How team teaching aids junior high students

By SUSAN AVERILL.

our teachers at Highmeadow Ele-

Four teachers at Highreadow Ele-mentary School in Farmington are teaming together to take the traum's out of Junior high and give students a, better education at the same time 'The teachers—Linda Grass, Robe Christoff, Julie Wilson and Kay Brim-na—are convinced that their 'High-meadow Plan' gives students and teachers the apportunity to delive more deeply into scheduled subject matter

matter
"We did it so that we could become
more specialized. We have a great
deal more time to spend on our own
subjects and can therefore gather
more materials." said Julie Wilsian,
who has slieded off social studies as
ber domain.

You've heard Roberta Stevens Now join Pioneer Women



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Mrs Christoff, the reading teacher

Students are the only ones who must be worked into schedules "It takes a lot of flexibility of the enterestaff We re all willing to work to gether." Mrs. Brennan said. Music and art are tailored to the students' schedules. For which the teachers thank their consultants.

Those in the Highmeadow Plan also make extensive use of the media center, and the teachers praise Stufey Siction, media specialist, for coordinating media materials for each of the classes.

classes
"Mrs Sirotkin correlates whatever

"Mrs. Sirotkin correlates whatevar we happen to be doing with books films, visual aids and suggestions on where to go and what to see. See's a goldinne in herself." Mrs. Wilson, social studies teacher, suid.

AS ENTRUINASTIC as they are, the teachers aren't sure the plan would work in other elementaries. A lot would depend on the cobesion of the students, they said.
"The four of us work very well together. It would depend on the students as well as the teachers, whether the would work in another school,"

Nearly one third of the school, 110 students, are involved in the program which incompasses fifth and sixth grade and one of two fourth grade classes.

Math teacher Linda Gruss explained that while this is the second year of the program, it did exist in a modified form during the previous two years. "At that time, though, it was just reading and math."

Benefits to the students cannot be measured only in terms of card marks, she said

"IT HELPS and encourages them to have responsibility They have to have the right books for the right class at the right time it's very much a learning process for the child, they learn how to budget time." Mrs

form how the budget time." Mrs Gruss stail.

The students' schedules depart from the typical jumon high midel in several respects. The earlier part of the school day, until 1 p m. is spent studying with each teacher for 35 minutes. The remainder of the day, the students will spend with their 'homenom' teacher, where they will be taught language arts.

"It's like a security." Mrs Christoff said. "They should have a teacher to go to for a problem."

Continuity, the teachers said is stressed.

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"We like to hold meetings or discussions science teacher Mrs Brennas and The meetings serve the purpose of discussing each child's needs and development gearing programs and methods to work smoothly and consistantly for the students.

For the teachers, the day seems to move quackly. It seems that school starts at 9 am and reds at 11 a m., Mrs. Brennan said Even so Mrs. Brennan said the freedom of plannan for two subjects only, motivates her to do twice as much. It spend twice as much time at home planning thrusts," she said.
"Where we used to allow maybe an hour for preparation each evening, we would spend maybe 20 mundes one each subject. This said one contract in the full time and really concentrate in one area." she said.

THE SCHEDULING calls for differ-

THE SCHEDULING calls for different classroom compositions, which increases leadership patential for several students who mught otherwise remain unnoticed. In reading and math students are grouped homogeneously. This was underst learn with others of similar students learn with others of similar students learn with others of similar students when with the second students with the second students with the second students and they can learn from other children."

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