

Team-based differentiated practice

Elementary instructional blueprint



This instructional blueprint — one in a series of elementary instructional blueprints for team-based models — follows a direct-instruction lesson progression implemented by a team of educators. Students begin the lesson in three large groups, then transition to differentiated groups for continued practice, targeted reteaching or extension. As students move to differentiated groups, the lead teacher may turn their attention from leading instruction for students to providing coaching and support for new teachers and other educators.

What does this look like in practice?

The lead teacher and two experienced teachers facilitate the lesson opening, introduction to new material and guided practice in three separate learning spaces while other team members support — e.g., reinforcing expectations, circulating to respond to individual students' questions. After a key check for understanding, they regroup students, purposefully matching students with team members based on students' learning needs and team members' areas of expertise.

Team members facilitate differentiated instruction and the lesson-closing for their groups while the lead teacher provides coaching and support. Given students' needs, groups may engage in continued practice with gradual release to independence, targeted reteaching followed by additional practice, or lesson extension.

What guidance and considerations might maximize student learning?

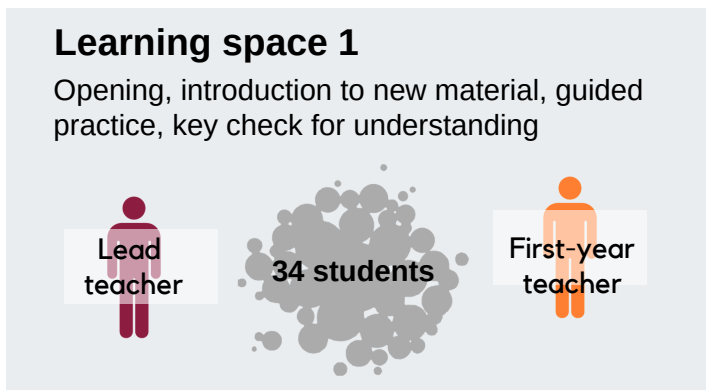
Differentiated groupings should be determined by students' needs and by the educator roles on the team. Considerations include:

- **Experienced teachers:** Content area experts, special educators and other experienced teachers should be well equipped both to lead larger groups independently and to provide skillful, targeted and responsive reteaching to students with the most unfinished learning.
- **New teachers and teaching assistants:** Novice educators, preservice teachers and specialized paraprofessionals may benefit from working with smaller groups of students and from receiving coaching and support from the lead teacher.

Start of the lesson

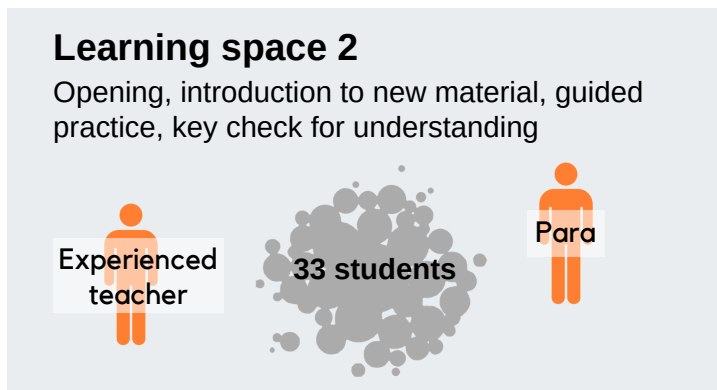
Imagine four learning spaces with 100 students and five educators.

Learning space 1
Opening, introduction to new material, guided practice, key check for understanding



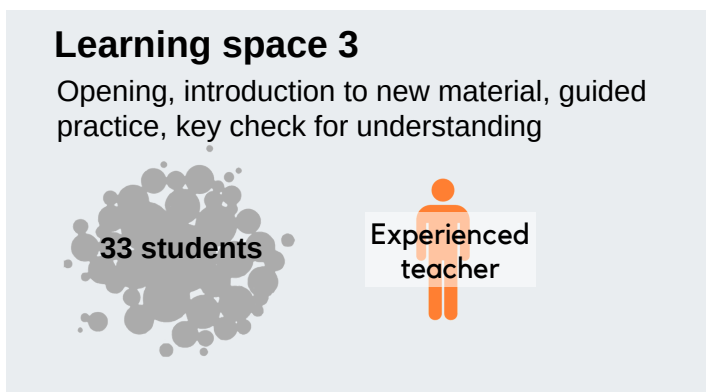
Lead teacher 34 students First-year teacher

Learning space 2
Opening, introduction to new material, guided practice, key check for understanding



Experienced teacher 33 students Para

Learning space 3
Opening, introduction to new material, guided practice, key check for understanding



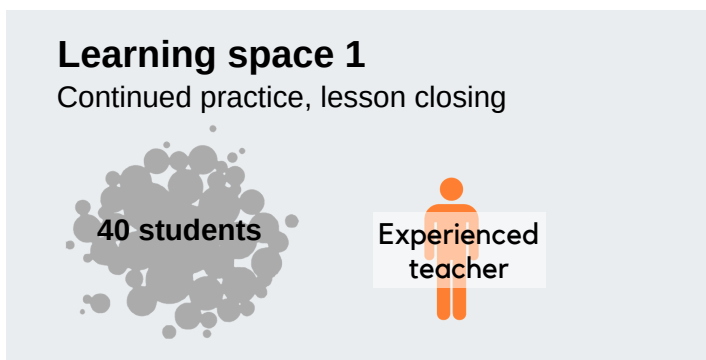
33 students Experienced teacher

Learning space 4
N/A

No students yet

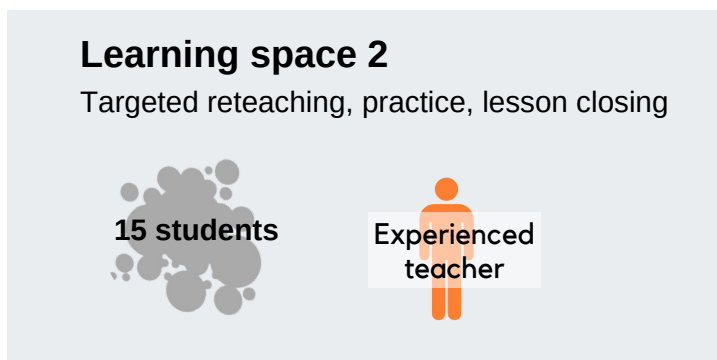
Differentiated groups

Learning space 1
Continued practice, lesson closing



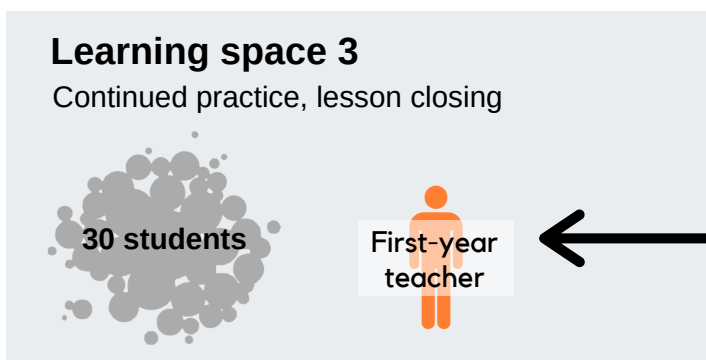
40 students Experienced teacher

Learning space 2
Targeted reteaching, practice, lesson closing



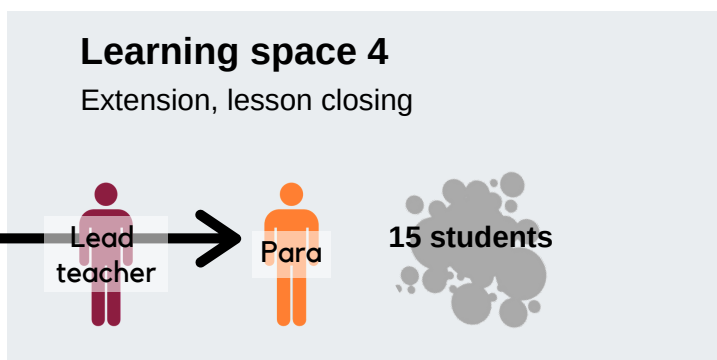
15 students Experienced teacher

Learning space 3
Continued practice, lesson closing



30 students First-year teacher

Learning space 4
Extension, lesson closing



Lead teacher Para 15 students