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Elements of a Strategic Implementation Plan: Implications for Enhancing Combination Classes Using a Multiage Framework

Tracy Harding

Dominican University of California

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Elements of a Strategic Implementation Plan: Implications for Enhancing Combination Classes Using a Multiage Framework

Tracy Harding
Dominican University of California
School of Education and Counseling Psychology
April 14, 2016

Research Questions

- What does the research literature reveal about the components of an intentional multiage program?
- What do the artifacts of history reveal about the structures that contribute to intentionality in a public school combination classroom?
- How can this research be integrated to create a curricular framework for the modern public school faced with the need for combination classrooms?

KEY POINTS:



Multiage vs. Combination Classes

Key Themes

Proposed Implementation Plan

Multiage Classes

-children of different ages and grade levels are “intentionally combined in a single classroom to realize academic and social benefits” (Stuart, Connor, Cady, & Zweifel, 2006, p. 13)

Combination Classes

-students from two grade-levels placed together “as a solution to imbalanced enrollments or budget constraints” (Mason & Stimson, 1996, p. 439)

Multiage vs. Combination Classes



Key Themes

Proposed Implementation Plan

- Flexible approach to the yearly curriculum
- Strategic scheduling
- Student/teacher relationships



Research Method: Participatory Action Research



Conclusion

References

Mason, D.A., & Stimson, J. (1996). *Combination and nongraded classes: Definitions and frequency in twelve states*. *The Elementary School Journal*, 96 (4), 439-452.

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Reflections

Questions

Comments