

HLP 17



Use flexible grouping

- Vary grouping size (e.g., whole or small group) and type (e.g., same-ability/homogeneous or mixed-ability/heterogeneous groups) based upon students' instructional needs and learning objectives.
- Use same-ability (homogeneous) small groups to provide focused, intensive instruction for students with similar instructional strengths, needs, and/or interests, to help them meet short-term instructional goals and objectives.
- Use mixed-ability small groups to increase engagement in academic discussions and the sharing of knowledge and skills and to improve interpersonal relationships among students with and without disabilities across racial/ethnic backgrounds.
- Use cooperative learning structures (e.g., jigsaw, quiz-quiz-trade) to meet a wide range of instructional objectives (i.e., academic, behavioral, interpersonal).
- Carefully monitor students' learning and interactions between group members when students are participating in group work.
- Hold students accountable, both individually and collectively, to strengthen students' personal accountability and promote positive interdependence.
- Provide groups with frequent and varied opportunities to respond to promote active engagement of all students.

Tips for Faculty to Support Candidate's Learning and Enactment

Introduce – Break down the practice into component parts and explicitly explain the parts to candidates.

Prepare – Provide candidates with classroom scenarios, learning objectives, and identify grouping type and structure best suited to ensure students meet the instructional goals. Discuss candidates' decisions and ideas.

Enact – Provide candidates' with opportunities to monitor students' learning and group members in classrooms; given learning objectives, grouping type and structure, ask candidates to write clear, concise, developmentally appropriate instructions for group work.

Analyze – Collect video recording of candidates facilitating and monitoring flexible grouping. Using an agreed upon observational tool, review the video with candidate, noting areas of strength and improvement.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- What is the advantage(s) of using flexible grouping during instruction?
- How should decisions be made regarding timing and use of various grouping types?
- Why is it still important for the teacher to provide frequent and varied opportunities to respond, even when students are participating in a structured group activity?
- What should teachers consider when deciding the best flexible grouping type/size to use?
- What are some of the barriers to organizing and implementing flexible groups? What are some potential solutions to these barriers?

CEC Standards

CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12)

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

Books

Berlinghoff, D. & McLaughlin, V.L. (Eds.) (2022). Practice-Based Standards for the Preparation of Special Educators (The Purple Book). Council for Exceptional Children

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). High leverage practices for inclusive classrooms. Routledge.

Pennington, R., Ault, M. J., Courtade, G., Jameson, J. M., & Ruppard, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

Journal Articles

Hurlbut, A. R., & Dunlap, K. (2019). Facilitating authentic practices in teacher education through pedagogies of enactment. In Engaging Teacher Candidates and Language Learners With Authentic Practice (pp. 158-185). IGI Global.

Kroeger, S. D., Doyle, K., Carnahan, C., & Benson, A. G. (2022). Microteaching: An opportunity for meaningful professional development. TEACHING Exceptional Children, 00400599211068372.

Maheady, L. J., Patti, A. L., Rafferty, L. A., & del Prado Hill, P. (2019). School–university partnerships: One institution’s efforts to integrate and support teacher use of high-leverage practices. Remedial and Special Education, 40(6), 356-364.

Wilkinson, C., & Potts, E. (2022). Role Play Activities in Small Programs: What, Why, Where, and How?. Journal of Special Education Preparation, 2(2), 6-17.