## Dynamic student groupings at Stevenson Elementary

Explore some of the ways an educator team grouped and regrouped 80 students over the course of a single day.

At Stevenson Elementary School, 80 kindergarten students are supported by a team of educators as they move flexibly through four traditional classroom spaces. The core educator team includes a lead teacher, two certified teachers, one substitute teacher and an MLFTC resident - a senior-year student engaged in practice-embedded experience, teacher collaboration and family engagement. On this day, several members of the extended educator team supported students: two specialized paraeducators, a special education teacher, and several high school career \& technical education (CTE) students.


On this particular Friday, students followed a typical schedule. Below, you'll find several snapshots from their day. As you read, consider: What are some of the ways the educator team leverages dynamic student groupings differentiates roles and responsibilities and facilitates fluid movement across flexible learning spaces?

Curious to learn more about dynamic student groupings, differentiated roles and responsibilities and flexible learning spaces? Check out the Elements of the Next Education Workforce.

## Snapshot 1: Family meeting

The day begins with a short "family meeting" where all 80 kindergarteners preview the day's schedule, learn about the house goal for the day, and find out how they will transition to their next block, reading workshop. To communicate reading workshop groupings and locations, teachers use a color-coded slide labeled with spaces, names and homerooms.

Importantly, many extended team members attend planning meetings each week with the core team to discuss their roles and the groupings that will take place across the week.

Additionally, the kindergarten team scaffolded their approach to moving students between spaces and sharing rosters. For example, early in the year, educators moved between learning spaces while students remained stationary. Once the team felt that students were ready to move between spaces, they started small, introducing only one transition with significant educator support, before scaling up the amount of movement students currently do and decreasing educator support.


## Snapshot 2: Reading workshop

During reading workshop, the team deploys themselves by looking at the lessons for the week ahead, and together, they identify what each educator will be responsible for preparing and teaching during the week, based on expertise and passion.

Monday through Thursday, students stay within their homeroom cohorts as they rotate through four different lessons in the four different classrooms. Each lesson is co-planned and co-taught by members of the core educator team and a subset of extended team members - the two specialized paraeducators. Additionally, each lesson includes an educator-selected interdisciplinary connection. Co-teaching partnerships change weekly so that each educator has the opportunity to collaborate with other members of the educator team.

On Friday, students break into small groups to revisit a single story of their choice. Lessons make interdisciplinary connections and are focused on deepening students' understanding of their selected story. While some small groups may be co-taught, most are typically led by individual members of the core and extended educator team.

In all cases, educators determine which lessons they teach based on their expertise and passions.

|  | Monday - Thursday | Friday |
| :--- | :--- | :--- |
| Lesson type | Students build and develop skills and habits as they <br> explore new stories | Students revisit a single story of their choice to deepen <br> their understanding |
| Content area(s) | English Language Arts | Interdisciplinary: English Language Arts with reading, <br> math, STEM, history, art and/or music. |
| Student groupings | Large-group homeroom cohorts | Small interest-based groupings; different each week |
| Approach | Co-taught | Individual educators OR co-taught |



On this Friday, students were presented with options for deepening their understanding of the week's story: interdisciplinary reading-art, reading-writing or reading-STEM.

Regardless of the interdisciplinary focus, all lessons followed a similar structure: re-reading and discussing the story; considering the problem the main character was facing; and finally devising solutions to the problem.

In most rooms, student groupings shifted multiple times between large-group and small-group instruction, reading, and discussion; and educator-led or peer-led discussion and problem-solving. Educators planned these shifts intentionally based on their understanding of students' needs, the educators present, and the needs of the lesson.

At this moment, students across all rooms were engaged in student-led small-group work, devising solutions to main characters' problems.

## Snapshot 3: Reading WIN groups

After reading workshop, all 80 students move into reading "What I Need" (WIN) groups, the team's version of reading intervention time.

At the conclusion of each reading unit, the educator team analyzes student learning data and creates skills-based groupings that are responsive to students' needs. The team then meets weekly to make minor groupings adjustments as needed until the conclusion of the next unit.

All core team members and a subset of extended team members - the special educator and 2 specialized paraeducators facilitate reading WIN groups with twice-weekly support from the high school CTE students. Educators differentiate roles and responsibilities based on their expertise and experience, always ensuring the two educators with the most teaching experience co-plan with the paraeducators to support the two groups of students with the greatest needs.


On this day, students were divided into seven groups based on the educator team's analysis of student learning data. Each group spent their reading WIN time focused on a single foundational skill: basic phonemic awareness, letter sounds, blending, reading CVC words or reading sight words.

In rooms 1 and 3 all students worked with their assigned educators for the full duration of reading WIN time. In rooms 2 and 4, groups rotated between co-taught small-group instruction and independent practice.

## Snapshot 4: Social-emotional learning

Each day, students engage in social-emotional learning (SEL) time. SEL is dedicated to team-building, discussing school expectations and talking through challenges and successes. SEL is always facilitated by the five members of the core team; however, members of the extended educator team often push in to provide additional support based on student needs.

The team ultimately envisions SEL being an experience that brings all 80 learners together in a common space, but for now, they are splitting the cohort in two, with at least two educators supporting each group of about 40 students.


On this day, three core educator team members facilitated SEL in room 1 while the other two core team members facilitated in room 3. Each group followed a similar plan that included multiple rounds of whole-group discussion and small-group work in pre-planned groupings. Educators took turns leading and supporting.

