

**HLP Highlight Tool**

**HLP 17: Use Flexible Grouping**

# **Here’s What It Is:**

* Homo- and hetero- generous student groupings
* Based on specific learning goals
* Providing positive/corrective feedback to support learning
* Small learning groups (2-6)
* Learning tasks to promote student collaboration

# **When Do I Use It?**

* When differentiated instruction is needed
* When students need additional time for mastery
* To help students meet individual academic goals
* To allow students the opportunity for lesson feedback

# **Here’s What It Looks Like:**

* [HLP #17 Video](https://highleveragepractices.org/hlp-17-use-flexible-grouping) (17:08)

# **Resources to Extend Learning**

* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)
* [High Leverage Practices](http://www.highleveragepractices.org)
* [VDOE K-12 Inclusive Practices Guide](https://ttaconline.org/Resource/JWHaEa5BS75C1bTWZe8KQA/Resource-k-12-inclusive-practices-guide-virginia-department-of-education-vdoe)

# **Here Are My Work Plans:**

* Groups should be highly structured and include clear directives. *View HLP #17 video 6:09-9:55*
* Some groups should be homogeneous and some heterogeneous to accommodate learning goals. *View HLP #17 video 10:06-12:44*
* Flexible grouping should be used in combination with other HLPs and in conjunction with evidence-based practices. *View HLP #17 video 13:01-13:55*

[View HLP #17 Video](https://highleveragepractices.org/hlp-17-use-flexible-grouping) (17:08)

# **Suggested Activities:**

* Rally Robin
* Timed Pair Share
* Round Robin
* Rally Coach

Clowes, G. The Essential 5: A Starting Point for Kagan Cooperative Learning. San Clemente, CA: Kagan Publishing. Kagan Online Magazine, Spring 2011.

# **HLP In Action!**

**Directions:** Choose one of the activities below and apply it to one of your instructional lesson groupings.

| **Name of Activity** | **In Classroom Application** | **Virtual Application** |
| --- | --- | --- |
| **Numbered Heads Together:** (Kagan)assessment and understanding | Each student in the group is assigned a number from 1 – 4.Teacher provides question/prompt.Students answer question.Teacher calls out a number.The student with that number provides the answer. | Chat rooms |
| **Jot Thoughts:**Assessment and understanding | Teacher provides question/prompt.Students take turns writing ideas on sticky notes and place them in center of table. | White Board activityChat rooms |
| **Sage-N-Scribe:**Assessment and understanding | Teachers provides numerous questions.Partner A (sage) describes possible answers to Partner B. | Break out rooms |

## **Helpful Tool You Can Use During Flexible Grouping**

| **Website** | **Response Type** | **Description** |
| --- | --- | --- |
| **Kahoot** | Multiple choice, quiz, discussion, survey | Teacher provides question and students respond anonymously using device for immediate corrective feedback. |
| **Quiz Socket** | Multiple choice, true/false | Teacher displays question and students hold up response cards with symbols while teacher scans cards with cell phone/tablet. |
| **Jamboard** (Google) | Interactive, small group discussion, assignments | Teacher displays information on whiteboard for instruction and students can respond. |

## **References**

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in Special Education, Guide 5.* Council for Exceptional Children.

Kagan, S. & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente: Kagan Publishing.

McLeskey, J. (Ed.). (2019). *High leverage practices for inclusive classrooms*. New York: Routledge.

Find additional HLP Highlight Tools on [TTAC Online](http://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22).

For additional information about TTAC Region 4, go to <https://ttac.gmu.edu/>.