



.....AUGUST 17, 2026.....

DEPARTMENTALIZATION

T e c h n i c , L e a r n i n g a n d E q u i t y C o m m i t t e e M e e t i n g

What is Departmentalization in our Elementary Schools?

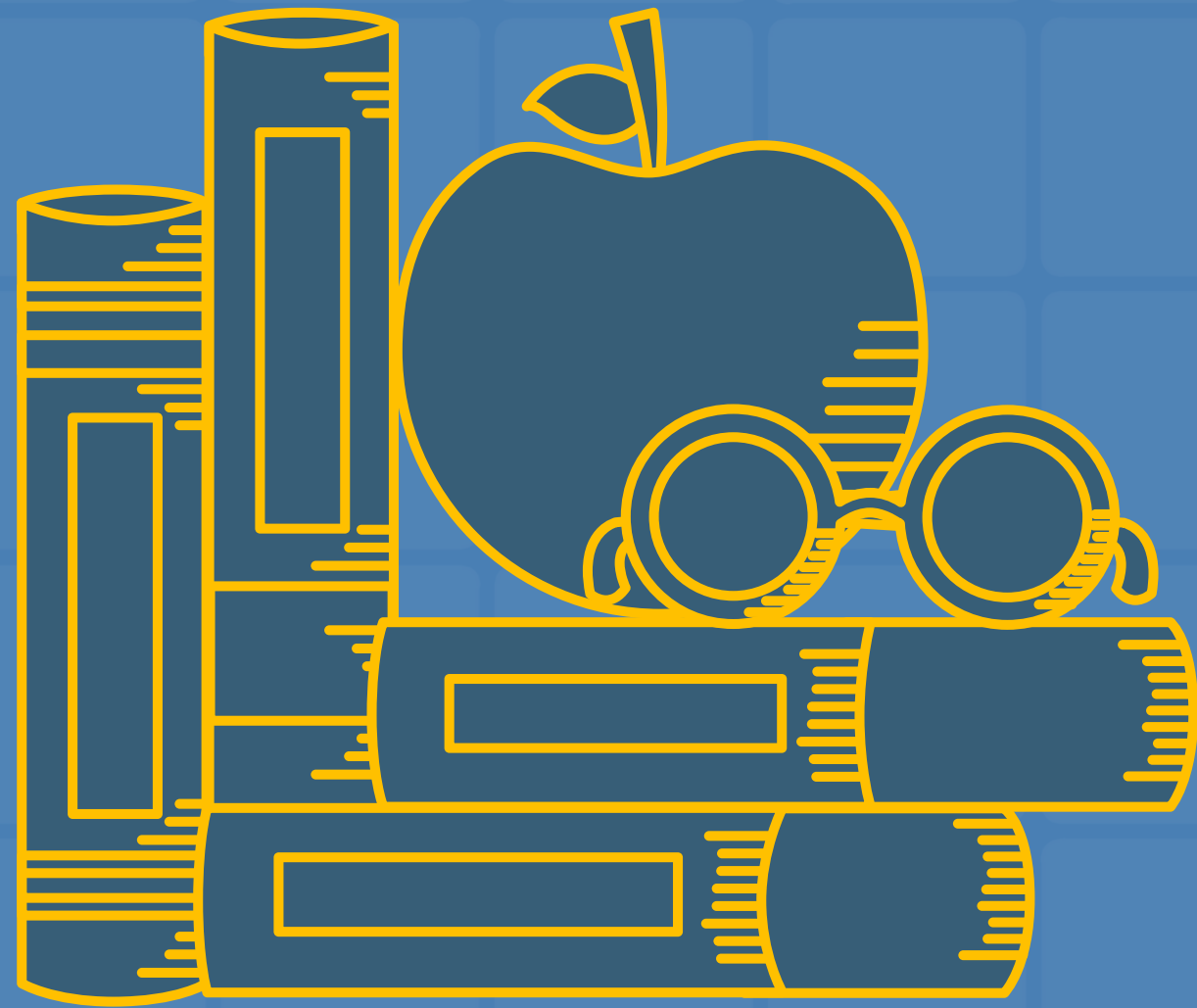
DEPARTMENTALIZATION

noun | de•part•ment•a•li•za•tion | /dih-pahrt-men-tl-ih-ZAY-shuhn/

Departmentalization is a teaching model in which educators specialize in specific subject areas (such as math, reading, science, or social studies) and work with different groups of students, rather than providing instruction in all subjects to a single class.

- **Students rotate among teachers who focus on specific subjects**
- **Strong collaboration across teaching teams**
- **Model supports both learning and classroom community**

LET'S REWIND AND REVIEW



The Pilot Year: 2025 – 2026

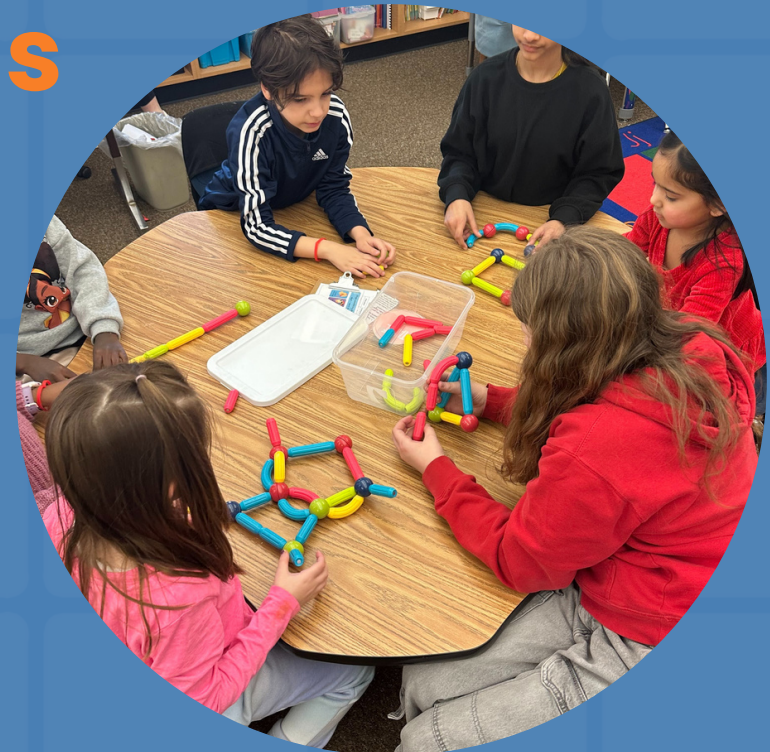
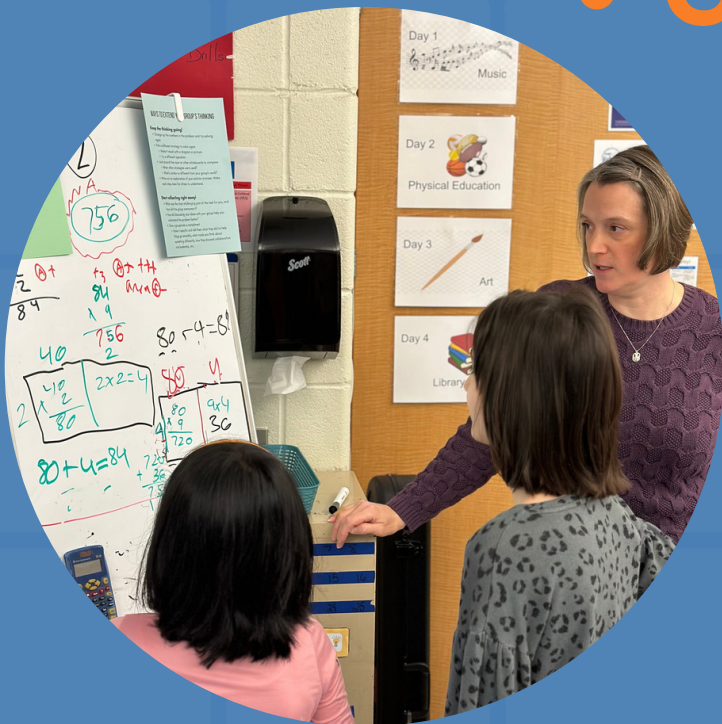
The Planning

**The Site Visits – A Learning
Experience**

**The Collaboration and
Professional Development**

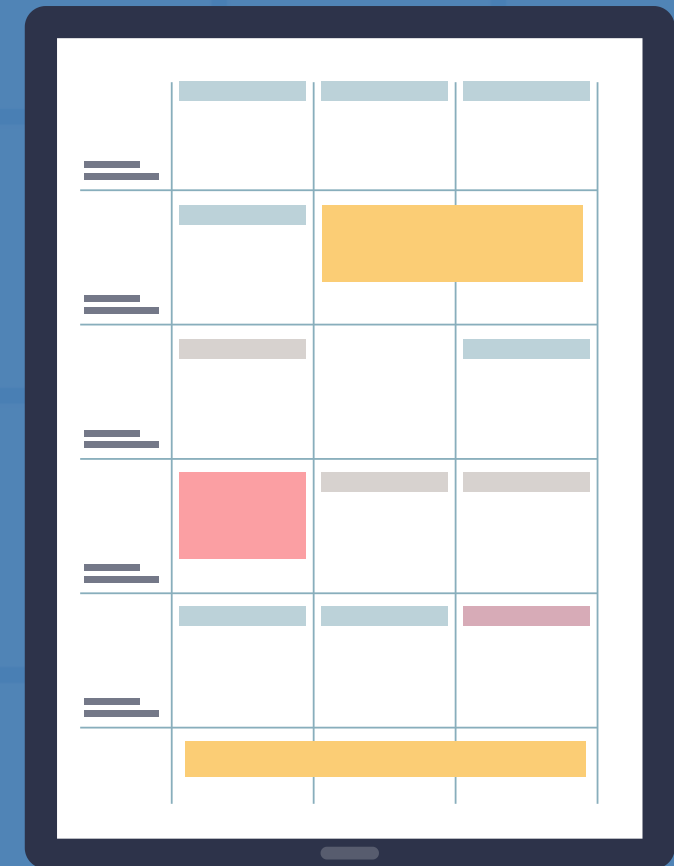
The Student Experience and the Benefits

- Students will have an assigned homeroom teacher
- Rotate through subjects with clear routines and expectations
- Supported by multiple caring adults throughout the day
- Gain content mastery and essential life skills



Daily Schedules and Rotations

- **Example: One teacher for math and content areas, another for language arts**
- **Daily routines include homeroom, specials, lunch/recess**
- **Social-emotional learning integrated across all classes**
- **Students will transition between classes with support**



THE LEARNING BLOCK STRUCTURES

- Schedules (3 Around and 4 Around)
- Common Structures
 - Common Professional Learning Community (PLC)
 - Districtwide Professional Learning
 - Alignment of the Gradebook



PLCs

PLC Schedule

4th & 5th Grade Departmentalization

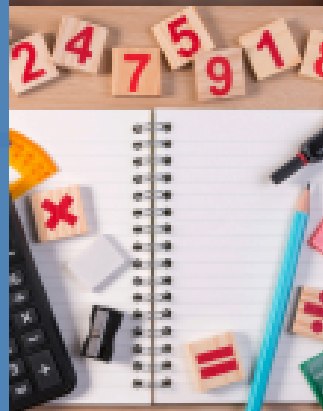
2026 - 2027 School Year

Early Schools: 8:00 - 8:25 am Late Schools: 8:25 - 8:50 am



1st Week of the Month

- 4th Grade: Department PLC w/ TLE Supervisor
- 5th Grade: Department collaboration by content area



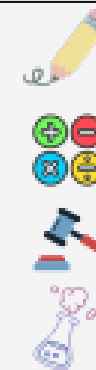
2nd Week of the Month

- 4th Grade: School-based team
- 5th Grade: School-based team



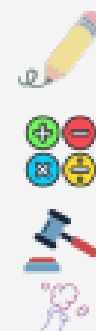
3rd Week of the Month

- 4th Grade: Department collaboration by content area
- 5th Grade: Department PLC w/ TLE Supervisor



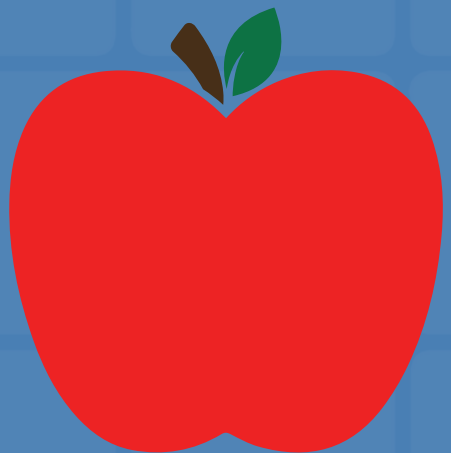
4th Week of the Month

- 4th Grade: School-based team
- 5th Grade: School-based team



COMMUNICATION

- Homeroom teacher
- Grade level SMORE
- Conferences



Anticipated Challenges

- Parent and Teacher Conferences
- Expected communication to families
- Special Education, Reading/Math Support, and English Language intervention
- Grouping of identified students
 - (Special Education, Gifted Education, Reading/Math Support, English Language Learners)
- Potential shift in teacher responsibility from year to year based on number of sections

LEARNING RELATED BEHAVIORS



Learning Related Behaviors	
West Chester Area School District	
These revised Learning Related Behaviors will take effect Fall 2026. They are intentionally aligned to our WCASD Portrait of a Graduate and reflect students' growth throughout their elementary school years.	
K-2	3-5
Problem-Solving	
- I try different ways to solve a problem. - I use tools and strategies to help me learn. - I ask for help when I need it. - I keep trying, even when something is hard.	- I choose and use strategies to solve problems. - I adjust my strategies when something isn't working. - I keep trying and learn from my mistakes. - I use resources and speak up for help when I need it.
Communication	
- I share my ideas clearly when I speak and write. - I listen and take turns when I talk with others. - I respond to others in a respectful way.	- I share my ideas clearly in different situations. - I adjust how I communicate based on my audience. - I listen carefully and respond thoughtfully. - I build on others' ideas during discussions.
Adaptability	
- I keep trying when learning is challenging. - I follow directions and classroom routines. - I move safely and appropriately between activities.	- I adjust my approach when something is challenging. - I stay on task and transition independently. - I adapt to new situations and expectations.
Responsibility	
- I follow directions and do what is expected. - I complete my work on my own and do my best. - I take care of my materials and belongings. - I take ownership of my actions.	- I take responsibility for my learning and complete my work on time. - I come prepared and manage my materials. - I reflect on my learning and set goals to improve. - I take ownership and accountability for my actions.
Empathy	
- I listen to and respect others' ideas and feelings. - I use kind and respectful words and actions. - I work well with others. - I manage my emotions in safe and respectful ways.	- I respect others' ideas, perspectives, and differences. - I work collaboratively and contribute positively to group work. - I manage my emotions and show self-control. - I think about how my actions affect others and make good choices.
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QUESTIONS?

