

Evergreen Junior High Models of Instruction

Traditional Instruction - All students receive core instruction in the general education setting, unless severely cognitively delayed..

Co-Teach Instruction - Students with IEP's may be placed in a co-teach classroom setting (alongside typical peers) receiving instruction from the regular classroom teacher and the special education teacher in various forms. Students with IEP's do not receive core instruction in a pull out model unless they are severely cognitively delayed. Co-teach classes are taught by regular education and special education teachers. At times, paraprofessionals may be utilized to support classes where two certified teachers are not necessary.

Intervention Classes (previous practice) - Students receive additional reading and math support when needed in an intervention class offered throughout the day. Have utilized both certified staff and paraprofessionals for this instruction over the years.

NEW 2019-2020 (revamp)

Additional Core Connections -This component replaces the intervention component previously implemented. It was revamped to meet all students needs (both benchmark and struggling). Students receive additional core connection support in core subject areas. This could include a pre-teach/re-teach model for students who are struggling or an extension model for students at benchmark or above. Extension classes at Evergreen Junior High include things like STEAM, Makerspace, TedEd Club, Readers Theater, Mapping, Coding/3D Printing, World History, Art History and Math Counts.

Planning for Personalized Learning that Ties Students with Purposeful, Intentional Teacher-Led Instruction

1. Review Data to determine the needs of your students
2. Determine number of core connection support classes you will need for struggling learners. Do not let your schedule drive your offerings, work to ensure your schedule meets the needs of your students. Do not put both your reading connections and your math connections at the same time. This limits access to students for both subject areas and may limit the number of connection classes you teach and the expertise of staff assigned to the content area. Use staff strengths to support all learners. For example, staff with reading endorsements or content reading teachers should be teaching your struggling learners in the area of reading. Math, science, social studies and elective teaching staff should be teaching extension classes tied to their area of expertise. ALL subjects have standards that are aligned to both ELA and Mathematics that can be the driving force in these extension classes.
3. Determine number of core connection classes you will need to support proficient and advanced learners. Provide enticing classes that motivates students to work hard to reach benchmark. Do not let your schedule drive your offerings, work to ensure your schedule meets the needs of your students. Again, schedule staff based on expertise. Ensure staff have the materials to make these classes engaging and enticing!
4. Determine models being implemented into your master schedule (co-teach, core connection classes, advisory, CSCT programs, advisory, social skills, assemblies)
5. Schedule students with disabilities first.

6. Schedule remaining students, balancing classes not by numbers but by student needs.
7. Continuously progress monitor so students can work themselves into an extension class offering when their skills reach benchmark or above. Do this at least quarterly. Your RTI team should develop pathways to benchmark movement.
8. Find time in your year to celebrate the work that students and staff are doing both in connection and extension classes. Celebrating your growth is a valuable use of time and also helps students and staff gain confidence in what they are doing. Make sure to invite your families, school board and the community to these celebrations!