

*Reaching All Learners:
Exploring the Use of Multi-Group Models in Mathematics*

Model Three (Randi Blue/Jennifer Wakefield)
“Co-Teaching/Rotations”

General Overview:

There are 11 students in the class. Over half of them have IEPs, and several of those include mathematics goals. All of these students are marked *below grade level* but are continuously working on grade level objectives while continuing to master previously taught skills. Small group rotations are used in order to be able to present concepts to students in a variety of ways, as well as to have the smallest teacher to student ratio possible. There are always three adults present. The class period always begins and ends as a whole group (for “Jump Start” (warm-up) and Closure (unpacking thinking/review)).

Math Class Schedule:

One-Day Rotation	Two-Day Rotation	
10 minutes “Jump Start”	DAY ONE	DAY TWO
15 minutes Rotation 1	10 minute “Jump Start”	10 minute “Jump Start”
15 minutes Rotation 2	30 minutes Rotation 1	30 minutes Rotation 3
15 minutes Rotation 3	30 minutes Rotation 2	30 minutes Rotation 4
15 minutes Rotation 4	5 minutes Closure	5 minutes Closure
5 minute Closure (Used when the students have a basic understanding of the concepts to be attained. Each group works on tasks with manipulatives to solve problems dealing with a similar topic.)	(Used when introducing a new topic. Students spend more time in direct instruction with teacher groups. Independent group reviews a previously taught topic.)	
Total: 1 hour 15 minutes		

Centers/Independent Work:

The class is usually divided into four groups. The general educator and special educator both work with a group to provide direct instruction for the current unit. The instructional assistant works with a group to facilitate practice/review for current skills. One group of students works independently and is given tasks (hands-on activities/games) that they are familiar with so that little or no explanation is necessary.

Management:

The independent group is always positioned in the middle of the room, so that the adults working with other groups can keep their eyes on that group, as well. One adult takes on the role of timekeeper in order to keep groups moving so that all four groups are able to meet in a timely fashion and accomplish what they intended to do. Group assignments change frequently and are done based on pre-test information as well as teachers’ observation of classroom performance each day. Students have magnetized nametags that are placed on the board to indicate which group/adult they will begin working with and they then rotate from there.