



Vail Farm
4th & 5th Grade
Teaming Model
Informational Night
2024-2025

Welcome!

- X Mrs. Claudine Khare, Principal
- X Ms. Marcie Dillon, Assistant Principal
- X Mrs. Jennifer Hammond-King, ACSD Director of Elementary Operations
- X Mr. Rick Sutton, CSE Chairperson
- X Mrs. Mariah Cordaro-Bissetta, 5th Grade Team Leader
- X Ms. Amber Ilker, 4th Grade Team Leader
- X Ms. Danielle Greco, 4th Grade Special Education Teacher
- X Mr. Scott Adams, 4th Grade Teacher
- X Mrs. Jason Venier, 4th Grade Teacher

Why Teaming?

Vail Farm is inspired and will be following the Arizona State University (ASU) model of teaming. This model allows for increased opportunities for:

- Equitable practices
- Personalized learning
- Inquiry-based approaches
- Strong relationships
- Collective efficacy

The Goal of Teaming

1. Provide all students with deeper and more personalized learning by building teams of educators **with distributed expertise**, and
2. Empower educators by developing improved ways for them to specialize and collaborate.

What does the research say about the teaming model at the elementary level?

- ASU has found that **students in team-based classrooms have better attendance, show greater achievement and feel more supported by adults and more connected to peers in the school environment.**
- Teaming allows educators to collaborate more effectively and deepen their teaching expertise through specialization and this benefits students.

Benefits of the teaming model at the elementary level

Increased student achievement in the piloted grades

Address equity issues for students

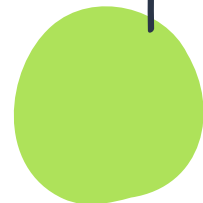
Increased individualized student to adult time

More student-driven, inquiry-based experiences



Students experience greater personalized instruction

Each learner in our system is known by name, strength, interest, and need -- and their education is driven by those interests and needs. Teaming helps make this more effective.



A shift to a team-based model looks like:

	Traditional one-teacher, one classroom models	Teaming Model
Number of Educators	One Teacher	Multiple educators (3-4), Teaching Assistant
Need for expertise	Teachers strive to be proficient at every aspect of the job	Complementary areas of expertise and passion from each team member
Responsibility for students	One teacher is responsible for 22-25 students	A team shares responsibility for 45-65 students
Learning Space	One Classroom	A learning space specific to the content being taught
Collaboration among educators	Mostly outside of class with educators focused on their own classroom	Collaborative and interdisciplinary during and outside of class time.
Instruction	Teaching to the middle and striving to differentiate when possible.	Teaching to deepen and personalize learning for all students.

Distributed expertise - teacher specialization and team collaboration

From



To



Daily Planning

1. Teachers will meet daily and use data to understand each student deeply and to determine social and academic strengths and needs.
2. This information will be used to determine groupings for E/I time.

**Distributed expertise and daily planning time
allows teachers to commit to:**



A focus on
DYNAMIC GROUPING
during our
Enrichment / Intervention
time



What is dynamic grouping?

- Currently, each teacher tries to provide targeted instruction, guided practice, and enrichment to their individual class.
- With dynamic grouping, students will be re-grouped across classes based on their need and will relocate to the teacher who will support them for E/I time. This is flexible and fluid.

Dynamic grouping example



Teacher A:
12 students
Targeted intervention



Teacher C:
16 students
Guided practice



AIS Teacher
5 students
**Targeted intervention
with push-in or pull-out
AIS**



Teacher B:
15 students
Guided practice



Teacher D:
22 students
Enrichment

Dynamic grouping will also be used to increase student to student interactions across teams

- Students will begin the year with a variety of team-building activities that group them across classes
- Throughout the year, whole-grade and whole-team activities will be facilitated to create a sense of community
- Students will become used to interacting with students in other classes socially so when academic dynamic grouping occurs they will be comfortable

A hand-drawn graphic featuring a dark blue, irregular rectangular frame with rounded corners. The frame is decorated with various hand-drawn elements: a wavy line at the top center, a small circle on the left side, and several short, parallel lines at the bottom and right corners. A solid green square is positioned in the top-left corner, partially overlapping the frame. Inside the frame, the text "Vail Farm Teams" is written in a large, bold, dark blue serif font. Below it, "Vail Farm Elementary School" is written in a smaller, green, sans-serif font, followed by "Grades 4 & 5" in the same green, sans-serif font.

Vail Farm Teams

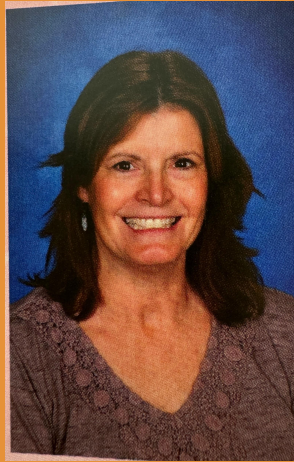
Vail Farm Elementary School

Grades 4 & 5

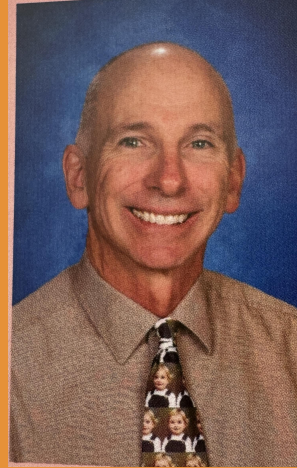
Grade 4 - Gold Team



Amber Ilker
Literacy/SS
Teacher



Lisa Otis
Special Education
Teacher

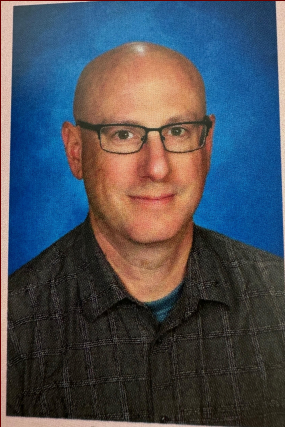


Jason Venier
Math/Science
Teacher

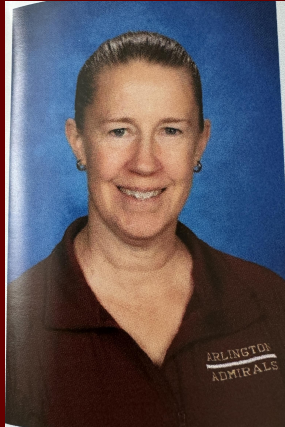


Ms. Leitmann
Teaching
Assistant

Grade 4 - Maroon Team



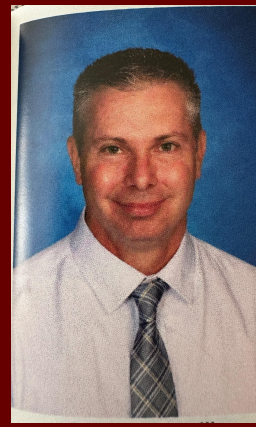
Scott Adams
Science Teacher



Dawn Galente
Literacy/SS
Teacher



Danielle Greco
Special Education
Teacher



Augie Scagnelli
Math Teacher

TBD
Teaching
Assistant



Grade 5 - Gold Team



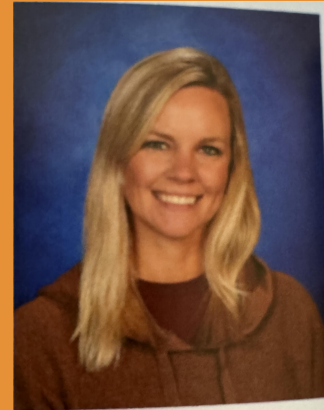
Mariah Bissetta
Literacy/SS Teacher
Lead Teacher



Gwen Moschetto
Math/Science
Teacher



Jennifer Schafer
Special Education
Teacher



Mrs. Lindsay Quirk
Teaching Assistant

Grade 5 - Maroon Team



Mike Barley
Math Teacher



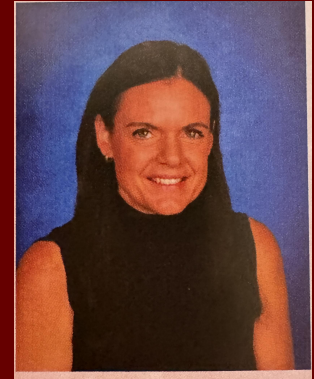
Amy Pagano
Literacy Teacher



Jackie Stevens
Special Education
Teacher



**Garrett
VonderHeide**
Science/SS
Teacher



**Mrs. Jennifer
Brady**
Teaching
Assistant

Example Daily Schedule - Gold Team (2)

Time	Subject
8:35-9:00	Homeroom/Morning Meeting
9:00-9:40	Special (Art, PE, Music, Library)
9:45-11:15	Session 1 - Literacy/SS or Science/Math
11:15-12:00	Lunch/Recess
12:00-12:40	Enrichment/Intervention
12:45-2:25	Session 2 - Literacy/SS or Science/Math
2:30-2:45	Word Work w/ Homeroom
2:45-3:30	Skills Time/Dismissal

Example Daily Schedule - Maroon Team (3)

Time	Subject
8:35-9:00	Homeroom/Morning Meeting
9:00-9:40	Enrichment/Intervention
9:45-10:55	Session 1 - Literacy, Science/SS or Math/Snack
10:55-11:55	Session 2 - Literacy, Science/SS or Math
12:00-12:40	Special (Art. PE, Music, Library)
12:45-1:30	Lunch/Recess
1:40-2:40	Session 3 - Literacy, Science/SS or Math
2:45-3:30	Return to Homeroom/Skills Time/Word Work/Dismissal

FOCUS ON CHOICE -

FLEXIBLE SEATING/SPACE

It's not about students being
IN THEIR SEATS, AT THEIR DESK

It's about
students being
IN THE MOMENT!



