

Tool #2
Grouping and Classroom Management



What do
**grouping practices and
classroom management strategies**
look like on my campus?

Notes from the Video

A 3-Tier Model: Promising Practices for Reading Success Perspective on Grouping and Classroom Management

A large illustration of a spiral-bound notebook with a metal spiral binding on the left side. The notebook is open to a blank page with horizontal ruling lines, intended for taking notes.

Effective Differentiated Instructional Practices Summary

Differentiated instruction is an integral part of successful implementation of the 3-Tier Reading Model. Differentiated instruction uses assessment data to plan instruction and group students, uses flexible grouping to tailor instruction to meet the needs of all students, and relies on matching instructional materials to students' abilities. Effective differentiation includes:

Skillful Planning

- Use a variety of grouping formats to address a range of abilities
 - Whole group
 - Partners
 - Same ability small group
 - Mixed-ability small group
 - Independent
 - One-on-one
- Determine grouping format based on instructional objectives
- Use flexible grouping based on data and instructional needs

Skillful Management

- Implement a classroom (or school-wide) behavior management system
- Have a management system for rotation through centers
- Create centers that are engaging and aligned with Tier 1 instruction
- Communicate expectations for behavior clearly
- Implement systems with consistency and practice routines

Adequate Time

- Use time wisely (minimize transitions, use a timer)
- Provide appropriate time for each component

Appropriate Materials and Activities

- Use the materials provided in core reading program
- Modify delivery of instruction to enhance learning
- Scaffold using materials in multiple contexts
- Use varied activities to teach the same concepts
- Have easy access to and be familiar with resources and materials
- Choose activities based on instructional objectives
- Build accountability into all activities and centers

Differentiation During Small Group Instruction Summary

During Tier 1 instruction, a research-informed method for providing differentiated instruction that meets the needs of all learners is small group instruction.

Small group instruction

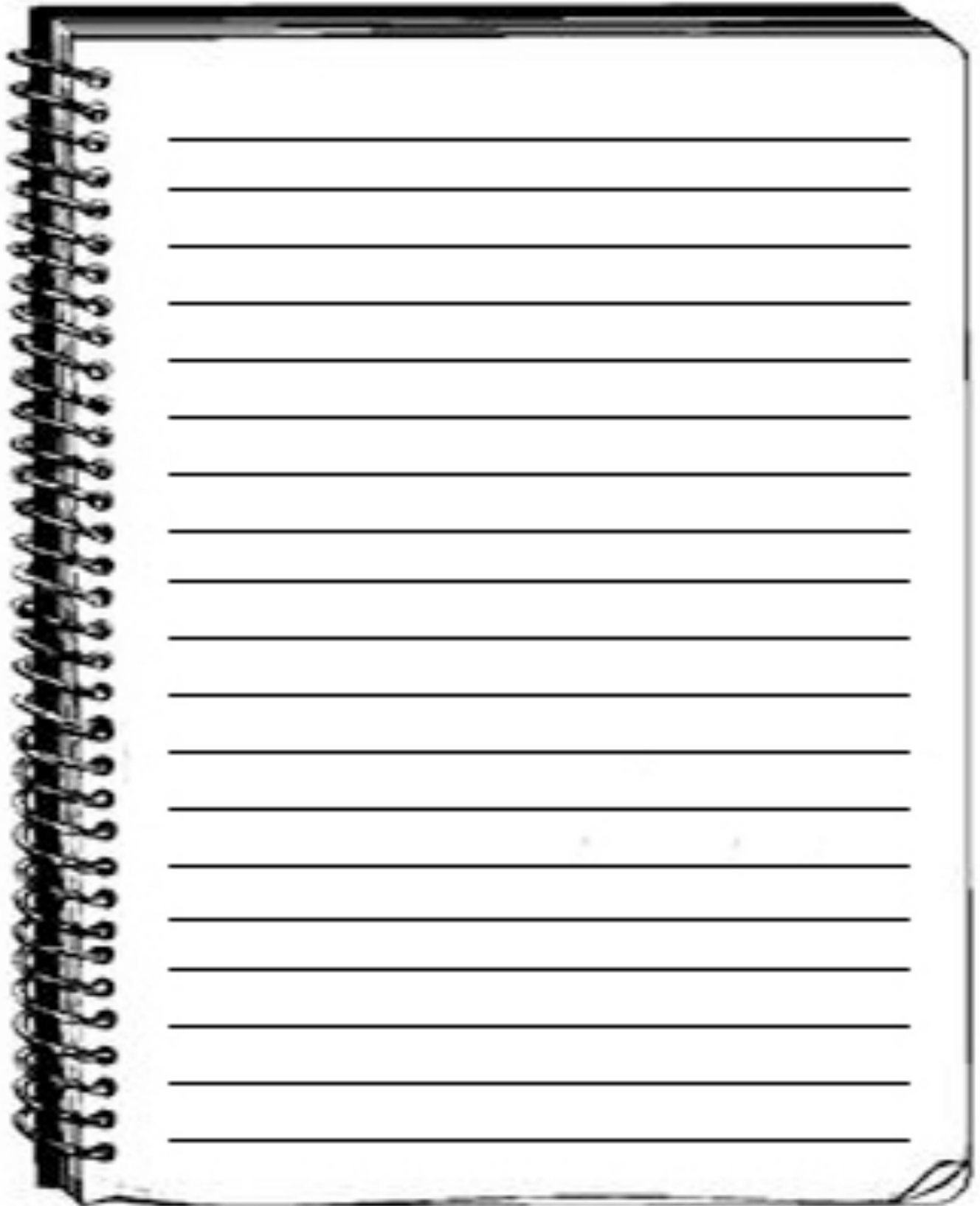
- Teachers provide small group instruction daily as part of Tier 1
- Small groups should be targeted to specific student needs
- Small groups should be skill-based, created around shared student needs
- Student needs should be determined by ongoing progress monitoring
- Small groups should be adapted to meet student instructional needs
- Small group activities should be based on instructional objectives
- Small groups should be dynamic and fluid

Management of small group instruction

- Create centers that are engaging and aligned with Tier 1 instruction
- Create heterogeneous groups for rotation through centers
- Create need-based, flexible groups for small group instruction
- Pull students from centers for teacher-directed, small group instruction
- Small group instruction can include 1-5 students
- Use varied activities to target multiple skills
- Have appropriate materials ready and organized
- Use appropriate pacing, keep activities short and targeted
- Plan each lesson carefully and with an instructional focus



Notes from the Panel
A 3-Tier Model: Promising Practices for Reading Success
Perspective on Grouping and Classroom Management



Questions for Discussion

1. How often do you monitor teachers' grouping practices in Kindergarten? First Grade? Second Grade? Third Grade?

2. What expectations do you have of teachers and their time management and behavior management strategies?
 - a. How are these expectations communicated to your staff?

 - b. Are teachers on your campus equipped with resources necessary to implement effective time and classroom management?

3. What professional developments have teachers received that would help strengthen differentiated instruction practices in their classrooms?

4. Are expected classroom management strategies carried over into intervention grouping and the management that occurs in Tiers II and III?

5. How can you enhance current classroom and grouping practices on your campus?

Observation: Management Focus		
Teacher: _____ No. of Students: _____ Minutes observed: _____		
CATEGORY	# of times observed	COMMENTS
Rules/expectations are posted		
Consequences are posted		
System for communicating behavioral outcomes to students		
Student raises hand		
Student calls out		
Student gets out of chair		
Students off-task or other behavioral issues		
Teacher redirects behavior		
ROOM ARRANGEMENT		
Desks are in table groups		
Desks are in rows		
Teacher table with chairs is easily accessible		
Teacher table positioned to allow for easy viewing of class		
Teacher spends time finding materials		

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2006). *Effective Differentiated Instructional Practices*. Austin, TX: Author.

Observation: Time Management		
Teacher: _____ Grade _____ No. of Students: _____ Minutes observed: _____		
CATEGORY	# of times observed	COMMENTS
< 1-minute transition		
1- to 3-minute transition		
3- to 5-minute transition		
> 5-minute transition		
Total number of transitions		
Class spends time lining up		
Total time spent on management/transitions		
Total time spent on instruction		
Time Management Techniques		
Teacher gives students specific time to complete tasks		
Students participate in instructional activities in line		
Teacher redirects student behavior immediately		
Other techniques observed		

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2006). *Effective Differentiated Instructional Practices*. Austin, TX: Author.

Intervention Checklist

Grade _____ Homeroom Teacher _____ Interventionist _____
 Number of Students _____ Type of Intervention: Tier II / Tier III Date _____

Reading Component	Time			Activity/ Objective	Instruction/Management		
	Start Time	End Time	Total Minutes		Mostly instructing	Often managing	Mostly managing
Phonemic Awareness							
Phonics							
Fluency							
Vocabulary							
Comprehension							

NOTE: The components taught should reflect students' needs.

Intervention Instruction	3 Most of the time	2 Some of the time	1 Rarely	0 Not at all
The interventionist...				
1. Introduces the concepts and skills in small steps				
2. Explains concepts and skills in clear and direct language				
3. Models and demonstrates procedures with the use of lots of examples				
4. Checks initial practice items for correctness and provides immediate feedback				
5. Provides many opportunities for practice after initial presentation of task/skill				
6. Gives individual and/or group opportunities to respond				
7. Monitors students during an activity to be sure that they are performing correctly				
8. Provides scaffolding to assist students in their learning and practice				
9. Uses correction procedures and provides feedback				
10. Paces instruction adequately by transitioning quickly between tasks and allowing extra time when needed				
11. Redirects off-task behavior when it occurs				
12. Is the intervention lesson carefully and purposefully designed by sequencing the task from easy to difficult?	YES		NO	

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2005). *Intervention Instruction*. Austin, TX: Author.

Observing Intervention

Intervention Instruction	3	2	1	0
The interventionist ...	Most of the time	Some of the time	Rarely	Not at all
Introduces the concepts and skills in small steps				
Explains concepts and skills in clear and direct language				
Models and demonstrates procedures with the use of lots of examples				
Checks initial practice items for correctness and provides immediate feedback				
Provides many opportunities for practice after initial presentation of task/skill				
Gives individual and/or group opportunities to respond				
Monitors students during an activity to be sure that they are performing correctly				
Provides scaffolding to assist students in their learning and practice				
Uses correction procedures and provides feedback				
Paces instruction adequately by transitioning quickly between tasks and allowing extra time when needed				
Redirects off-task behavior when it occurs				
Is the intervention lesson carefully and purposefully designed by sequencing the task from easy to difficult?	YES		NO	

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2005). *Intervention Instruction: Handouts*. Austin, TX: Author.