



Learning Models

Rosalyn Adamowycz
Terri MacAdam
ESD

(Derek McEwen, Glen Stewart)

May 25, 2010



THE IDEAL LEARNING MODEL INVOLVES:

- A systematic school-wide plan
- Timely response to students' needs
- Directs rather than invites students to help
- Holds learning rather than time constant
- Support by design not chance/luck
- Group students by cause of difficulty not common symptom of having difficulty

PROBLEM SOLVING

- ◆ What is the problem?
 - ◆ Why does it exist?
 - ◆ What should be done?
 - ◆ Did it work?
-
- ◆ We must ensure we are doing the right work at the right time.
 - ◆ We must intervene when assessments indicate a student is not being successful.

ACTIVITY - Existing Models

- ◆ In groups, identify the interventions that you use in your school and what “problem or need” you use the intervention for
- ◆ Share and list as a large group



Personal Story:
Keeping learning constant

**TARGETED
Instruction &
Assessment**

+

Time & Resources

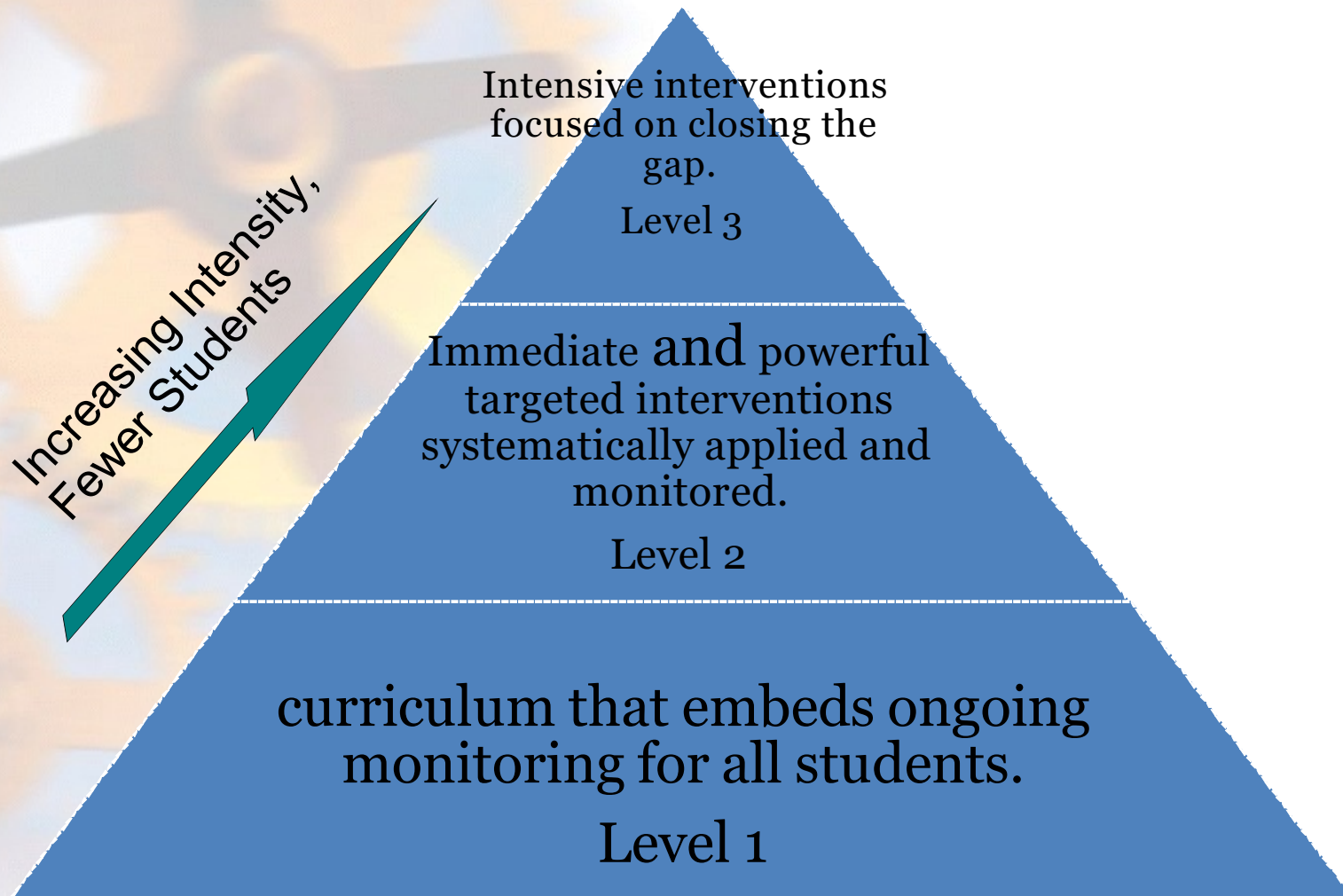
=

LEARNING

Personal Story: Identify Students

- ◆ Accurately and frequently identify students
- ◆ Determine why a student is struggling
- ◆ Provide appropriate intervention
- ◆ Usual difference between tier 2 and 3 is duration and frequency of interventions

Groupings



Timely, Directive, Systematic, and Flexible Support

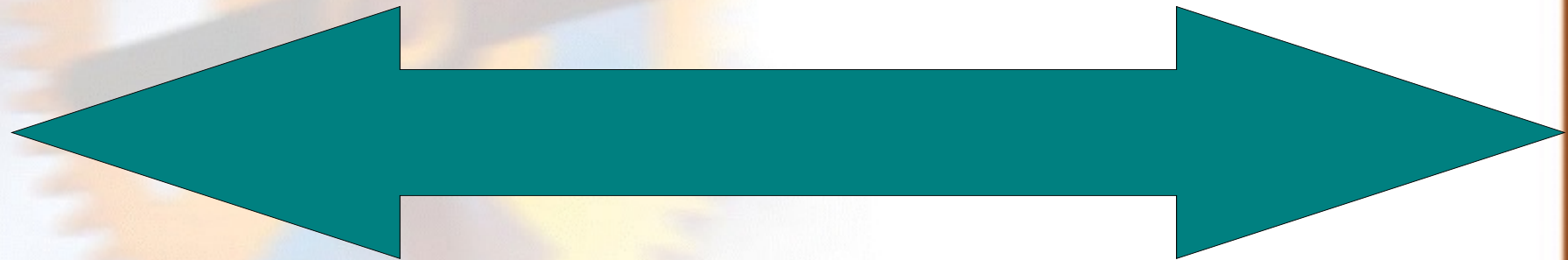


Interventions:

1. Differential Teaching Strategies
2. Academic Pyramid Model (½ hour of grouped intervention - school wide)
3. Multi-grouping based on needs (not grades)

For more information on the Academic Pyramid Model contact: Derek McEwen, Principal, Glen Stewart (New Stratford Elementary)

Academic Period - Montague Consolidated Discussion



Prescribed curriculum

Adaptations with prescribed curriculum

Modifications with changed curriculum/ outcomes

IEP - Individualized Learning/ Educational Plan

Interventions:
Academic Period
Work Club
Reading Recovery
PIP/PLIP
Tutor

Interventions:
Resource
Reading Recovery
Speech/Language

Interventions:
Resource/Counseling
EA support possibly
Speech/Language

Level A

Assessment
Level B

Level C and/or
Diagnosis by other professionals

Academic Period

- Half hour each day for each grade
- For example: 12-12.30 all grade 4s - grouped intervention as determined via assessment & planning; 12.30-1.00 all grade 5s, grouped intervention, etc.
- No new learning occurred during this 1/2 hour
- Focus on essential outcomes
- Grade level teachers had planning period 1x/cycle
- Everyone maintained usual prep periods
- All available hands on deck... E.A.s, Specialty Teachers, CR Teachers, Tutors, Volunteer, Resource Teacher, Administrators, Guidance Counsellor...
- Fluid, Focused, Evaluative, Reaches all learners
- Intensive planning, needs commitment

Other Multi-Group Learning Models?

Discussion/Activity

1. Which aspects of the academic period or a version of it may work in your school?
2. What other multi-group learning model can you think of? Brainstorm!
3. Share with larger group



Merci beaucoup!