CAN LOOPING HELP BILINGUAL CLASSROOMS?

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“Looping” is a simple concept: a teacher moves with his or her students to the next grade level, rather than sending them to another teacher at the end of the school year (Grant et al., 1996). Some loops are two consecutive years with the same group of students, while others may be three or more years with the same group. Despite enthusiastic practitioners, the experience of European school systems, and favorable research, looping is still uncommon enough in the United States to be considered innovative (Burke, 1996).

**Rationale:** This research study will help to answer some questions like “How do the children benefit from the program? Are there many schools carrying out this program? Advantages and disadvantages of looping? What happens after looping?”

**Importance of this research study:** Students change from one grade to the next with a minimum of anxiety. Looping provides children with additional time to build the relationships on which much of children’s learning depends. Looping can turn parents and teachers (National School Public Relations...
Looping essentially adds an extra month of teaching and learning time during the second year when the Typical transitional period at the beginning of the year is virtually unnecessary.

**The Problem:** The problem in the research study is to assess whether children from the looping program have any advantage over the children from a non-looping program.

**Statement of the Hypothesis:** Students involved in the looping program exhibit substantially achievement with higher (T.A.A.S) score reading and mathematics achievement scores on the standardized tests that those students in the traditional grade organization, even when both groups are taught by the same teacher.

**Description of the population:** Children from public school setting kindergarten teacher carries on the next school year with the same group of children. All children in the research study they should be bilingual or ESL. Classroom size should be 22 students who are in anon looping program. The TEST BEST or TAKS and the Stanford nine can be used by the school district and is Free.

Looping, also called multiyear teaching or replacement, is a nontraditional classroom arrangement in which the students have the same teacher for 2
successive years. Looping involves a partnership of at least two teachers who teach two different grade levels, but in alternate years. Research was conducted on the looping program at the Berino Elementary School for the school year 1995-96. The program, adopted for academic as well as affective reasons, involved eight teachers (lasses). The mean test scores on ITBSM, SABE, and LAS of the students in the looping classes were compared to scores on the same tests of the students in non-looping classes.

1. The non-looping students.

2. Of 36 comparisons, 97 percent favored looping program.

3. On ITBS, looping students performed better than non-looping students in all areas compared.

4. On SABE, looping students scored higher scored than non-looping students in all but one area.

5. On LAS, looping classes made higher raw and level scores.

Every child deserves a school that is inviting, academically challenging, and safe. The overall ambiance of the school and the quality of instruction are enhanced as the school develops a “concordant relationship” among the students, parents, teachers, and administrators who make up the school along with those members
of the general community who support the school setting.

(Graphical representations of the study results are included.)

An overall climate in which all feel comfortable leads to a productive learning environment that has a positive impact on the achievement of the students. Enhancing a climate that fosters the development of the whole child continues to be a challenge for educators. For the past four years, Langley Park-cCormick Elementary School has adopted a highly successful looping practice. Teachers stay with their students for three years, from 4th through 6th grades.

Looping has been a definite asset for addressing the students' behavioral and social development. Because the children anticipate that they will be together for three years, they begin in 4th grade to bond and to develop the concept of “family
pride.” Students initiate friendships and internalize cooperative learning strategies over these years (George, 1995).

“Looping” is a simple concept: a teacher moves with his or her students to the next grade level, rather than sending them to another teacher at the end of the school year. Some loops are two consecutive years with the same group of students, while others may be three or more years with the same group. Despite enthusiastic practitioners, the experience of European school systems, and favorable research, looping is still uncommon enough in the United States to be considered innovative. **Rationale:** This research study will answer some of the following questions such as: What are the benefits of looping? Which are operating principles of looping. How can looping program be launched in School? Which are the overall achievement of children from a looping program. Finally recent research and results.

The importance of this study is the spotlight in the United States on public schools, educators continue to struggle with the problem of how to improve the quality of education for students. At national, state and local levels, schools are looking at different ways to organize themselves for success. Schools face many complex issues like progress toward the national educational priorities articulated Goals 2002, standards-based curriculums, higher standards for all children,
stronger home-school connections, empowerment of all sectors of the educational community, and the general impact of technology on schools and society. Gaced with these demands and the subsequent changes how can schools structure themselves for the success?

One way to restructuring is for the individual school or district to focus on its organizational structure of its classrooms in particular. The internal structure of the school is reflected in an organizational pattern of a school and its grouping practices. From this basic structure will flow the dynamics of the building, the classroom organization, and, hence, the teaching learning situation. As many of the traditional ways that school have organized for learning come under scrutiny, educators look for alternatives. In most elementary schools students and teachers are regrouped and reassigned annually to different classrooms. This typical progression through the grades raises the question: Does the traditional model of grade organization serve our students well? Are there models that would do better job of meeting the needs of today’s school populations and their communities? Looping may offer and appropriate alternative. After all, as schools attempt to restructure success, transformation of the teaching and learning dynamic is an appropriate target (Denault, 1999). The problem in the research study is to assess whether children from the looping program have any advantage over the children from a non-looping program.
Looping may be understood as “continuous learning,” “continuous progress,” “persisting groups,” “multi-year grouping,” “teacher/student progression,” or a number of other terms. Looping, refers to the not-so-new but increasingly common practice of keeping groups of students together for two more years with the same teacher (Grant, 1992). An achievement is to do assessment that measures a student’s acquired knowledge and skills in one or more common content areas like reading, mathematics, or language, (Thorndike, 1997).

Standardized achievement tests: These tests are commonly used to provide valid, reliable, and unbiased information about students’ knowledge in various areas. ‘Standardized” means that the test is always given and scored the same way. The same questions are asked and the same directions are given for each test. Specific time limits are set, and each student’s performance may be compared with that of all the other students taking the same test. Most standardized achievement tests are norm-referenced, multiple-choice tests (Checkley, 1995).

Socioeconomic status: The stratification variables for the national sample are geographic region, socioeconomic status (SES), urbanicity, and ethnicity. Urbanicity is divided into three categories (urban, suburban, and rural), and socioeconomic status is classified as high, medium, or low. The SES index is a composite of median family income (in thousands of dollars) in the community
and percent of adults with high school diplomas. Additional variables include ethnicity and type of school (public versus Catholic or other private school) (Hanson, 1995).
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