

Stretch and Be Flexible



Tara Jeffs, Ph.D.

Region 4 Technology Coordinator

Pam Sudduth, M.A.

Learning and Development Facilitator,
Literacy

Shelby Robertson, Ph.D.

Learning and Development Facilitator,
Math and Science



Would You Rather...?



- Name
- Answer the question on the card
- Invite your partner to answer the same question.

Learning Objectives



Participants will...

- Consider the goal of Universal Design for Learning (UDL)
- Increase and apply understanding of flexible grouping
- Consider how to design the environment through UDL principles

Advanced Organizer

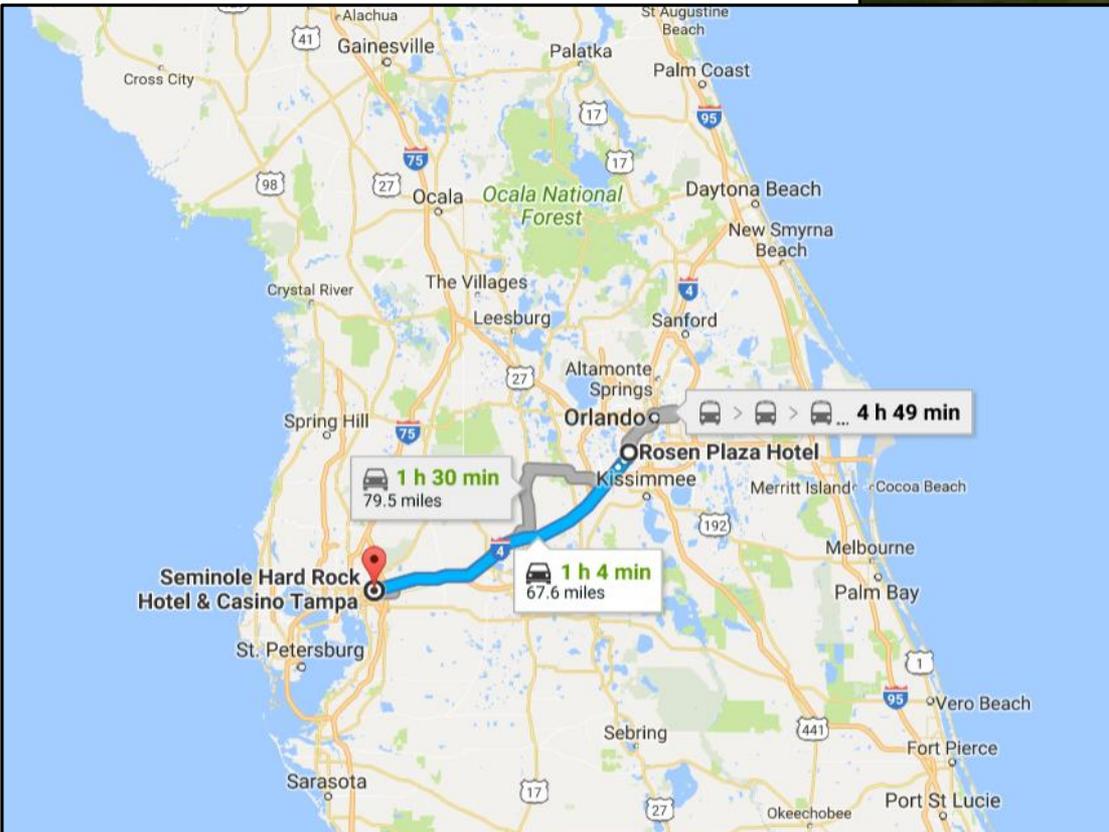
- 📌 UDL principles
 - Determine barriers
- 📌 Flexible Grouping
 - Centers
 - Teacher Led Groups
 - Data
 - Student Led Groups
- 📌 Mechanics of grouping



Norms

- Value everyone's input/expertise/strengths
- Remain Positive
- Be Learning Focused
- Use Parking Lot





The destination is the same, but the journey doesn't have to be...

Universal Design for Learning



“An approach to designing instructional methods and materials that are flexible enough from the outset to adapt and allow for learner differences”

Universal Design for Learning

Affective networks:
THE **WHY** OF LEARNING



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

Recognition networks:
THE **WHAT** OF LEARNING



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways

Strategic networks:
THE **HOW** OF LEARNING



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know

Multiple Means of Engagement

Provide multiple ways for students to find meaning in the material and thus motivate themselves. Students may work independently, or in teams. They may show that they master principles by applying their favorite activities.



Multiple Means of Engagement



Checkpoints	Examples
Provide options for self-regulation	Use guides and rubrics that focus on self-regulatory goals, differentiate and scaffold feedback, self-monitor behavior
Provide options for sustaining effort and persistence	Use prompts, hand-held scheduling tools for reminders, collaboration, peer tutoring and support, vary the degree of freedom, cooperative learning groups with scaffolded roles and responsibilities
Provide options for recruiting interest	Choices in the level of challenge, type, color, design, layout of graphic, involve learners, vary activities

Multiple Means of Representation



Present information in multiple ways.

Provide options so that anything written or otherwise offered visually is also spoken aloud or presented in multi-sensory format.



Multiple Means of Representation



Checkpoints	Examples
Provide options for comprehension	Activate prior knowledge, use advanced organizers, pre-teach concepts, bridge concepts, highlight patterns, emphasize key elements, checklists
Provide options for language, mathematic expressions and symbols	Pre-teach vocabulary and symbols, highlights, clarifying unfamiliar words, present key concepts, symbolic representation
Provide options for perception	Speech-to-text, diagrams, charts, video clips, size of text, images, graphs, tables, volume, speed

Multiple Means of Action & Expression

Offer multiple ways for students to interact with and respond to curricula and materials. (e.g., talking, writing, typing, videoing, singing)



Multiple Means of Expression



Checkpoints	Examples
Provide options for executive function	Use prompts for goal setting, model think-alouds, use checklist and project planning checklists, break long-term goals into reachable short-term objectives
Provide options for expression and communication	Compose multi-media, provide learners with spell-checkers, speech-to-text, use graphing calculators, use sentence strips and outlining tools, provide manipulatives
Provide options for physical action	Provide alternatives for interacting with instruction, consider switch options

The Goal of UDL

Eliminate unnecessary barriers to learning without eliminating challenges in order to ensure all learners achieve standards through rigorous instruction.

- Maintains high expectations for ALL learners
- Ensures access to academic standards for ALL learners
- Ensures student interaction and engagement with content for ALL learners



Let's Take A Moment...

Universal Design for Learning

Big Idea

Students differ from each other in the ways they think and learn. *Universal Design for Learning* (UDL) is a set of principles designed to guide curriculum and lesson development to ensure that all individuals have equal opportunities to learn and can quickly engage with the instruction. Digital technologies, online resources, and mobile devices can be used to design flexible instruction with options to support all students in achieving the Florida Standards.

Flexibility in Representation

- options for perception
- options for language and symbols
- options for comprehension

Flexibility in Expression

- options for physical action
- options for expressive skills/fluity
- options for executive functions (planning/monitoring)

Flexibility in Engagement

- options for recruiting interest
- options for sustaining effort/persistence
- options for self-regulation

Universal Design for Learning is based on research about how we recognize information, how we organize and express our ideas, and how we are challenged or engaged.

Recognition Networks

How we recognize information and categorize what we see, hear, and read. For example, students can change the font size of the reading material, use tools to change the format (e.g. from text to audio, or to braille), change the background colors, etc. Online glossaries or dictionaries are available to support vocabulary. Translation tools are provided to support multiple languages. Advance graphic organizers may be used to help students highlight big ideas, concepts, and relationships.

Strategic Networks

How we organize and express our ideas; plan and perform tasks. For example, students may produce a report in an essay format, a PowerPoint format, an audio format, a movie, a play, a series of photos. A variety of tools may be provided to help students organize information; e.g. checklists and guides for note taking. Supports are provided for time management, setting goals, and completing assignments. Project planning templates may be provided.

Affective Networks

How we are challenged, excited, or interested. For example, students are able to choose topics and viewpoints to research. Assignments have a level of relevance for each student. Hands-on activities, robotics, simulations, and immersive virtual worlds may be used to support STEM instruction. Collaborative activities are used to help students connect with and work with others. Time is provided for self-assessment and reflection activities.

Barriers or Opportunities??

The materials and methods teachers use can either present students with barriers to understanding or enhance their opportunities to learn.



Breaking the Barriers



By developing and applying Universal Design for Learning (UDL), we can minimize barriers and realize the promise each student brings to the learning process.

Barriers

High intensity barrier:

- Significant impact on **individual student** engagement and learning (e.g., small group & individual instruction, DI, aligned with learning needs)

High probability barrier:

- Wide-spread or common barriers that impact **many students'** engagement and learning (e.g., integrate strategies that support cognitive processing through academic instruction, DI, provide adequate instructional time)

Buckets of Barriers

- High Intensity
 - Instruction
 - Curriculum
 - Environment
 - Learner
- High Probability
 - Instruction
 - Curriculum
 - Environment
 - Learner

Across
Multiple
Domains





High Intensity

High Probability

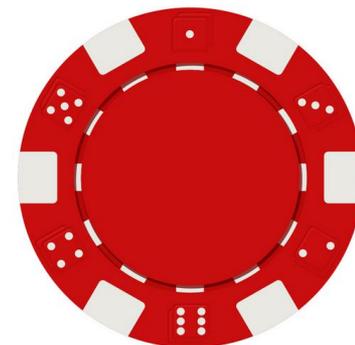
Instruction	Curriculum	Environment	Learner
Pacing guide does not allow time for intervention	History textbook has too many images and makes it difficult to focus for a few students	The classroom lacks psychological safety (some students do not feel comfortable asking questions or sharing information)	Reading level three grade levels below peers

Instruction	Curriculum	Environment	Learner
Only direct instruction is provided	Only a textbook is being used	The classroom is set up retro (rows) and does not allow for easy collaboration	Students are not interested in the subject matter and do not see the relevance



January-March (North)-Instruction
April-June (East)-Curriculum
July-September (West)-Environment
October-December (South)-Learner

I notice that...
I wonder why...



High Intensity

Instruction	Curriculum	Environment	Learner

Tier 3 Barriers

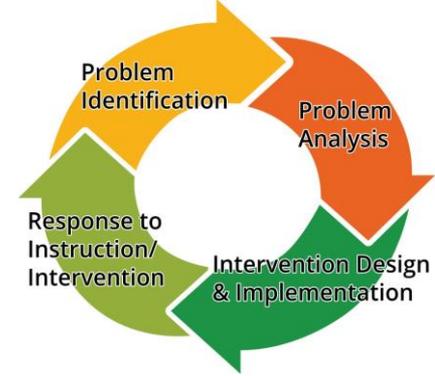
High Probability

Instruction	Curriculum	Environment	Learner

Tiers 1 and 2 Barriers

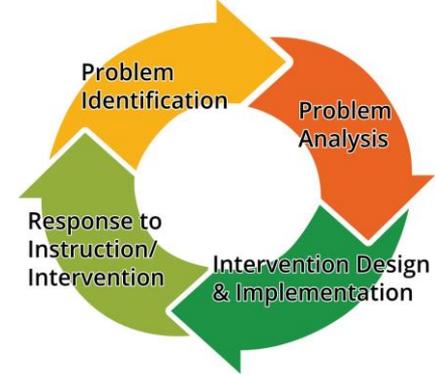
Multi-faceted needs of students

Process to Address Barriers



- Require use of information and data related to students' strengths, needs, and interests
- Determine clear learning goals and objectives
- Anticipate high probability and high intensity barriers
- Plan options for accessing, interacting, and demonstrating to lessen the impact of barriers

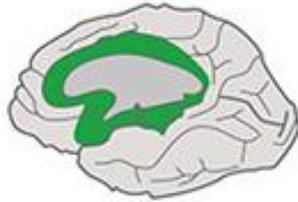
Process to Address Barriers (continued)



- Design appropriate strategies and supports into the lesson plan/instructional environment
- Ensure scaffolding to remove barriers to learning
- Implement instructional plan
- Evaluate impact

Result in immediate and sustained engagement and improved academic outcomes

Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

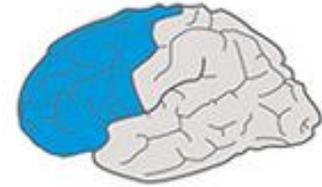
- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies



Engagement

- Proactively addresses anticipated barriers to increase the effectiveness and efficiency of instructional planning
- Provides options for everyone, engaging and supporting all students
- Increases effectiveness of instruction, reducing the need for remediation and intervention

"That was an awesome worksheet,"
said no student ever.

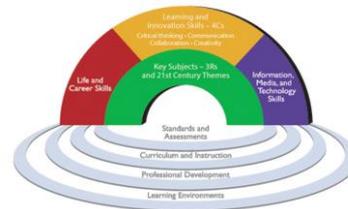


Provide Multiple Means of Engagement

Checkpoint 8.3:

Foster collaboration and community

In the 21st century, all learners must be able to **communicate and collaborate effectively** within a community of learners. This is easier for some than others, but remains a goal for all learners. The distribution of **mentoring through peers** can greatly increase the opportunities for one-on-one support. When carefully structured, such **peer cooperation** can significantly increase the available support for sustained engagement. **Flexible rather than fixed grouping** allows better **differentiation** and multiple roles, as well as providing **opportunities to learn how to work most effectively with others**. Options should be provided in how learners build and utilize these important skills.



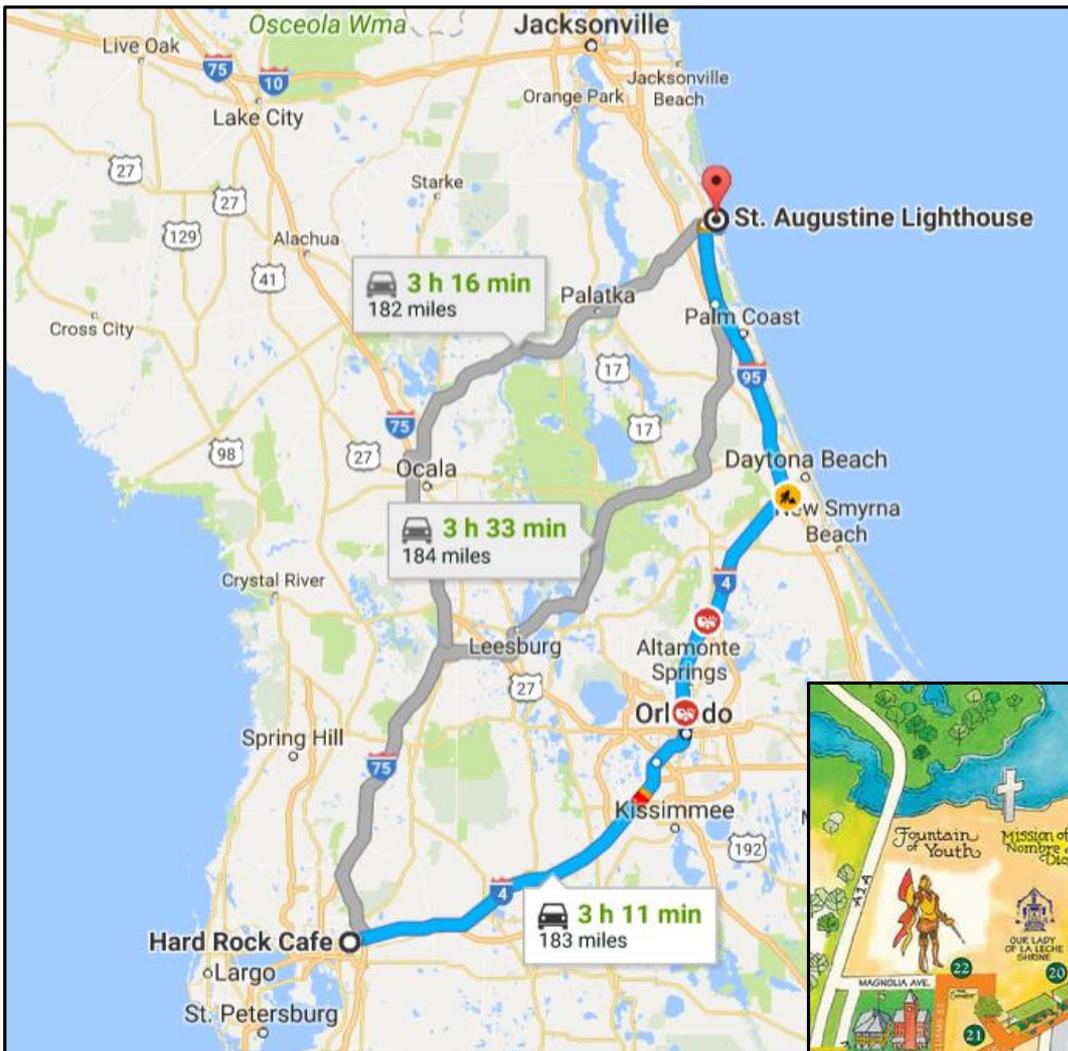
Foster Collaboration and Community

- Construct communities of learners engaged in common interests or activities
- Create expectations for group work (e.g., rubrics, norms, etc.)
- Provide prompts that guide learners in when and how to ask peers and/or teachers for help
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
- Create cooperative learning groups with clear goals, roles, and responsibilities

MANY PEOPLE SPEND TOO MUCH TIME TRYING TO BE THE CAPTAIN OF SOMEONE ELSE'S BOAT. LEARN TO BE A LIGHTHOUSE AND THE BOATS WILL FIND THEIR WAY.



The choice is yours...



Flexible Grouping

- Purpose is to deliver instruction in a **variety of ways in to maximize student success.**
- Teachers are discovering that **utilizing flexible grouping** in a variety of ways throughout the school day actually **makes their job easier.**



What is Flexible Grouping?

- A **temporary way** for students to collaborate in a variety of configurations depending upon activity and learning outcomes.
- In order to promote maximum learning, students need to **move frequently** among groups according to their specific needs.



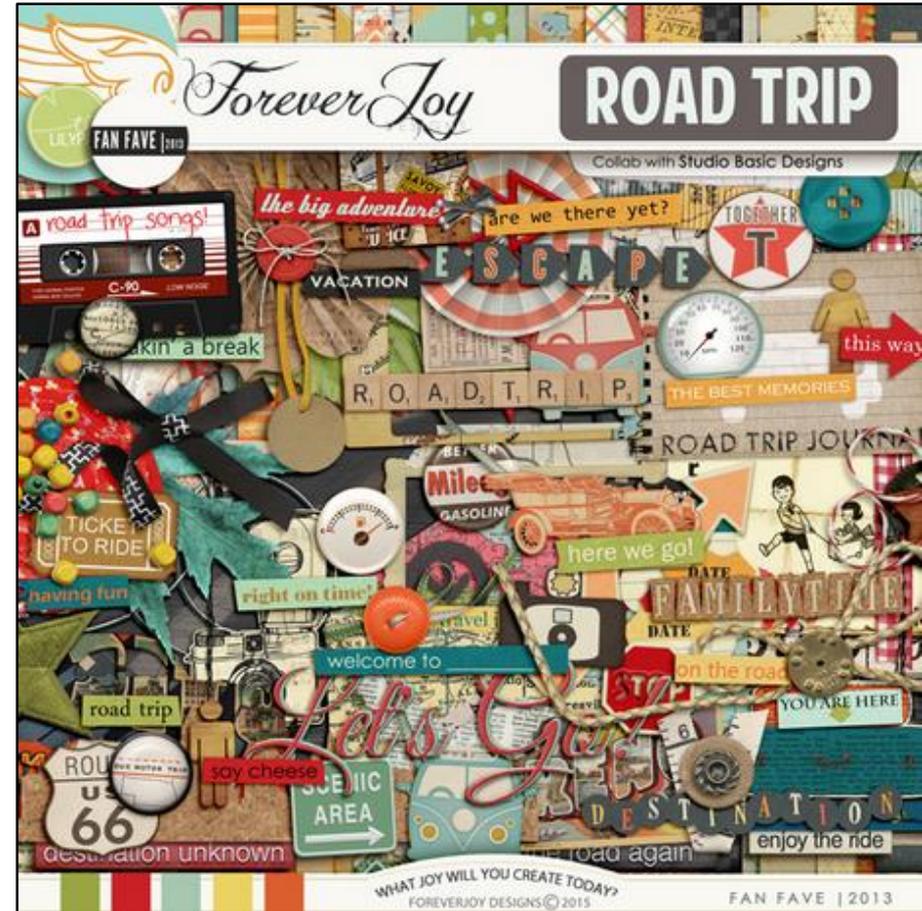


- It's a great way to meet the **academic, social and emotional** needs of each student, and it allows the teacher to zero in on any **specific needs** of one student.
- It allows students to have the opportunity to **work with, and learn from, their peers** in a way that lets them **feel comfortable contributing**.
- Students work in a variety of groups, learning to **work independently and cooperatively** with a variety of personalities.

Student Engagement

In education, **student engagement** refers to the degree of attention, curiosity, interest, optimism, and passion that **students show** when they are learning or being taught, which extends to the level of **motivation** they have **to learn and progress** in their education.

~The Glossary of Education Reform (2016)



Powerful Tool



- Maximizes the effectiveness of an instructional technique for both **teaching and classroom management**
- Done without **planning** and careful thought, can lead to inefficient, or destructive use of teacher and student time

Where does it fit?



Universal Design
for

learning

Learning Centers

Technology

Multi-Tiered System of Support

Differentiated Instruction

Multi-Sensory Teaching

Flexible Grouping

Gradual Release of Responsibility

Balanced Literacy

Formative Assessment

Performance-Based Assessment

choice self-direct teachers path learners environment Personalizing quality model flexible voice best career demonstrate use mastery competency-based know anytime design



Whole Group

Advantages	Instructional Purpose	Group Information
<ul style="list-style-type: none">Engages teachers and students in shared grade-level experiencesEnsures every student receives core instruction	<ul style="list-style-type: none">Introduce new content and new strategiesProvide common experiences as a shared basis for further explorationModel new information/strategiesEngage students in read-aloudsTeach a shared-writing activity	<p>Students are placed in classes according to school policies, teacher recommendations, and grade-level decisions</p>

Adapted from Sharon Vaughn, Ph.D., Texas Center for Reading and Language Arts, University of Texas at Austin.

**Teachers' Desk Reference:
Practical Information for Pennsylvania's Teachers**

Flexible Small Group Same Ability

Advantages	Instructional Purpose	Group Information
<ul style="list-style-type: none"> • Provides targeted instruction that is explicit and systematic to meet the needs of a small group • Maximizes opportunity for engagement and immediate and corrective feedback • Based on formative assessment and ongoing data collection 	<ul style="list-style-type: none"> • Provide small-group instruction directed to specific students' needs (content reinforcement or enrichment) • Provide a tiered intervention • Scaffold instruction so that students can practice skills with support in order to be successful 	<ul style="list-style-type: none"> • Students are assigned to groups of three to eight based on assessment data and skill levels • Group membership varies based on data

Adapted from Sharon Vaughn, Ph.D., Texas Center for Reading and Language Arts, University of Texas at Austin.



Flexible Small Group Mixed Ability

Advantages	Instructional Purpose	Group Information
<ul style="list-style-type: none">• Enables teachers to serve as a facilitators• Allows for student self-choice• Motivates students• Addresses social needs• Promotes language interactions for students who are English language learners	<ul style="list-style-type: none">• Allow for and provide extension of what students have learned in content areas• Allow students to access relevant center/station activities	<ul style="list-style-type: none">• Group membership based on students' abilities or interests• Groups can be student-led or cooperative

Adapted from Sharon Vaughn, Ph.D., Texas Center for Reading and Language Arts, University of Texas at Austin.

**Teachers' Desk Reference:
Practical Information for Pennsylvania's Teachers**



Pairs/Partners

Advantages	Instructional Purpose	Group Information
<ul style="list-style-type: none">• Meets individual needs• Motivates students• Provides language and social interaction• Enhances student learning and engagement (e.g., think-pair-share)	<ul style="list-style-type: none">• Support partner reading• Reinforce practice activities• Build language extensions• Structure peer tutoring opportunities	<ul style="list-style-type: none">• Students are assigned partners based on assessment• Teachers can utilize a classroom ranking system to determine pairs, or partner students based on random counting• Teachers monitor student progress to be sure all students benefit

Adapted from Sharon Vaughn, Ph.D., Texas Center for Reading and Language Arts, University of Texas at Austin.



One-on-One

Advantages	Instructional Purpose	Group Information
<ul style="list-style-type: none">• Meets individual needs• Proven in the research to be one of the most effective practices for improving outcomes for students with reading disabilities	Provide targeted instruction to meet the needs of each student	Students are assigned based on assessment and progress monitoring data

Adapted from Sharon Vaughn, Ph.D., Texas Center for Reading and Language Arts, University of Texas at Austin.

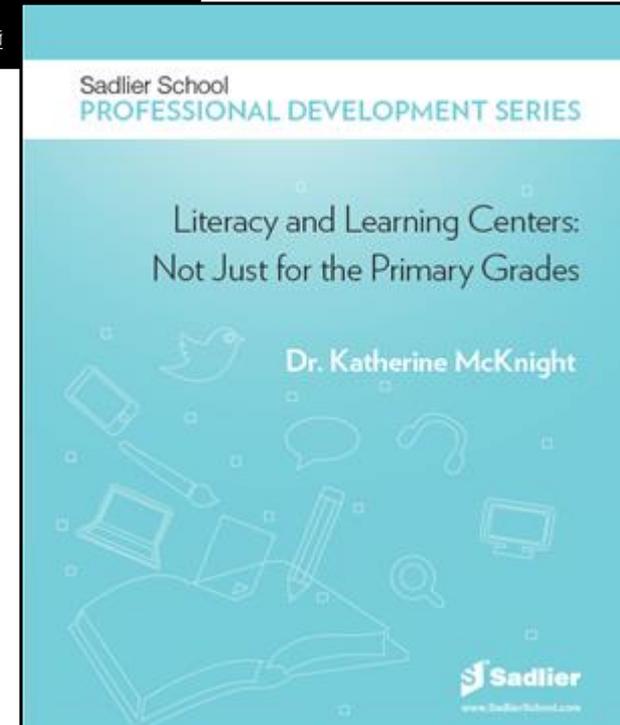
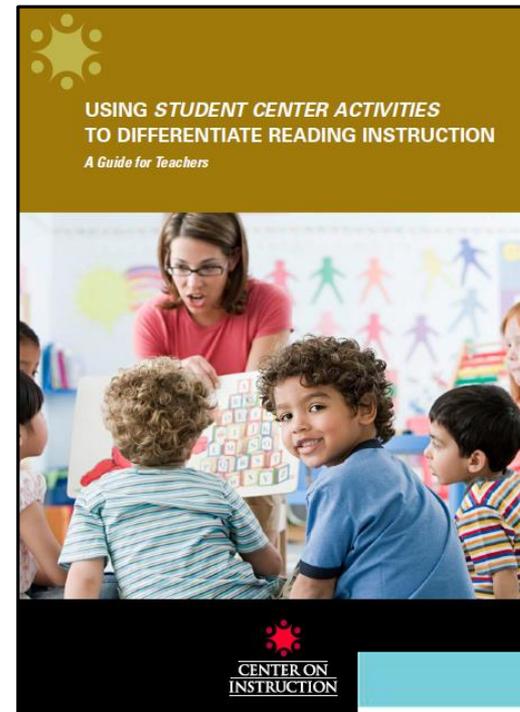
**Teachers' Desk Reference:
Practical Information for Pennsylvania's Teachers**



Centers

Learning Centers

- Anywhere that students engage in learning activities
- May be either teacher-led or independent student centers
- Students work in small group or individually
- Each center has a specific learning activity
- Teacher circulates and/or directs teacher led group



Critical Factors

- Tasks that address readiness levels
- Rigorous activities
- Focus on learning
- Feel valued and nurtured (safe)
- All students contribute
- Engaged through choice and/or interest
- Value worthwhile learning experiences
- Count on peer and adults for support

Logistics for Successful Centers

Requires a **clear understanding** of the task and **clear expectations** of the center management and organization.

- **Pre-teach and model** each activity before it is placed in a student center for independent practice.
 - Whole- or small-group setting, depending on students' needs and the complexity of the activity.
- Pre-teaching helps ensure students' success.

Advantages

- Students engaged in learning
- Combination of self-directed activities and short, specific tasks leads to development of natural strengths
- Students feel safer, part of a community not singled out-learning from and with peers
- Enable teachers to cover more content and skill development
- Provides personalized instruction

Where does it fit?

Aligns

- Gradual Release of Responsibility
- Balanced Literacy
- Formative Assessment Differentiated Instruction
- Multi-Tiered System of Support



Teacher-Led Centers Process

- Students participate in a lesson led by the teacher
- Grouped based on their progress monitoring scores
- Teacher introduces appropriate new skills and concepts and guides students in practicing previously taught skills
- Allows the teacher to give students immediate corrective feedback, scaffolded instruction, and practice with targeted skills

Types of Centers - Foundational:

- Teacher-Led
 - Intervention
 - Skill development
 - Formative assessment
- Vocabulary
 - Expand
 - Internalize
 - Improve
- Reading together
 - Read
 - Discuss
 - Work
- Writing
 - Explanatory/information
 - Opinion
 - Narrative
 - Research

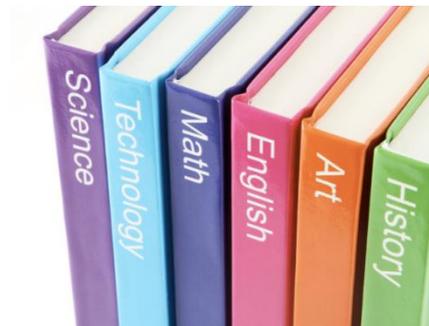


Student-Led Center

- Students work individually, in pairs, or in small groups, to practice, demonstrate, and extend their skills.
- Based on student performance data.
- Activities change frequently offer a rich collection of resources for use at these independent centers.

Types of Centers - Content area:

- English Language Arts
 - Grammar
 - Speaking and listening
 - Viewing
 - Literary devices
- Social Studies
 - Maps
 - Graphs
 - Primary source documents
- Science
 - charts
 - Graphs
 - Lab/observation
 - Viewing
 - Speaking and listening
- Mathematics
 - Problem solving
 - Critical thinking
 - Application



Center Management

- Form flexible groups based on assessment, choice, or necessity
- Design and implement a center management system
- Develop norms
- Provide explicit center directions and logistics for sharing information/asking for assistance
- Organize classroom (space, navigation)
- Manage seamless transitions and movement
- Establish accountability

Keys to Success

- Create rules with student support
- Provide choice
- Create small teams
- Label each center
- Written support/directions
- Use timer
 - 10-15 minutes per center
 - 5-10 minutes catch-up/make-up

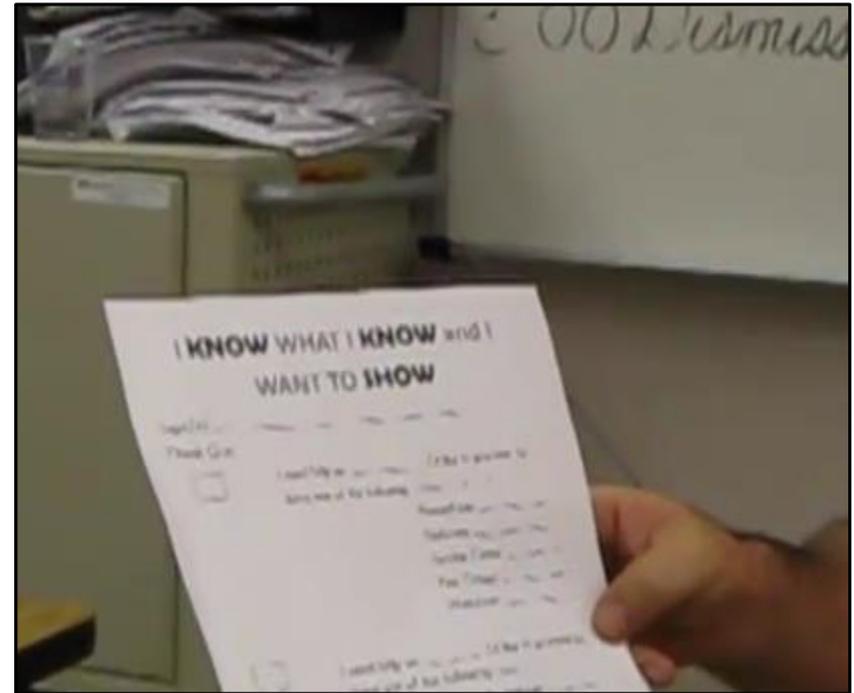




Video

Question to Consider:

How does Mr. Faleder provide students choice to best support math concepts in learning centers?



Stretch and Be Flexible - Part 2

Wiki: <http://stretchandbeflexible.wikispaces.com/>





Flexible Grouping

Teacher-Led Groups



- Whole-Class Instruction
- Small-Group Instruction
- Students Working Alone in Teacher-Directed Activities

Teacher-Led Groups



Teacher-Led Groups		
Grouping Options	Teacher's Role	Activities
Whole Class/ Small Groups	<ul style="list-style-type: none">• Explains procedures• Provides instructional scaffold• Facilitates discussion• Provides explicit instruction• Affirms student diversity	<ul style="list-style-type: none">• Outlining day's agenda/schedule• Giving an overview of concepts• Sharing student work• Presenting strategies• Developing background knowledge
Individual	<ul style="list-style-type: none">• Guides individual development• Encourages individual student interests	<ul style="list-style-type: none">• Applying key concepts, strategies and skills• Composing written responses• Completing understanding• Creating own investigations

3 Learning Group Strategies



Strategy	Cooperative Teams
Group Size	Three to four students per group.
Duration	Ranges from several days to several weeks.
Task or Problem	Clearly defined by the teacher.
Process	<ul style="list-style-type: none">• A team plan of operation and goals is specified, and teams are highly structured. Each student has a clearly defined role in the team such as recorder, questioner, and reporter. The teacher takes time to teach each student role.• Team members share leadership within the framework of specific roles.• All team members must contribute or the team cannot progress. (Teams "win or lose together.") The end product represents the entire team.• The team focus is on cooperation as well as on achievement of goals. Awareness of the group process is as important as completing the task.

Writing Assessment-Example 1

Grouped students based on scores

- Lowest scores in one group
- Slightly better writers second group

Met over several weeks providing instruction to each group

- Did not work
- Post assessment no different from original
- Lowest writers were still lowest

~Hattie (2016)

Writing Assessment-Example 2

Analyzed patterns of error and continually regrouped students daily based on error patterning

- Day one met with students who needed assistance with transitions and another group with maintaining voice
- Another day focused on student who change point of view and another group with erroneous spelling patterns

Addressed needs within small groups

Average score increased full performance level

- 0.49 effect size for small group learning
- Compared to 0.12 for ability grouping

~Hattie (2016)

Instructional Grouping Example

	Decoding	Fluency	Vocabulary and Comprehension
Burton, Sarah			✓
Chang, Eunhae			✓
Figliozi, Peter		✓	✓
Frey, Elizabeth		✓	✓
García, Ricardo	✓	✓	✓
Grice, Patricia		✓	✓
Huy, Ley	✓	✓	✓
Lyman, Scott			✓
Ramsey, Megan		✓	✓
Spielman, Robert			✓
Straubman, Min	✓	✓	✓
Walker, Lillian		✓	✓
Wallace, Amanda			✓

Flexible Grouping Example

STUDENT GROUPS				
How will students be grouped?				
Group A: ___ 2, 7, 8 _____				
Group B: ___ 1, 3, 4 _____				
Group C: ___ 5, 6, 9 _____				
Group D: _____				
Group E: _____				
What skills will be taught during small group instruction?				
Group A: Decoding	Group B: Syntactic, Vocabulary	Group C: Comprehension	Group D:	Group E:
What resources will be used during small group instruction?				
Group A: Word Sorts of multisyllabic words, Building word knowledge	Group B: Spelling patterns, affixes, Writing accuracy	Group C: Metacognitive strategies, High level reasoning skills, Vocabulary skills, Increase rigor required to excel and achieve grade level standards	Group D:	Group E:
Additional Information: Daily schedule consists of the teacher utilizing a gradual release of responsibility instructional model to rotate groups in order to focus on their needs. Additionally, she ensures she provides time on a daily basis for the <i>Academy of Reading</i> program.				

Meeting the Challenges



Group 1: Largest Gaps
Decoding Low
Comprehension Low



Group 2: Moderate Gaps
Decoding Adequate
Vocabulary, Fluency and Comprehension Low



Group 3: Smallest Gaps
Decoding and Fluency Adequate
Vocabulary and Comprehension Low

Cooperative Learning Example

- The teacher gives the students a set of generic question stems after instruction.
- Students work individually to write their own questions based on the material being covered.
- Students do not have to be able to answer the questions they pose.
- Grouped into learning teams, each student offers a question for discussion, using the different stems.
- Sample question stems:
 - What is the main idea of...?
 - How does...affect...?
 - Explain why...?
 - How are...and...similar?
 - How would I use...to...?
 - What is the best...and why?
 - How does this relate to what I've learned before?
 - What are the strengths and weaknesses of...?
 - What is the difference between... and...?



Video Example



Questions to Consider:

How does Mr. Yager utilize flexible grouping techniques designed around data?

How does Mr. Yager guide the collaboration during group work?



Student-Led Groups

- Opportunities for divergent thinking
- Students take responsibility for their own learning
- Model "real-life" adult situations in which people collaborate to solve problems





Student-Led Groups

Student-Led Groups		
Grouping Options	Teacher's Role	Activities
Collaborative	<ul style="list-style-type: none"> • Describes students' roles • Describes students' interpersonal skills • Encourages student interaction • Monitors group effectiveness • Guides understanding • Affirms student diversity 	<ul style="list-style-type: none"> • Organizing collaborative project • Collaborating on projects • Sharing group projects • Discussing students' evaluation of group's success • Applying key strategies and concepts • Discussing different perspectives
Performance-Based	<ul style="list-style-type: none"> • Identifies students' needs • Provides instructional scaffold • Provides explicit instruction 	<ul style="list-style-type: none"> • Organizing short-term groups • Introducing new concepts • Teaching specific concepts, strategies and skills
Dyad (Pairs)	<ul style="list-style-type: none"> • Identifies students' interests or needs • Models instructional strategies • Guides understanding 	<ul style="list-style-type: none"> • Assisting partners • Tutoring peers • Responding to peer writing • Collaborating

3 Learning Group Strategies



Strategy	Problem-Solving Partnerships	Collaborative Groups
Group Size	Two to three students per group.	Three to six students per group.
Duration	Short (part of a class period to a few days).	Short (days) or longer (weeks or even months).
Task or Problem	To solve is limited in scope (a single problem or question or a limited set) and is usually a challenge or practice activity for students to apply recent learning.	Open-ended and may cover large amounts of course content.
Process	<ul style="list-style-type: none"> • Multiple approaches to solving the problem are encouraged. There is no single "right" way to solve most problems, and all reasonable solutions or answers to the problem are honored. • Individual students have an opportunity to explain and discuss their suggested solutions as well as their misconceptions. • New understandings are developed by the individual, by the team, and, finally, by the whole class. • Group and class discussions (and solutions) provide immediate feedback to the student. 	<ul style="list-style-type: none"> • Student roles are flexible and may change throughout the project or assignment. Students observe (and help with) other students' work, and critique, evaluate, explain, and suggest ways for improvement. • Open communication and multiple approaches are emphasized. All students are involved in honest discussion about ideas, procedures, experimental results, gathered information, interpretations, resource materials, and their own or other students' work. • Students are constantly aware of the collaborative communication process, as well as the product or goals. They know they can change direction to meet goals.

Advantages

The essence is team spirit that **motivates** students to contribute to the learning of others on the team:

- **Share ideas** and reinterpret instructions to help each other
- **Convey the idea** that learning is valuable and fun
- **Make predictions or estimations** about a problem, share ideas, or formulate questions

Advantages (continued)

- After working independently, group members might **cooperate** in composing either an oral solution or a written response
- Prove particularly effective for **open-ended** problem-solving investigations
- Come in **all sizes and configurations**, depending on the instructional goal to be achieved

Reciprocal Teaching



<h2 style="text-align: center;">SAY SOMETHING!</h2> <p style="text-align: center;"><i>Be prepared to share your thinking about the text you are reading. When the teacher says, "Say Something," Turn and talk.</i></p>	
<p><u>MAKE A PREDICTION</u></p> <ul style="list-style-type: none"> • I predict that... • I bet that... • I think that... • Since {this} happened, then I bet the next thing to happen will be... • Reading this part makes me think that {this} is about to happen. • I wonder if... 	<p><u>ASK A QUESTION</u></p> <ul style="list-style-type: none"> • Why did... • What's this part about? • How is {this} like {this} • What would happen if... • Why... • Who is... • What does {this} section mean? • Do you think that... • I don't get this part here...
<p><u>CLARIFY SOMETHING</u></p> <ul style="list-style-type: none"> • Oh, I get it... • Now I understand... • This makes sense now... • No, I think that means... • I agree with you. This means... • At first I thought... but now I think... • This part is really saying... 	<p><u>MAKE A COMMENT</u></p> <ul style="list-style-type: none"> • This is good because... • This is hard because... • This is confusing because... • I like the part where... • I don't like this part because... • My favorite part so far is... • I think that...
<p><u>MAKE A CONNECTION</u></p> <ul style="list-style-type: none"> • This reminds me of... • This part is like... • {This} character is like {this person} because... • This is similar to... • The differences are... • I also... • I never... • This character makes me think of... • The setting reminds me of... 	<p><u>SUMMARIZE</u></p> <ul style="list-style-type: none"> • I learned... • The setting is... • The conflict is... • Somebody, Wanted, But, So Then

Reciprocal Teaching	
Prediction	Question
Clarification	Comment
Connection	Summarization
Bringing it all together...	

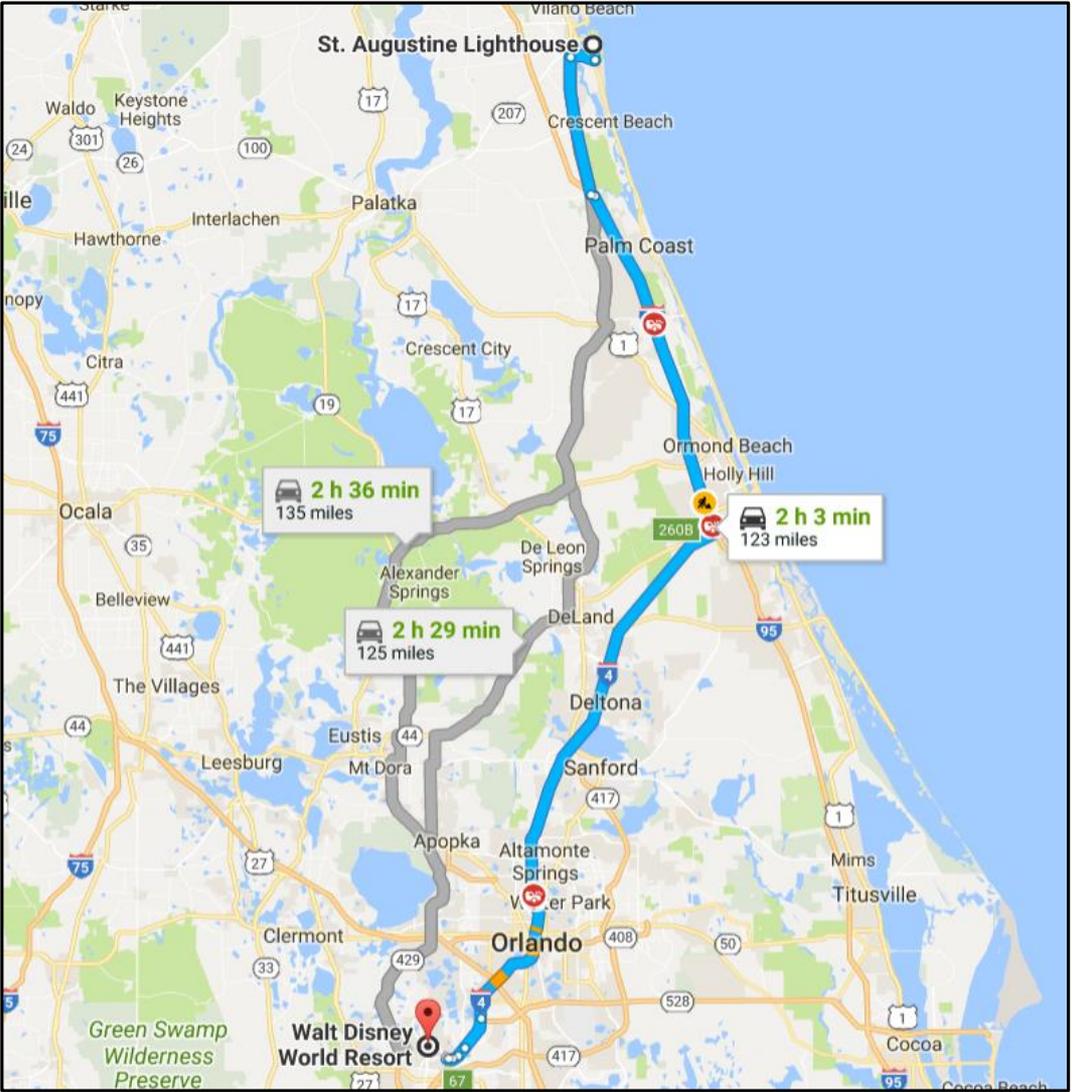
Video Example

Question to Consider:

How does utilizing the reciprocal teaching strategy assist students with taking ownership of their learning?



Reciprocal Teaching	
Prediction	Question
Clarification	Comment
Connection	Summarization
Bringing it all together...	



Stay with your group!

Mechanics



Consider the Purpose



- Requires purposeful planning through UDL
- Consider assessment data, student needs and abilities
- **Rearrange groups frequently**
- Meet each individual's needs
- Identify the most effective grouping design
- Differentiate engaging activities for each group

Ask, “What is the best type of configuration to meet my learning outcome for this activity?”

Common Characteristics of Effective Learning Groups

- Work is **challenging and meaningful**
- Teacher is **actively involved** in the students' learning process, serving as a resource, questioner, guide, evaluator, and coach
- **Learning goals and timelines** are clearly understood by the students and monitored by the teacher
- All students are **actively involved**
- **Cooperation** is valued over competition
- Have a sense of being able to **accomplish more** learning together than they can alone

Common Characteristics of Effective Learning Groups (continued)

- Group process provides a **comfort level** for discussion and airing questions
- Student **interaction** and social skills are required
- Group time is **not "free time"** for student (or teacher)
- **Multiple means of assessment** are possible (rubrics, portfolios, quizzes, interviews, presentations, etc.)
- **Evaluation** can be of the individual student, of the group, or a combination

Managing Flexible Groups

- Create a color-coded system or chart
- Give specific instructions
- Post written instructions and expectations
- Model and practice routines and procedures for getting into and out of groups
- Set a specific time limit for completion
 - Alarm or timer
- Implement a student learning log for each group they are working in

Guiding Questions While Planning



- Is this the only way to organize students for this learning?
Do I always teach this way, and if so, why?
- Where in the lesson could I create opportunities for students to work in small groups?
- Would this part of the lesson be more effective as an independent or small-group activity?
- Why do I have the whole class involved in the same activity at this point in the lesson?
- Will I be able to meet the needs of all students with this grouping?
- I've been using a lot of *[insert type of grouping here—whole class, small group, or independent work]* lately. Which type of grouping should I add to the mix?

Customize Your Ride...



Partner Structures

- Sage-N-Scribe
- **Turn and Talk**
- Inside-Outside Circles
- Double Entry Journal
- Pairs Check
- **Think-Pair-Share**
- Think-Pair-Square
- Paired Annotations
- Team Pair Solo
- Structured Academic Controversies



Group Structures

- Numbered Heads
- Three-Minute Review
- Three Stay One Stray
- Three-Step Interview
- **Talking Chips**
- Find the Fib
- Gallery Walk
- Fishbowl
- Jigsaw
- Circle Sharing
- **Four Corners**
- Structured Problem Solving



Writing Structures

- Think Write Pair Share
- Write Around
- Write and Show
- Rally/Round Table
- Response cards
- **Share and add**
- **Question Cubes**
- Question Matrix
- **Reciprocal Teaching**
- Tea Party
- Sage-N-Scribe
- One Minute Papers



Group Quickly and Effectively

- Interest survey
- **Setup an area for groups in your classroom**
- Number Pops
- Synonyms
- Group of the Day
- Color Pencils
- **Birthday Buddies or season**
- Burger Buddies or beverage, type of food
- Genre Groups- books, movies, music, or subjects



Group Quickly and Effectively (continued)

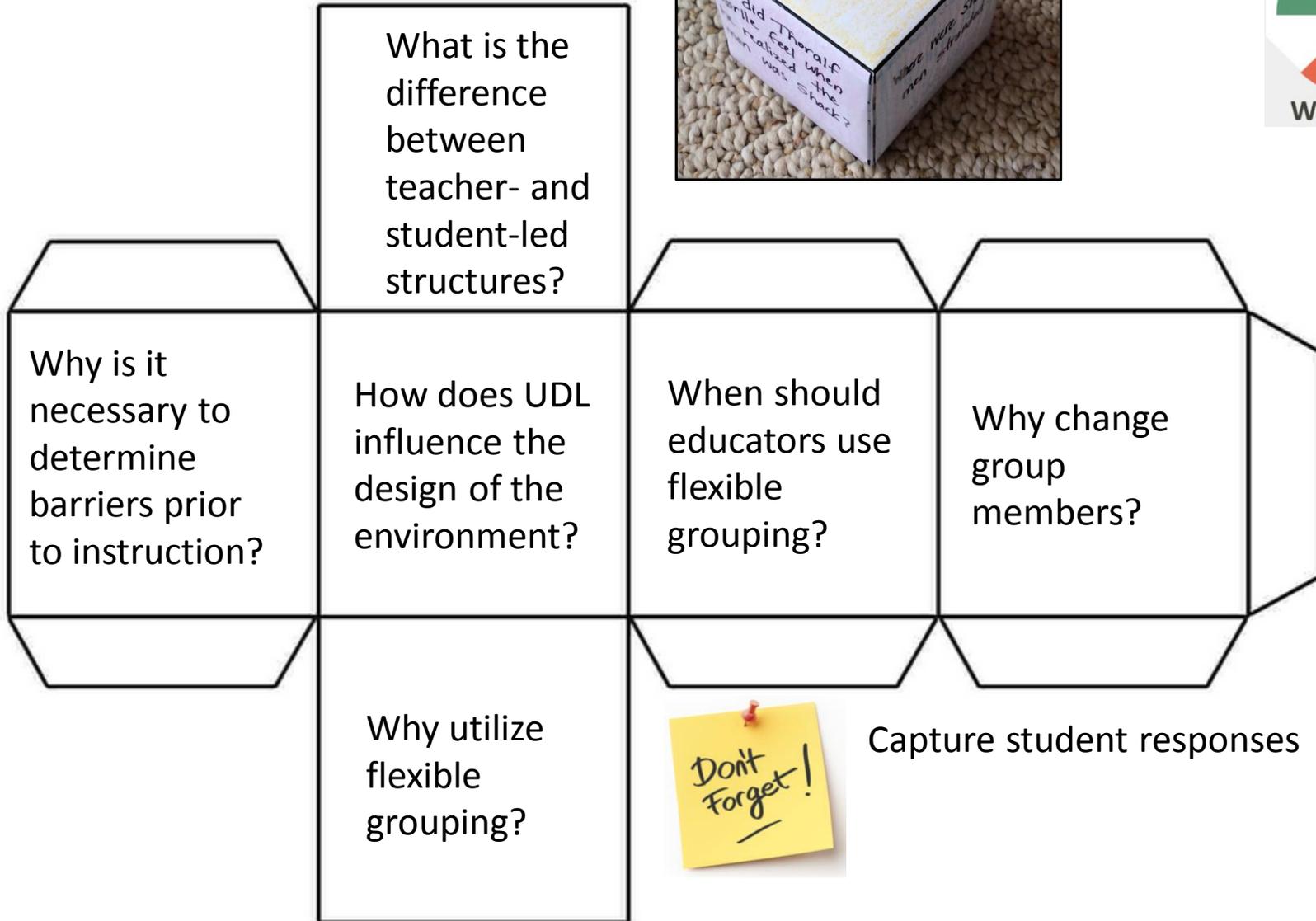
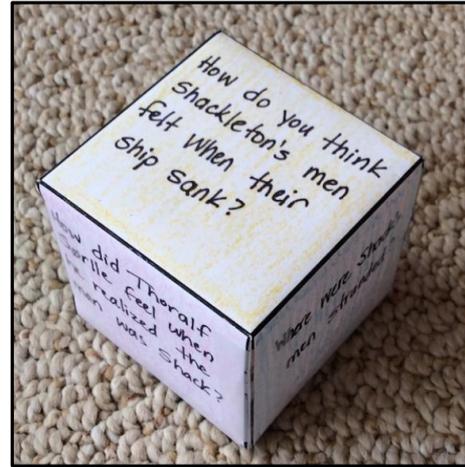
- Partners- two or three for study groups, or paired reading
- **Teams- three or four for hands-on activity to be completed**
- Panels- five or six for discussion of written works, hot topics, "what if" scenarios, cause and effect, and problem solving with participation sheet for documentation their feelings, ideas, solutions for accountability
- **Playing cards**



Designing the Environment Through UDL Principles



Question Cube



**“ALL OUR DREAMS CAN COME TRUE,
IF WE HAVE THE COURAGE TO PURSUE THEM.”**

WALT DISNEY

INSPIRATIONALGRAFIX.blogspot.com



Evaluation





- Tara Jeff
 - tjeffs@usf.edu
- Shelby Robertson
 - srobertson@usf.edu
- Pam Sudduth
 - psudduth@usf.edu



Thank You!

