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

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

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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
<table>
<thead>
<tr>
<th>Multiage Classes</th>
<th>Combination Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>…..children of different ages and grade levels are “intentionally combined in a single classroom to realize academic and social benefits” (Stuart, Connor, Cady, &amp; Zweifel, 2006, p. 13)</td>
<td>….students from two grade-levels placed together “as a solution to imbalanced enrollments or budget constraints” (Mason &amp; Stimson, 1996, p. 439)</td>
</tr>
</tbody>
</table>
Key Themes
Proposed Implementation Plan

• Flexible approach to the yearly curriculum
• Strategic scheduling
• Student/teacher relationships
Research Method: Participatory Action Research
Conclusion
References

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Reflections

Questions

Comments