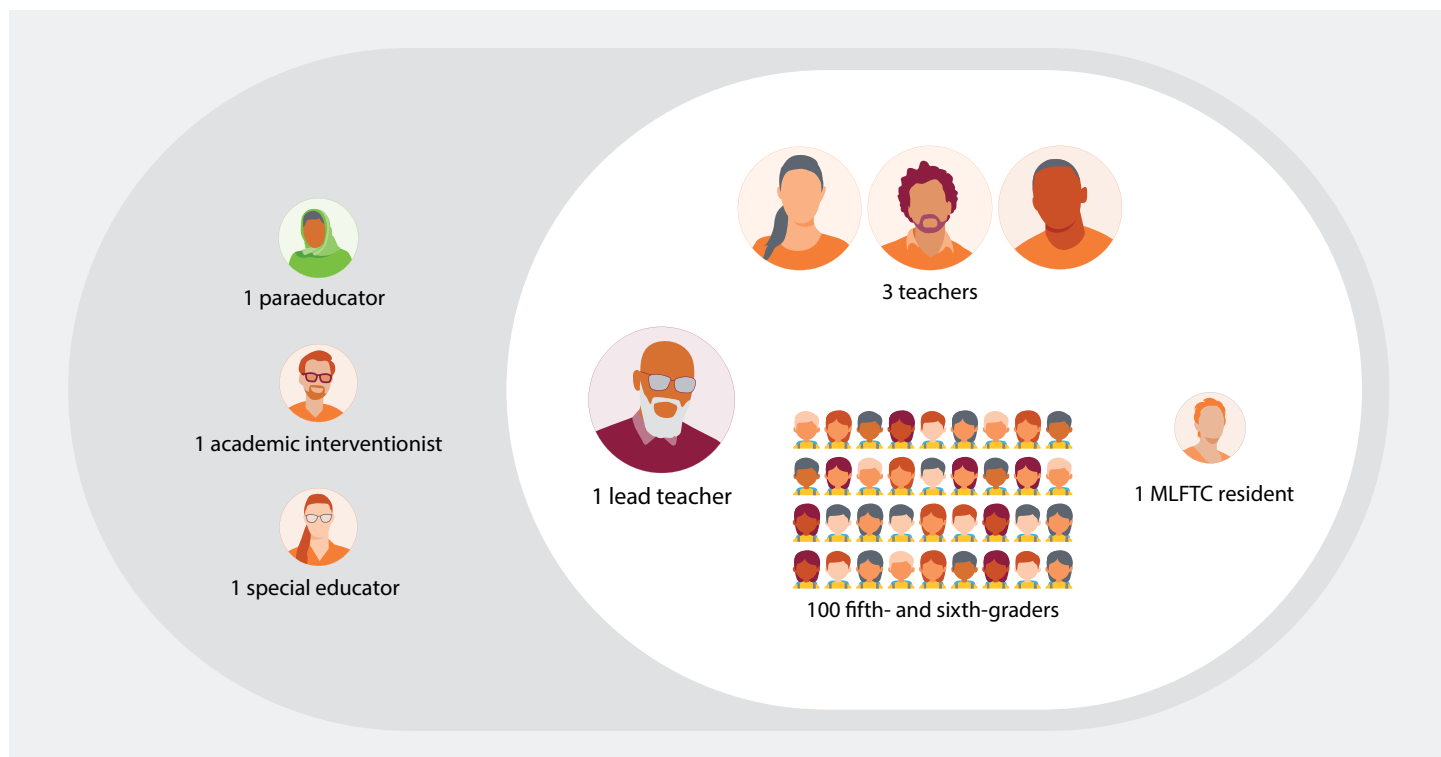


Dynamic student groupings at Stevenson Elementary

Explore some of the ways an educator team grouped and regrouped 100 students over the course of a single day.

At **Stevenson Elementary**, 100 fifth- and sixth-graders are supported by a team of educators as they move flexibly through one large shared space. The core educator team includes one lead teacher, three certified teachers and one MLFTC resident (a senior-year student engaged in practice-embedded experience, teacher collaboration and family engagement). And, on this day, several members of the extended educator team supported students—a special educator, a reading interventionist and one paraeducator.



On this particular Tuesday, 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?**

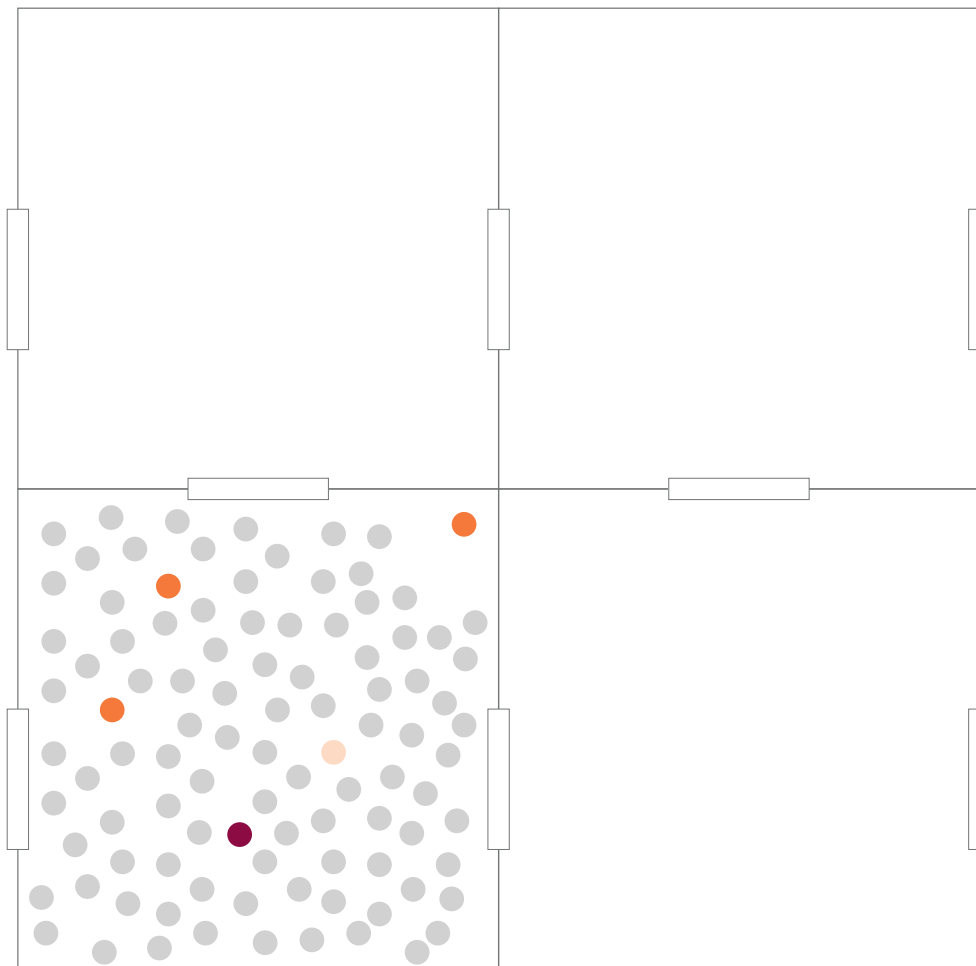
Curious to learn more about dynamic student groupings, differentiated roles and responsibilities, and flexible learning spaces? [Check out the Elements of the Next Education Workforce.](#)

Snapshot 1: Family meeting

At the start of each day, the full educator team comes together with all 100 students for Family Meeting—20 minutes dedicated to social-emotional learning, community-building and sharing important information.

Students transition into the space, help to prepare it for Family Meeting by moving extra furniture to the perimeter, determine where they wish to sit and quiet themselves as the day's facilitator moves to the front of the space. They do this seamlessly and without educator instruction, which evidences clear procedures and gives the impression that the space belongs to the students as much as it does to the adults.

At the close of Family Meeting, the educator team projects student groupings (i.e., students' names, educators' names and learning space locations) on the board so that everyone is prepared to transition seamlessly to the next learning experience.



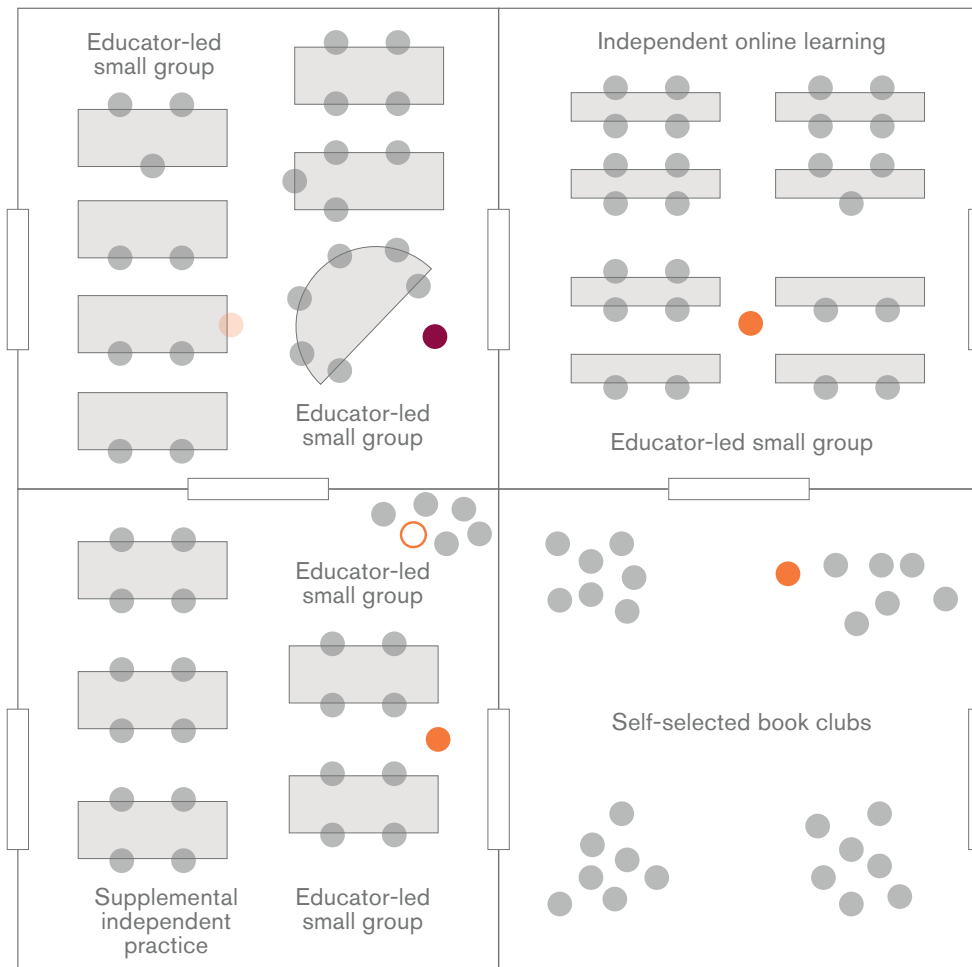
● lead teacher ● MLFTC resident ● teacher

At this Family Meeting, a certified teacher facilitated while other members of the core educator team dispersed throughout the space to assist with turn-and-talks and small-group discussions.

Snapshot 2: What I Need (WIN) time

The reading interventionist and all members of the core team facilitate personalized What I Need (WIN) time four days per week. Each student engages in two days of math intervention and two days of reading intervention. Each WIN time is an hour in duration and includes two 30-minute lesson cycles that may take the configuration of teacher-led small-group instruction, student-led small-group instruction, partner work, independent work or online learning. When students transition from the first lesson cycle to the second, they often switch student groupings and configurations, but they typically remain with the same educator(s) in the same learning spaces.

WIN dynamic groupings change flexibly based on several sources of data—daily and weekly teacher-created formative assessments (e.g., exit tickets, quizzes), district-adopted online assessments and educator observation. Educators differentiate their roles and responsibilities based on student needs and educators' strengths; for example, the reading interventionist supports a group of students who are reading below grade level.



● lead teacher ● MLFTC resident ● teacher ○ reading interventionist

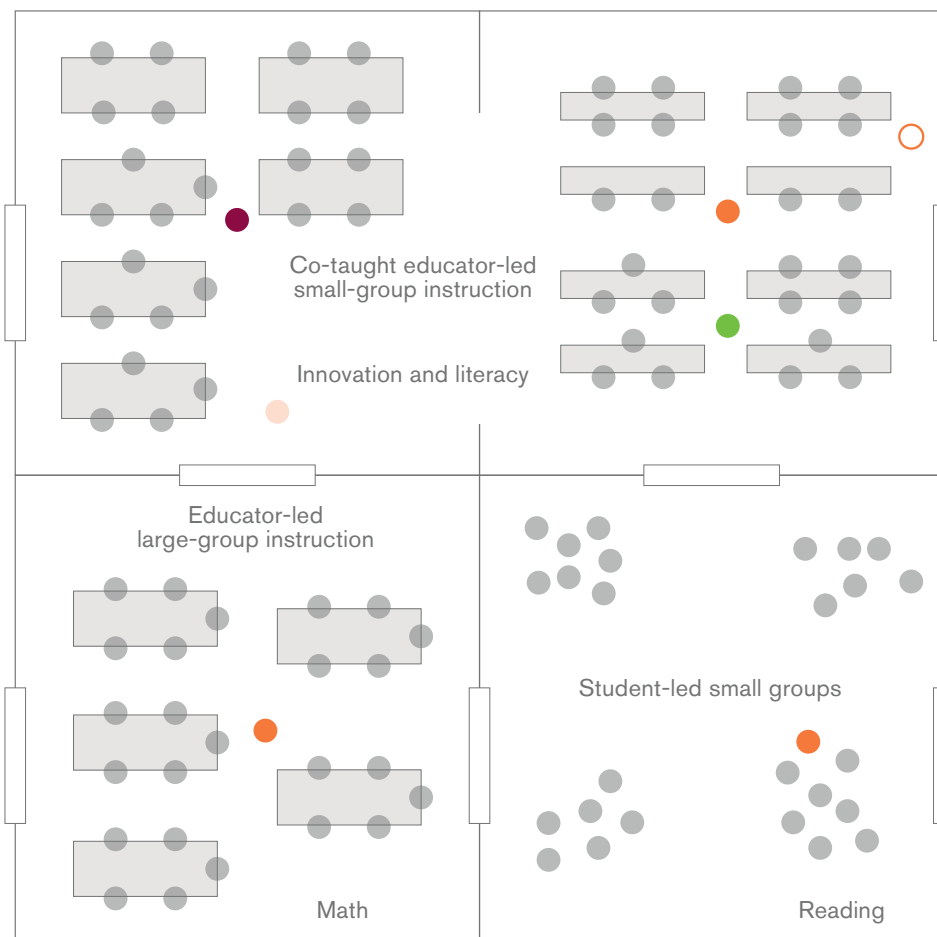
During WIN time on this day, the lead teacher, two certified teachers, the MLFTC resident, and the reading interventionist facilitated a combination of educator-led small-group instruction, independent online instruction, student-selected book clubs and supplemental independent practice.

Snapshot 3: Content sessions

Each day's schedule includes time for students to engage with four interdisciplinary content sessions: math, literacy, innovation and the reading room. Students move between the four learning spaces (e.g., from one room for math instruction to another room for literacy), but they do not move as a whole group. In other words, two students who engage with math instruction during the first content session may go their separate ways for the second content session, with one student heading to the literacy room and the other to the innovation room. Students' schedules are revised quarterly based on formative assessment data and student behavior.

Equally importantly, the written schedule merely serves as a starting point for the educator team as they plan learning experiences. Educators often extend class periods or pull several large groups of students together for "all hands on deck" work time, presentations and special events. Additionally, within any given content session, students move fluidly between educator-led whole-group instruction, educator-led small-group instruction, reciprocal teaching, online learning, and independent work.

Content sessions are facilitated by all five members of the core educator team with co-teaching from the special educator and push-in support from a paraeducator. Educators' expertise and passions determine which content learning they facilitate.



● lead teacher ● MLFTC resident ● teacher ○ special educator ● paraeducator

At this moment during content sessions, five educators worked across two adjoining rooms to facilitate interdisciplinary literacy and innovation instruction, one educator facilitated student-led small groups in the reading room and one educator taught math.