

DOMAIN THREE:

Instruction in Behavior and Academics, Embedded HLP

HLP 17: Use Flexible Grouping



Council for
Exceptional
Children



Lead effective meetings with professionals and families: Categories of Work

Planning for Flexible Groups

- Identify individualized learning goals for students
- Plan the learning activity(ies)
- Select the grouping model (e.g. whole group, small group, learning centers, multiple small groups, etc.)
- Map the environment
- Consider amount of time spent in groups.
- Prepare materials
- Plan transitions.

Launching Flexible Groups

- Review and model group norms and expectations.
- Remind students of learning goal
- Access prior knowledge
- Provide clear directions including check for understanding; explain and model as needed
- Provide students option for what to do if they finish early
- Provide students options for what to do if they need assistance
- Transition to groups

Monitoring and Concluding Flexible Groups

- Maintain focus on learning goal(s)
- Personally connect with all students
- Provide scaffolded instruction as needed
- Monitor all learners; provide feedback
- Ensure learners are participating
- Monitor time
- Monitor transitions
- Promote student strengths
- Summarize learning and conclude group work

Lead effective meetings with professionals and families: Categories of Work

Planning for Flexible Groups

Introduce – Explicitly explain categories of work for Using Flexible Grouping with particular attention to Planning.

Prepare – Provide groups of candidates learning goals, classroom and learner characteristics. Ask them to select grouping models, plan activities, map the environment, and plan for transitions

Enact – Following the work in the Prepare step, ask candidates to prepare materials and share their plans with the class. Provide feedback.

Analyze – Ask candidates to watch video of flexible grouping using a one-column rubric to observe and provide feedback.

Launching Flexible Groups

Introduce –Explicitly explain and model categories of work included in Launching Flexible Groups.

Prepare – Have candidates simulate launching a flexible grouping session in class while their peers use a one-column rubric to observe and provide feedback.

Enact – Provide candidates with field opportunities in which they are able to launch flexible groups and receive feedback from mentor teachers or university observers.

Analyze – Video record candidates launching flexible groups in the field and ask candidates to analyze their own video noting strengths and areas for improvement.

Monitoring and Concluding Flexible Groups

Introduce – Explicitly explain and model categories of work included in Monitoring and Concluding Flexible Groups.

Prepare – Set up flexible groups in your classroom so candidates can practice connecting with and monitoring all learners, providing feedback, summarizing, and concluding.

Enact – Provide field experiences in which candidates can assist in monitoring and concluding flexible groups

Analyze – Provide field experiences in which candidates can facilitate flexible groups, record the sessions, and analyze their recordings noting strengths and areas for improvement.

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

- What is the advantage(s) of using flexible grouping during instruction?
- Why is providing frequent and varied opportunities to respond during group work important?
- 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?