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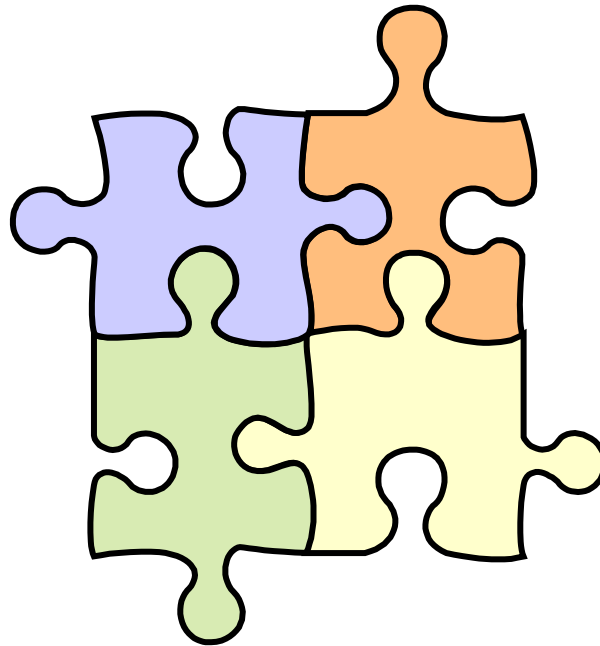
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# Flexible Grouping

Appling Middle School  
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# Flexible Grouping



- Occurs when there is a whole group assessment or instruction initially
- Students are divided by their need for either review, re-teaching, practice, or enrichment
- Grouping could be a single lesson or objective, a set of skills, a unit of study, or a major concept or theme
- Creates temporary groups for an hour, a day, a week, or a month or so
- Does not create permanent groups

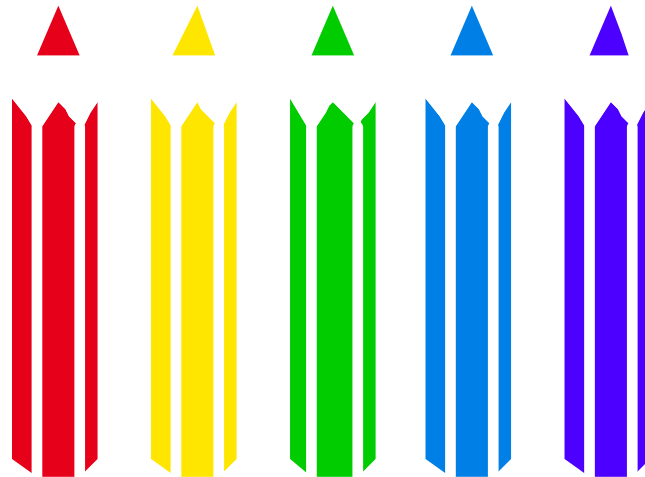


# How does grouping support quality instructional practices?

- Allows for mastery of information and ideas
- Allows time extension for students needing more time for mastery
- Allows collaborative and independent work
- Gives students and teachers a voice in work arrangements
- Allows students to work with a wide variety of peers
- Encourages teachers to engage students in a variety of work settings (social)
- Keeps students from being identified as advanced or struggling



# Which activities lend themselves to group work?



# “Group Work”

## Traditional

- Task is usually a project
- Some students do more work and take most responsibility
- Some students are ignored by others in group
- Some students feel success, others feel frustration
- Each student cares most about what he/she learns and what grade he/she receives

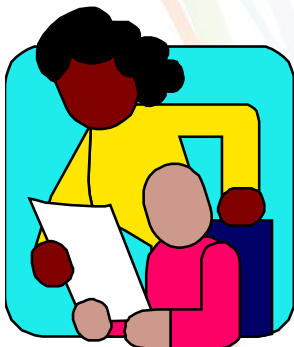
## Cooperative

- Task may be a project, brainstorming, problem solving
- Shared work and responsibility
- Participation of all students is encouraged
- Each student's ideas and work are valued
- Students care about group learning



# Purpose of Grouping

Schools will utilize flexible and varied grouping practices that enhance the opportunity to receive expanded, intensive, enriched and accelerated curricula at all instructional levels.



Source: *Policy on Gifted and Talented Education*



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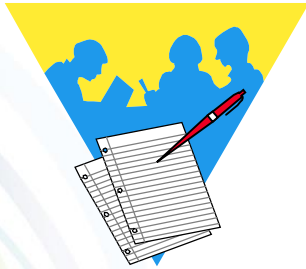
# Planning for Grouping:

## Questions to Consider

- When does grouping benefit students?
- When does grouping facilitate instruction?
- Which activities lend themselves to group work?
- How do you determine group membership?



# When does grouping benefit students?



- When the task requires input from different types of learning styles and perspectives
- When the subject matter is new for all students
- When it allows struggling & “gifted” students to be engaged in real learning



# Appropriate Activities for Heterogeneous Grouping:

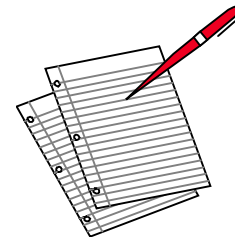


- Critical Thinking
- Concept and Generalization
- Whole Language Experiences
- Multi-disciplinary Units
- Open ended discussions
- Examples: Hands-on experiments and current event discussions



# Appropriate Activities for Homogeneous Grouping:

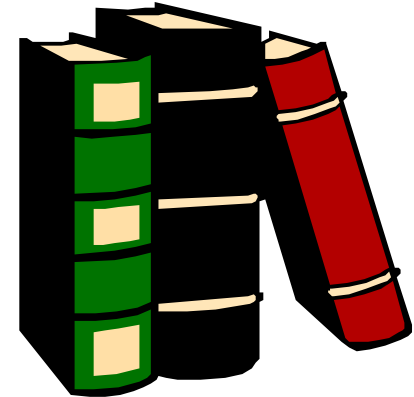
- Drill and Practice
- Math computation
- Studying for recall type test
- Answering comprehension questions about a novel



# Group “Membership”

Can be determined by:

- Readiness
- Interest
- Reading Level
- Skill Level
- Background Knowledge
- Social Skills



# Grouping Method

- Teacher Assigned
- Student Selected
- Random



# PRE-ASSESSMENT



The purpose of pre-assessment is to determine what students know about a topic before it is taught. Pre-assessment will help the teacher determine flexible grouping patterns and should be used regularly.

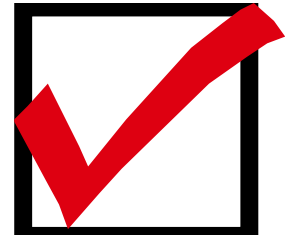


# Pre-assessment

- Teacher prepared pre-test
- KWL Charts /Graphic Organizers
- Writing Prompts/Samples
- Student demonstrations and discussions
- Student products and work samples
- Show of hands Response
- Standardized Tests
- Teacher observation/checklist







# Assessment

A successful end product and/or the fulfilling the pre-stated objective.



# Processing

Individual and Group accountability activities which reflect the success of:

- The student
- The group
- The objective for the teacher planned activity





Flexible Grouping for the delivery of instruction is the cornerstone of appropriate differentiation for the gifted student as well as all students. The use of Flexible Grouping assures *Success for Every Student!*

