



## **Case Scenarios: *Instructional Management Through Grouping***

A variety of **whole-group and small-group instructional practices** support students with advanced learning needs. Research indicates that learning with others who have similar learning characteristics or learning in some sort of similar ability grouping demonstrates greater academic benefits.

Strategies with the most powerful academic effects include whole-group strategies such as whole group/class sorted by ability or achievement level; and small group strategies such as cluster grouping and regrouping.

### **Managing Instruction Scenario**

The following case scenario incorporates various grouping strategies that can support one or more student's academic abilities. Determine if there are any strategies that can support individual or groups of students for whom you currently provide educational services.

**Scroll down** to the following page to view case scenario that incorporates various strategies that match the curriculum and instruction to the student's academic abilities.

## Case Scenario – Instructional Management Through Grouping

Case Study Name	Suggested Strategies
<b>Managing Instruction</b>	Pre-testing/using out-of-level assessments Academic clusters Within-class grouping Pull-out grouping Pairing



### **Managing Instruction - What Would You Do?**

Suppose you are a sixth-grade teacher in a K-6 school. You have 28 children in your class, three of whom are students with advanced learning needs. You cannot arrange for the three students to take classes at the junior high because the junior high is 10 miles away, and transportation is impossible. It is up to you and your fellow teachers to somehow differentiate the general academic curriculum for three bright students. Should you each try to work with these three students individually when you can find time, or is there a better way to manage their instruction? List the steps you could take to ensure that these students get appropriate challenge and access to differentiated curriculum and instruction.



### **One Possible Set of Solutions for Instructional Management**

<b>Step 1:</b>	The teacher must determine the capabilities of the students by assessing their current mastery levels in reading, language arts (including spelling), science and math. ~ Use out-of-level assessments if the students perform better than 85% on grade-level assessments.
<b>Step 2:</b>	Determine if there are sufficient numbers of students to form a cluster in one or more academic areas. ~ If a group of five to eight students are considerably ahead of other students in all of these areas, regroup those students to form a <u>cluster</u> in one classroom. ~ This will provide an opportunity to learn with like ability peers and have all academic areas differentiated by that teacher.
<b>Step 3:</b>	If the students have advanced learning needs in different areas, regroup them for each specific subject by assigning them to one grade-level teacher who will be responsible for differentiating that subject as a <u>within-class group</u> .
<b>Step 4:</b>	If the group of students is ahead in one subject area only, use a <u>pull-out</u> grouping run by a gifted specialist to differentiate for that subject on a <u>daily basis</u> (even for just 30 minutes daily)
<b>Step 5:</b>	If the school administration is not supportive of differentiating through grouping, <u>pair</u> or <u>group</u> the two or three students with advanced learning needs in each class. ~Let them proceed through self-instructional materials on their own with a couple of supervisory sessions per week.