Flexible Grouping: Flexible grouping is an instructional strategy teachers and educational paras use. It involves periodically and strategically rearranging students into various small groups based on their learning needs, interests, and abilities. This approach allows educators to tailor instruction to meet the specific requirements of each student better, promote collaboration, and maximize learning outcomes by accommodating differences in readiness, pace, and learning styles. *Either teachers and paras or students can lead groups.*

Individual Grouping: Individual grouping is an instructional practice employed by teachers and paras wherein each student is paired with or assigned to work independently on tasks, assignments, or learning activities that are customized to their unique strengths, weaknesses, interests, and learning goals. This approach ensures that each student receives personalized attention and opportunities to progress at their own pace while addressing their individualized learning needs.

Work Time: *Flexible & Individual Grouping*

Teacher & Para-Led (Tiers 2, 3)

Student-Led

Individual Student Work

LLD
EDUCATION COACHING

Teacher and Para Led Flexible Grouping Strategies: These definitions provide a comprehensive overview of the various instructional strategies and methods teachers and paras employ in Tiers 2 and 3 to support students' learning needs and promote academic success. Strategies **highlighted in yellow** can be used to help SPED students.

1. **Differentiated Instruction:** Differentiated instruction is an instructional approach where teachers and paras tailor their teaching methods and materials to accommodate the diverse learning needs, interests, and abilities of individual students or small groups within the classroom. It involves adjusting instruction content, processes, and student products to ensure all students have equitable learning opportunities and success.

2. **Skill Remediation:** Skill remediation is the targeted instruction and practice provided to students who are struggling with specific academic skills or concepts. Teachers and paras use skill remediation strategies to help students master essential skills they may have difficulty with, providing additional support and practice until proficiency is achieved.

3. **Guided Practice:** Guided practice is a teaching technique where educators provide structured opportunities for students to apply newly acquired knowledge or skills in a supportive and supervised environment. During guided practice, teachers and paras offer guidance, feedback, and assistance as students practice, ensuring they can successfully transfer what they've learned into independent work.

4. **Discussion and Questioning:** Discussion and questioning involve engaging students in thoughtful conversations and posing open-ended questions to foster critical thinking, stimulate curiosity, and deepen understanding. Teachers and paras use this method to encourage active participation, promote inquiry, and prompt students to articulate their thoughts and ideas.

5. **Assessment and Feedback:** Assessment and feedback refer to the ongoing process of evaluating students' performance and providing constructive information about their strengths and areas for improvement. Teachers and paras

use various assessment methods to gauge student progress and offer feedback to guide students in enhancing their learning.

6. **Literacy Circles:** Literacy circles, also known as book clubs, are small groups of students who read and discuss the same book or text. Teachers and paras may oversee these groups, assigning roles and guiding discussions to enhance comprehension, analysis, and engagement with the text.

7. **Language Development:** Language development encompasses the process through which students acquire and refine language skills, including listening, speaking, reading, and writing. Teachers and paras use language development strategies to enhance students' linguistic proficiency and communication abilities.

8. **Feedback on Assignments:** Feedback on assignments involves providing students with constructive comments and evaluations on their work, highlighting strengths and suggesting areas for improvement. Teachers and paras offer feedback to help students refine their skills and enhance the quality of their assignments.

9. **Skill-Based Rotation:** Skill-based rotation is an instructional approach where students are grouped according to their specific skill needs within a subject or topic. Teachers and paras rotate students through different groups based on their skill levels, allowing for targeted instruction and practice.

10. **Monitoring Progress:** Monitoring progress refers to the continuous assessment of students' performance and understanding throughout a learning period. Teachers and paras regularly observe, assess, and record students' progress to inform instructional decisions and adapt their teaching strategies accordingly.

11. **Extension and Enrichment:** Extension and enrichment activities are designed to challenge and provide additional learning opportunities for students who have already mastered the core curriculum. Teachers and paras offer these activities to deepen students' understanding and foster their intellectual growth beyond grade-level expectations.

12. **Claim, Evidence, Reasoning (CER):** CER is a structured approach commonly used in scientific and argumentative writing. It involves making a clear statement or claim, supporting that claim with relevant evidence or data, and providing

reasoning that explains the connection between the evidence and the claim, demonstrating the logical and scientific basis for the argument. This framework is essential for promoting critical thinking and effective communication in science and other fields where evidence-based arguments are important.

13. **Socratic Seminars:** Socratic seminars are structured discussions in which participants explore complex questions, ideas, or texts through open dialogue, critical inquiry, and thoughtful responses. Teachers and paras facilitate these discussions, guiding students to explore deeper meanings and draw connections between concepts.

14. **Project Planning and Collaboration:** Project planning and collaboration involve students working together on extended, multifaceted projects. Teachers and paras support students in planning, organizing, and executing these projects, often requiring research, teamwork, problem-solving, and creative thinking.

Student-Led Flexible Grouping Strategies: These student-led flexible grouping strategies empower students to actively participate in their own learning, collaborate with peers, and develop essential skills such as critical thinking, communication, and teamwork.

1. **Peer Support and Collaboration Stations:**
   In this strategy, create designated "support and collaboration stations" within the classroom where students can gather in small groups to work on assignments or projects. Each station has a peer mentor who assists and guides special education students in understanding the task, breaking it down into manageable steps, and offering support as needed. This approach promotes peer support, builds social skills, and ensures that students with special needs receive personalized assistance within a collaborative learning environment.

2. **Modified Role Assignments:**
   Adapt role assignments to align with the strengths and abilities of special education students. Provide roles that capitalize on their individual talents, such as being the group recorder, artist, or technology expert. By assigning roles

matching their abilities, special education students can actively contribute to the group's success while benefiting from the collaboration and peer interaction inherent in student-led flexible grouping.

3. **Reciprocal Teaching:** [Reciprocal Teaching](#) is a strategy where students take on the role of the teacher in small group reading sessions. Educators first demonstrate and assist students in acquiring four key strategies: summarization, question formulation, clarification, and prediction. Once students have grasped these strategies, they rotate as discussion leaders, leading conversations about the material they've read.

4. **Collaborative Learning:** Collaborative learning is an educational approach in which students work together in small groups to achieve common learning goals. In collaborative learning, students actively engage with peers to share knowledge, solve problems, and complete tasks, fostering teamwork and collective understanding.

5. **Peer Teaching:** Peer teaching involves students taking on the role of educators to teach their peers a specific concept, skill, or topic. It encourages students to deepen their understanding of the material by explaining it to others and reinforces learning through teaching.

6. **Discussion and Debate:** Discussion and debate involve students engaging in conversations and arguments related to a specific topic or issue. These activities promote critical thinking, enhance communication skills, and encourage students to explore diverse viewpoints.

7. **Research and Inquiry:** Research and inquiry tasks require students to investigate a particular subject or question independently or in groups. Students gather information, analyze data, and draw conclusions, fostering independent research skills.

8. **Problem-Solving:** Problem-solving tasks challenge students to identify, analyze, and solve complex problems. Students work together to explore solutions, apply critical thinking, and develop strategies to address real-world issues or academic challenges.

9. **Peer Editing and Feedback:** Peer editing and feedback involve students reviewing and providing constructive input on their peers' work, such as essays, reports, or projects. This collaborative approach helps students improve their writing and critical evaluation skills.

10. **Project Planning and Management:** Project planning and management tasks require students to organize and oversee group projects from inception to completion. They assign roles, set timelines, allocate responsibilities, and ensure the successful execution of the project.

11. **Peer Assessment:** Peer assessment involves students evaluating the work of their peers based on predefined criteria. This method encourages self-reflection, accountability, and fairness in grading or evaluating group projects.

12. **Role Assignments:** Role assignments designate specific responsibilities for each group member within a collaborative project or activity. These roles, such as leader, recorder, timekeeper, or presenter, ensure that tasks are distributed effectively.

13. **Reflection:** Reflection activities prompt students to analyze their learning experiences, identify strengths and areas for improvement, and set goals for future learning. It promotes metacognition and self-awareness.

14. **Peer Support:** Peer support involves students providing emotional encouragement, motivation, and assistance to their peers. It creates a positive and supportive learning environment, fostering a sense of community and cooperation.

15. **STEM Projects:** STEM (Science, Technology, Engineering, and Mathematics) projects involve students working together on projects that require knowledge and skills from these disciplines. STEM projects encourage hands-on learning, problem-solving, and innovation.

Individual Grouping Strategies: These instructional approaches involve students working independently on tasks, assignments, or learning activities customized to their unique strengths, weaknesses, interests, and learning goals. Students engage in self-directed learning, fostering autonomy and personalized skill development.

1. **Reading:** Individual reading involves students independently selecting and engaging with reading materials such as books, articles, or texts. They read at their own pace and reflect on the content to enhance comprehension and literacy skills.

2. **Journaling:** Journaling is the practice of students keeping a personal diary or record of their thoughts, experiences, and reflections. It encourages self-expression, self-awareness, and improved writing skills.

3. **Math Practice:** Math practice involves students independently working on math problems, exercises, or assignments to reinforce mathematical concepts and improve problem-solving skills.

4. **Art Projects:** Art projects enable students to independently create visual or multimedia artwork. They explore various art forms, express themselves creatively, and develop artistic skills.

5. **Language Learning:** Language learning involves students studying and practicing a new language independently, whether through language learning apps, online courses, or textbooks. It encompasses reading, writing, speaking, and listening skills.

6. **Volunteer Work:** Volunteer work involves students participating in community service or volunteer activities independently. It fosters a sense of civic responsibility, empathy, and social awareness.

7. **Online Learning Platforms:** Online learning platforms offer students access to a variety of educational resources, courses, and materials. Students can use these platforms to explore new subjects or deepen their knowledge independently.

8. **Portfolios:** Portfolios are collections of students' work and reflections over time, showcasing their achievements and growth in various areas. They provide a means for students to track their progress and demonstrate their skills and knowledge.

9. **Research Projects:** Individual research projects assign students the task of investigating a specific topic or question independently. They gather information,

analyze data, and present their findings, developing research skills and autonomy.

10. **Creative Writing:** Creative writing tasks students with crafting original stories, poems, essays, or other literary works independently. It fosters creativity, imagination, and the development of writing abilities.

11. **Science Experiments:** Individual science experiments require students to design and conduct scientific experiments or investigations independently. They gather data, analyze results, and draw conclusions, promoting scientific inquiry.

12. **Coding and Programming:** Coding and programming tasks students with learning computer programming languages and coding independently. They develop software applications, websites, or games, enhancing computational thinking and programming skills.

13. **Music Practice:** Music practice tasks students to independently hone their skills on a musical instrument or voice. They learn new songs, improve their technique, and express themselves through music.

14. **Personal Projects:** Personal projects are self-directed endeavors related to students' interests or hobbies. They may include activities such as gardening, cooking, photography, or model building.

15. **Critical Thinking Activities:** Critical thinking activities challenge students to engage in puzzles, brain teasers, logic games, and problem-solving exercises independently. These activities enhance analytical and critical thinking skills.