successful management structure within a combined grade class?

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Expert Group: Clubs (pages 45, 46, 47, 51)

What elements are important to consider when designing student groupings?

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In addition, to flexible groupings, what other role does flexibility play in creating a successful management structure?

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Expert Group: Spades (pages 52, 53, 54, 55, 56)

Describe three tools which assess student comprehension, promote communication of student learning, drive instruction and program planning, which support a successful management structure.

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What should educators reflect upon in order to support a successful management structure of a combined grade class?

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How does reflective practice impact a successful management structure?

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Expert Group: Diamonds (pages 48, 49)

Design and label a layout which demonstrates what effective classroom management should look like and sound like in a combined grade class.

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Session One: Creating an Inclusive Learning  
Community and a Successful Management Structure

Two Stars and a Star

Line Master 1E



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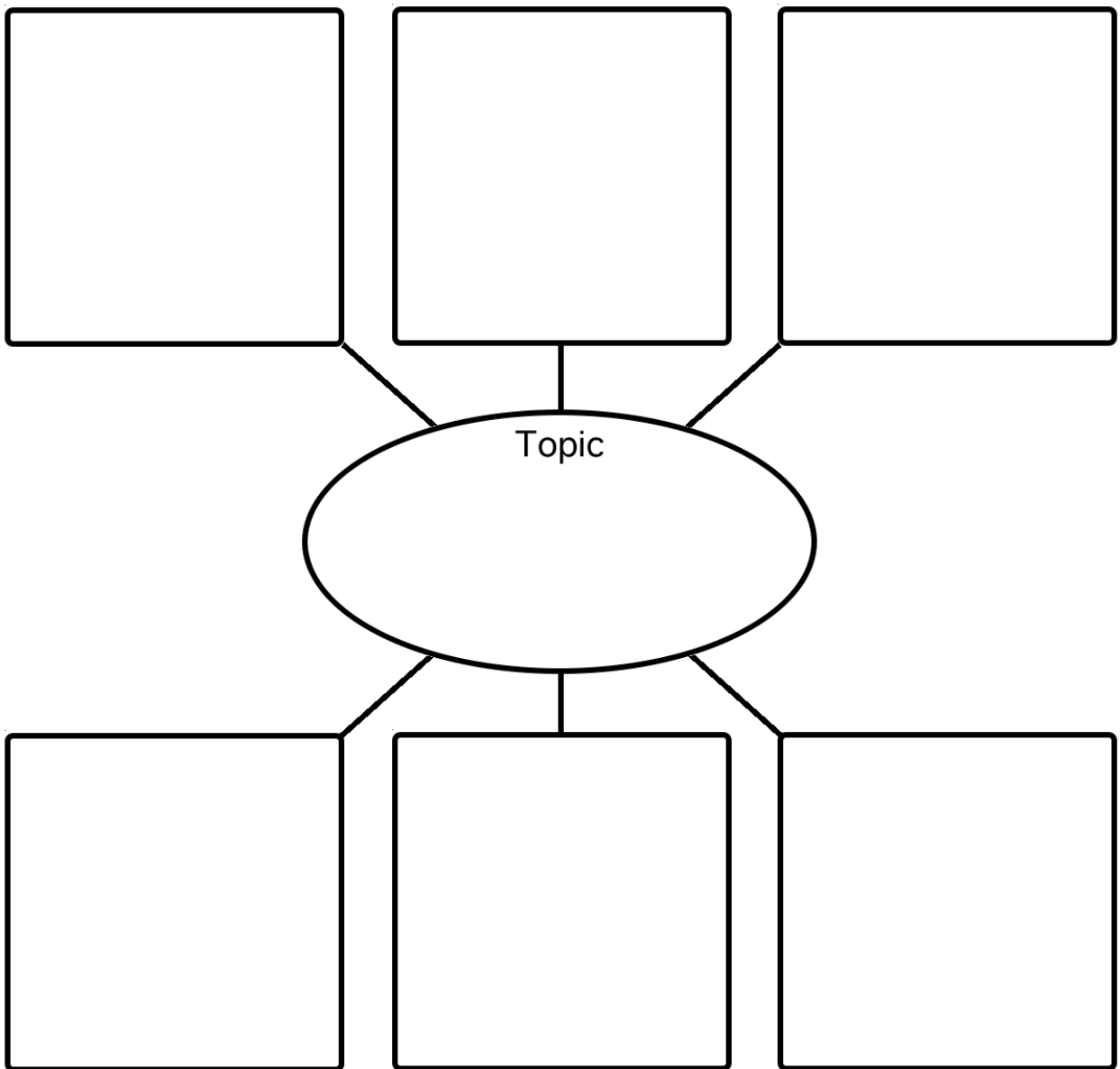


Session Two: Differentiated Instruction  
Graphic Organizer

Line Master 2A

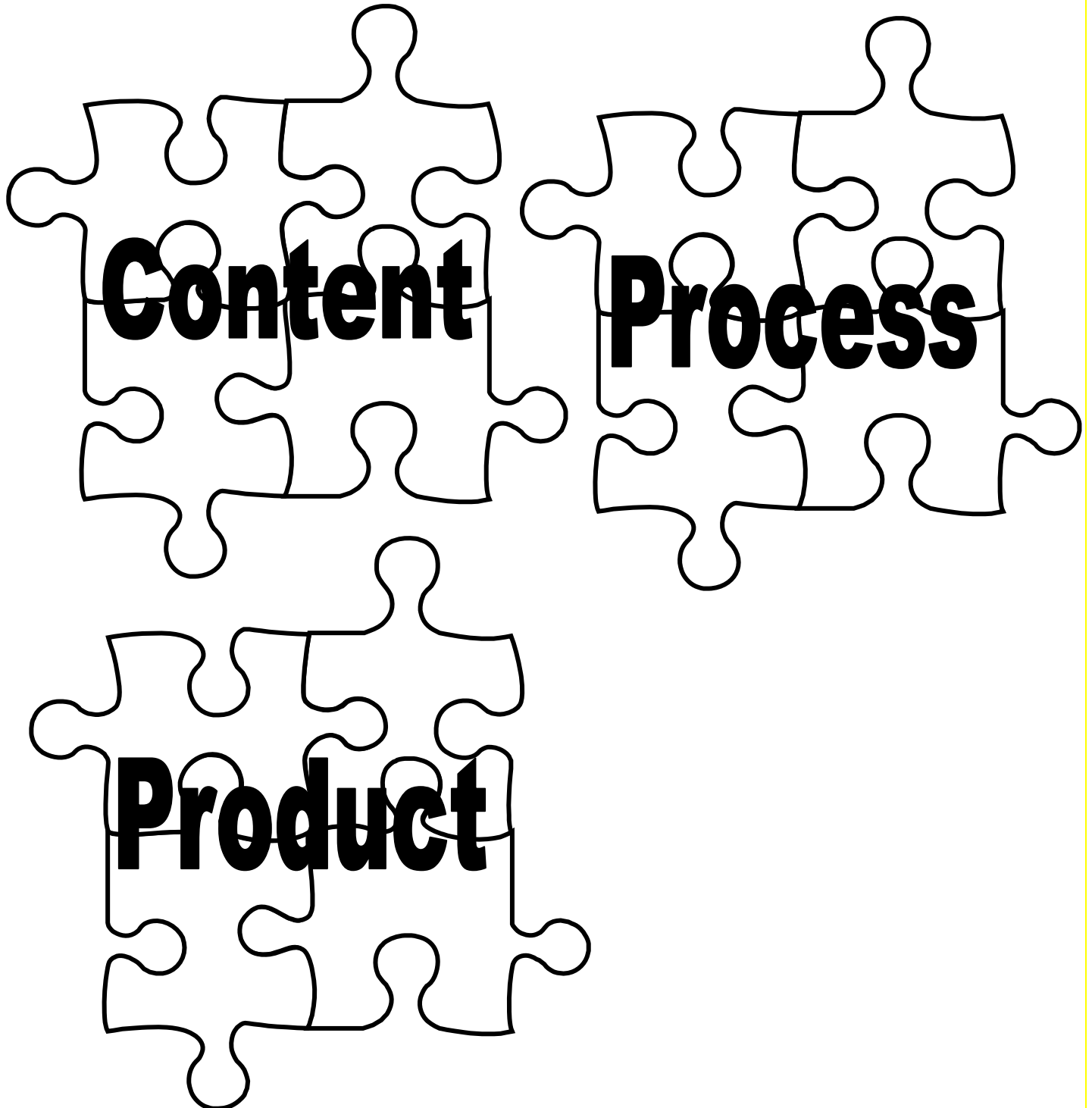
Name \_\_\_\_\_  Date \_\_\_\_\_

Put the main topic or idea in the center oval.  
Put related items in each box.



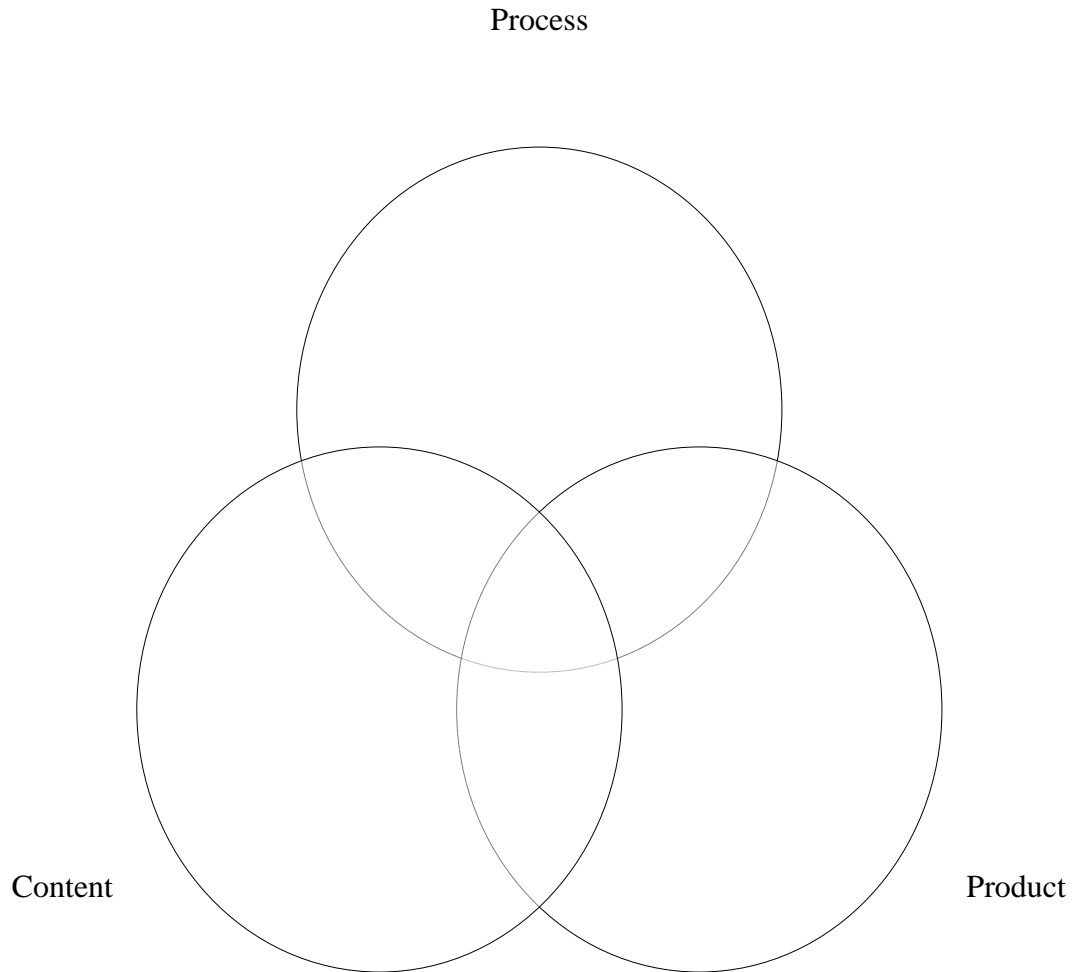
Session Two: Differentiated Instruction  
People Puzzle

Line Master 2B



Session Two: Differentiated Instruction  
Venn Diagram - Differentiated Instruction

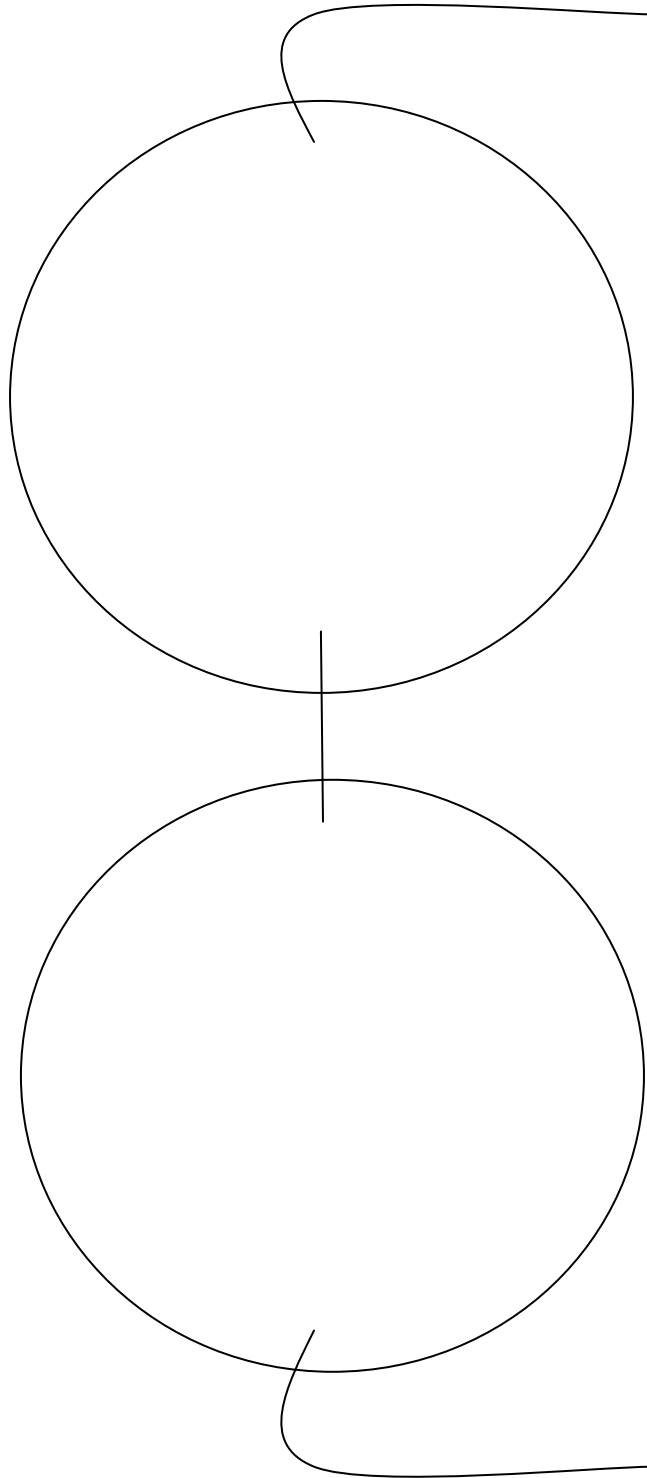
Line Master 2C



# Session Two: Differentiated Instruction

## What's the Tint of my Glasses?

Line Master 2D



## Session Two: Differentiated Instruction

### What's the Tint of my Glasses?

Line Master 2E

1. What is your country of birth?
2. How many sisters and brothers do you have?
3. What languages do you speak?
4. Do you live in a rural or urban community?
5. Other than teaching, what is one other job that you have worked at?
6. What is your favourite hobby?

## Session Two: Differentiated Instruction

### Multiple Intelligences - Puzzle Pieces

Line Master 2F

Lectures, discussions, word games, storytelling, choral reading, journal writing etc.	Books, tape recorders, stamp sets, books on tape etc.	Read about it, talk about it, write about it, listen to it.
Brain teasers, problem solving, science, mental calculation, number games, critical thinking etc.	Calculators, math manipulatives, science equipment, math games, etc.	Quantify it, think about it, conceptualize it.
Visual presentations, art activities, imagination game, mind-mapping, metaphor, visualization etc.	Graphs, maps, video, Lego sets, art materials, optical illusions, cameras, picture library etc.	See it, draw it, visualize it, colour it, mind map it.
Hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises, etc.	Building tools, clay, sports equipment, manipulatives, tactile learning resources etc.	Build it, touch it, get the feeling of it, dance to it.
Rhythmic learning, rapping, songs that teach.	Tape recorder, CD collections, musical instruments.	Sing it, rap it, listen to it.
Co-operative learning, peer tutoring, community involvement, social gatherings, simulations etc.	Board games, party supplies, props for role plays etc.	Teach it to someone, interact on it, collaborate on it.
Individualized instruction, independent study, options in course of study, self-esteem building etc.	Self-checking materials, journals, materials for projects etc.	Connect it to our personal life, make choices with regard to it.
Hands-on activities, explorations, outdoor activities, use of senses, when learning.	Experimenting and examining natural objects, rocks, plants and animals.	Look for, listen for and see links in the natural world.
Identifies with people, places and characters, uses imagination and feelings in work.	Personal responses discussions, debates.	Activities that allow for students to show their likes and dislikes about what they are learning.



## Session Two: Differentiated Instruction

### Multiple Intelligences - Blank Puzzle Template

Line Master 2G

INTELLIGENCE	TEACHING ACTIVITIES	TEACHING MATERIALS	INSTRUCTIONAL STRATEGIES
Linguistic			
Logical-Mathematical			
Spatial			
Body-Kinesthetic			
Musical			
Interpersonal			
Intrapersonal			
Naturalist			
Emotional			

Adapted from *Multiple Intelligences in the Classroom*, by Thomas Armstrong, p. 52



## Session Two: Differentiated Instruction

### Multiple Intelligences - Puzzle Answer Sheet

Line Master 2H

INTELLIGENCE	TEACHING ACTIVITIES	TEACHING MATERIALS	INSTRUCTIONAL STRATEGIES
Linguistic	Lectures, discussions, word games, storytelling, choral reading, journal writing etc.	Books, tape recorders, stamp sets, books on tape etc.	Read about it, talk about it, write about it, listen to it.
Logical-Mathematical	Brain teasers, problem solving, science, mental calculation, number games, critical thinking etc.	Calculators, math manipulatives, science equipment, math games, etc.	Quantify it, think about it, conceptualize it.
Spatial	Visual presentations, art activities, imagination game, mind-mapping, metaphor, visualization etc.	Graphs, maps, video, Lego sets, art materials, optical illusions, cameras, picture library etc.	See it, draw it, visualize it, colour it, mind map it.
Body-Kinesthetic	Hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises, etc.	Building tools, clay, sports equipment, manipulatives, tactile learning resources etc.	Build it, touch it, get the feeling of it, dance it.
Musical	Rhythmic learning, rapping, songs that teach.	Tape recorder, CD collections, musical instruments.	Sing it, rap it, listen to it.
Interpersonal	Co-operative learning, peer tutoring, community involvement, social gatherings, simulations etc.	Board games, party supplies, props for role plays etc.	Teach it to someone, interact on it, collaborate about it.
Intrapersonal	Individualized instruction, independent study, options in course of study, self-esteem building etc.	Self-checking materials, journals, materials for projects etc.	Connect it to our personal life, make choices with regard to it.
Naturalist	Hands-on activities, explorations, outdoor activities, use of senses, when learning.	Experimenting and examining natural objects, rocks, plants and animals.	Look for, listen for and see links in the natural world.
Emotional	Identifies with people, places and characters, uses imagination and feelings in work.	Personal responses discussions, debates.	Activities that allow for students to show their likes and dislikes about what they are learning.

Adapted from *Multiple Intelligences in the Classroom*, by Thomas Armstrong, p. 52



## Session Two: Differentiated Instruction Management Strategy (page 89)

Line Master 21

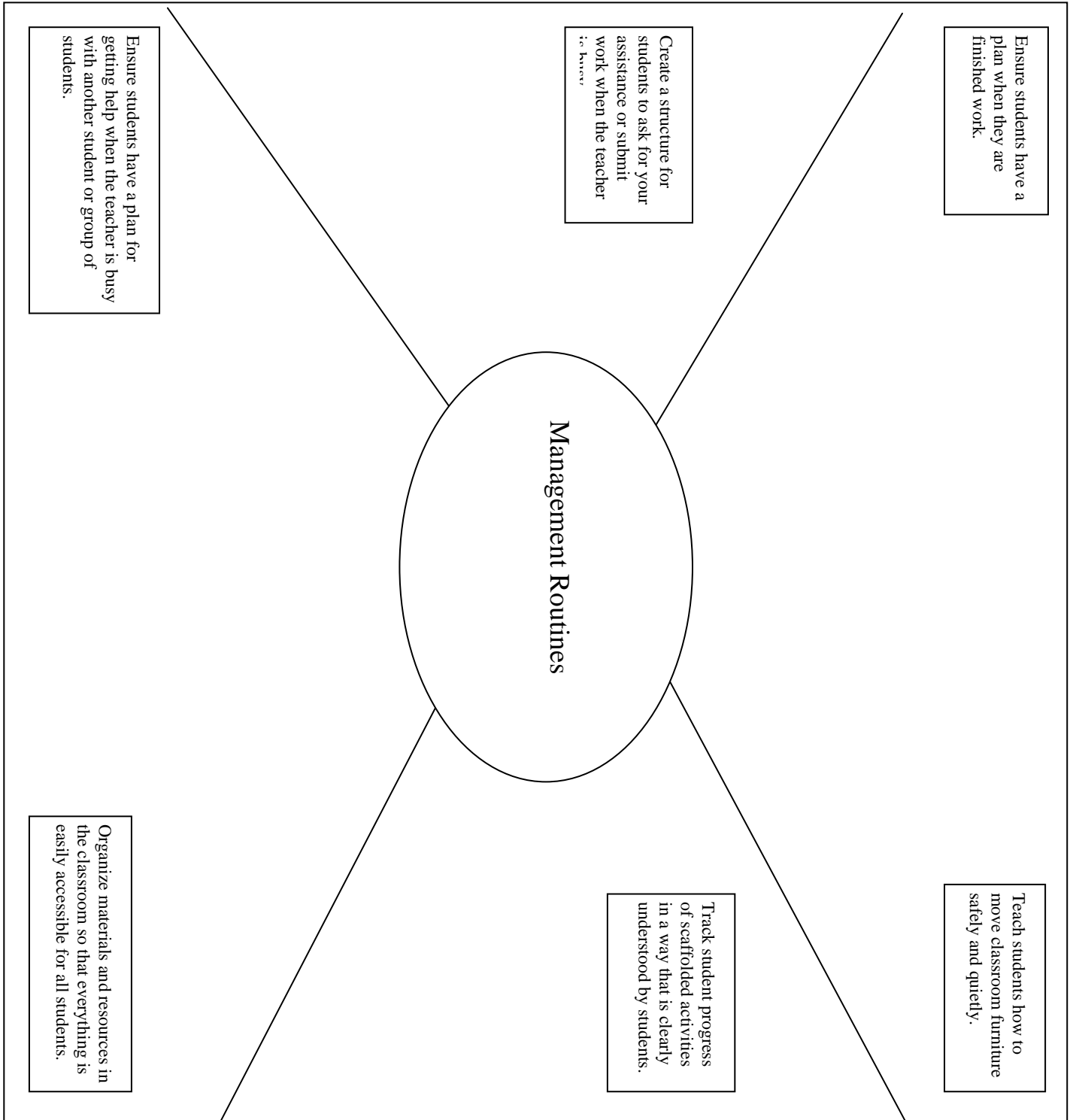
As a management strategy, it is essential that the combined grade classroom setting develop attitudes that support the whole community of learners to ensure that each learner feels that they are an important member of the learning community.

1. All learners feel that they can contribute to the community regardless of age or grade
2. All students feel safe and supported in the classroom
3. All learners can expect to grow as individual learners
4. Together all learners are growing as a collective community
5. The teacher plans, teaches, assesses, re-teaches, and assesses with flexible grouping in mind
6. The environment focuses on progression in student learning
7. Teaching occurs in a variety of grouping structures – whole group, small group, paired students, and with an individual



# Session Two: Differentiated Instruction Placemat/Graffiti

Line Master 2J



## Session Two: Differentiated Instruction Placemat/Graffiti

Line Master 2K

List three ideas you will use to support management routines.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Session Two: Differentiated Instruction

## Give One...Get One

Line Master 2L

### Give One

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Get One

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Session Three: Strategic Planning and Effective Assessment

### Jigsaw Sentence Strips

Line Master 3A



-----  
A good assessment plan considers the learning styles, strengths, and needs of students, it is flexible, and it reflects a student's level of understanding of set criteria.



-----  
Assessment is the guidepost that defines a change in direction, process, or content.



-----  
The purpose of assessment is to educate students how to learn as opposed to what to learn.



-----  
Clearly defined learning goals and targets, presented in student-friendly language, and effective use of descriptive feedback, promote student achievement.

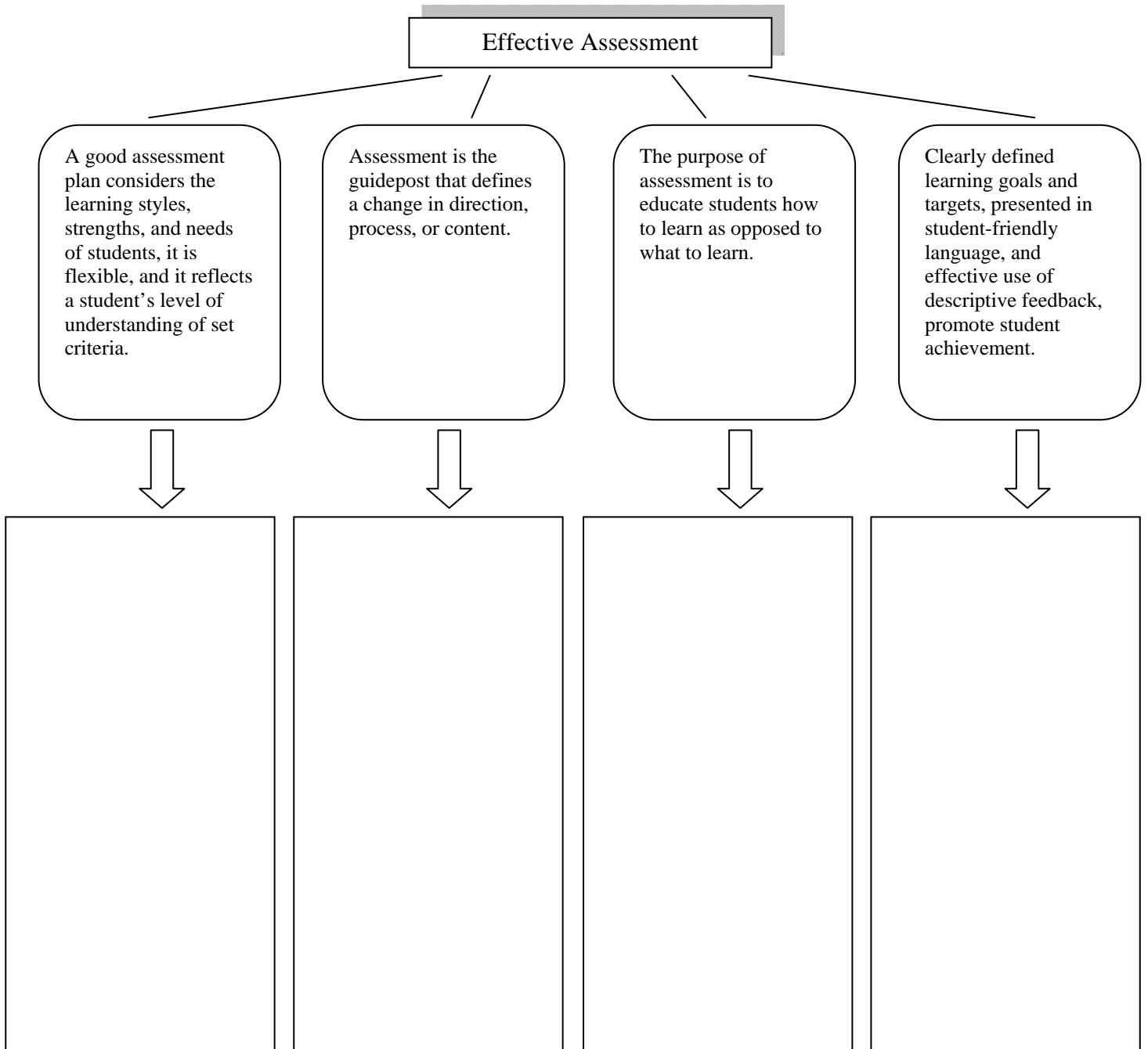


# Session Three: Strategic Planning and Effective Assessment

## Jigsaw Graphic Organizer

Line Master 3B

Refer to Chapter 5, pages 136-146, to gather information to support the given statement.



## Session Three: Strategic Planning and Effective Assessment

### Three-Step Interview Questions

Line Master 3C

Use information gathered from the readings in Chapter 6, pages 168-187, to answer the following questions.

1. How can a teacher foster independence in students of a combined grade class?

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2. Explain the framework of Pearson and Gallagher's Gradual Release of Responsibility model.

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3. How do flexible groupings support student success in a combined grade class?

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## Session Four: Student-centred Assessment and the 'Big Picture'

### Forms of Assessment Puzzle Pieces

Line Master 4A

Promote increases in achievement to help students meet more standards; support ongoing student growth; improvement

Document individual or group achievement or mastery of standards; measure achievement status at a point in time for purposes of reporting; accountability

Specific achievement targets selected by teachers that enable students to build toward standards

Achievement standards for which schools, teachers, and students are held accountable

A process during learning

An event after learning

Students, teachers, parents

Policy makers, program planners, supervisors, teachers, students, parents

Provide students with insight to improve achievement; help teachers diagnose and respond to student needs; help parents see progress over time; help parents support learning

Certify student competence; sort students according to achievement; promotion and graduation decision; grading

Transform standards into classroom targets; inform students of targets; build assessments; adjust instruction based on results; offer descriptive feedback to students; involve students in assessment

Administer the test carefully to ensure accuracy and comparability of results; use results to help students meet standards; interpret results for parents; build assessments for report card grading

Self-assess and keep track of progress; contribute to setting goals; act on classroom assessment results to be able to do better next time

Study to meet standards; take the test; strive for the highest possible score; avoid failure

Using rubrics with students; student self-assessment; descriptive feedback to students

Achievement tests; final exams; placement tests; short cycle assessments



Session Four: Student-centred Assessment and the 'Big Picture'  
 Instructional Task: Forms of Assessment Blank Template

Line Master 4B

	<b>Assessment for Learning</b>	<b>Assessment of Learning</b>
<b>Reasons for Assessing</b>		
<b>Focus of Assessment</b>		
<b>Place in Time</b>		
<b>Primary Users</b>		
<b>Typical Uses</b>		
<b>Teacher's Role</b>		
<b>Student's Role</b>		
<b>Examples</b>		

Source: Adapted from *Understanding School Assessment* (pp.17-18), by J. Chappuis & S. Chappuis, 2002, Portland, OR: Assessment Training Institute. Copyright ©2006, 2002 Educational Testing Service. Adapted by permission.



Session Four: Student-centred Assessment and the 'Big Picture'  
Instructional Task: Forms of Assessment Puzzle Answer Sheet

Line Master 4C

	<b>Assessment for Learning</b>	<b>Assessment of Learning</b>
<b>Reasons for Assessing</b>	Promote increases in achievement to help students meet more standards; support ongoing student growth; improvement	Document individual or group achievement or mastery of standards; measure achievement status at a point in time for purposes of reporting; accountability
<b>Focus of Assessment</b>	Specific achievement targets selected by teachers that enable students to build toward standards	Achievement standards for which schools, teachers, and students are held accountable
<b>Place in Time</b>	A process during learning	An event after learning
<b>Primary Users</b>	Students, teachers, parents	Policy makers, program planners, supervisors, teachers, students, parents
<b>Typical Uses</b>	Provide students with insight to improve achievement; help teachers diagnose and respond to student needs; help parents see progress over time; help parents support learning	Certify student competence; sort students according to achievement; promotion and graduation decision; grading
<b>Teacher's Role</b>	Transform standards into classroom targets; inform students of targets; build assessments; adjust instruction based on results; offer descriptive feedback to students; involve students in assessment	Administer the test carefully to ensure accuracy and comparability of results; use results to help students meet standards; interpret results for parents; build assessments for report card grading
<b>Student's Role</b>	Self-assess and keep track of progress; contribute to setting goals; act on classroom assessment results to be able to do better next time	Study to meet standards; take the test; strive for the highest possible score; avoid failure
<b>Examples</b>	Using rubrics with students; student self-assessment; descriptive feedback to students	Achievement tests; final exams; placement tests; short cycle assessments

Source: Adapted from *Understanding School Assessment* (pp.17-18), by J. Chappuis & S. Chappuis, 2002, Portland, OR: Assessment Training Institute. Copyright ©2006, 2002 Educational Testing Service. Adapted by permission.



# ETFO Book Club Evaluation Form

## Learning Together: A Teacher's Guide to Combined Grades

Line Master 4D

1. My overall impression of the ETFO Book Club is:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
--	---------------------------------------	----------------------------------	----------------------------------	----------------------------------

Please explain your answer:

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2. Outline the most useful feature(s) of the program and why?

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3. What three things from the ETFO Book Club had the most impact on you?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. How do you think your learning from the ETFO Book Club will impact your work?	To a Great Extent <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Very Little <input type="checkbox"/>	Not All <input type="checkbox"/>
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Please explain your answer:

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5. What one thing would you change or add to the program to enhance its effectiveness and applicability in your work?

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6. The ETFO Book Club model was appropriate for the type of learning I expected:	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
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Please explain your answer:

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7. Attending the ETFO Book Club changed my understanding of ETFO as a professional organization:	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
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Please explain your answer:

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8. Can you suggest ways this ETFO Book Club could be more environmentally friendly?

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Overall comments:

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