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Fall 2019

## How Does Enriched Differentiated Small-Group Instruction At The Middle-School Level Accelerated Learning And Promote Community?

Kathleen A. Bernard

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Bernard, Kathleen A., "How Does Enriched Differentiated Small-Group Instruction At The Middle-School Level Accelerated Learning And Promote Community?" (2019). *School of Education and Leadership Student Capstone Projects*. 292.

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Kathleen A. Bernard

Program: MALED

Bernard, K. How does enriched differentiated small-group instruction at the middle-school level accelerate learning and promote community? (2018)

The question addressed in this capstone project was guided by the demanding need for customized differentiated enriched learning experiences at the middle-school level. It documents why providing customized enriched learning experiences through small-group instruction for all students is necessary to help close educational opportunity gaps, improve academic growth and to create stronger communities of understanding and connectedness. It is founded in the learning and understanding of differentiation and self-determination theory. The frame of the project guides middle-school teachers through the process of understanding the importance of small-group instruction, provides them with structural classroom framework options and cultivates time for collaboration to develop enriched differentiated learning experiences. The goal is to strengthen classroom learning communities, but also collaborative professional learning communities. (125 words)

How Enriched Differentiated  
Small-Group Instruction at the  
Middle-School Level can  
Accelerate Learning and Promote  
Community

Capstone Project:  
Professional  
Development

Kathleen A. Bernard



# Professional Development: Phase 1

# Day 1



# Learning Targets

I can...

- Identify the need for small-group instruction
- Identify the need for enrichment and differentiation
- Select a small-group instructional framework that works for me and classroom
- Collaborate and create an enrichment project

# MN State Standards: 6-12

[Reading Benchmarks:](#) Literature 6-12 (Common Core Reading Standards for Literature 6–12) [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. **To enhance motivation and engagement, students should have daily opportunities to choose topics and text of interest to them, often determine how to undertake and complete literacy tasks, and regularly respond to text in a variety of ways.** Students advancing through the grades are engaged in more difficult texts and are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. (Standards for Vocabulary Acquisition are detailed in the Language Strand starting on p. 72.)

# Guiding Questions

Are we using our individual strengths as teachers to best reach the diverse needs of our students?

Do our students feel valued, connected and competent? How do we know? Is it necessary that they do?

# 25 Things Successful Teachers Do Differently

Which one(s) best describe you?

Share!

- Padlet
- FlipGrid
- Shared Response Paper

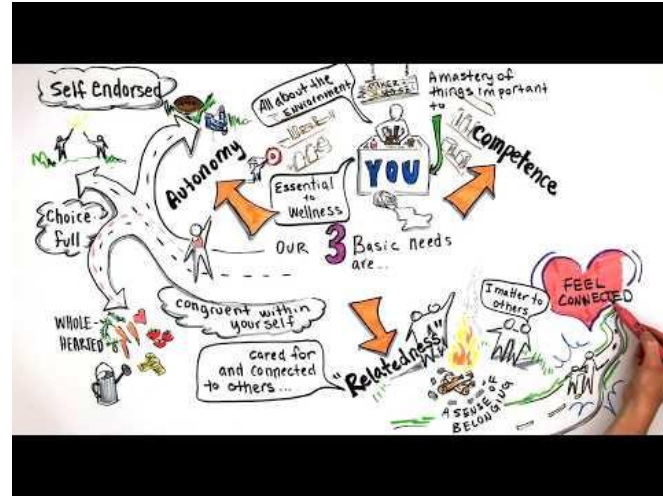
[Teachthought.com](https://www.teachthought.com)



# How do we decide which ideas are most important?

## Self-Determination Theory:

- Richard Ryan, PhD
- Edward Deci, Phd



Self-Determination Theory indicates that humans/ learners flourish in contexts that satisfy human needs for competence, autonomy and relatedness - American Psychological Association, July 21, 2004

How we teach matters as much as what we teach. Are we...

Providing and developing engagement and enrichment opportunities

Cultivating learning experiences around constructing knowledge and engaging action

Creating caring relationships and building inclusive and safe environments are foundational practices.

# Which one is more important? Let's focus on...

- Expect students to succeed
- Adapt to student need(s)
- Explore new tools
- Give emotional support
- Teach holistically
- Break out of the box



How do we attend to all of these when our class sizes are large and our daily instructional time is small?

- What are some additional possibilities that can help me reach our students *individually* and support their own *personal growth* and make *stronger connections* than we already have in our classrooms?

# How do we attend to all of these when our class sizes are large and our daily instructional time is small? Small Group Instruction!

## ThoughtCo

“Student-teacher ratios have always been a factor in school improvement conversations. Adding small group instruction on a regular basis can be a way to improve that student-teacher ratio.

Small group instruction gives teachers a natural opportunity to provide targeted, [differentiated instruction](#) for small groups of students. **It gives the teacher an opportunity to evaluate and assess more closely what each student can do and build strategic plans around those assessments.** Students who struggle to ask questions and participate in a whole group setting may thrive in a small group where they feel more comfortable and less overwhelmed. Furthermore, small group instruction tends to proceed at a fast pace, which typically helps students maintain focus.”

by

Derrick Meador

Updated March 24, 2018



# Rationale: Why should I make time for small group enriched instruction?

1. **Connectedness:** Relationship! Relationship! Relationship!
2. **Best Practices:** Flexible differentiation/ customized instruction
3. **Engagement:** Enriched exposure to the world and possibility for all!

**Small Group Instruction:** *“A small group of thoughtful people could change the world. Indeed, it’s the only thing that ever has, ([Margaret Mead](#)).*

Small group instruction is so...elementary.  
I'm a middle-school teacher!

## *WHY....Connectedness!*

“As brain experts like Eric Jensen (2005) observe, the degree of change experienced by the adolescent brain is matched only by that of the infant brain. These changes affect many aspects of learning, ***the most fundamental of which is dealing with emotions***. Teenagers struggle to discern their own emotions as well as those of others, which frustrates the two driving goals of adolescence: to *fit in* and to *be known* “(Tomlinson & Doubet, 2006)

“Adolescents often devote more time and energy to worrying about whether they are ***safe and accepted than to caring about whether they are learning*** (Sousa & Tomlinson, 2011). This may be why ***teacher-student relationships have such a powerful effect on student achievement*** (Hattie, 2012) and why ***community-centered classrooms*** are such an important contributor to academic growth.” (Bransford, Brown, & Cocking, 2000).

# *What small group structures exist in my classroom now?*

Possibly...

- Partner work
- Small team work

The teacher moves around the room helping as needed to complete the assignment. Students may veer off topic or fail to start the assignment altogether. The teacher gives a couple of prompts, but when she leaves the student, the motivation is diminished. These possibilities beg us to wonder: [k12boost.com](https://www.k12boost.com)

- *What if the teacher called that small group of students together to provide more structured one-to-one support?*
- *What if the support reached beyond completing the task to more fully understanding what the task required?*

# Small Group Instruction Is...

...effective because teach is focused precisely on what the students need to learn next to move forward. Ongoing observation of your students, combined with systematic assessment enables you to draw together groups of students who fit a particular instructional profile.

- [Fountas & Pinnell](#)



Fountas & Pinnell  
LITERACY™

# Structural Possibilities

## Daily Small Groups

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- 5 groups of 6
- Whole group “mini-lesson”
- Pull one group each day
- Meet with *all* groups by Friday

## Once a Week Small Groups (variations)

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- 5 groups of 6
- Whole group instruction 3-4 days a week
- Pull small groups 1-2 days a week
- Meet with *all* groups monthly or bimonthly

## 30/70 Instructions

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- 5 groups of 6
- Whole group instruction when needed
- Pull rotating groups of 30% of your your class
- 70% work independently
- Meet with *all* groups weekly

# What do you need?

- Flexible Heterogeneous Groupings
- A common place where you can comfortably gather with your small groups
- Planned independent work
- Planned enrichment opportunities for all (differentiation)

Fill in the blanks:

I need \_\_\_\_\_ so I  
can

\_\_\_\_\_

# Discuss the video

What did you notice about the students?

What did you notice about the teacher?

-challenges

-successes

Insert a video of yourself or staff member using small-group instruction

What questions do you have about small group instructions?

What questions or concerns might someone have about small group instruction?





# Why enrichment?

“Enrichment is often regarded as something extra, a nonessential frill that is not considered during serious discussions about student achievement. Yet, ignoring this critical component of instruction belies the importance of student engagement and motivation to learn and the dynamic quality that occurs when this energy exists in the learning environment. **When students’ interests and choices related to their own learning are considered, engagement in learning is enhanced**” ([Reis & Fogarty, 2006](#); [Siegle & McCoach, 2005](#)).

- What will students work on when I’m pulling small groups?
- What will students work on when they are finished with their independent work?
- How can I tie what we’re learning in class to choice, art, STEM ... creativity?

# Best Practices: Provides Differentiation / Enrichment Opportunities

## What it is...

- A philosophy rooted in effective teaching and learning.
- Regularly examining evidence of student learning and making thoughtful instructional decisions accordingly.
- Tailoring instruction in response to patterns in student needs.
- Designing respectful tasks and using flexible grouping.
- A way up to standards and learning goals.
- Critical to improving instruction for *all* students.

## What it is not...

- A bag of tricks or set of strategies that can be plunked into low-quality curriculum.
- Either an everyday necessity or a once-in-a-blue-moon event.
- Writing individualized (customized) lesson plans for every student.
- Sorting or pigeonholing students into static groups or levels.
- A way out of standards and learning goals.
- More important for certain groups of students (e.g., students with IEPs or English language learner).

# DIFFERENTIATION *IS NOT*

Carol Ann Tomlinson ASCD

**TRACKING OR GROUPING STUDENTS  
INTO CLASSES BY "ABILITY"**

**INCOMPATIBLE  
*with* STANDARDS**

**BLUEBIRDS,  
BUZZARDS &  
WOMBATS**

(ability grouping  
within a classroom)

**DUMBING  
DOWN**

teaching for some students

Something  
*extra*  
on top of  
good teaching

Mostly for students  
identified as

*GIFTED*

A SET OF  
**INSTRUCTIONAL  
STRATEGIES**

**MOSTLY FOR STUDENTS  
WITH IDENTIFIED  
LEARNING  
CHALLENGES**

# Enrichment/ Differentiation: Start Small!

- **Take** your unit, offer an open-ended, creative opportunity to extend understanding, using choice and taking into consideration for differing learning styles and levels.
- **Look** at your standards and craft a way for them to demonstrate the same skills covered, but let them self-select their creation or resources - dig deeper or wonder bigger ideas.
- **Think:** How will I have them share their new learning after the unit is complete? Find time and ways.
- **Example:** Use the textbook as a mentor text (common language for teacher and students to refer to), then add and allow students to demonstrate their mastery of the practiced skills and cultivate continued curiosity through self-selection.
- **Example:** Collections 1 Literature - Plot, Character Motivation, Signposts (digging deep), allow students to self-select their own piece of literature (book, collection of short stories) and allow students to creatively demonstrate. Use your educator resources as a support (G&T / Reading Intervention / EL : Create a list of books / short stories that fulfill the same theme requirements and post options on Canvas). At the end of the unit have a day where you share and celebrate their own creations.

# Enrichment / Differentiation Ideas

## Mystery Picture Creative Writing:

- Detailed pictures (tied to unit)
- Students create their own creative writing piece around it
- Give a list of expectations

## Expert Groups:

- Research a topic or person tied to unit
- Complete (Who? When & Where? Why Important? Important Facts? Impact? Chart
- Be prepared to teach and inform the people in your group about your topic

## STEM / STEAM PROJECT:

- OFFER 3 DIFFERENT CHOICES PER QUARTER OR UNIT
- GIVE A LIST OF EXPECTATIONS

## Website Support:

- Brainpop
- Quill.org
- ReadTheory.org
- Newsela

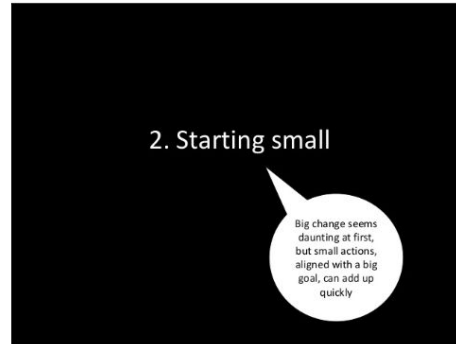
*Find artistic or creative ways for students to create, act, sing and express what they learned in a new way.*

## Celebration Day:

- Always take a day to display, share and speak about their work

# Resource Ideas on Canvas

1. Go to Canvas
2. Click on #9 (Small Group Instruction Professional Development)
3. Scroll through [Start Small](#) (beginning ideas for enriched differentiation)



## Start Small

Enrichment Project Ideas

# Community

Giving students guided opportunities to listen to and acknowledge differences creates...

- Connectedness
- A feeling of value
- A better understanding of perspective
- Competence

*“When you **talk**, you are only repeating what you **already know**. But if you listen, you may learn **something new**.” Dalai Lama*

# Small Group Expectations: Anchor Chart

- Listen respectfully, without interrupting
- Allow everyone the opportunity to speak
- Criticize ideas, not individuals or groups
- Avoid inflammatory language, including name-calling
- Ask questions when you don't understand; don't assume you know others' thinking or motivations
- Don't expect any individuals to speak on behalf of their gender, ethnic group, class, status, etc. (or the groups we perceive them to be a part of).



INDIANA UNIVERSITY BLOOMINGTON

**Center for Innovative Teaching and Learning**



## Small Group Instruction: How to Start?

1. Select a time structure that works for you
2. Work on building stamina
3. Establish strong routines
4. Use frequent formative assessment
5. Know who needs you most

# Pick One - Try it for a unit!

1. Pick a grouping option (small groups)
  - a. 5 days / 3 days / 1 day
2. Brainstorm enrichment possibilities
  - a. Work that students can complete independently with classwork is complete
  - b. Work that supports understanding in a different form
3. Break your unit into mini-lesson chunks
4. Divide your students into appropriate groups
  - a. Number and Need
5. Teach and emphasize independence
6. Try it!
7. After you're finished, reflect on challenges, successes (survey yourself and your students)
8. What would you tweak, change and try again?

# How do you know if it was successful?

1st Quarter:

Student Survey, Pretest, Common District Assessments, Data Conversations, Tweak

2nd Quarter:

Pretest, Common District Assessments, Data Conversations, Tweak

3rd Quarter:

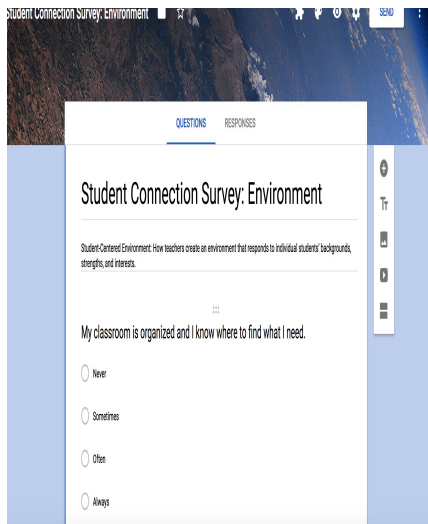
Student Survey, Pretest, Common District Assessments, Data Conversations, Tweak

4th Quarter:

Teacher Survey, Pretest, MAP /MCA, Data Reflection, Plan

# Student Surveys

[https://docs.google.com/forms/d/1pypaba4DD9v3evNMNecqL\\_SWpZjusATBhLFcud4NsVY/edit](https://docs.google.com/forms/d/1pypaba4DD9v3evNMNecqL_SWpZjusATBhLFcud4NsVY/edit)



Student Connection Survey: Environment

QUESTIONS RESPONSES

Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.

My classroom is organized and I know where to find what I need.

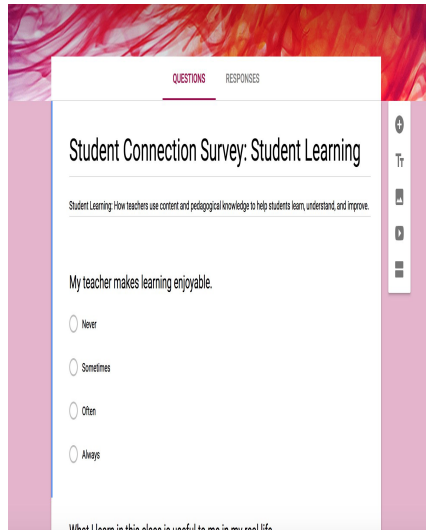
Never

Sometimes

Often

Always

[https://docs.google.com/forms/d/1vdyCs-s7mCcY4sXfbqm\\_SGaL\\_GTC9egObaBZ799xyKs/edit](https://docs.google.com/forms/d/1vdyCs-s7mCcY4sXfbqm_SGaL_GTC9egObaBZ799xyKs/edit)



QUESTIONS RESPONSES

Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.

My teacher makes learning enjoyable.

Never

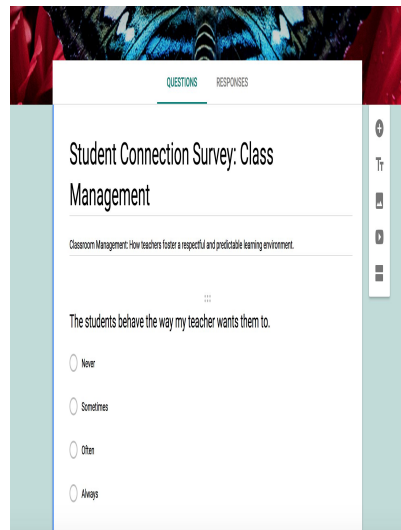
Sometimes

Often

Always

What I learn in this class is useful to me in my real life.

[https://docs.google.com/forms/d/1NMYSmkP-0AB4JnkE9D\\_OOvYqazZBforzdbUI0-1T2TUQ/edit](https://docs.google.com/forms/d/1NMYSmkP-0AB4JnkE9D_OOvYqazZBforzdbUI0-1T2TUQ/edit)



QUESTIONS RESPONSES

Classroom Management: How teachers foster a respectful and predictable learning environment.

The students behave the way my teacher wants them to.

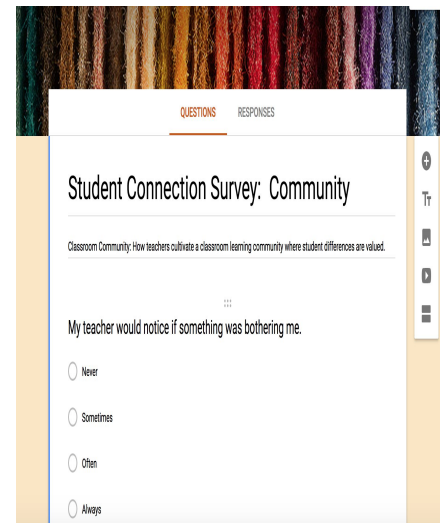
Never

Sometimes

Often

Always

[https://docs.google.com/forms/d/106LpPH98RRy2ih\\_3WKMk1oYilxJlFOHVuEfqVztiBm/edit](https://docs.google.com/forms/d/106LpPH98RRy2ih_3WKMk1oYilxJlFOHVuEfqVztiBm/edit)



QUESTIONS RESPONSES

Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.

My teacher would notice if something was bothering me.

Never

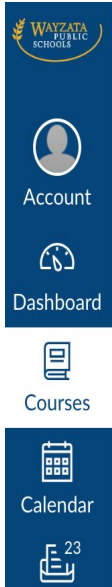
Sometimes

Often

Always

# Shared Collaboration: Canvas

Where can we find resources and share our findings?



Research  
Projects



Unit 8



Small Group Instruction  
PLC Collaboration Resources

# Next Time...

How did it go?

-Challenges

-Successes

-Tips

Enrichment ideas

What did you do?

What do you wish  
you tried?

Share ideas!

Data

Analyze the feedback

- Scores
- Survey
- Collaboration  
(Ideas to help  
organize and

## Professional Development: Phase 2

# Day 2

# Learning Targets

I can...

- Reflect on the challenges and successes of small-group instruction
- Collaborate, share and plan additional differentiated enrichment projects
- Identify forms of feedback and how to use it to strengthen student learning and collaboration



Debrief: Reflect on your initial questions.

What new questions do you have?

What did you need to give it a try? How can PLC's work together to support the process?

What might your next steps be?  
What do you need time for?



# Discuss the video (video #2)

What did you notice about the students?

What did you notice about the teacher?

-challenges

-successes

Insert a video of yourself or staff member using small-group instruction

# Tips & Challenges

Implementation Tips and  
Successes:

Biggest Challenges

# Pick One - Try it again!

1. Pick a grouping option (small groups)
  - a. 5 days / 3 days / 1 day
2. Brainstorm enrichment possibilities
  - a. Work that students can complete independently with classwork is complete
  - b. Work that supports understanding in a different form
3. Break your unit into mini-lesson chunks
4. Divide your students into appropriate groups
  - a. Number and Need
5. Teach and emphasize independence
6. Try it!
7. After you're finished, reflect on challenges, successes (survey yourself and your students)
8. What would you tweak, change and try again?

# Feedback

What will we use to gauge our successes?  
What will we use to change our challenges?



# Do teachers need to take bias into account when reflecting on feedback? How should we address it?

Ideas on how to address it and defeat it: [\(click\)](#)



## Challenging Implicit Bias

How can we listen, lead, and teach for equity in the face of implicit bias? Here are five keys:

1. Be aware of your biases so you can interrupt them.
2. Study and teach colleagues about implicit bias.
3. Pay attention to gap-closing teachers.
4. Stop tone policing
5. Tune into implicit bias at your school
  - a. Where do I see it?
  - b. What fear or apprehensions do I have about addressing it?
  - c. How can I be an ally to anyone who experiences it?

# Next Time...

## 1. How did it go?

Challenges

Successes

Tips

## 2. Enrichment ideas

What did you do?

What do you wish  
you tried?

Share ideas!

## 3. Data

Analyze the feedback

- Scores
- Survey
- Collaboration  
(Ideas to help  
organize and  
support each  
other)

Professional Development: Phase 3

Day 3



# Learning Targets

I can...

- Reflect on personal and professional growth
- Predict student reflection of customized learning structures
- Critique and plan for changes

Debrief: Reflect on your successes and challenges.

What worked well? What did not work well?

What differentiated enrichment projects did you and/or your students enjoyed the most?

What might your next steps be?  
What do you need time for?



# Gathering Feedback

It's important to know if what you're doing is successful or not!

- Are connections being made?
- Do students see themselves as an important part of the learning community?
- Are students benefiting from independent enrichment opportunities?
- Are students growing academically?
- Are you feeling like a stronger teacher because you are intentionally meeting with each student on a regular basis?

Where to look:

- Common district assessments
- Student surveys
- Self- Reflection

# Student Survey: End of Year

The image shows a Google Forms interface for a survey titled "Student Survey: End of Year". At the top, there are two tabs: "QUESTIONS" and "RESPONSES", with "QUESTIONS" selected. Below the tabs, the survey title "Student Survey: End of Year" is displayed. Underneath the title is a "Form description" field, which is currently empty. The first question is "1. I felt academically supported and challenged this year." Below the question is a Likert scale with five radio buttons labeled 1, 2, 3, 4, and 5. The labels "Strongly Disagree" and "Strongly Agree" are positioned at the far left and right of the scale, respectively. The radio buttons are currently unselected. On the right side of the form, there is a vertical toolbar with icons for adding questions, text, images, videos, and a menu icon.

QUESTIONS    RESPONSES

## Student Survey: End of Year

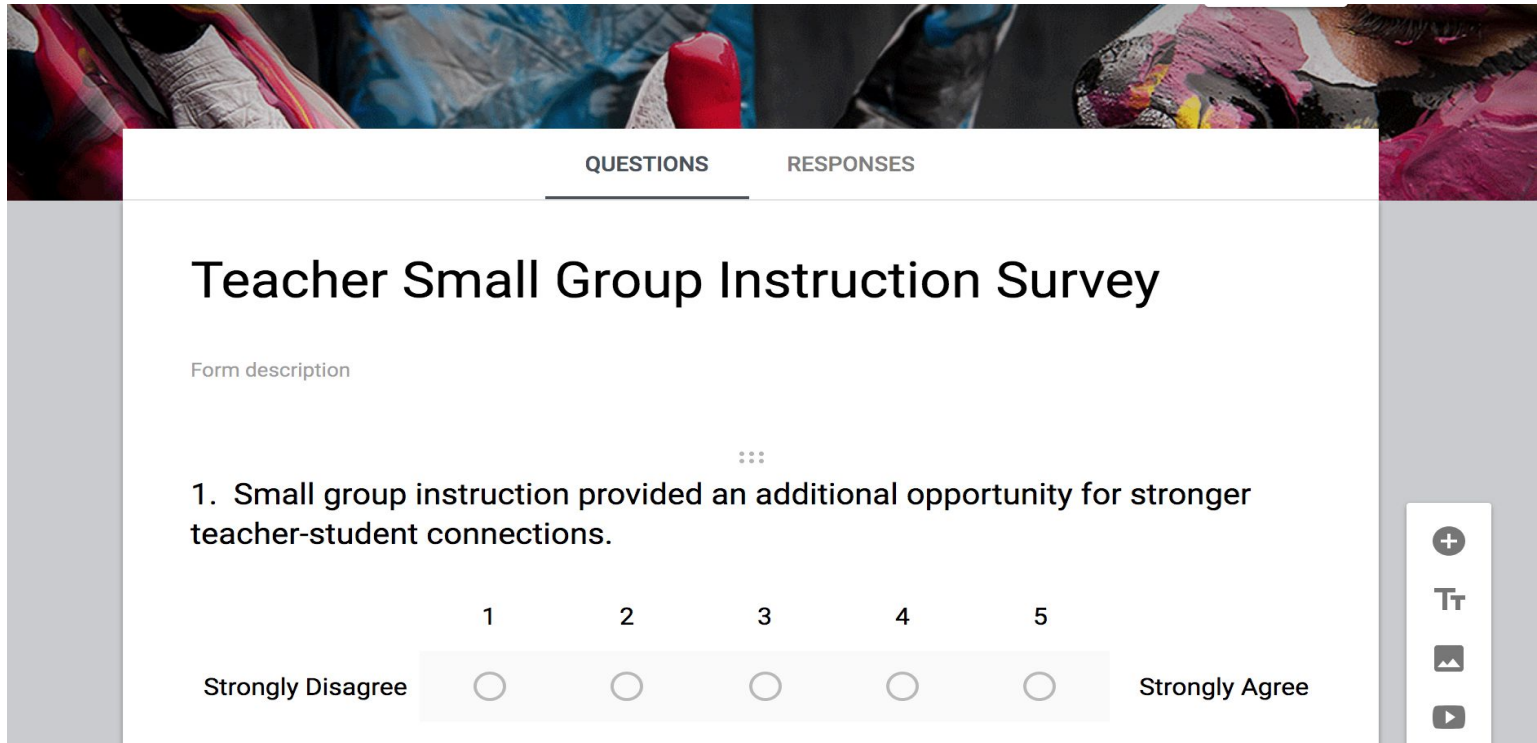
Form description

1. I felt academically supported and challenged this year.

1      2      3      4      5

Strongly Disagree                        Strongly Agree

# Teacher Survey

A screenshot of a Google Forms survey titled "Teacher Small Group Instruction Survey". The form is displayed in a white box with a grey border, set against a background of artistic images including a red paintbrush, a palette, and a person's face. The form has two tabs: "QUESTIONS" (selected) and "RESPONSES". Below the title, there is a "Form description" section with three dots indicating a description. The first question is "1. Small group instruction provided an additional opportunity for stronger teacher-student connections." Below the question is a 5-point Likert scale with radio buttons. The scale is labeled "Strongly Disagree" on the left and "Strongly Agree" on the right. The numbers 1, 2, 3, 4, and 5 are positioned above the radio buttons. On the right side of the form, there is a vertical toolbar with icons for adding questions (+), text (Tt), images (img), and video (play button).

# Next Year:

Now that we've created structural possibilities, what would we like to try next year?

Now that you have a captive audience, what would you like to introduce to your students?

What do you feel would make our students more self-determined learners?





HOW ENRICHED DIFFERENTIATED  
SMALL-GROUP INSTRUCTION AT THE  
MIDDLE-SCHOOL LEVEL CAN ACCELERATE  
LEARNING AND PROMOTE COMMUNITY

**Capstone Project:** School Year Professional Development  
Implementation Overview

The following project professional development overview was created to be completed in increments of three. These three phases are best scattered throughout the year to provide ongoing support and conversations about implementing small group instruction within a traditional mainstream middle-school classroom structure.

Professional Development

Day 1

Professional Development Presentation (s)

- 3 Phases (Fall PD)
- Organizational Slide (do not show)
- Day 1
  - Inform
  - Structure
  - Collaborate
  - **Learning Target:** Teachers can use resources needed to try small-group instructional structures within their classrooms and collaborate on creating differentiated enrichment learning projects for stronger learning communities.

MN State Standards: 6-12

[Reading Benchmarks:](#) Literature 6-12 (Common Core Reading Standards for Literature 6–12) [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. **To enhance motivation and engagement, students should have daily opportunities to choose topics and text of interest to them, often determine how to undertake and complete literacy tasks, and regularly respond to text in a variety of ways.** Students advancing through the grades are engaged in more difficult texts and are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. (Standards for Vocabulary Acquisition are detailed in the Language Strand starting on p. 72.)

Setting Purpose

- The MN State Standards 6-12 state... **To enhance motivation and engagement, students should have daily opportunities to choose topics and text of interest to them, often determine how to undertake and complete literacy tasks, and regularly respond to text in a variety of ways**
- This slide will be used as a reference on purpose.
- This slide is informational and will be reflected on independently by teachers when placed on a common learning platform like Moodle or Canvas

## Guiding Questions

Are we using our individual strengths as teachers to best reach the diverse needs of our students?

Do our students feel valued, connected and competent? How do we know? Is it necessary that they do?

## Setting Purpose

- **Think:** Are we using our individual strengths as teachers to best reach the diverse needs of our students and are we motivating them to engage with the text and each other? (referring to MN State Standards)
- **Pair & Share:** Talk at your tables
- **Think:** Do our students feel valued, connected and competent? How do we know? Is it necessary that they do? (referring to MN State Standards)
- **Pair & Share:** Talk at your tables

## 25 Things Successful Teachers Do Differently

Which one(s) best describe you?

Share!

- Padlet
- FlipGrid
- Shared Response Paper

[Teachthought.com](http://Teachthought.com)



## Reflect on Strengths

- These are examples of successful things teachers do differently than others.
- **Reflect:** Which ideas best describe you as a teacher and your classroom structure
- **Share:** Add your thinking to our common Padlet or Flipgrid (established prior to presentation)
- **Reflect** on the strengths of our staff

## How do we decide which ideas are most important?

[Self-Determination Theory:](#)

- Richard Ryan, PhD
- Edward Deci, PhD



Self-Determination Theory indicates that humans/ learners flourish in contexts that satisfy human needs for competence, autonomy and relatedness - American Psychological Association, July 21, 2004

## Reflect on Growth Areas

- Watch the video on Self-Determination Theory (or teachers can watch independently - resources on Canvas / Moodle)
- Emphasize the quote from the American Psychological Association
- Tie to MN State Standards
- **Discuss:** Which qualities / techniques / ideas do successful teachers implement that we should develop?

How we teach matters as much as what we teach. Are we...

Providing and developing engagement and enrichment opportunities

Cultivating learning experiences around constructing knowledge and engaging action

Creating caring relationships and building inclusive and safe environments are foundational practices.

Reflect: These three guiding questions emphasize the highlighted message from the video.  
-Point out the vision we are emphasizing / guided focus



## Which one is more important? Let's focus on...

- Expect students to succeed
- Adapt to student need(s)
- Explore new tools
- Give emotional support
- Teach holistically
- Break out of the box



How do we attend to all of these when our class sizes are large and our daily instructional time is small?

- What are some additional possibilities that can help me reach our students *individually* and support their own *personal growth* and make *stronger connections* than we already have in our classrooms?

Reflect: If this is what we know to be important, how do we get there? How we attend to all of these differentiating needs? How can we do this within a 45 minute class?

How do we attend to all of these when our class sizes are large and our daily instructional time is small? Small Group Instruction!

### ThoughtCo

"Student-teacher ratios have always been a factor in school improvement conversations. Adding small group instruction on a regular basis can be a way to improve that student-teacher ratio.

Small group instruction gives teachers a natural opportunity to provide targeted, [differentiated instruction](#) for small groups of students. **It gives the teacher an opportunity to evaluate and assess more closely what each student can do and build strategic plans around those assessments.** Students who struggle to ask questions and participate in a whole group setting may thrive in a small group where they feel more comfortable and less overwhelmed. Furthermore, small group instruction tends to proceed at a fast pace, which typically helps students maintain focus."

by  
Derrick Meador  
Updated March 24, 2018

### Focus: Small Group Instruction (Rationale)

- This slide is just for reference. Teachers can read independently while the presenter ties small group instruction to Self-Determination Theory and successful teachers.
- Let's take our strengths as educators and provide personalized instructional support that increases autonomy, competence and connectedness
- *It (small groups) gives the teacher an opportunity to evaluate and assess more closely what each student can do and build strategic plans around those assessments.*

## Rationale: Why should I make time for small group enriched instruction?

1. Connectedness: Relationship! Relationship! Relationship!
2. Best Practices: Flexible differentiation/ customized instruction
3. Engagement: Enriched exposure to the world and possibility for all!

Small Group Instruction: "A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has," [Margaret Mead](#).

### Focus: Rationale (continued)

- If we restructure our time to make room for small group instruction we can highlight our strengths as educators and nurture a student's self-determination
- Small group instruction naturally supports our children's natural desire to feel connected - to a group and learning.

Small group instruction is so....elementary.  
I'm a middle-school teacher!

### WHY...Connectedness!

"As brain experts like Eric Jensen (2005) observe, the degree of change experienced by the adolescent brain is matched only by that of the infant brain. These changes affect many aspects of learning, **the most fundamental of which is dealing with emotions.** Teenagers struggle to discern their own emotions as well as those of others, which frustrates the two driving goals of adolescence: to *fit in* and to *be known*" (Tomlinson & Doubet, 2006)

"Adolescents often devote more time and energy to worrying about whether they are **safe and accepted than to caring about whether they are learning** (Sousa & Tomlinson, 2011). This may be why **teacher-student relationships have such a powerful effect on student achievement** (Hattie, 2012) and why **community-centered classrooms** are such an important contributor to academic growth." (Bransford, Brown, & Cocking, 2000).

### Structure

- We might be thinking to ourselves...
  - Small group instruction feels so elementary
  - I don't have time
  - I've never taught like that
  - I won't be able to stay pace with increased academic rigor at the middle-school level

### What small group structures exist in my classroom now?

Possibly...

- Partner work
- Small team work

The teacher moves around the room helping as needed to complete the assignment. Students may veer off topic or fail to start the assignment altogether. The teacher gives a couple of prompts, but when she leaves the student, the motivation is diminished. These possibilities beg us to wonder: [k12boost.com](http://k12boost.com)

- What if the teacher called that small group of students together to provide more structured one-to-one support?
- What if the support reached beyond completing the task to more fully understanding what the task required?

### Structure

#### Think-Pair-Share

- What are you already doing or tried?
- What was successful?
- What were some of the challenges?

### Small Group Instruction Is...

...effective because teach is focused precisely on what the students need to learn next to move forward. Ongoing observation of your students, combined with systematic assessment enables you to draw together groups of students who fit a particular instructional profile.

- [Fountas & Pinnell](#)



### Structure

#### Highlight

...effective because teach is focused precisely on what the students need to learn next to move forward.

- Is peer small groupings and partner work the same as small group instruction?

### Structural Possibilities

#### Daily Small Groups

- 5 groups of 6
- Whole group "mini-lesson"
- Pull one group each day
- Meet with *all* groups by Friday

#### Once a Week Small Groups (variations)

- 5 groups of 6
- Whole group instruction 3-4 days a week
- Pull small groups 1 -2 days a week
- Meet with *all* groups monthly or bimonthly

#### 30/70 Instructions

- 5 groups of 6
- Whole group instruction when needed
- Pull rotating groups of 30% of your your class
- 70% work independently
- Meet with *all* groups weekly

### Structure

You might be thinking to yourself...

*Sure, small group instruction meets the individual needs of my students, but...*

- How can we fit this in if I only have a 45 minute class?
- My teaching strengths are unique - I can't fit into a *one-size-fits-all* structure
- How would I even start if I wanted to?

### What do you need?

- Flexible Heterogeneous Groupings
- A common place where you can comfortably gather with your small groups
- Planned independent work
- Planned enrichment opportunities for all (differentiation)

Fill in the blanks:

I need \_\_\_\_\_ so I can \_\_\_\_\_

### Structure

So now that we know there are structural possibilities, what do we need to make it happen?

- Groups
- Small group instructional space (students come to you or will you go to the students)
- Independent work structures which can provide enrichment learning opportunities for all

## Discuss the video

What did you notice about the students?

What did you notice about the teacher?

-challenges

-successes

Insert a video of yourself or staff member using small-group instruction

## Reflection

Place a video of small-group instruction

- Video should include
  - Teacher conversations
  - Student conversations
  - Views of the whole classroom (what students are doing outside of the small group)
  - Anchor charts that guide independent work and accountability

What questions do you have about small group instructions?

What questions or concerns might someone have about small group instruction?



## Reflection: Movement Break

### Lines and Blobs

- **Think** of one question you might have about small group instruction at the middle-school level
- **Find** others (blob) that have the same/similar question and discuss
- **Think** of possible challenges to small group instruction
- **Find** others (blob) that have the same/similar possible challenge and discuss

## Why enrichment?

"Enrichment is often regarded as something extra, a nonessential frill that is not considered during serious discussions about student achievement. Yet, ignoring this critical component of instruction belies the importance of student engagement and motivation to learn and the dynamic quality that occurs when this energy exists in the learning environment. **When students' interests and choices related to their own learning are considered, engagement in learning is enhanced**" ([Reis & Fogarty, 2006](#); [Siegle & McCoach, 2005](#)).

- What will students work on when I'm pulling small groups?
- What will students work on when they are finished with their independent work?
- How can I tie what we're learning in class to choice, art, STEM ... creativity?

## Collaboration

One of the challenges of small-group instruction is what other students are doing while we are working with small groups.

- Enrichment!!
- Small-group instruction opens the door for enrichment opportunities for students.
- Why is enrichment important?

**Highlight: When students' interests and choices related to their own learning are considered, engagement in learning is enhanced"**



## Best Practices: Provides Differentiation / Enrichment Opportunities

### What it is...

- A philosophy rooted in effective teaching and learning.
- Regularly examining evidence of student learning and making thoughtful instructional decisions accordingly.
- Tailoring instruction in response to patterns in student needs.
- Designing respectful tasks and using flexible grouping.
- A way up to standards and learning goals.
- Critical to improving instruction for *all* students.

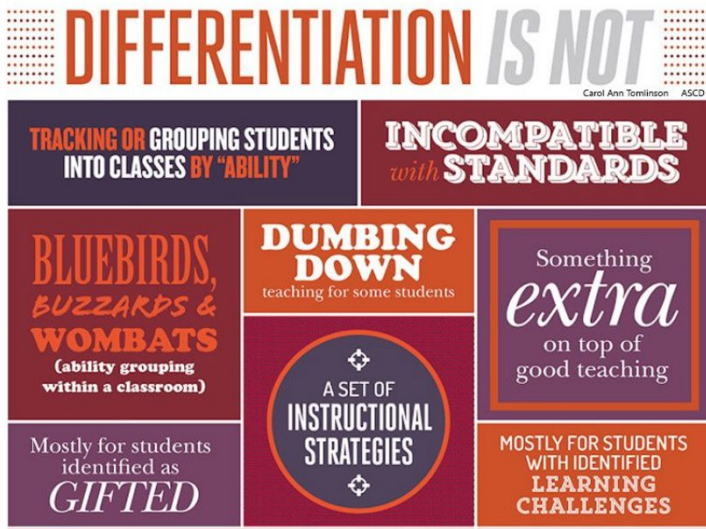
### What it is not...

- A bag of tricks or set of strategies that can be plunked into low-quality curriculum.
- Either an everyday necessity or a once-in-a-blue-moon event.
- Writing individualized (customized) lesson plans for every student.
- Sorting or pigeonholing students into static groups or levels.
- A way out of standards and learning goals.
- More important for certain groups of students (e.g., students with IEPs or English language learner).

## Collaboration

While we are working with small-groups, our students can be pushing their learning forward by participating in differentiated enrichment projects/learning which creates an environment for.

- Autonomy (choice)
- Competence (developing skills)
- Connectedness ( while students are working independently or collaboratively on enrichment projects, the teacher is building and developing connectedness in small-groups)



## Collaboration:

Remember, differentiation is not....

Differentiation is an enrichment opportunity that meets the learner right where they're at and pushes their learning forward.

## Enrichment/ Differentiation: Start Small!

- **Take** your unit, offer an open-ended, creative opportunity to extend understanding, using choice and and taking into consideration for differing learning styles and levels.
- **Look** at your standards and craft a way for them to demonstrate the same skills covered, but let them self-select their creation or resources - dig deeper or wonder bigger ideas.
- **Think:** How will I have them share their new learning after the unit is complete? Find time and ways.
- **Example:** Use the textbook as a mentor text (common language for teacher and students to refer to), then add and allow students to demonstrate their mastery of the practiced skills and cultivate continued curiosity through self-selection.
- **Example:** Collections 1 Literature - Plot, Character Motivation, Signposts (digging deep), allow students to self-select their own piece of literature (book, collection of short stories) and allow students to creatively demonstrate. Use your educator resources as a support (G&T / Reading Intervention / EL: Create a list of books / short stories that fulfill the same theme requirements and post options on Canvas). At the end of the unit have a day where you share and celebrate their own creations.

## Structure: How should I start? Start Small

**Think:** Together as a PLC, think about a unit that needs or that you can easily develop enrichment possibilities

## Guiding Questions:

- Can students be autonomous?
- Is there choice involved?
- Does it provide an opportunity to push learning or demonstrate understanding in a different way?

## Enrichment / Differentiation Ideas

### Mystery Picture Creative Writing:

- Detailed pictures (tied to unit)
- Students create their own creative writing piece around it
- Give a list of expectations

### STEM / STEAM PROJECT:

- OFFER 3 DIFFERENT CHOICES PER QUARTER OR UNIT
- GIVE A LIST OF EXPECTATIONS

### Website Support:

- Brainpop
- Quill.org
- ReadTheory.org
- Newsela

*Find artistic or creative ways for students to create, act, sing and express what they learned in a new way.*

### Expert Groups:

- Research a topic or person tied to unit
- Complete (Who? When & Where? Why Important? Important Facts? Impact? Chart
- Be prepared to teach and inform the people in your group about your topic

### Celebration Day:

- Always take a day to display, share and speak about their work

## Collaboration: Brainstorm Session

This slide should be up when teachers are working on differentiated enrichment project ideas.

- Handout a copy of this slide with the above slide as a guide to cultivate ideas
- Give time for a brainstorm session

Have teachers Google enrichment and differentiation

- Cult of Pedagogy
- Differentiation Organization (Menus, BINGO, Pinterest)

## Resource Ideas on Canvas

1. Go to Canvas
2. Click on #9 (Small Group Instruction Professional Development)
3. Scroll through [Start Small](#) (beginning ideas for enriched differentiation)



### Start Small

Enrichment Project Ideas

Resource: At this point, share that there is a beginning resource presentation that give ideas on how to organize differentiation and ideas on how to enrich a unit.

Teachers will be able to access this presentation on our shared Canvas page.

This process gives teachers time to practice finding and using our shared resources.

The slide is linked to the presentation.

Remind teachers that they will share their examples and ideas on this page too.

## Community

Giving students guided opportunities to listen to and acknowledge differences creates...

- Connectedness
- A feeling of value
- A better understanding of perspective
- Competence

*"When you talk, you are only repeating what you already know. But if you listen, you may learn something new." Dalai Lama*

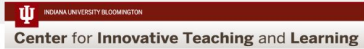
## Structure: Benefits

Not only will you be able to move student learning forward through small group instruction, provide students with differentiated and enriched learning opportunities, but you will also...

- Cultivate a stronger learning community by providing opportunity for...
  - Connectedness
  - Personal value
  - Understanding and perspective
  - A feeling of competence

## Small Group Expectations: Anchor Chart

- Listen respectfully, without interrupting
- Allow everyone the opportunity to speak
- Criticize ideas, not individuals or groups
- Avoid inflammatory language, including name-calling
- Ask questions when you don't understand; don't assume you know others' thinking or motivations
- Don't expect any individuals to speak on behalf of their gender, ethnic group, class, status, etc. (or the groups we perceive them to be a part of).



## Structure: Strong Communities...

All of our small group instruction resources will be housed on Canvas. On Canvas you will have access to professional articles and journals, differentiation ideas and ways to build and develop stronger communities.

Strong learning communities have agreed upon expectations (read the slide)

## Small Group Instruction: [How to Start?](#)

1. Select a time structure that works for you
2. Work on building stamina
3. Establish strong routines
4. Use frequent formative assessment
5. Know who needs you most

Structure: How do we introduce the structure to our class?  
(read slide)

Elaborate: Know who needs you the most.

- Think about who will need the most practice and support working and completing objectives independently.
- Practice small group structure and independent work explicitly. (Have one group model while the rest of the class watches. Discuss possible problems and what to do about them without interrupting your instruction (3 Before Me)
- Create anchor charts to remind students and reflect after each class in the beginning (worth the time in the end)

## Pick One - Try it for a unit!

1. Pick a grouping option (small groups)
  - a. 5 days / 3 days / 1 day
2. Brainstorm enrichment possibilities
  - a. Work that students can complete independently with classwork is complete
  - b. Work that supports understanding in a different form
3. Break your unit into mini-lesson chunks
4. Divide your students into appropriate groups
  - a. Number and Need
5. Teach and emphasize independence
6. Try it!
7. After you're finished, reflect on challenges, successes (survey yourself and your students)
8. What would you tweak, change and try again?

Structure: We're ready to try!

Work together with your group or on your own. Establish a routine and continue to collaborate with your PLC (enrichment, differentiation, community, small group lessons)

## How do you know if it was successful?

### 1st Quarter:

Student Survey, Pretest, Common District Assessments, Data Conversations, Tweak

### 2nd Quarter:

Pretest, Common District Assessments, Data Conversations, Tweak

### 3rd Quarter:

Student Survey, Pretest, Common District Assessments, Data Conversations, Tweak

### 4th Quarter:

Teacher Survey, Pretest, MAP /MCA, Data Reflection, Plan

## Reflection:

Now that we have a few things established...

1. Why we should try small group instruction.
2. What the benefits are of small group instruction.
3. What some structural options are
4. What students are working on while you are working in small groups (differentiated enrichment)
5. What the benefits are of differentiated enrichment
6. What small group norms are and how they develop community

How will we know we are successful? Discuss the feedback loop.

Feedback Loop: Analyze...

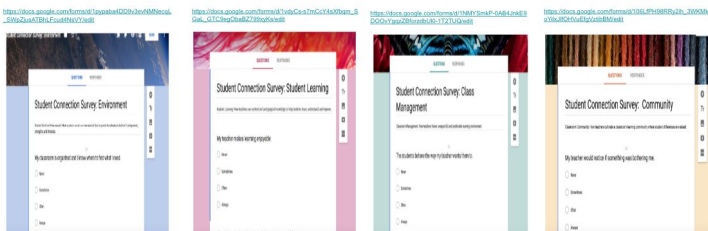
- Common district assessment scores
- Student survey
- PLC collaboration
- Self-Reflection

Do we see growth? Academically and Emotionally

How can we use this feedback to tweak our instruction and use of time?

Refer back to the school Canvas page where resources (articles, videos, community building activities, and differentiation / enrichment ideas are posted)

## Student Surveys



## Reflection:

Obviously we will measure academic growth through common assessments. We will use this as feedback to make adjustments to challenges and analyze successes.

However, we also need to measure the connectedness piece of this process.

- What do students see, hear and feel?
- What changes would they like to make?
- How valued do they see themselves?

Use these surveys (or create your own) every quarter or when you finish units.

Don't forget: You can use these surveys when you teach a unit traditionally. Compare responses?



## Shared Collaboration: Canvas

Where can we find resources and share our findings?



Research  
Projects



Unit 8



Small Group Instruction  
PLC Collaboration Resources

Discover: At this point walk through the steps demonstrating where our shared folder is located.

- This does not have to be housed on Canvas.
- Any common electronic sharing site will work

Explain that teachers will place their collaborative work here so we can build on each other's ideas.

- "Why reinvent the wheel?"

## Next Time...

How did it go?

- Challenges
- Successes
- Tips

Enrichment ideas

What did you do?

What do you wish  
you tried?

Share ideas!

Data

Analyze the feedback

- Scores
- Survey
- Collaboration  
(Ideas to help  
organize and

Share: These are our guiding questions for the next time we meet.

- We will meet at semester and reflect

## Professional Development

# Day 2

## Professional Development Presentation (s)

- 3 Phases (Winter PD)
- Organizational Slide (do not show)
- Day 2
  - Reflect
  - Structure
  - Collaborate
  - **Learning Target:** Teachers can reflect and collaborate on small-group instruction within their classrooms and focused curriculum

Debrief: Reflect on your initial questions.

What new questions do you have?

What did you need to give it a try? How can PLC's work together to support the process?

What might your next steps be?  
What do you need time for?



## Reflection: Common Share

Open a group padlet for teachers to place their thinking, needs and concerns.

Use this information to add resources to the shared Canvas page.

Use this information to guide the next professional development presentations



## Discuss the video (video #2)

What did you notice about the students?

What did you notice about the teacher?

-challenges

-successes

Insert a video of yourself or staff member using small-group instruction

Reflection:

Share another video from another classroom for teachers to reflect on.

What are the challenges?

What do you see is successful?

## Tips & Challenges

Implementation Tips and Successes:

Biggest Challenges

Reflection:

Now that you've had a chance to...

- Select a small group option
- Try teaching in small groups
- Created differentiated/enrichment curriculum options
- Collaborated with PLC's
- Shared and used Canvas resources

What are some of your biggest successes and challenges?

- List and share on Flipgrid
  - List and speak about your findings

## Pick One - Try it again!

1. Pick a grouping option (small groups)
  - a. 5 days / 3 days / 1 day
2. Brainstorm enrichment possibilities
  - a. Work that students can complete independently with classwork is complete
  - b. Work that supports understanding in a different form
3. Break your unit into mini-lesson chunks
4. Divide your students into appropriate groups
  - a. Number and Need
5. Teach and emphasize independence
6. Try it!
7. After you're finished, reflect on challenges, successes (survey yourself and your students)
8. What would you tweak, change and try again?

Structure: We're ready to try!

Work together with your group or on your own. Establish a routine and continue to collaborate with your PLC (enrichment, differentiation, community, small group lessons)

## Feedback

What will we use to gauge our successes?  
What will we use to change our challenges?

Click to add text



Assess: Now that we've put these pieces in place, how will we know if we're successful?

- Reflect on common assessments
- Reflect on surveys

Our goal is to use this feedback to guide, craft and cultivate our instruction

The guiding question: Are we meeting the differentiated needs of our learners?

## Do teachers need to take bias into account when reflecting on feedback? How should we address it?

Ideas on how to address it and defeat it: [click](#)



### Challenging Implicit Bias

How can we listen, lead, and teach for equity in the face of implicit bias? Here are five keys:

1. Be aware of your biases so you can interrupt them.
2. Study and teach colleagues about implicit bias.
3. Pay attention to gap-closing teachers.
4. Stop tone policing
5. Tune into implicit bias at your school
  - a. Where do I see it?
  - b. What fear or apprehensions do I have about addressing it?
  - c. How can I be an ally to anyone who experiences it?

Reflection: Taking the time to reflect on our feedback allows us to look for need that might exist that's not being addressed in our school.

- Our feedback should reveal gaps (widening or closing)
- Our feedback should reveal areas that need more of our focus and attention

If one of our goals is create a stronger learning and social-emotional experience for our students, have we looked at all possibilities?

Let's use this feedback and help notice inequalities, cultivate productive conversations within our PLCs, colleagues and to cultivate stronger relationships and conversations between our students.

## Next Time...

1. How did it go?

Challenges

Successes

Tips

2. Enrichment ideas

What did you do?

What do you wish you tried?

Share ideas!

3. Data

Analyze the feedback

- Scores
- Survey
- Collaboration (Ideas to help organize and support each other)

We will meet again in the spring to reflect on our student feedback.

- Will we see academic growth
- Will we see increased engagement
- Will we see strong connections
- How will we feel?
- Will we see value in restructuring our time?
- Will we find value in our shared collaboration?
- What will we want to add?

## Professional Development

# Day 3

## Professional Development Presentation

- 3 Phases (Spring PD)
- Organizational Slide (do not show)
- Day 3
  - Reflect
  - Structure
  - Plan
  - **Learning Target:** Teachers can reflect on student growth, challenges and professional satisfaction.

Debrief: Reflect on your successes and challenges.

What worked well? What did not work well?

What differentiated enrichment projects did you and/or your students enjoyed the most?

What might your next steps be?  
What do you need time for?



Give teachers time to debrief in small groups and reflect on the given questions.

Have someone record whole-group responses.

Use the question "What do you need time for?" to lead the discussion to feedback.

## Gathering Feedback

It's important to know if what you're doing is successful or not!

- Are connections being made?
- Do students see themselves as an important part of the learning community?
- Are students benefiting from independent enrichment opportunities?
- Are students growing academically?
- Are you feeling like a stronger teacher because you are intentionally meeting with each student on a regular basis?

Where to look:

- Common district assessments
- Student surveys
- Self-Reflection

Reflection: Now that we've worked together to try a few different small group structures, how did we do??

We as teachers need to reflect ourselves and see if the growth is measurable and if we feel as though the feeling and sense of community is stronger. We need to ask ourselves..

- Do our students see themselves as valued?
- Did our students feel challenged and/or more engaged?
- Do we as teachers feel more connected and productive (student growth can be directly correlated to our time and effort)?

## Student Survey: End of Year

QUESTIONS RESPONSES

Student Survey: End of Year

Form description

1. I felt academically supported and challenged this year.

1 2 3 4 5

Strongly Disagree      Strongly Agree

<https://docs.ooole.com/forms/d/1OvIPSoEaTNDKsMsLfbRwwKa1ueS5eW/D2cKd1H01s/edit>

Reflection: Teachers are introduced to the last student survey. They are encouraged to ...

- Retrieve the survey from Canvas
- Predict what they think the outcome will be
- Reflect on whether this is helpful information and how we can use this information to shape our instruction and insight

QUESTIONS RESPONSES

Teacher Small Group Instruction Survey

Form description

1. Small group instruction provided an additional opportunity for stronger teacher-student connections.

1 2 3 4 5

Strongly Disagree      Strongly Agree

Reflection: Teachers are prompted to...

- Complete survey now or at their leisure
- Use this information to focus on areas of need and change for next year's PD

## Next Year:

Now that we've created structural possibilities, what would we like to try next year?

Now that you have a captive audience, what would you like to introduce to your students?

What do you feel would make our students more self-determined learners?



Reflection:

Let's make a plan for next year.

- What do we want to keep?
- What do we want to tweak?
- Where would we want to add more intentional instruction?

I've placed chart paper around the room. Please carousel and write your thoughts and reflections on the chart paper. You can write sentences or one word responses. Please feel free to illustrate your thinking.

**Post Presentation Questions:**

What would you change?

What would you try next time?

What do you need to reinforce?

Does everyone have access to shared resources on Canvas?

**Notes:**

HOW ENRICHED DIFFERENTIATED  
SMALL-GROUP INSTRUCTION AT THE  
MIDDLE-SCHOOL LEVEL CAN ACCELERATE  
LEARNING AND PROMOTE COMMUNITY

**Capstone Project:** School Year Professional Development  
Implementation Overview

The following project professional development overview was created to be completed in increments of three. These three phases are best scattered throughout the year to provide ongoing support and conversations about implementing small group instruction within a traditional mainstream middle-school classroom structure.

Professional Development

Day 1

MN State Standards: 6-12

[Reading Benchmarks:](#) Literature 6-12 (Common Core Reading Standards for Literature 6–12) [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. **To enhance motivation and engagement, students should have daily opportunities to choose topics and text of interest to them, often determine how to undertake and complete literacy tasks, and regularly respond to text in a variety of ways.** Students advancing through the grades are engaged in more difficult texts and are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. (Standards for Vocabulary Acquisition are detailed in the Language Strand starting on p. 72.)



# Start Small

Enrichment Project Ideas

One small way to start...

## Mystery Picture Creative Writing

1. Mystery Pictures (printed and laminated)
2. Rubric for creative writing
3. Steps / Timeline for creative writing guidelines

# One small way to start...

## Online Support Options

1. Offer a range of support Apps or videos that enrich or offer additional support
2. Create a simple response sheet to hold accountability
  - Quil.org
  - Noredink.com
  - Readtheory.org
  - Brainpop
  - Flocabulary.org
  - Newsela.com
  - Quizlets / Kahoots



One small way to start...

## STEM / STEAM Projects

1. Offer 2-3 STEM / STEAM project options per unit
2. Create guidelines + timelines for project completion
3. Find project ideas online or books (printables)

One small way to start...

## Expert Groups

1. Offer areas of focus or study tied to your unit (people, movements, ideas)
2. Have students complete a Topic: Who?/What?, When & Where?, Why?, Impact, Important Facts (mind map)
3. Students should prepare their findings using a format the teacher teaches, entertains and informs other students in their groups

One small way to start...

Creative Outlet: Art, Music, Poetry, Graphics,  
Games

1. Create and select additional creative outlets to demonstrate their understanding of the unit.
2. Create timelines and guidelines for completion

# Celebration Days

Find and organize a day when students share and celebrate their hard work.

- Celebrations do not need to be a whole-group share
- Make projects easily accessible to all
  - Student can self-asses
  - Peers can also assess student growth



# Distributing Ideas

Ideas for organizing choices

Where will I keep all of my different resources?

Use Canvas as a way to provide and present choice and differentiation options to your students.

# Differentiation Menus

- Google Search: Differentiation Menus
- Reflect on the different options and formats.
- Which best represent your teaching style?

# Differentiation Playlists

- Google Search: Differentiation Playlists
- Reflect on the different options and formats.
- Which best represent your teaching style?



# Differentiation Tic-Tac-Toe

- Google Search: Tic-Tac-Toe Differentiation
- Reflect on the different options and formats.
- Which best represent your teaching style?

# How can I keep track of it all?

## Core Google Slides Share

- Create a Google Slide per Core
- Invite each student to connect their project to that presentation
- Students can observe, learn and share their ideas while the teacher can easily monitor progress and growth



# Small Groups

Assessments to Measure Group & Independent Work

# Evaluate Personal Growth

## Student Independent Work Self-Assessment

- + Personal Strength
- Growth Needed

Skill	Monday	Tuesday	Wednesday	Thursday	Friday
Responsibility: I devise and follow a plan for completing tasks.					
Initiative: I welcome new tasks and seek new opportunities for learning.					
Organization: I select materials, resources and activities independently					
Collaboration: I respect the rights and opinions of others					
Self-Regulation: I identify strengths and areas of improvement in my own work					▾

Do you have any questions? What support do you need to pursue a personal strength?

- 1.
- 2.
- 3.

Group: \_\_\_\_\_ Date: \_\_\_\_\_

Mini-Lesson: \_\_\_\_\_

- + Strength
- Growth Area

Name	Prepared	Participated	_____ (Academic Skill)	Social Skill

Next Week Mini-Lesson:

## Guiding Questions

Are we using our individual strengths as teachers to best reach the diverse needs of our students?

Do our students feel valued, connected and competent? How do we know? Is it necessary that they do?

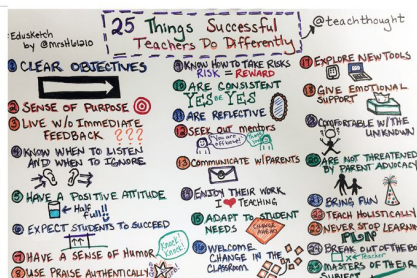
## 25 Things Successful Teachers Do Differently

Which one(s) best describe you?

Share!

- Padlet
- FlipGrid
- Shared Response Paper

[Teachthought.com](https://www.teachthought.com)



## How do we decide which ideas are most important?

### Self-Determination Theory:

- Richard Ryan, PhD
- Edward Deci, PhD



Self-Determination Theory indicates that humans/ learners flourish in contexts that satisfy human needs for competence, autonomy and relatedness - American Psychological Association, July 21, 2004

How we teach matters as much as what we teach. Are we...

Providing and developing engagement and enrichment opportunities

Cultivating learning experiences around constructing knowledge and engaging action

Creating caring relationships and building inclusive and safe environments are foundational practices.

## Which one is more important? Let's focus on...

- Expect students to succeed
- Adapt to student need(s)
- Explore new tools
- Give emotional support
- Teach holistically
- Break out of the box



How do we attend to all of these when our class sizes are large and our daily instructional time is small?

- What are some additional possibilities that can help me reach our students *individually* and support their own *personal growth* and make *stronger connections* than we already have in our classrooms?

How do we attend to all of these when our class sizes are large and our daily instructional time is small? Small Group Instruction!

### ThoughtCo

"Student-teacher ratios have always been a factor in school improvement conversations. Adding small group instruction on a regular basis can be a way to improve that student-teacher ratio.

Small group instruction gives teachers a natural opportunity to provide targeted, [differentiated instruction](#) for small groups of students. **It gives the teacher an opportunity to evaluate and assess more closely what each student can do and build strategic plans around those assessments.** Students who struggle to ask questions and participate in a whole group setting may thrive in a small group where they feel more comfortable and less overwhelmed. Furthermore, small group instruction tends to proceed at a fast pace, which typically helps students maintain focus."

by  
**Derrick Meador**  
Updated March 24, 2018

## Rationale: Why should I make time for small group enriched instruction?

1. Connectedness: Relationship! Relationship! Relationship!
2. Best Practices: Flexible differentiation/ customized instruction
3. Engagement: Enriched exposure to the world and possibility for all!

**Small Group Instruction:** "A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has, [Margaret Mead](#)."

Small group instruction is so...elementary.  
I'm a middle-school teacher!

### WHY...*Connectedness!*

"As brain experts like Eric Jensen (2005) observe, the degree of change experienced by the adolescent brain is matched only by that of the infant brain. These changes affect many aspects of learning, **the most fundamental of which is dealing with emotions.** Teenagers struggle to discern their own emotions as well as those of others, which frustrates the two driving goals of adolescence: to *fit in* and to *be known*" (Tomlinson & Doubet, 2006)

"Adolescents often devote more time and energy to worrying about whether they are **safe and accepted than to caring about whether they are learning** (Sousa & Tomlinson, 2011). This may be why **teacher-student relationships have such a powerful effect on student achievement** (Hattie, 2012) and why **community-centered classrooms** are such an important contributor to academic growth." (Bransford, Brown, & Cocking, 2000).

## What small group structures exist in my classroom now?

Possibly...

- Partner work
- Small team work

The teacher moves around the room helping as needed to complete the assignment. Students may veer off topic or fail to start the assignment altogether. The teacher gives a couple of prompts, but when she leaves the student, the motivation is diminished. These possibilities beg us to wonder: [k12boost.com](http://k12boost.com)

- What if the teacher called that small group of students together to provide more structured one-to-one support?
- What if the support reached beyond completing the task to more fully understanding what the task required?

## Small Group Instruction Is...

...effective because teaching is focused precisely on what the students need to learn next to move forward. Ongoing observation of your students, combined with systematic assessment enables you to draw together groups of students who fit a particular instructional profile.

- [Fountas & Pinnell](#)



## Structural Possibilities

### Daily Small Groups

- 5 groups of 6
- Whole group "mini-lesson"
- Pull one group each day
- Meet with *all* groups by Friday

### Once a Week Small Groups (variations)

- 5 groups of 6
- Whole group instruction 3-4 days a week
- Pull small groups 1 -2 days a week
- Meet with *all* groups monthly or bimonthly

### 30/70 Instructions

- 5 groups of 6
- Whole group instruction when needed
- Pull rotating groups of 30% of your class
- 70% work independently
- Meet with *all* groups weekly

## What do you need?

- Flexible Heterogeneous Groupings
- A common place where you can comfortably gather with your small groups
- Planned independent work
- Planned enrichment opportunities for all (differentiation)

Fill in the blanks:

I need \_\_\_\_\_ so I  
can \_\_\_\_\_

## Discuss the video

What did you notice about the students?

What did you notice about the teacher?

-challenges

-successes

Insert a video of yourself or staff member using small-group instruction

What questions do you have about small group instructions?

What questions or concerns might someone have about small group instruction?



## Why enrichment?

"Enrichment is often regarded as something extra, a nonessential frill that is not considered during serious discussions about student achievement. Yet, ignoring this critical component of instruction belies the importance of student engagement and motivation to learn and the dynamic quality that occurs when this energy exists in the learning environment. **When students' interests and choices related to their own learning are considered, engagement in learning is enhanced**" (Reis & Fogarty, 2006; Siegle & McCoach, 2005).

- What will students work on when I'm pulling small groups?
- What will students work on when they are finished with their independent work?
- How can I tie what we're learning in class to choice, art, STEM ... creativity?

## Best Practices: Provides Differentiation / Enrichment Opportunities

### What it is...

- A philosophy rooted in effective teaching and learning.
- Regularly examining evidence of student learning and making thoughtful instructional decisions accordingly.
- Tailoring instruction in response to patterns in student needs.
- Designing respectful tasks and using flexible grouping.
- A way up to standards and learning goals.
- Critical to improving instruction for *all* students.

### What it is not...

- A bag of tricks or set of strategies that can be plunked into low-quality curriculum.
- Either an everyday necessity or a once-in-a-blue-moon event.
- Writing individualized (customized) lesson plans for every student.
- Sorting or pigeonholing students into static groups or levels.
- A way out of standards and learning goals.
- More important for certain groups of students (e.g., students with IEPs or English language learner).



# DIFFERENTIATION IS NOT

Carol Ann Tomlinson ASCD



## Enrichment/ Differentiation: Start Small!

- **Take** your unit, offer an open-ended, creative opportunity to extend understanding, using choice and and taking into consideration for differing learning styles and levels.
- **Look** at your standards and craft a way for them to demonstrate the same skills covered, but let them self-select their creation or resources - dig deeper or wonder bigger ideas.
- **Think:** How will I have them share their new learning after the unit is complete? Find time and ways.
- **Example:** Use the textbook as a mentor text (common language for teacher and students to refer to), then add and allow students to demonstrate their mastery of the practiced skills and cultivate continued curiosity through self-selection.
- **Example:** Collections 1 Literature - Plot, Character Motivation, Signposts (digging deep), allow students to self-select their own piece of literature (book, collection of short stories) and allow students to creatively demonstrate. Use your educator resources as a support (G&T / Reading Intervention / EL : Create a list of books / short stories that fulfill the same theme requirements and post options on Canvas). At the end of the unit have a day where you share and celebrate their own creations.

## Enrichment / Differentiation Ideas

### Mystery Picture Creative Writing:

- Detailed pictures (tied to unit)
- Students create their own creative writing piece around it
- Give a list of expectations

### STEM / STEAM PROJECT:

- OFFER 3 DIFFERENT CHOICES PER QUARTER OR UNIT
- GIVE A LIST OF EXPECTATIONS

### Expert Groups:

- Research a topic or person tied to unit
- Complete (Who? When & Where? Why Important? Important Facts? Impact? Chart
- Be prepared to teach and inform the people in your group about your topic

### Website Support:

- Brainpop
- Quill.org
- ReadTheory.org
- Newsela

*Find artistic or creative ways for students to create, act, sing and express what they learned in a new way.*

### Celebration Day:

- Always take a day to display, share and speak about their work

## Resource Ideas on Canvas

1. Go to Canvas
2. Click on #9 (Small Group Instruction Professional Development)
3. Scroll through [Start Small](#) (beginning ideas for enriched differentiation)



**Start Small**  
Enrichment Project Ideas

## Community

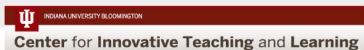
Giving students guided opportunities to listen to and acknowledge differences creates...

- Connectedness
- A feeling of value
- A better understanding of perspective
- Competence

*"When you **talk**, you are only repeating what you **already know**. But if you listen, you may learn **something new**." Dalai Lama*

## Small Group Expectations: Anchor Chart

- Listen respectfully, without interrupting
- Allow everyone the opportunity to speak
- Criticize ideas, not individuals or groups
- Avoid inflammatory language, including name-calling
- Ask questions when you don't understand; don't assume you know others' thinking or motivations
- Don't expect any individuals to speak on behalf of their gender, ethnic group, class, status, etc. (or the groups we perceive them to be a part of).



## Small Group Instruction: [How to Start?](#)

1. Select a time structure that works for you
2. Work on building stamina
3. Establish strong routines
4. Use frequent formative assessment
5. Know who needs you most

## Pick One - Try it for a unit!

1. Pick a grouping option (small groups)
  - a. 5 days / 3 days / 1 day
2. Brainstorm enrichment possibilities
  - a. Work that students can complete independently with classwork is complete
  - b. Work that supports understanding in a different form
3. Break your unit into mini-lesson chunks
4. Divide your students into appropriate groups
  - a. Number and Need
5. Teach and emphasize independence
6. Try it!
7. After you're finished, reflect on challenges, successes (survey yourself and your students)
8. What would you tweak, change and try again?

## How do you know if it was successful?

### 1st Quarter:

Student Survey, Pretest, Common District Assessments, Data Conversations, Tweak

### 2nd Quarter:

Pretest, Common District Assessments, Data Conversations, Tweak

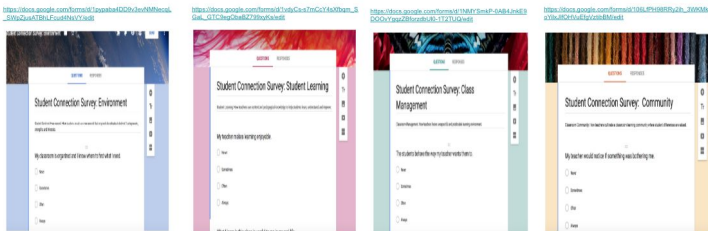
### 3rd Quarter:

Student Survey, Pretest, Common District Assessments, Data Conversations, Tweak

### 4th Quarter:

Teacher Survey, Pretest, MAP /MCA, Data Reflection, Plan

## Student Surveys



## Shared Collaboration: Canvas

Where can we find resources and share our findings?



Research  
Projects



Unit 8



Small Group Instruction  
PLC Collaboration Resources

## Next Time...

How did it go?

- Challenges
- Successes
- Tips

Enrichment ideas

What did you do?

What do you wish you tried?

Share ideas!

Data

Analyze the feedback

- Scores
- Survey
- Collaboration (Ideas to help organize and

## Professional Development

# Day 2

Debrief: Reflect on your initial questions.

What new questions do you have?

What did you need to give it a try? How can PLC's work together to support the process?

What might your next steps be?  
What do you need time for?



## Discuss the video (video #2)

What did you notice about the students?

What did you notice about the teacher?

- challenges
- successes

Insert a video of yourself or staff member using small-group instruction

## Tips & Challenges

Implementation Tips and Successes:

Biggest Challenges

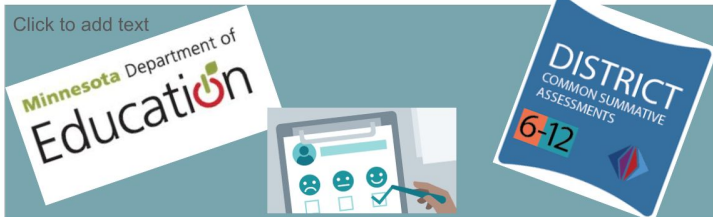
### Pick One - Try it again!

1. Pick a grouping option (small groups)
  - a. 5 days / 3 days / 1 day
2. Brainstorm enrichment possibilities
  - a. Work that students can complete independently with classwork is complete
  - b. Work that supports understanding in a different form
3. Break your unit into mini-lesson chunks
4. Divide your students into appropriate groups
  - a. Number and Need
5. Teach and emphasize independence
6. Try it!
7. After you're finished, reflect on challenges, successes (survey yourself and your students)
8. What would you tweak, change and try again?

### Feedback

What will we use to gauge our successes?  
What will we use to change our challenges?

Click to add text



### Do teachers need to take bias into account when reflecting on feedback? How should we address it?

Ideas on how to address it and defeat it: [click](#)



#### Challenging Implicit Bias

How can we listen, lead, and teach for equity in the face of implicit bias? Here are five keys:

1. Be aware of your biases so you can interrupt them.
2. Study and teach colleagues about implicit bias.
3. Pay attention to gap-closing teachers.
4. Stop tone policing
5. Tune into implicit bias at your school
  - a. Where do I see it?
  - b. What fear or apprehensions do I have about addressing it?
  - c. How can I be an ally to anyone who experiences it?

## Next Time...

### 1. How did it go?

Challenges

Successes

Tips

### 2. Enrichment ideas

What did you do?

What do you wish you tried?

Share ideas!

### 3. Data

Analyze the feedback

- Scores
- Survey
- Collaboration (Ideas to help organize and support each other)

## Professional Development

# Day 3

Debrief: Reflect on your successes and challenges.

What worked well? What did not work well?

What differentiated enrichment projects did you and/or your students enjoy the most?

What might your next steps be?  
What do you need time for?



## Gathering Feedback

It's important to know if what you're doing is successful or not!

- Are connections being made?
- Do students see themselves as an important part of the learning community?
- Are students benefiting from independent enrichment opportunities?
- Are students growing academically?
- Are you feeling like a stronger teacher because you are intentionally meeting with each student on a regular basis?

Where to look:

- Common district assessments
- Student surveys
- Self-Reflection



## Student Survey: End of Year

QUESTIONS RESPONSES

### Student Survey: End of Year

Form description

1. I felt academically supported and challenged this year.

1 2 3 4 5

Strongly Disagree      Strongly Agree

<https://docs.google.com/forms/d/1iOvIPSoEaTNDKkMfLbkRwwKa1ueS5eWd2cKd1Hs1s/edit>

QUESTIONS RESPONSES

### Teacher Small Group Instruction Survey

Form description

1. Small group instruction provided an additional opportunity for stronger teacher-student connections.

1 2 3 4 5

Strongly Disagree      Strongly Agree

## Next Year:

Now that we've created structural possibilities, what would we like to try next year?

Now that you have a captive audience, what would you like to introduce to your students?

What do you feel would make our students more self-determined learners?



## Post Presentation Questions:

What would you like changed?

What should we try next time?

What do you need reinforced or eliminated?

Does you have access to shared resources? Is it helpful? How can we make it better?

## Notes:

**Capstone Project:** School Year Professional Development Implementation Overview

The following project professional development overview was created to be completed in increments of three. These three phases are best scattered throughout the year to provide ongoing support and conversations about implementing small group instruction within a traditional mainstream middle-school classroom structure.

HOW ENRICHED DIFFERENTIATED SMALL-GROUP INSTRUCTION AT THE  
MIDDLE-SCHOOL LEVEL CAN ACCELERATE  
LEARNING AND PROMOTE COMMUNITY

**Phase One (Day 1)**

**Introductory Implementation:** Fall

**Time Needed:** 120+ minutes

**Participants:** Middle-School ELA

**Space Needed:** Large community shared space with room to physically move, tables, chairs, large screen, internet access

**Resources Needed:** Presentation (Google Slides), handouts, access to Canvas, pens

**Participant Need:** Bring individual electronic devices with access to their core curriculum

**Phase Two (Day 2)**

**Introductory Implementation:** Winter

**Time Needed:** 60+ minutes

**Participants:** Middle-School ELA

**Space Needed:** Large community shared space with room to physically move, tables, chairs, large screen, internet access

**Resources Needed:** Presentation (Google Slides), handouts, access to Canvas, pens

**Participant Need:** Bring individual electronic devices with access to their core curriculum

**Phase Three (Day 3)**

**Introductory Implementation:** Spring

**Time Needed:** 60+ minutes

**Participants:** Middle-School ELA

**Space Needed:** Large community shared space with room to physically move, tables, chairs, large screen, internet access

**Resources Needed:** Presentation (Google Slides), handouts, access to Canvas, pens, teacher survey

**Participant Need:** Bring individual electronic devices with access to their core curriculum

Instructional Resources Needed (next page)



<p>Instructional Resources Needed <b>Day 1</b></p>	<ul style="list-style-type: none"> <li>- Google Slides Presentation</li> <li>- Capstone Presentation Handout (enough copies for all participants)</li> <li>- Start Small Planning Handout (enough copies for all participants)</li> <li>- Access to Canvas (shared learning community website)</li> <li>- Access to Student Surveys (Google Forms)</li> <li>- Time for teams to collaborate</li> </ul>
<p>Instructional Resources Needed <b>Day 2</b></p>	<ul style="list-style-type: none"> <li>- Google Slides Presentation</li> <li>- Capstone Presentation Handout (enough copies for all participants)</li> <li>- Implementation Tips / Challenges response sheets (enough copies for each PLC)</li> <li>- Access to Canvas (shared learning community website)</li> <li>- Time for teams to collaborate</li> </ul>
<p>Instructional Resources Needed <b>Day 3</b></p>	<ul style="list-style-type: none"> <li>- Google Slides Presentation</li> <li>- Capstone Presentation Handout (enough copies for all participants)</li> <li>- Access to Canvas</li> <li>- Access to Illuminate (shared district website that houses and organizes test scores and student information)</li> <li>- Access to teacher survey (Google Forms)</li> <li>- Chart paper for reflection on next steps</li> </ul>

# Student Connection Survey: Community

Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.

**1. My teacher would notice if something was bothering me.**

Mark only one oval.

- Never
- Sometimes
- Often
- Always

**2. Our classroom materials (books, articles, videos, art, music, posters, etc.) reflect my cultural background.**

Mark only one oval.

- Never
- Sometimes
- Often
- Always

**3. In this class, I feel like I fit in.**

Mark only one oval.

- Never
- Sometimes
- Often
- Always
- Other: \_\_\_\_\_

**4. I feel like an important part of this classroom community.**

Mark only one oval.

- Never
- Sometimes
- Often
- Always

**5. My teacher knows what my life is like outside of school.****Mark only one oval.**

- Never
- Sometimes
- Often
- Always
- Other: \_\_\_\_\_

**6. My teacher knows what is important to me.****Mark only one oval.**

- Never
- Sometimes
- Often
- Always

**7. I ask for help when I need it.****Mark only one oval.**

- Never
- Sometimes
- Often
- Always

**8. I feel like I do a good job in this class.****Mark only one oval.**

- Never
- Sometimes
- Often
- Always

Powered by



# Student Connection Survey: Student Learning

Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.

**1. My teacher makes learning enjoyable.**

Mark only one oval.

- Never  
 Sometimes  
 Often  
 Always

**2. What I learn in this class is useful to me in my real life.**

Mark only one oval.

- Never  
 Sometimes  
 Often  
 Always

**3. My teacher teaches things that are important to me.**

Mark only one oval.

- Never  
 Sometimes  
 Often  
 Always

**4. My teacher knows the things that make me excited about learning.**

Mark only one oval.

- Never  
 Sometimes  
 Often  
 Always

**5. In this class, we learn a lot every day.**

Mark only one oval.

- Never  
 Sometimes  
 Often  
 Always

6. In this class, it is more important to understand the lesson than to memorize the answers.

Mark only one oval.

- Never
- Sometimes
- Often
- Always

7. When the work is too hard, my teacher helps me keep trying.

Mark only one oval.

- Never
- Sometimes
- Often
- Always

8. My teacher accepts nothing less than my best effort.

Mark only one oval.

- Never
- Sometimes
- Often
- Always

9. My teacher knows when we understand the lesson and when we do not.

Mark only one oval.

- Never
- Sometimes
- Often
- Always

10. My teacher explains difficult things clearly.

Mark only one oval.

- Never
- Sometimes
- Often
- Always

11. In this class, we have a say in what we learn and do.

Mark only one oval.

- Never
- Sometimes
- Often
- Always

12. **My teacher talks to me about my work to help me understand my mistakes.**

Mark only one oval.

- Never
- Sometimes
- Often
- Always

13. **My teacher gives me feedback on my work that helps me improve.**

Mark only one oval.

- Never
- Sometimes
- Often
- Always

14. **My teacher teaches and expects strong listening skills.**

Mark only one oval.

- Never
- Sometimes
- Often
- Always

15. **My teacher teaches and promotes empathy and understanding.**

Mark only one oval.

- Never
- Sometimes
- Often
- Always

16. **My teacher teaches and promotes strong communication skills that help others understand my point of view.**

Mark only one oval.

- Never
- Sometimes
- Often
- Always

17. **My teacher helps me and others celebrate and appreciate my differences (how I am different than others in my class).**

**Mark only one oval.**

- Never
  - Sometimes
  - Often
  - Always
- 

Powered by



# Student Connection Survey: Class Management

Classroom Management: How teachers foster a respectful and predictable learning environment.

**1. The students behave the way my teacher wants them to.**

Mark only one oval.

- Never  
 Sometimes  
 Often  
 Always

**2. Students in this class respect each other's differences.**

Mark only one oval.

- Never  
 Sometimes  
 Often  
 Always

**3. Our class stays busy and does not waste time.**

Mark only one oval.

- Never  
 Sometimes  
 Often  
 Always

**4. I come to class prepared (pencil and needed supplies) and I know what to do if I'm not.**

Mark only one oval.

- Never  
 Sometimes  
 Often  
 Always

**5. Assignments are posted in class and on Canvas for me. I can use this information successfully when I am at home or absent.**

Mark only one oval.

- Never  
 Sometimes  
 Often  
 Always





# Student Connection Survey: Environment

Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.

**1. My classroom is organized and I know where to find what I need.**

Mark only one oval.

- Never  
 Sometimes  
 Often  
 Always

**2. Students feel comfortable sharing their ideas in this class.**

Mark only one oval.

- Never  
 Sometimes  
 Often  
 Always

**3. My teacher respects my opinions and suggestions.**

Mark only one oval.

- Never  
 Sometimes  
 Often  
 Always

**4. My teacher cares about me.**

Mark only one oval.

- Never  
 Sometimes  
 Often  
 Always

**5. My teacher pays attention to what all students are thinking and feeling.**

Mark only one oval.

- Never  
 Sometimes  
 Often  
 Always

**6. My teacher respects my cultural background.****Mark only one oval.**

- Never
- Sometimes
- Often
- Always

**7. My teacher respects me as an individual.****Mark only one oval.**

- Never
- Sometimes
- Often
- Always

Powered by



# Student Survey: End of Year

1. **1. I felt academically supported this year.**

Mark only one oval.

1      2      3      4      5

---

Strongly Disagree                  Strongly Agree

---

2. **2. I felt like an important part of our learning community (classroom).**

Mark only one oval.

1      2      3      4      5

---

Strongly Disagree                  Strongly Agree

---

3. **3. My talents, point of view and understanding of the world were valued in our classroom.**

Mark only one oval.

1      2      3      4      5

---

Strongly Agree                  Strongly Disagree

---

4. **3. I appreciated the enrichment projects (independent study).**

Mark only one oval.

1      2      3      4      5

---

Strongly Disagree                  Strongly Agree

---

5. **4. Which project(s) did you enjoy most? Why?**

---

6. **5. Which project(s) did you not enjoy? Why?**

---

---

---


---

**7. 6. I appreciate, understand and know more about others in my class and the world around me?**

**Mark only one oval.**

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

---

Powered by  
 Google Forms

# Teacher Small Group Instruction Survey

1. **Small group instruction provided an additional opportunity for stronger teacher-student connections.**

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

2. **Mark only one oval.**

Option 1

3. **Small group instruction met the overall academic needs of my students.**

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

4. **Small group instruction provided additional opportunities for student connections. (Opportunity for peers to see and value differences)**

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

5. **Small group instruction increased student awareness of importance and value in the classroom.**

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

6. **Small group instruction cultivates opportunities for enrichment and differentiation.**

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

7. **6. It is important to provide students with differentiated and enriched learning opportunities.**  
Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

8. **7. Restructuring my classroom instructional time for small group instruction was easy.**  
Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. **8. Collaborating and sharing differentiated enrichment opportunities with my PLC was beneficial to student academic growth.**  
Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

10. **9. Creating, collaborating and sharing differentiated enrichment opportunities for my students was beneficial to my professional growth.**  
Mark only one oval.

	1	2	3	4	5	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

11. **10. Overall restructuring my classroom instructional time for small group instruction was valuable.**  
Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Small-Group Observation Form

Group: \_\_\_\_\_ Date: \_\_\_\_\_

Mini-Lesson: \_\_\_\_\_

- + Strength
- Growth Area

Name	Prepared	Participated	<u>                    </u> (Academic Skill)	Social Skill

Next Week Mini-Lesson:



Name: \_\_\_\_\_

### Student Independent Work Self-Assessment

- + Personal Strength
- Growth Needed

Skill	Monday	Tuesday	Wednesday	Thursday	Friday
Responsibility: I devise and follow a plan for completing tasks.					
Initiative: I welcome new tasks and seek new opportunities for learning.					
Organization: I select materials, resources and activities Independently					
Collaboration: I respect the rights and opinions of others					
Self-Regulation: I identify strengths and areas of improvement in my own work					

Do you have any questions? What support do you need to pursue a personal strength?

- 1.
- 2.
- 3.

# Start Small

<b>Unit:</b>	<b>MN State Standard:</b>
<b>Think:</b> What are some different ways my students can demonstrate or extend their understanding?	1. 2. 3. 4.
<b>Think:</b> -How can I incorporate choice? -Can this project be completed independently? -Do I want students to collaborate?	
<b>Explore:</b> -Look online to see what other ideas have already been created. -What have you already created? -Collaborate with your PLC (work together on one idea or divide by choice)	<b>Great Cites:</b>  <b>Projects Already Created:</b>
<b>Share:</b> <ul style="list-style-type: none"><li>- House and share your ideas on Canvas</li><li>- Good ideas come from good ideas!</li></ul>	<ul style="list-style-type: none"><li>- Find your PLC Canvas Notebook</li><li>- Post your work</li><li>- Search all PLC notebooks</li><li>- Collaborate, extend and grow</li></ul>

**Implementation Tips:**

**Biggest Challenges:**

*These questions are to be posted around the room on chart paper for teachers to collaborate and reflect on.*

## Let's make a plan for next year!

- What do we want to keep?
- What do we want to tweak?
- Where would we want to add more intentional instruction?
- What additional resources do we need? What resources did you use that were really helpful?
- Did you and your students feel more connected and valued? What helped? What needs to be changed or added?

## Your Thoughts Count!






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