

## Looping Discussion Grades 3 & 4

Monday, March 21, 2016

In attendance: Leah R., Leah S., Brittany T., Shelby, Karen, Julia, Jen

A follow-up meeting will take place prior to the next placement meeting.

Pros	Cons	Notes/Questions
<ul style="list-style-type: none"> <li>*More instructional time</li> <li>*2 years with the same students</li> <li>*Understands students strengths/needs</li> <li>*Possibly less stressful—first year could be stressful—BOTH</li> <li>*Looping with BC teachers</li> <li>*Two years with same families.</li> <li>*Special educators with extended goals.</li> <li>*SPED could specialize and loop as case load.</li> <li>*SPED takes a long time to get to know students.</li> <li>*Students know expectations second year.</li> <li>*Students less confidence</li> <li>*Teachers know the academic and social aspects of students really well.</li> <li>*Strong relationships with students and families.</li> <li>*Teachers know where students are at the start of the year.</li> <li>*Reduction in behaviors the second year due to relationships.</li> <li>*Attendance tends to increase due to established community and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>*Students are much younger—Older grade going to younger grade.</li> <li>*Two years of the same students.</li> <li>*Goal of specialization is to be proficient. Not repeating units until every 2 years.</li> <li>*A clean start/fresh slate would be every two years.</li> <li>*Will be time consuming out of the school day to get to know curriculum.</li> <li>*Personalities might clash.</li> <li>*Mis-match of students/teacher/parents</li> <li>*Personality of students between the class.</li> <li>*Teaming might change.</li> <li>*Composition of teams need to be flexible.</li> <li>*Commitment by teachers to learn new curriculum.</li> <li>*Teacher brings in new strategies to teach curriculum to students.</li> <li>*Consideration after two years, the stability can be difficult for some and a bigger negative: Have become so comfortable.</li> <li>*</li> </ul>	<ul style="list-style-type: none"> <li>*New staff/subs coming on and the pros and cons around this.</li> <li>*Tamara, Mary, Leah, Leah want to loop.</li> <li>* Brittany, Shelby, Merrin, Kyle and Lisa want to loop.</li> <li>*Conflict with the teacher or parents what does this look like? Fine for the student to be able to switch, if possible. Being mindful of placements and getting it right the first time.</li> <li>*Teams want to move forward.</li> <li>*Karen shared that this will NOT be a big learning curve for ELA from third to fourth. What about Math?</li> <li>*Leah R. shared her experience of being a “looping” student at BC.</li> <li>*BC loops grades 3-8.</li> <li>*How would looping work if it’s new to everyone? Karen, teaching teams meet after school, 3-4 meeting together on content sharing units. A lot of time would need to be built-in to support.</li> <li>*Systems: What are the expectations around behavior, academics, social/emotional, homework?</li> <li>*How would looping affect case loads if we were to loop? Would need to look at needs of students, numbers, equity.</li> <li>*Karen is all for looping.</li> </ul>

\*Teachers understand both where students were and where they are going. Better teachers knowing both grades.

\*Fresh perspective...a change.

\*Students would move with classmates, while teachers may not—or change later.