

Dynamic student groupings at Mountain View High School

Explore some of the ways an educator team groups and regroups 100 students.

Mountain View High School, in the Mesa Public School district, has 100 ninth grade students supported by a core educator team that includes a Spanish teacher, biology teacher and a dual-certified English and world history teacher. Additionally, the core educator team is supported by an MLFTC resident — a senior-year student engaged in practice-embedded experience, teacher collaboration and family engagement.



1 Spanish teacher



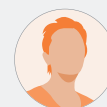
1 English/world history teacher



1 biology teacher



100 ninth-grade learners



1 MLFTC resident

Below, you'll find several snapshots depicting how the educator team groups students using skills-based and project-based approaches. 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: Establishing the daily schedule

Mountain View High School has a traditional bell schedule with six class periods; however, for the first three class periods of each day, the members of the core educator team are the only educators to support their 100 ninth-graders. This approach to scheduling allows the team to adjust timing, student groupings, and educator co-teaching partnerships fluidly over the course of those first three periods, amounting to a roughly three and a half hour block of flexible teaching and learning time. The team typically flexes their schedule 2-3 days a week, regrouping students into either skills-based groupings or project-based groupings. Both approaches are described in further detail below.

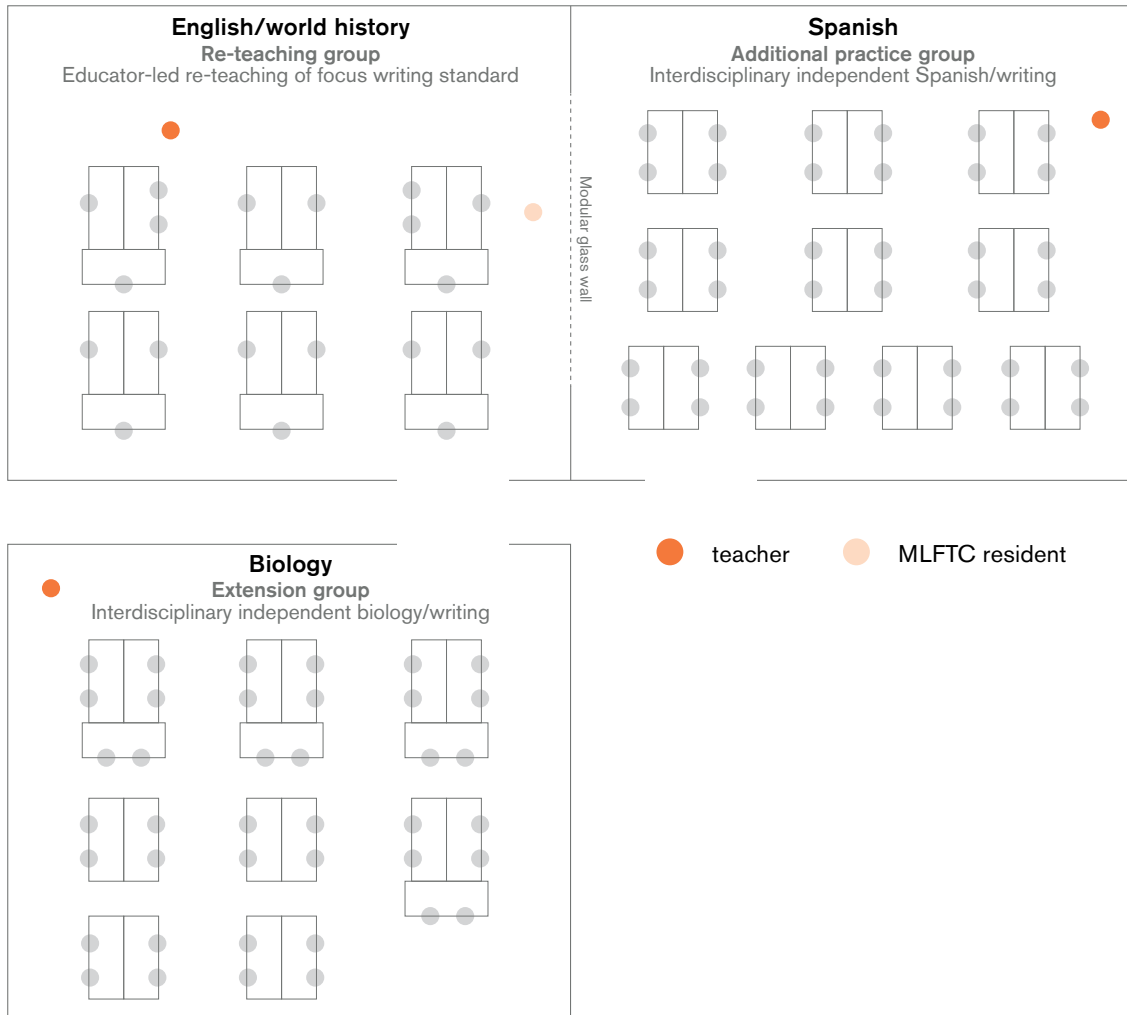
On dynamic student groupings days, groupings and locations are posted outside of first-period classroom doors. Students find their names and report to their designated learning spaces. When the team plans to follow the typical bell schedule (i.e., they are not planning to facilitate dynamic student groupings), a message reading "Regular Rotation" is displayed, and students enter their first-period classrooms.



Snapshot 2: Skills-based groupings

On skills-based grouping days, students are split into three groups — re-teaching, additional practice and extension — based on formative learning data aligned to a single standard. All educators incorporate application of the standard in their day's lesson.

During this time, students may rotate according to the typical bell schedule, or the team may opt to flex the schedule according to their needs.



On this day, students were grouped based on their proficiency relative to a writing standard and rotated rooms according to the regular bell schedule.

At this moment:

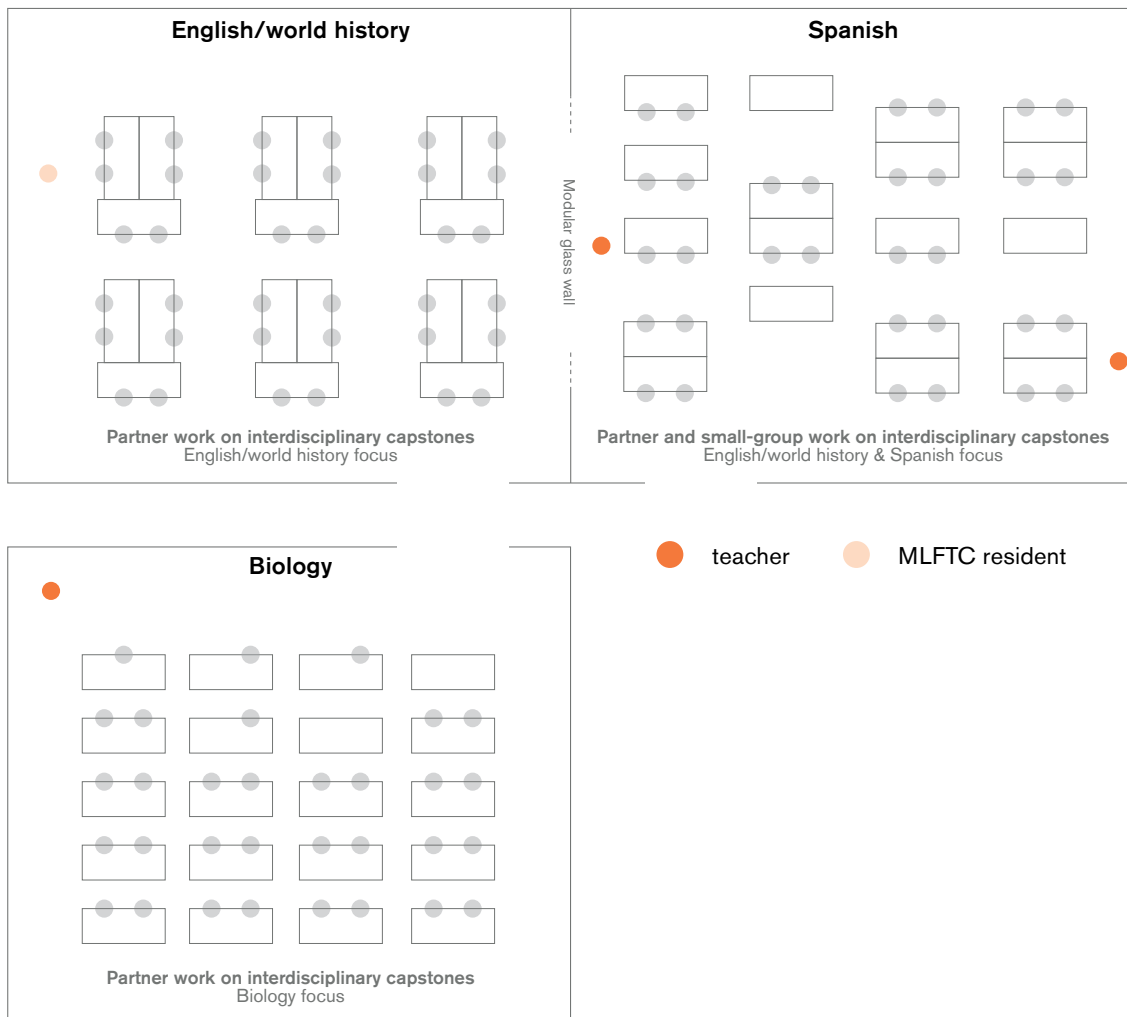
- The English/world history teacher and MLFTC resident worked with students who required re-teaching;
- The Spanish teacher supported students as they worked on their Spanish capstone project — a project that required them to integrate the focus writing standard with their Spanish knowledge and skills; and
- The biology teacher supported students as they worked on their biology capstone project, which required them to integrate the focus writing standard with their biology knowledge and skills.

Snapshot 3: Project-based groupings

Typically, the educator team facilitates project-based learning once or twice a week. During this time, students collaborate with small groups of their peers on quarterly interest-driven, interdisciplinary capstone projects.

This deeper learning time is usually student-driven, with educators largely providing support in the form of one-on-one and small-group conferences. Occasionally, an educator may present a brief mini-lesson.

During this time, students may rotate according to the typical bell schedule, or the team may opt to flex the schedule according to their needs.



On this day, the English/world history teacher, Spanish teacher, and MLFTC resident worked together to support students' project-based learning across a larger flexible learning space (two adjoining classrooms with a modular wall), while the biology teacher supported students in the biology classroom. Each educator focused their feedback on the elements of students' projects that aligned with their individual content areas.

In order to ensure all students had the opportunity to work with all members of the educator team, students moved between the spaces according to a schedule developed to support the specific needs of the students and the project itself.