

Instructional Grouping in a Differentiated Classroom

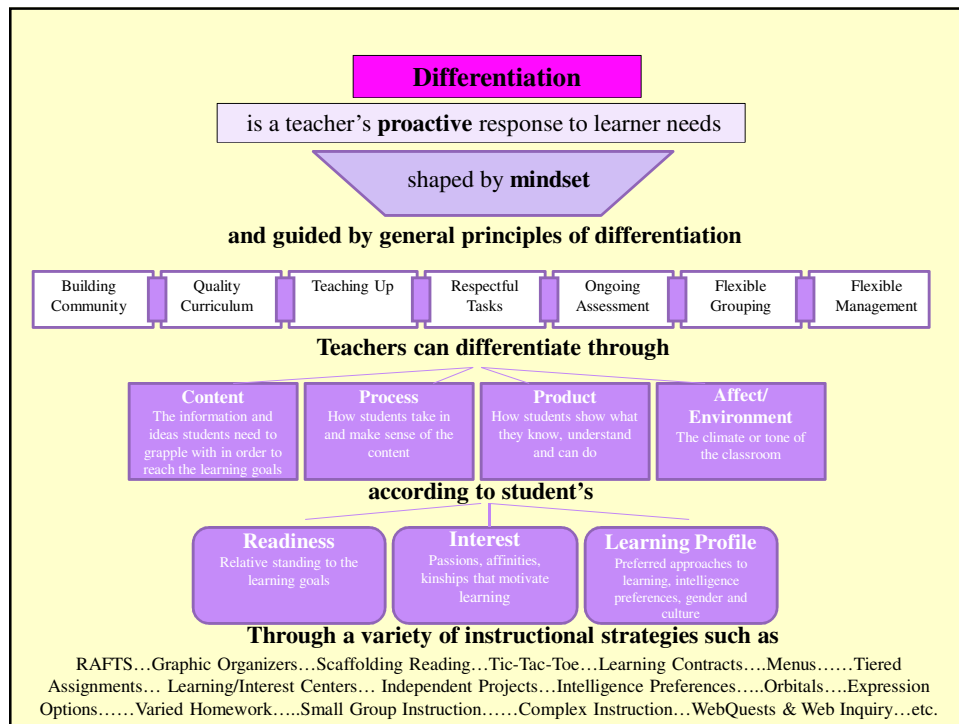
Marcia B. Imbeau, Ph.D.
Professor
University of Arkansas
mimbeau@uark.edu



Grouping is.....

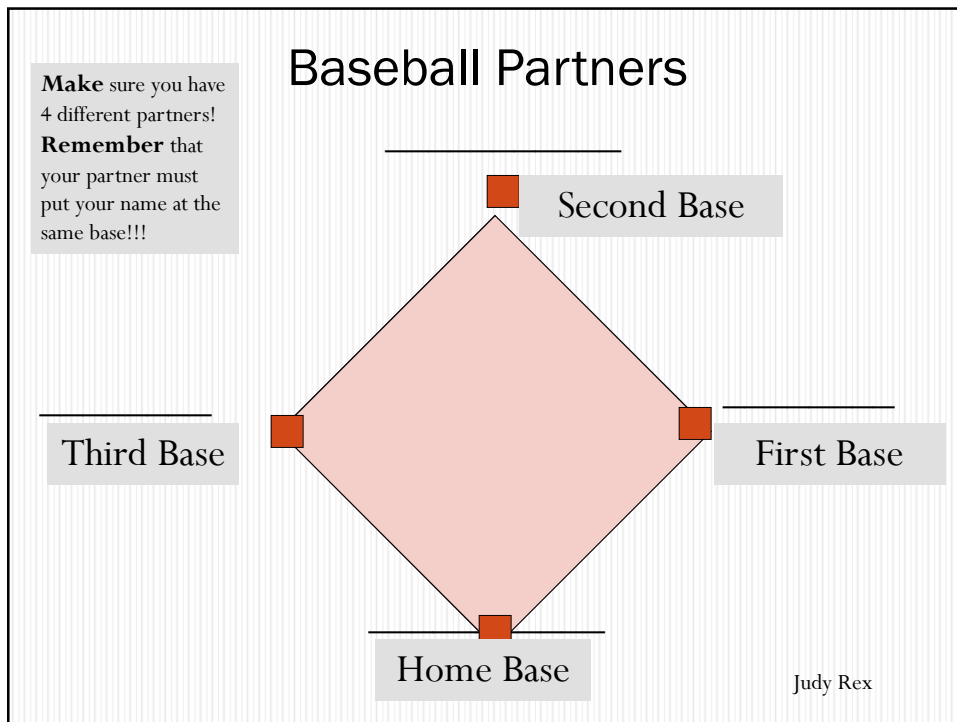


- Take a moment and talk to folks who are sitting near, how would you define grouping and what should it include?
- Note the concept map on the following slide and discuss where this topic is located and how that location has meaning. What do you and your discussion group conclude?



Purposes of Flexible Grouping





Building Community

- Getting to Know you Games
 - People Bingo
 - Who in the World
 - Find Someone Who
- Random discussion partners about current events, debriefing, just mixing-it-up
- Jigsaw

Flexible Grouping

Consistently fluid working arrangements

- Whole class, individuals, pairs, triads, quads, etc.
- Student selected, teacher selected, randomly selected
- Based on interest, learning profile, readiness
- Homogeneous, heterogeneous



Key Concept: Flexible Grouping?

- Students consistently working in a *variety* of purposefully planned groups...
- ...based on *different elements of student learning*...
- ...and both *homogeneous* and *heterogeneous* in regard to those elements...



Tomlinson (2003) *Fulfilling the Promise of the Differentiated Classroom*.



Flexible Grouping



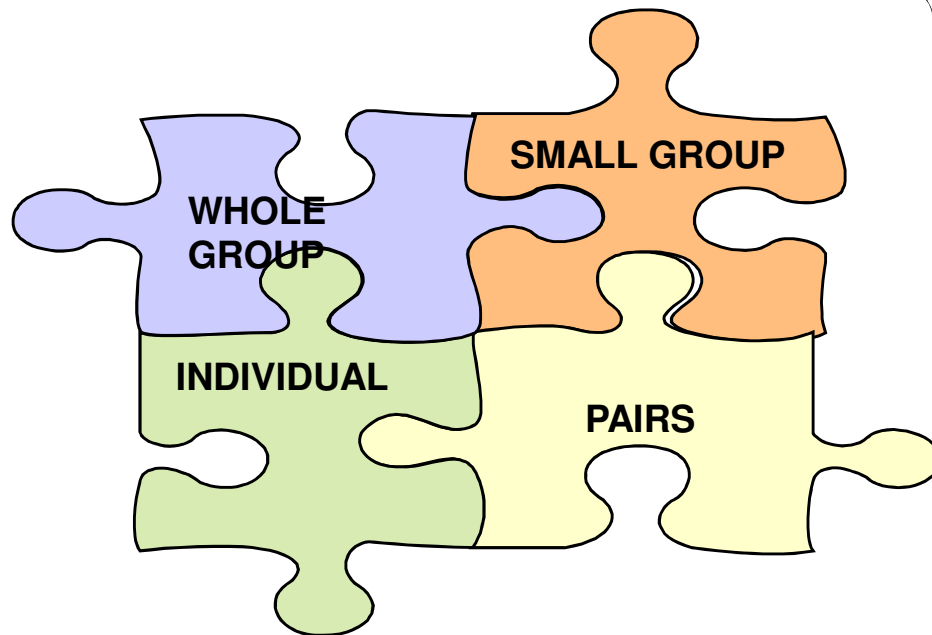
BUZZARDS

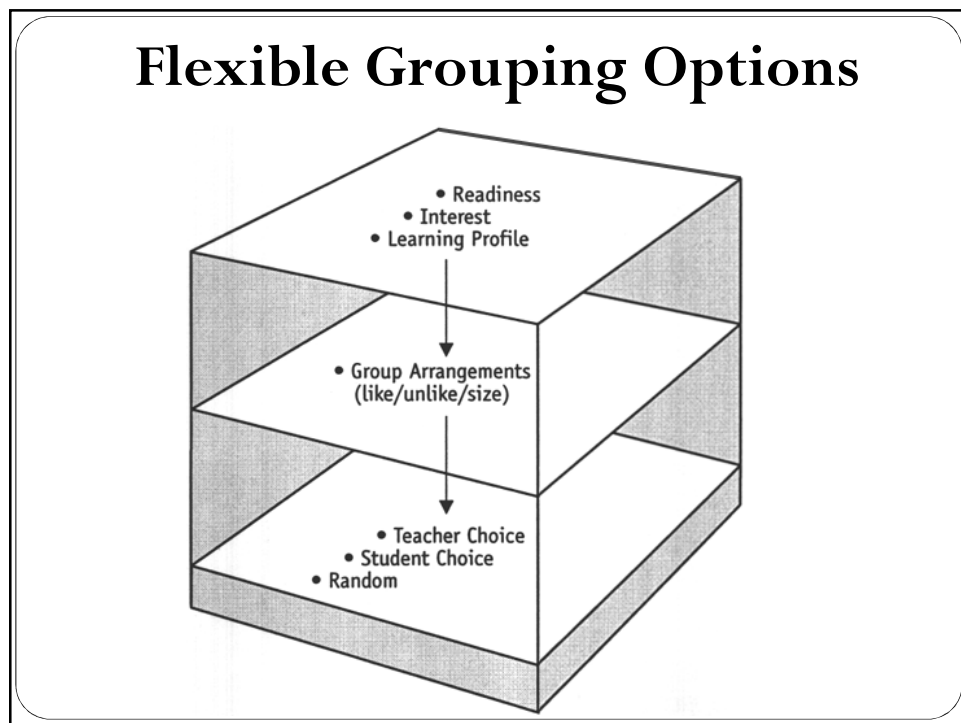
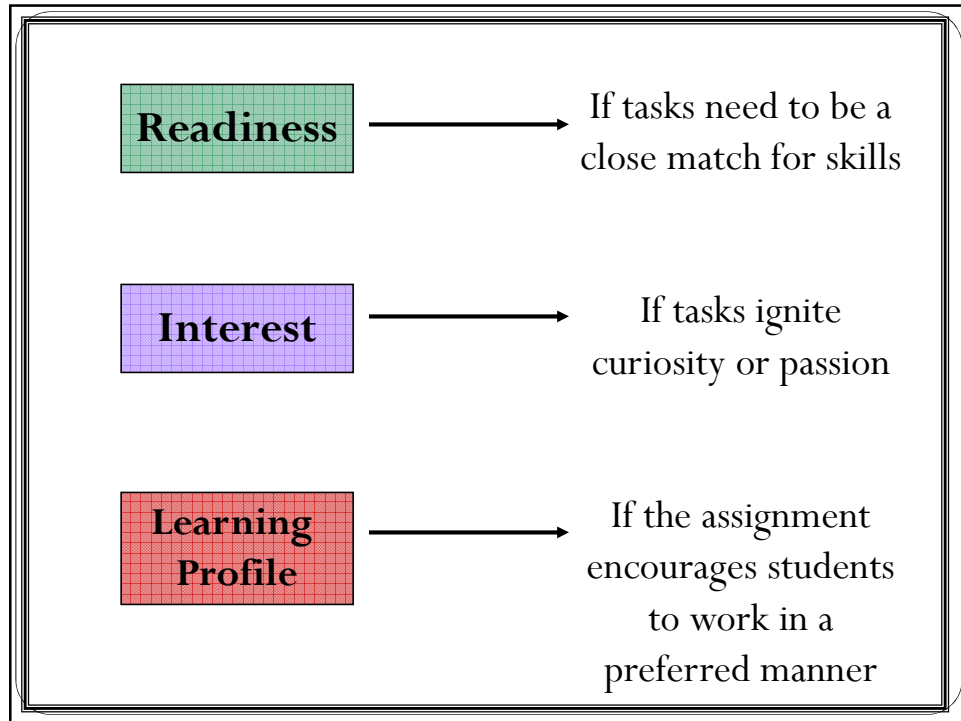


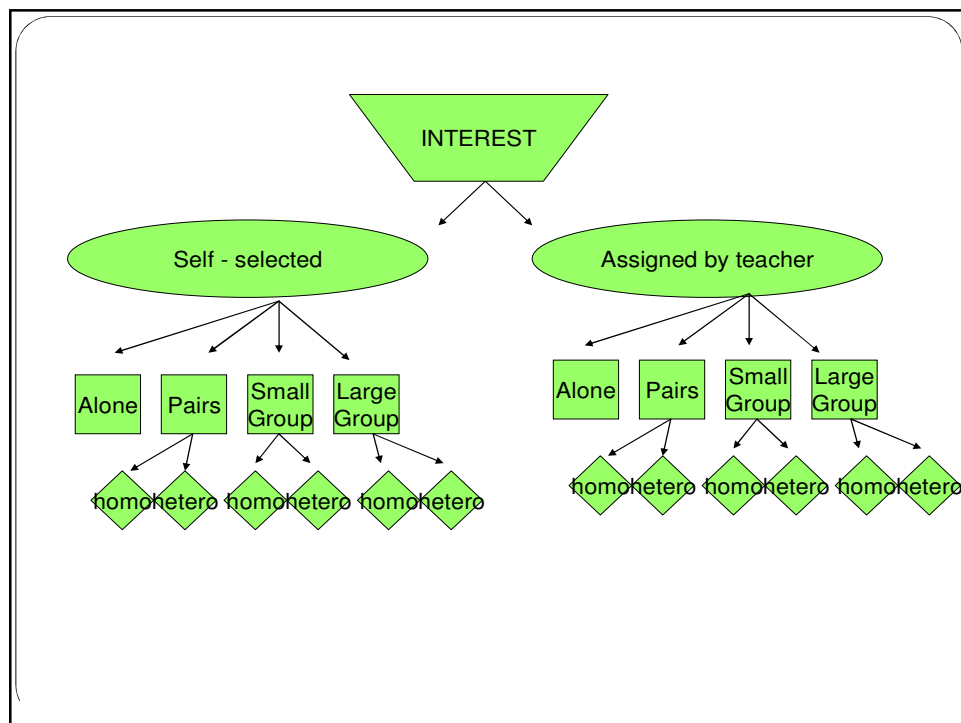
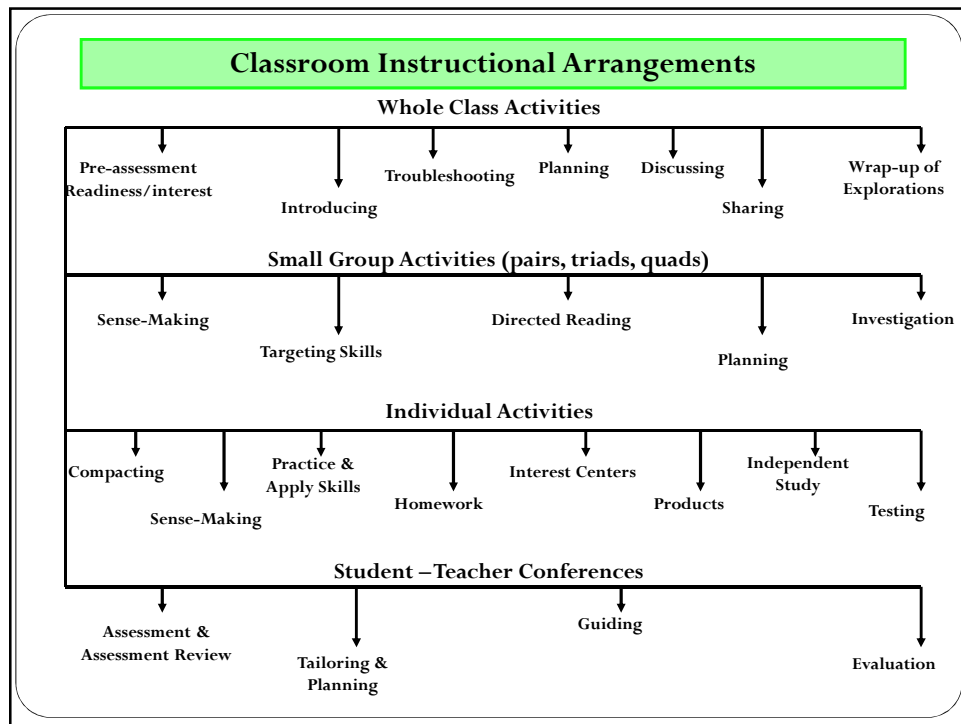
BLUEJAYS

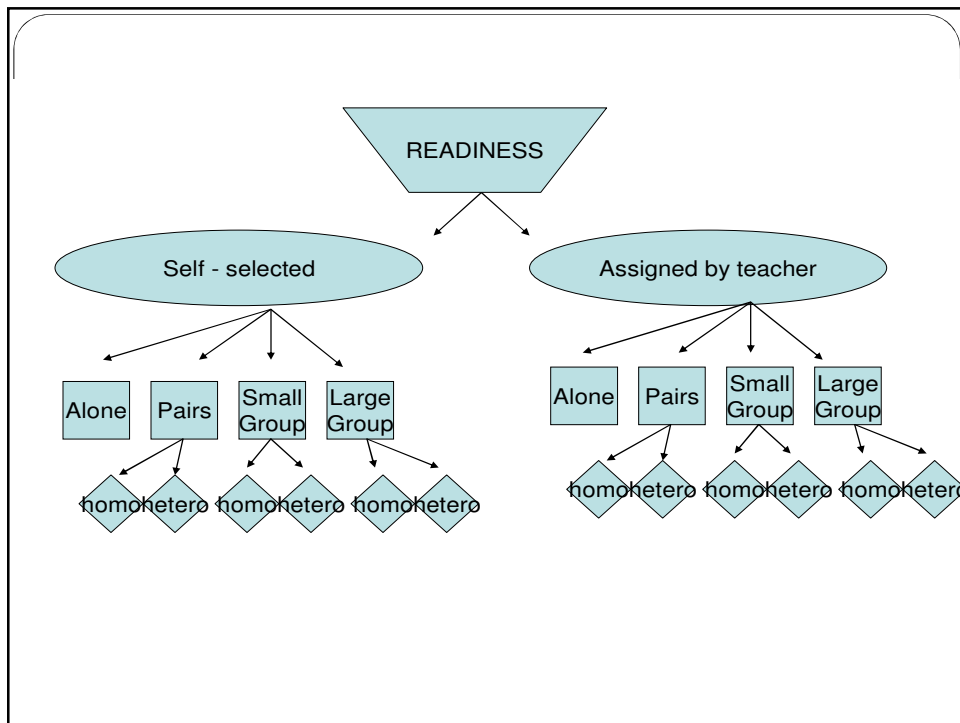
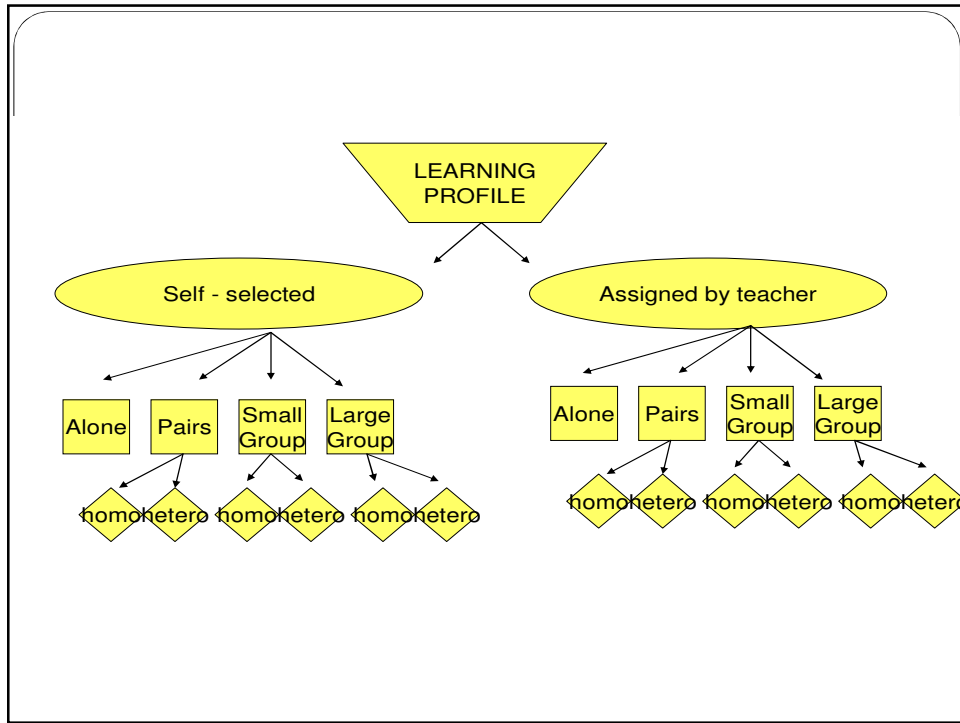


WOMBATS









Some Important Questions Teachers in a Differentiated Classroom Routinely Consider

Will students work alone or in groups?

If alone, will students choose the task or will you?

If in groups, what size group would be best?

If in groups, will they be heterogeneous or homogeneous in terms of interest?

If in groups, will you assign students to groups or will you let them choose?

Curriculum and Instruction

- Interest

- Content

- Have students become experts in one area of content and teach others (Jigsaw method).
 - Design interest centers for the classroom.
 - Allow students to study content from a range of perspectives.
 - Assign independent research on a topic of choice (an endangered animal, a sports legend, important freedom fighter)
 - Assign novels with the same theme/genre but different titles (survival, adventure, biography, etc.)



Adapted from: Strickland, C.A. (2009). *Professional development for differentiating instruction: An ASCD action tool*. Alexandria, VA: ASCD.

Curriculum and Instruction



- Interest
- Process
 - Let students work with friends (when appropriate).
 - Provide mentoring opportunities.
 - Let students choose a lens through which they work (e.g., suggest they examine environmental issues as a landowner, an activist, the farmer, or medical person)

Adapted from: Strickland, C.A. (2009). *Professional development for differentiating instruction: An ASCD action tool*. Alexandria, VA: ASCD.

Curriculum and Instruction



- Interest
- Product
 - Allow students to show what they know through a lens of interest (e.g., show they understand the value of money based on the number of toys they can buy for a particular amount, show they understand how simple machines work based on how they work in building a dog house, etc.)

Adapted from: Strickland, C.A. (2009). *Professional development for differentiating instruction: An ASCD action tool*. Alexandria, VA: ASCD.

Movie Time....



What's Important in this Clip?

- 1) How does this teacher use grouping?
- 2) What differentiation principles do you think are evident in this quick look into this teacher's classroom?
- 3) About what's going on for the students?



Learning Experiences Using Flexible Grouping

Examples

Interest Centers: Pathways to Differentiation



Why Interest Centers?

- Enrich the curriculum
- Opportunity to apply skills in authentic ways
- Invite in-depth inquiry and explorations
- Provide opportunities to go beyond the curriculum
- Allow for differentiation

Elements of Differentiation

- Acknowledgement of individual differences
- Expect all children to grasp concepts at some level
- Challenging curriculum
- Clear articulation of curricular goals as they align to standards or outcomes
- Multi levels of understanding (concrete to abstract)

Differentiation Points

- Varying levels of complexity/tiering
- Open-ended
- Multiple entry points
- Varying exit points
- Interest related
- Variety of resources
- Choice

Topics, topics, topics

- Your interest
- Students' interests
- Curriculum unit



What's in my center?

Video and DVDS

- The national Pastime: A history of Major league Baseball
- 2000 Subway series
- Rookie of the Year

Music

- The Baseball ballads
- Baseball songs, Sports heroes

Artifacts

- Baseball cards
- Uniform, glove, baseballs
- Model of stadium
- **Print Materials**
- Sports Illustrated
- Baseball digest
- On the Mound with Greg Maddox (Matt Christopher books on baseball, can also be found on tape)

TASK CARD 1



Baseball uniforms have evolved throughout the years. Using Graphic Organizer#1 to compare and contrast baseball uniforms of 2013 to those of the 1920s. Refer to *Baseball Uniforms of the 20th Century* in the center.

TASK CARD 2



- Give both positive and negative opinions of modern and old fashioned uniforms. Based on the trend over the past 20 years, design a new and updated baseball uniform for your favorite team.

Be a baseball statistician

- www.sports.yahoo
- www.baseball.com
- www.baseballamerica.com.today

- Baseball is a competitive sport in which statistical information is crucial to comparing team and player status. Track the scores of two rival teams over a one week period using the New York Times or the following internet sites: Create graphs to represent the data



Curriculum and Instruction



- Learning Profile

- Content

- Provide simultaneous options for accessing content that appeals to varied styles (e.g., lecture, small-group instruction, individual readings, reading buddies, books on tape, explorations)
 - Match topics to student intelligence preferences when possible (e.g., allow a musical student to focus on patriotic songs of a particular time and a student who is highly visual to study photographs from the time). Jigsaw the content so all have access as appropriate.
 - Give the option to read text about the content before or after direct instruction.
 - Provide the option to turn and chat or stop and think about the content as they listen or read.

Adapted from: Strickland, C. A. (2009). *Professional development for differentiating instruction: An ASCD action tool*. Alexandria, VA: ASCD.

Curriculum and Instruction



- Learning Profile

- Process

- Allow student to work along or in small groups (when appropriate).
 - Assign group roles according to learning profile preference.
 - Provide a choice of graphic organizers (e.g., some that are more sequential in nature, others that are more complex).
 - Give students the choice of competing against others or themselves.
 - Allow students to keep pace while they read or listen (as long as it is not disruptive to others).
 - As much as possible, honor student requests about where to sit (e.g., up front, near the heater).
 - Allow students to debrief activities via journals or small-group discussions.

Adapted from: Strickland, C.A. (2009). *Professional development for differentiating instruction: An ASCD action tool*. Alexandria, VA: ASCD.

Curriculum and Instruction



- Learning Profile

- Product

- Allow students to work alone or in small groups (when appropriate).
 - Allow for a wide range of product choices that represent varied styles, intelligence preferences, and cultural values.
 - Provide options for sharing products that respect student differences (e.g., allow students to present in front of the class, in small groups, or one-on-one).

Adapted from: Strickland, C.A. (2009). *Professional development for differentiating instruction: An ASCD action tool*. Alexandria, VA: ASCD.

Curriculum and Instruction

- Readiness

- Content

- Scaffold reading and find advanced texts.
 - Provide mini-lessons on above level content.
 - Provide mini-lessons on prerequisites.
 - Provide note-taking tools and/or vocabulary support (word banks).



Adapted from: Strickland, C.A. (2009). *Professional development for differentiating instruction: An ASCD action tool*. Alexandria, VA: ASCD.

Curriculum and Instruction

- Readiness

- Process

- Allow students to dictate journal entries or other writing tasks (when appropriate).
 - Ask advanced students to work at higher levels of expertise or use more authentic materials or processes. (Remember, that all students should work with authentic materials in ways similar to professionals in the field).
 - Provide a set procedure for students to get extra help while working in the classroom.
 - Model the process and/or provide additional practice time for students who need it.
 - Provide practice opportunities (both in-class and as homework) at various levels of difficulty.
 - Break down the directions for students who need extra guidance.



Adapted from: Strickland, C.A. (2009). *Professional development for differentiating instruction: An ASCD action tool*. Alexandria, VA: ASCD.

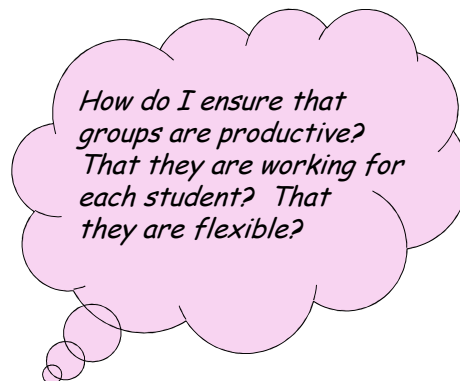
Curriculum and Instruction



- Readiness
- Product
 - Require advanced students to work on products that are more expert-like or at a level of expertise appropriate for their growth.
 - Provide models of and rubrics for high quality work.
 - Adjust the time lines or check-in points for long-term projects.
 - Other “polish your products” seminars for different levels of expertise.
 - Provide mini-lessons on aspects of the product.
 - Vary the audience for the product (e.g., some students might “present” their work to the local nature club while others “present” to a team of designers)

Adapted from: Strickland, C.A. (2009). *Professional development for differentiating instruction: An ASCD action tool*. Alexandria, VA: ASCD.

Using Groups...

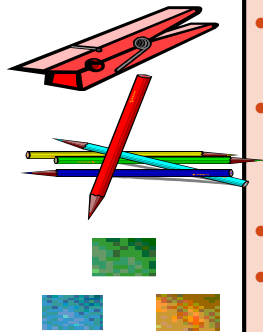


Teacher Checklist for Group Work

- ☐ Students understand the task goals.
- ☐ Students understand what's expected of individuals to make the group work well.
- ☐ The task matches the goals (leads students to what they should know, understand, and be able to do).
- ☐ Most kids should find the task interesting.
- ☐ The task requires an important contribution from each group
- ☐ The task is likely to be demanding of the group and its members.
- ☐ The task requires genuine collaboration to achieve shared understanding.
- ☐ The timelines are brisk (but not rigid).
- ☐ Individuals are accountable for their own understanding of all facets of the task.
- ☐ There's a "way out" for students who are not succeeding with the group.
- ☐ There is opportunity for teacher or peer coaching and in-process quality checks.
- ☐ Students understand what to do when they complete their work at a high level of quality.

Tomlinson • 2000

Assigning Groups

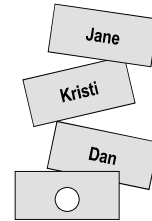


- Clothes pins with student names to assign them to a particular task
- Color code children to certain groups (a transparency with student names in color works well)
- Pre-assigned groups
- Be sure to include groups by readiness, interest, learning profile, by student choice, teacher choice, random, homogeneous and heterogeneous

Flexible Grouping Chart

Date: Monday, Feb 2

Computer	Invitations	Skills	Teacher
Jimmy	Tonya	Amy	Steven
Michael	Tim	Eric	Chloe
Heidi	Gwen	Katie	○
Catherine	Regan	Stephanie	○
Chris	Jane	○	○



Note: This teacher used the term "invitations" for permanent folders inside of which she gave students assignments based on readiness, interest, or learning style

Velcro/Sticky tack

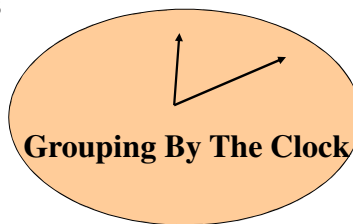
Pre-Assigned "Standing" Groups

10 O'Clock Groups

Interest/Strength-Pairs

11 O'Clock Groups

Mixed Readiness Quads



1 O'Clock Groups

Interest/Strength-Based Quads

2 O'Clock Groups

Student - Selected Triads

Tomlinson - 03

<p>I am writing my rough draft.</p> <p>Students: Nick, Tony, Mason, Susan, Jessie, Juan, Roya, Mandy, Jen</p>	<p>I am meeting with my Peer Review Partner.</p> <p>Students: Kevin, Tim, Emma, Shante, Reynaldo, Liz</p>
<p>I am ready for a conference with the Editor; in the meantime, I will work on an Anchor Activity.</p> <p>Students: Andy, Josh, Matt, Kori, Kelsey</p>	<p>I am working in the publishing stage.</p> <p>Students: Steven, Kate, Kyle, Paige</p>

<p>I am working with my oral dialogue</p> <p>Students: Nick, Mason, Susan, Jessie, Juan, Roya, Mandy, Jen</p>	<p>I am working with vocabulary.</p> <p>Students: Kevin, Tim, Emma, Shante, Reynaldo, Liz</p>
<p>I am working on my culture project</p> <p>Students: Andy, Josh, Matt, Kori, Kelsey</p>	<p>I am working with my teacher choice assignment</p> <p>Students: Steven, Kate, Tony, Kyle, Paige</p>

<p>I am working on the problem of the day.</p> <p>Nick, Tony, Mason, Jessie, Juan, Susan, Royce, Jen</p>	<p>I am doing homework checkers.</p> <p>Kevin, Tim, Emma, Shante, Reynaldo, Liz</p>
<p>I am doing computer math.</p> <p>Andy, Josh, Matt, Kori</p>	<p>I am working at the math station.</p> <p>Steven, Kate, Mandy, Kyle, Kelsey, Paige</p>

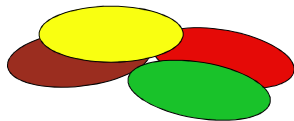
<p>I am working at Lab #1.</p> <p>Nick, Tony, Mason, Jessie, Juan, Royce</p>	<p>I am working on Lab #2</p> <p>Kevin, Tim, Emma, Shante, Reynaldo, Liz</p>
<p>I am ready for a conference with the teacher; in the meantime, I will work on an Anchor Activity.</p> <p>Andy, Josh, Susan, Matt, Kori, Kelsey</p>	<p>I am working on my lab report.</p> <p>Steven, Kate, Jen, Kyle, Mandy, Paige</p>

Giving Directions for Groupwork

- If the whole class is doing the same activity then give the directions to the whole group.
- Do not give multiple task directions to the whole class.
- For small group work, record directions so students can listen to them repeatedly.
- Use task cards to give directions to small groups.
- Give directions to a group member the day before.
- A general rule is that once the teacher has given directions the students can't interrupt while he/she is working with a small group.
 - "Ask Me"Visors
 - Expert of the Day
 - Consultants
 - Keeper of the Book



TALKING CHIPS



Each student gets a certain number of chips (e.g., 3)

1 chip = 1 turn (to talk, to contribute, to write)

The group leader or teacher monitors the discussion or task and redistributes chips according to predetermined rules or guidelines.




Rules for Group Discussion

1. One person speaks at a time.
2. Surrender a chip at the beginning of your turn. You lose a chip if you speak out of turn.
3. Address other discussion members directly--not in the third person (e.g., "Rob, I respectfully disagree with your point," not "I don't agree with what Rob said.")
4. Tangents are okay, but begin by making a connection to the current focus of the discussion, or to an earlier focus.

**WHAT OTHER QUESTIONS DO YOU
HAVE ABOUT USING GROUPS?**

**WHAT STRATEGIES
CAN YOU SHARE
WITH COLLEAGUES
FOR MAKING
GROUPWORK
SMOOTH
& EFFECTIVE?**



 Light Bulbs (Ideas you picked up)	Lightening Bolts  (Insights you had)	Blips  (Questions you still have)