

# 3rd-grade team at Stevenson: Spotlight on the schedule

Seventy-five 3rd-grade students at Stevenson Elementary School in Mesa, Arizona are served by an educator team that comprises three certified educators — one of whom serves as the lead teacher for the team — and three MLFTC residents. The team is also joined by several shared team members: a Title I specialist, two special educators and three specials teachers.

## The schedule at a glance

Time	Mon./Tues./Thurs./Fri.	Wed.
8 – 9 a.m.	Social-emotional learning	
9 – 10 a.m.	Session 1	Session 1
	Recess	Session 2
10 – 11 a.m.	Session 2	Recess
		Session 3
11 a.m. – 12 p.m.	Reading intervention	Reading intervention
	Lunch	Lunch
12 – 1 p.m.	Session 3	Read-aloud & dismissal
		Team meeting
1 – 2 p.m.	Specials/Educator planning	
2 – 3 p.m.	Read-aloud & dismissal	
	Team meeting	

## A closer look

**Social-emotional learning:** Social-emotional learning instruction is provided daily during homeroom. During this time, students engage in targeted lessons on interpersonal and intrapersonal skills (e.g., self-direction, self-awareness, collaboration, communication), check in one-on-one with their homeroom teachers about their general well-being and academic progress, and engage in reflection and goal-setting relative to their Zones of Regulation.

**Sessions 1, 2 and 3:** Learners engage in three different sessions each day. Math and English Language Arts occur daily, while the third session is either Genius Hour or interdisciplinary science and social studies, depending on the unit. These sessions are 50 minutes in duration on Wednesdays and 75 minutes all other days of the week.

**Reading intervention:** Students work in small groups during daily reading intervention time, where they receive individualized support based on reading data collected throughout the week. The educator team collectively diagnosed student reading levels at the beginning of the year and grouped students based on their needs. The team then matched these groups with educators based on educator strengths. For example, two special educators join the team during this time to provide specialized support. Students move between groups as necessary.

**Specials/Educator planning:** During this time, students participate in physical education, music and media center instruction taught by educators who work across multiple grades. The core educator team meets during this time to co-plan lessons in content area pairs: two educators (one certified teacher and one resident) co-plan math instruction, two educators co-plan literacy instruction, and two educators co-plan both social-emotional learning and interdisciplinary science and social studies instruction.

**Read-aloud and dismissal:** Every day closes with a read-aloud and reflection.

**Team meeting:** The educator team meets at the close of each day. Most days, the meeting is brief and informal: the team reflects on both on successes and challenges from the day and touches base about tomorrow's instruction. On Wednesdays, the team meets for a longer time period to review student data and engagement, adjust schedules, and continue to plan cross-curricular units and lessons.