

Allan Bellman Wrapping-Up

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Bits and Pieces that were to be discussed said during the session.

More data from/for the demonstration will be posted
on Friday after 6 PM

In General

1. Was the “assessment” timely and related to the lesson’s instructional goals?
2. If/when groups are made, were they purposeful where each student has something to offer?
3. Monitoring is necessary for the continuation of the lesson segment

*Repeat steps 1-3 throughout the lesson with each instructional segments.

Build a profile on each students. Include in the profile their preferences on how they solve certain categories of problems and where they are with success with the major objectives of your course.

You might keep a clipboard with you or a notes app.

Pause and Reflect

- Make decisions vs asking students
- Class norms
- Use timely data to inform instructional mode
- Collaborative Groups vs Short Direct Instruction vs Short Lecture.
- Purposely formed groups - timely data, student profile, previous methods. Don't follow pattern.
- Challenge vs Support. Meet needs. 70-30.
- Peer Teaching vs Collaborative Learning

Pause and Reflect

- Work on status – you're always find it if you start that way.
- There is no "correct way."
- Don't always use the same pattern. What ever you did last time, do something differently this time.
- Give them something related to the upcoming activity while you form groups.
- Don't worry about the length of the opener if it does a good job.

Norms in this classroom:

- Students are seated at tables of 4.
- Students are used to being regrouped at least once a class period.
- Students are used to being asked to walk over and talk to a group or individual and then return to his/her *home* table group after discussing the problem at hand.

Grouping Disclaimer

- The same groups should not be created back to back
- **Tracking:** When homogeneous groups are made consistently, students begin to identify themselves and their classmates with an ability leveled status

Grouping Suggestion

- FDG suggests that groups are most effective when made purposefully for short periods of time and that groups be made multiple times within one class period.
- “We have seen some of the most effective teachers make good use of flexible groupings that shift partnerships throughout the week to foster collaborative and cooperative learning” (Hattie, 2017, p. 155).

Why dynamic grouping?

- Groups continuously change in order to allow all students the opportunity to be the leader or peer tutor. This directly affects the social structure of a classroom.
- All students are involved in the Math Practices.
- Differentiated group structures move individual students towards the mathematical goal.
- Maximizes student involvement → Engagement

“...students can be grouped for learning in a variety of ways. Differentiation works most smoothly when the classroom norm is that groups change often and they change based on the learning task at hand; students are used to working collaboratively and the teacher develops a menu of instructional options, the flexibility of grouping students in a variety of ways makes implementing the menu a more straightforward task.”

- *Visible Learning for Mathematics*, Hattie (p. 212, 2017)

- Anticipate
- Heavily monitor
- Listen to what students are saying without getting too heavily involved
- Be aware of the difference between productive struggle vs. destructive frustration