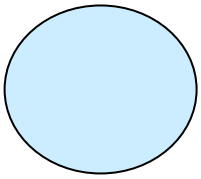
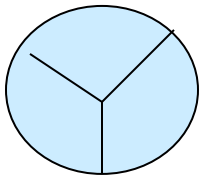
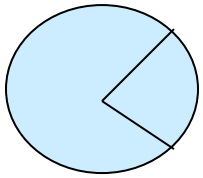
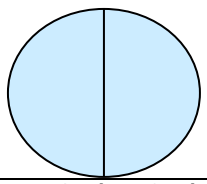
Flexible Grouping Matrix

Model of Co-Teaching:	Description:	Grouping Strategies:	Good For /Cautions:
TeamTeaching: 	-Whole class instruction -Students doing the same thing -Can involve some short term grouping of students – both teachers acting as facilitators -heterogeneous groups	Random Groups: -partners -numbering off -response cards -line up -candy (group by colors, etc.) Constructed Groups: -Cooperative groups of 3 to 4 -Paired groups	-Activating prior knowledge -Presenting new information -Modeling new skills -Summarizing learning at the end of the lesson -Presenting 2 different ways of solving a problem, thinking, points of view, etc. -One teacher talks and the other provides visuals -Performance tasks -Independent work -Cautions: need back & forth flow between co-teachers, whole group instruction should not be the only group used
Station Teaching: 	Class is divided into 3 or more groups -Each student goes through the stations -The lesson is segmented into important parts -heterogeneous groups	Random or Constructed Groups: -ability or skill -behavior -learning styles	-Increasing instructional intensity -Reduces group size, facilitating greater differentiation -Facilitates discussion, interaction, hands-on activities -Can happen over more than one day -Performance tasks -Learning Centers -Caution: pacing & noise
Alternative Teaching: 	-Class is divided into a larger group and a smaller group for a short period of time -Different content/ activities occur in each group -Same students are not grouped each time	Constructed Groups: -skill levels -learning styles -pretest results -formative assessment results -mulitple intelligences -behavior	-Extension activities -Re-teaching -Remediation -Review -Skills assessment -Extra practice -Pre-teaching -Reduces group size and increases individualization -Caution: vary purpose and make up of group
Parallel Teaching: 	-Class is divided into 2 approximately equal heterogeneous groups -The same content is taught, but the content may be presented in different ways	Random or Constructed Groups: -skill levels -behavior -learning styles -formative assessment results -pretest results -Multiple Intelligences	-Reviewing content -Extra practice -Deepen understanding of concepts -Reduce group size to differentiate -Provide varied perspectives -Performance tasks -Caution: both teachers should have mastery of the content, pacing, noise level

Cook, L. & Friend, M. (1995). Guidelines for creating effective practices. *Focus on Exceptional Children,* 28, 1-5.
Gregory, G.H. & Kuzmich, L. (2004). *Data Driven Differentiation.* Thousand Oaks, CA: Corwin Press
Karten, T.J. (2005). *Inclusion Strategies That Work.* Thousand Oaks, CA: Corwin Press