**Session 11:** Making Classrooms Work

Grouping and Initial Placement

Goals and Outcomes

Overarching Objectives of the August 2014 Network Team Institute

* Participants will be able to explain the significance of starting instruction with the most frequent or least ambiguous sounds.
* Participants will be able to identify ways the Listening and Learning strand supports children’s comprehension and background knowledge.
* Participants will be able to identify evidence of quality practice within the implementation of the Listening and Learning strand.
* Participants will be able to identify the instructional and support materials (e.g., cards, posters) required for Skills strand implementation.
* Participants will be able to identify evidence of quality practice within the implementation of the Skills Strand.
* Participants will be able to articulate the assessment procedures and the purpose of tools they will encounter in the first 60 days of instruction.
* Participants will identify the factors involved when considering flexible grouping options.

**High-Level Purpose of this Session**

* Participants will examine initial placement scores for 3 case study ‘classrooms’ . Small groups will evaluate three varied options for grouping (involving classroom-only grouping, grade-level grouping, multi-grade grouping) and will discuss the needed resources for each option, the benefits of each option, and the barriers of each option. Groups will discuss how to group students and will work to create a justification of that option, ensuring the decision adheres to recommended implementation ‘best practices’, as well as is a feasible solution given assumed resources. Whole group debrief will discuss findings and key challenges/solutions that were noted across grade-levels.

**Related Learning Experiences**

This two day training is designed as a curricular kick-off to support instructional leadership teams and teachers who plan on implementing Core Knowledge Language Arts (CKLA) in the coming school year. While this training module is a new launch, individuals who have participated in previous CKLA sessions can use this as an opportunity to reground in the content. This module will not extend beyond the content of previous trainings.

During the first day of training, participants will develop a deep understanding of the guiding instructional design principles around which the two strands of CKLA (Listening & Learning and Skills) were created. “Lessons learned” from the field will also be shared, and participants will have an opportunity to reflect as a team on the instructional implications. Participants will also have an opportunity to review materials of the Listening & Learning strand and see implementation in action. The second day will orient participants to the Skills strand of the CKLA. Participants will have an opportunity to use materials, curricular lesson types, and support tools critical to high-quality implementation (including tools for assessment, placement, grouping, and monitoring of students). Finally, participants will be provided resources to facilitate home-to-school connections about CKLA. This includes a turnkey presentation for a back-to-school night, answers to key frequently asked questions, and a highlight of embedded curricular materials to support connections between the home and classroom.

**Session Outcomes**

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| **What do we want participants to be able to do as a result of this session?** | **How will we know that they are able to do this?** |
| In this session participants will:   * identify the factors involved when considering flexible grouping options | In-class case study and answers to structured protocol. |

Session Overview

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| **Section** | **Time** | **Overview** | **Prepared Resources** | **Facilitator’s Preparation** |
| Section 1: Review and Summarize the classroom data | **15 min** | Participants will examine their classroom data and answer protocol questions to help summarize the class composition. | 1. August2014\_Session11\_GroupingPlacement\_ClassroomDataKindergarten 2. August2014\_Session11\_GroupingPlacement\_ClassroomDataGrade1 3. August2014\_Session11\_GroupingPlacement\_ClassroomDataGrade1SecondGrade\_ClassroomData |  |
| Section 2: Evaluate the three Grouping Scenarios | **45 min** | Participants will use a structured protocol to examine and evaluate the benefits and barriers within varied grouping options/scenarios. | 1. August2014\_Session11\_GroupingPlacement\_GroupingScenarios 2. August2014\_Session11\_GroupingPlacement\_ClassroomDataKindergarten 3. August2014\_Session11\_GroupingPlacement\_ClassroomDataGrade1 4. August2014\_Session11\_GroupingPlacement\_ClassroomDataGrade1SecondGrade\_ClassroomData |
| Section 3: Make and Justify Decision | **30 min** | Participants will select and justify a grouping option as a small group and then discuss/share among grade level tables. | 1. August2014\_Session11\_GroupingPlacement\_GroupingScenarios 2. August2014\_Session11\_GroupingPlacement\_ClassroomDataKindergarten 3. August2014\_Session11\_GroupingPlacement\_ClassroomDataGrade1 4. August2014\_Session11\_GroupingPlacement\_ClassroomDataGrade1SecondGrade\_ClassroomData 5. August2014\_Session11\_GroupingPlacement\_Reflection |

Session Roadmap

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| **Section 1: Review and Summarize the Classroom Data** | **Time: 15 minutes** |
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| |  |  |  |  | | --- | --- | --- | --- | | ***Time*** | ***Slide #/Pic of Slide*** | ***Script/Activity directions*** | ***Grouping*** | | min. | Slide 1 | Key Points:   1. ORIENT participants to the goals of the session. 2. The goals of the session are to consider three options for grouping students within a ‘case study’ scenario of classroom data. 3. The three options are ones we have seen in the field. None are ideal but rather each has strengths and challenges. 4. The three options are also not the only options as you may come up with a hybrid approach. 5. The goal of this case is to systematically support you in thinking about the trade-offs that occur when you approach grouping in various ways. And we are focusing your attention, primarily, on tradeoffs that may occur in terms of CKLA preparation, organization, and implementation. 6. In other words, the approach to grouping influences how implementation will ‘look’ and each grouping option requires you to be thoughtful about different things/manage different challenges in order to stay with a high quality/high-fidelity implementation. | WG | | min. | Slide 2 | Review Objectives | WG | | min. | Slide 3 | Key Points:   1. In CKLA, the administration of assessments also includes a streamlined data collection process. 2. Tools are provided to record results for individual students, and place collective results on class summary sheets to be used to evaluate results with a laser-like lens to assign each child to a group level based on instructional need. | WG | |  | Slide 4 | Key Points:   1. The focus of this session will be to work in small groups to consider CKLA’s three –step process used to determine student grouping. 2. We are going to follow a very structured protocol and process to guide you through this exercise. 3. First we will, evaluate the review summary data from the grade-specific case studies. We will look specifically at the tools used to help determine the development of the groupings within each grade. 4. In Step 2, you will learn about three different scenarios for grouping options, and consider the barriers and benefits for each. 5. And then in Step 3, you will have an opportunity to think about the best grouping strategies for your particular school situation**.** | WG | |  | Slide 5 | Key Points:   1. For this activity, we will look at grade specific Planning and Grouping tables of classroom data that align to the assessments highlighted for each of our case studies. 2. Space is given to record students names, scores for varied assessments and grouping designations. | WG | |  | Slide 6 | Key Points:   1. For Grades 1 and 2, the groups are discussed in more detail in the pages you have at the back of the case study packets on interpreting placement assessments. 2. In Kindergarten, because there is no formal placement test, we have given you more detail on your summary sheet of data regarding the groups**.** | WG | |  | Slide 7 | Key Points:   1. Overall, however, the group definitions adhere to these definitions. | WG | |  | Slide 8 | Key Points:   1. Although the focus in this session is on ways to manage and organize children, given their grouping designations, it is worth taking a little time to make sure these groupings make sense. 2. It is a good reinforcement to understand and interpret the data you will have at the time of making these grouping decisions. | WG | |  | Slide 9 |  | S | | |

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| **Section 2: Evaluate the three Grouping Scenarios** | **Time: 45 minutes** |
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| |  |  |  |  | | --- | --- | --- | --- | | ***Time*** | ***Slide #/Pic of Slide*** | ***Script/Activity directions*** | ***Grouping*** | | min. | Slide 10 | Key Points:   1. The next part of our case study will be the most in-depth. 2. The goal of this step is to consider three options for grouping students. 3. These approaches were derived from our observations in the field. 4. These approaches are based on the assumptions such as having 3 groups of children to consider and manage within 1 classroom and the school having 3 classrooms per grade. 5. You will consider the barriers and benefits of each. 6. Read: HANDOUT “Grouping Scenarios Description” 7. Before we discuss how to work through these scenarios, let’s take a few minutes to read through all the scenarios.   *Invite questions only about clarifications on the scenarios. An alternative option is that you read each and provide some context/clarification as you present.* | I | |  | Slide 11 | Key Points:   1. The three options are also not the only options as you may have come up with a hybrid approach. They are based on considerations that you will need to evaluate when implementing grouping decisions. 2. Work in your small groups to evaluate each of the three options. 3. Use the Evaluate Barriers and Benefits of Grouping Options sheet to walkthrough each of the scenarios. 4. Participants will be walked through the first question of the record sheet. 5. Choose 2 questions and then systematically work through each of the scenarios to evaluate the benefits and barriers of each. | S | | |

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| **Section 3: Make and Justify A Grouping Decision** | **Time: 35 minutes** |
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| |  |  |  |  | | --- | --- | --- | --- | | ***Time*** | ***Slide #/Pic of Slide*** | ***Script/Activity directions*** | ***Grouping*** | | min. | Slide 12 |  |  | |  | Slide 13 | Key Points:   1. Based on your evaluation of the three options, as a team, brainstorm,    * *Which grouping approach do you think may be the best fit for your school(s)?*    * *Which one seems to have the most important, benefits?* | S | |  | Slide 14 | Key Points:   1. Gathering New Ideas 2. Stand and network with an individual from another school/district: 3. Partner A – Share the option you chose and rationale 4. Partner B – Share the option you chose and rationale 5. Open Exchange – ask each other questions about your choice | S | |  | Slide 15 | Key Points:   1. We now want you to consider as a team which of three grouping options make the most sense to you. 2. Select one option and justify it based on the specific benefits noted through your evaluation and your new ideas from networking 3. Consider which option you would best be able to apply in your school 4. Place the team decision, option A, B, or C. on a post-it and add post-it to corresponding column on chart paper-graph. |  | |  | Slide 16 | Key Points:   * Slides 16 – 19 illustrate different grouping scenarios for administrators to further consider. * This slide illustrates the diversity of student needs that can be present in classrooms. * Notice the boxes representing students in Kindergarten classes are outlined red, Grade 1 are outlined in yellow, and Grade 2 are outlined in green. | WG | |  | Slide 17 | Key Points:   * Students can be divided into flexible groups within each classroom. * This example illustrates each classroom having three distinct groups. * Flexible, ability-based groups allow teachers to provide students instruction, practice and support that meets their needs. | WG | |  | Slide 18 | Key Points:   * Students can be flexibly grouped across a grade level. This narrows the range of need within the classroom. * This can also narrows the range needs within a particular group – again providing time for more instruction, practice and support targeted at individual needs. | WG | |  | Slide 19 | Key Points:   * Students can be flexibly grouped across multiple grades. * This cross-grade spread of needs provides for classrooms in which the students are most closely matched and groups that are most closely matched. * This enables teachers to provide more individualized instruction *and* focuses the teacher planning and preparation on fewer diverse needs. | WG | |  | Slide 20 |  | WG | |  | Slide 21 | Key Points:   * Common Traps that impact appropriate dosage and exposure often involve teachers trying to do too much. * Trying to integrate previous practices within Skills often takes time away from the practice and application students need to develop automaticity. * Using different programs in conjunction with Skills can also cause confusion (differing scope and sequence, different terminology, etc.) | WG | |  | Slide 22 | **Key Points:**   1. Use the reflection to answer these questions 2. *Do you feel you would be able to apply the grouping option chosen in your school? Why or why not?* 3. *If not, do you feel you have a sense of any trade-offs that you may be making and how to be strategic in managing these?* |  | | |

Turnkey Materials Provided:

* August2014\_ Session11\_GroupingPlacement\_PPT