



# TEAM Video Library

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Grouping Students  
Summer 2023



# BEST FOR ALL

We will set all students on a path to success.

## ACADEMICS

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ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

## STUDENT READINESS

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TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

## EDUCATORS

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TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

# Grouping Students

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The key to this indicator is the teacher's ability to purposefully plan how students will be grouped for the enhancement of the learning throughout the lesson. No matter the arrangement, all students should know their individual roles and responsibilities for their learning and activities.

# Evaluator Expectations

In the pre-conference, ask, *"How did you structure your different learning arrangements, and why did you choose to structure the learning groups this way?"*

To score this indicator, the observer will need to look for:

- different grouping types,
- the expectations of each role for each member of the group, and
- accountability of student responsibilities in the groups.

This indicator aligns strongly to *Activities and Materials and Teacher Knowledge of Students*.

# Group Structures

Descriptors	Implementation
The instructional grouping arrangements enhance student understanding and learning efficiency.	The grouping arrangements are purposefully planned to move all students toward mastery. The arrangements could include any of the following: whole-class, small groups, pairs, and/or individuals.
Students in groups know their roles, responsibilities, and group work expectations.	The teacher sets and communicates clear expectations for all students to motivate student engagement.
Students participating in groups are held accountable for group work and individual work.	All students are engaged and held accountable for the group learning targets as well as their own learning goals. Though student work may look different, all student work is aligned with the learning objective.

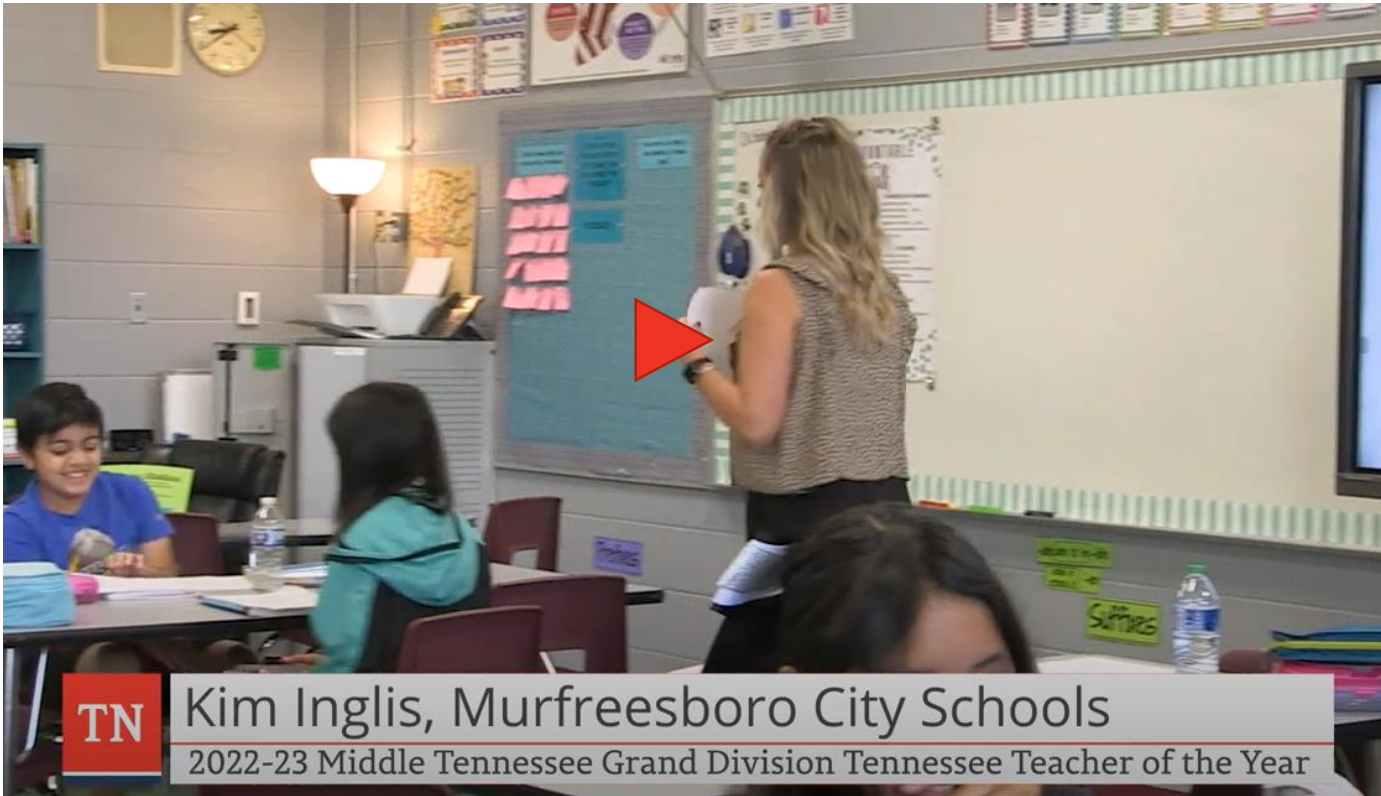


# Group Structures

Descriptors	Implementation
Instructional group composition is varied to best accomplish the goals of the lesson.	This allows teachers to differentiate instruction based on the needs of students. Grouping patterns could include heterogeneous or homogeneous grouping of ability, demographic balance, interest, ability to focus, ability to communicate, or language acquisition levels.
Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	Students reflect on their own work using a rubric or against exemplars



# Capture example(s) of how the teacher structured learning groups as you watch this video.







**Share out example(s) you saw of how the teacher structured learning groups in the video.**



## Example(s) of how the teacher structured learning groups in the video:

- The teacher ensured each student was engaged by assigning roles and responsibilities.
- The teacher clearly communicated to students their group work expectations by posting each role's responsibility on the board.
- The activity provided the students with both individual and group accountability to accomplish to communicated outcome (create a precise drawing of an event in the book).



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## Example(s) of how the teacher structured learning groups in the video:

- The teacher arranged the class into planned pairs (thought partners) to discuss their understanding of the passage they had read.
- Both students in the partnership were held accountable for their individual work even though they were discussing their thoughts in a group.



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## Example(s) of how the teacher structured learning groups in the video:

- The teacher created heterogeneous small groups of four (4). The roles in the group were assigned based on each student's ability level.
- The teacher clearly communicated the roles of the group members.
- The responsibility of the group work was communicated with a visual on the board.





# Culminating Activity

Follow the QR code or the link below to access the form for the culminating activity.

[https://stateoftennessee.formstack.com/forms/team\\_rubric\\_video\\_library](https://stateoftennessee.formstack.com/forms/team_rubric_video_library)

Please use the form to reflect on today's learning and provide feedback about this resource.



QR Code



# Thank You!

Email questions to [TEAM.Questions@tn.gov](mailto:TEAM.Questions@tn.gov)

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