

# SUPER DESSERT

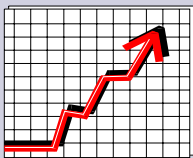
9<sup>th</sup> grade English and social studies students



*Block scheduling program for 9<sup>th</sup> grade English & social studies classes*

- Heterogeneous student grouping and cooperative learning strategies are employed.
- Team scheduling and planning are an integral component in ensuing and monitoring student progress.

## Results



*SUPER DESSERT produces a climate of educational excellence within which HS students are challenged to increase their academic achievement. Evidence of improvement includes:*

- Reduction in percent of 9<sup>th</sup> grade students failing English & social studies courses.

## The Program

SUPER DESSERT (Students United Produce Excellent Results Developing English and Social Studies Educational Resources Together) places all entering 9<sup>th</sup> graders (inclusive of special education students) in Regents English and social studies classes using heterogeneous student grouping, cooperative learning strategies, and the consultant-teacher model to ensure success for all.

The program increases expectations for all students to:

- improve academic achievement,
- improve student attitudes toward themselves as learners, and
- improve student citizenship behaviors.

Enrichment is provided to the more able students, and all students are challenged to the level of the higher-performing students. The cooperative learning environment uses interpersonal processes similar to those the students will encounter in the world of work. Program components include:

- one or more class periods a week in PIT (Personal Improvement Time) staffed by a SUPER DESSERT or consultant teacher,
- a team meeting period,
- teacher scheduling, and
- inclusion and integration of all students gifted and challenged.

## Professional Development

Replicators are required to send a team (including parents and teachers) to spend 1 day visiting at the demonstration site and to attend a follow-up half-day preliminary implementation planning session scheduled at either the replicator or demonstration site.

## Costs & Funding Options

The D/D will help the replicator assess readiness to replicate. The assessment will indicate level of training needed and whether current staffing patterns can be reallocated or additional staffing is necessary. It is suggested that a member of the staff be designated to coordinate the program (does not require release time or stipend). There must be a team planning period. A master notebook including program management, resources, lesson plans, projects, and assessments is provided at cost for \$100. Replicators are required to collect simple pre/posttest achievement/passing data based on local test scores. An administrator from the replication site must attend the preliminary implementation planning session. Preliminary planning session costs: \$300 for the D/D and one team member (plus travel expenses if held at replicator site). A 3-day training workshop for administrators and teachers (parents invited) is conducted in the summer by two team members from the demonstration site. Additional training can be negotiated based on the needs assessment. Training costs: \$1,800 for trainers' stipends (travel expenses extra) and follow-up technical assistance by phone during the school year as needed. Possible funding sources for replication include ESEA Title IV and ESEA Title VI.

## Learning Standards

**Social Studies:** 2) use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

**English Language Arts:** 2) read, write, listen, and speak for literary response and expression.

## Contact

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