**Strategies to Consider After Student Groups Are Created**

**Purpose:** Flexible grouping is beneficial for providing flexible access to instruction, encouraging in-depth discussions, facilitating collaborative student interactions, and promoting academic engagement (Sprick, et al., 2006). The table below contains examples of flexible grouping strategies to use once groups are formed (Kagan & Kagan, 2009; Saleh, et al., 2007).

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| **Strategy** | **Description** | **How it Works** |
| Assign group roles | Assign leadership roles such as reader, listener, recaller, or leader to students in separate groups. | * Tap into students’ natural leadership potential. * Assign roles to students to increase and regulate participation. |
| Allow students to  work through steps of an assignment | Break down an assignment into steps and designate tables for each step. | * Place each step of an assignment in a different area of the classroom. * Instruct students to move to the next table as they finish each step. * Allow group roles to naturally shift as students work with a variety of peers and help each other. |
| Challenge advanced students with extension projects | Allow selected students across different groups or classes to complete extension projects. | * Create learning opportunities using real-world projects such as pseudo-business competitions or marketing challenges. * Encourage students to qualify for the next unit’s advanced project. |
| Regroup students based on performance related to standards | Assess the students’ mastery of the standards and regroup students as necessary. | * Assess students by using class data (e.g., pre-assessments, warm-up questions, exit tickets) aligned with the lesson standards. * Group students with similar skill abilities to help pinpoint misconceptions and provide clarity. |

**References**

Kagan, S. & Kagan, M. (2009). *Kagan cooperative learning.* Kagan Publishing.

Saleh, M., Lazonder, A. W., & Jong, T. (2007). Structuring collaboration in mixed-ability groups to promote verbal interaction, learning, and motivation of average-ability students. *Contemporary educational psychology, 32* (3), 314-331. <https://www.sciencedirect.com/science/article/abs/pii/S0361476X06000233?via%3Dihub>

Sprick, R., Knight, J., Reinke, W., & McKale, T. (2006). *Coaching classroom management: Strategies and tools for administrators and coaches.* Pacific Northwest Publishing.