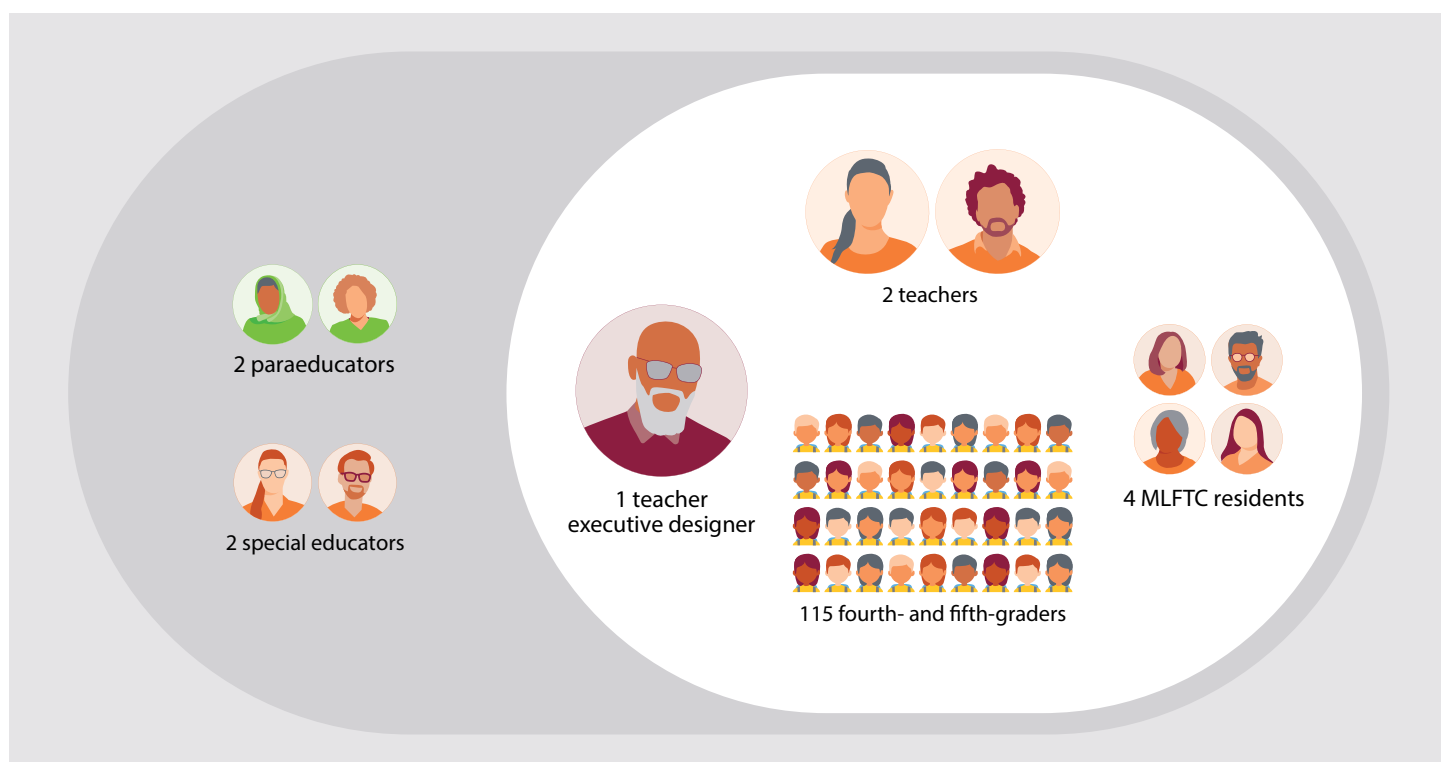


Dynamic student groupings at Kyrene de las Manitas Innovation Academy

Explore some of the ways an educator team grouped and regrouped 115 students over the course of a single day.

At [Kyrene De Las Manitas Innovation Academy](#), 115 fourth- and fifth-graders are members of a multi-age learning studio. They are supported by a core educator team that includes one Teacher Executive Designer (TED), two certified teachers and four MLFTC residents (senior-year students engaged in practice-embedded experience, teacher collaboration and family engagement). And, on this day, four members of the extended educator team (two special education teachers and two paraeducators) supported students.



On this particular Thursday, 115 students were present. They followed a [typical schedule](#). Below, you'll find several snapshots from their day. As you read, consider: **What are some of the ways the educator team leverages dynamic student groupings, differentiates roles and responsibilities and facilitates fluid movement across flexible learning spaces?**

Curious to learn more about dynamic student groupings, differentiated roles and responsibilities, and flexible learning spaces? [Check out the Elements of the Next Education Workforce.](#)

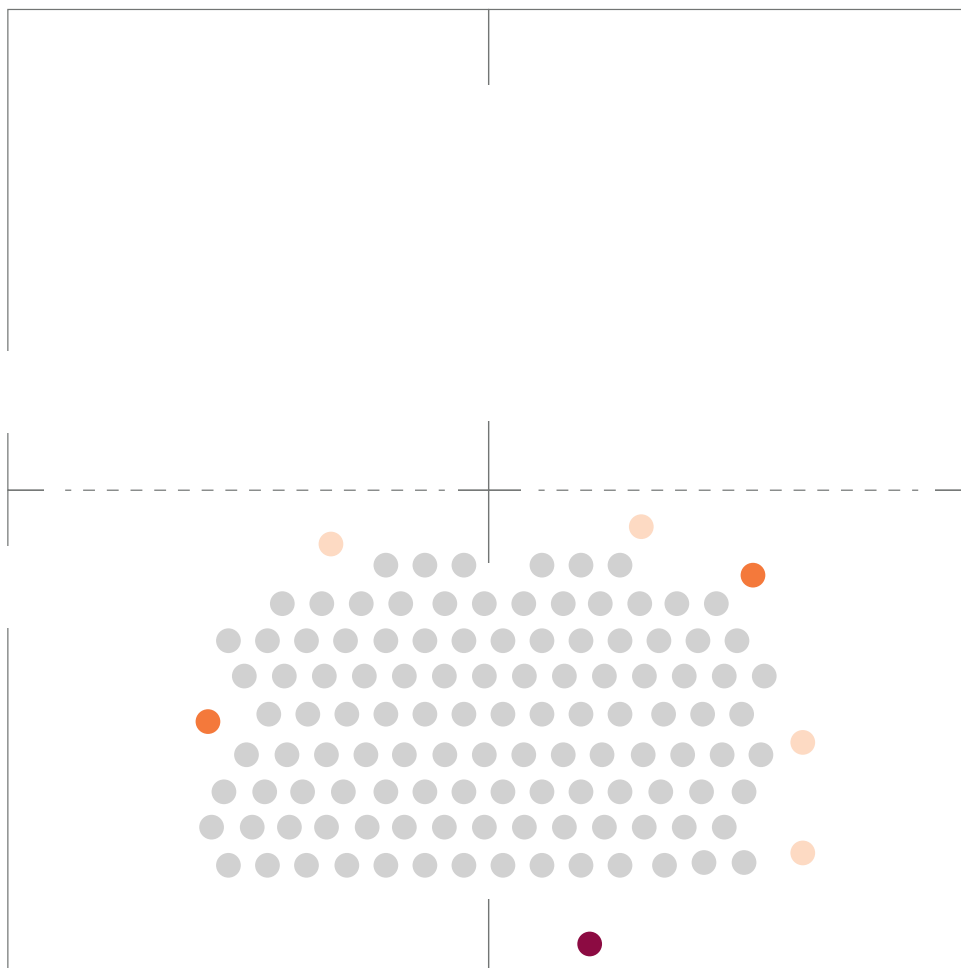
Snapshot 1: Assembly

Following homeroom each day, the full educator team comes together with all 115 students for Assembly, a brief gathering during which the team and students review the day's schedule, preview upcoming events, set goals, discuss the question of the day and build community.

Students transition to this space from the surrounding areas contained within Learning Studio A. As they enter, students use this time to greet peers while going to their designated spaces on the carpet. The educator team uses the transition as an opportunity to greet students they have not yet seen and to check in with individual students. The entire transition takes less than two minutes.

During Assembly, the Teacher Executive Designer (TED) leads students through discussion focused on the question of the day, individual and collective goal setting, and an overview of the day's learning objectives. While the TED facilitates, remaining core team members support student engagement and observe the TED as they model effective teaching strategies.

At the close of Assembly, the educator team projects student groupings (i.e., students' names, educators' names, learning space locations) on interactive whiteboards so that everyone is prepared to transition seamlessly to the next learning experience.



● Teacher Executive Designer ● MLFTC resident ● teacher

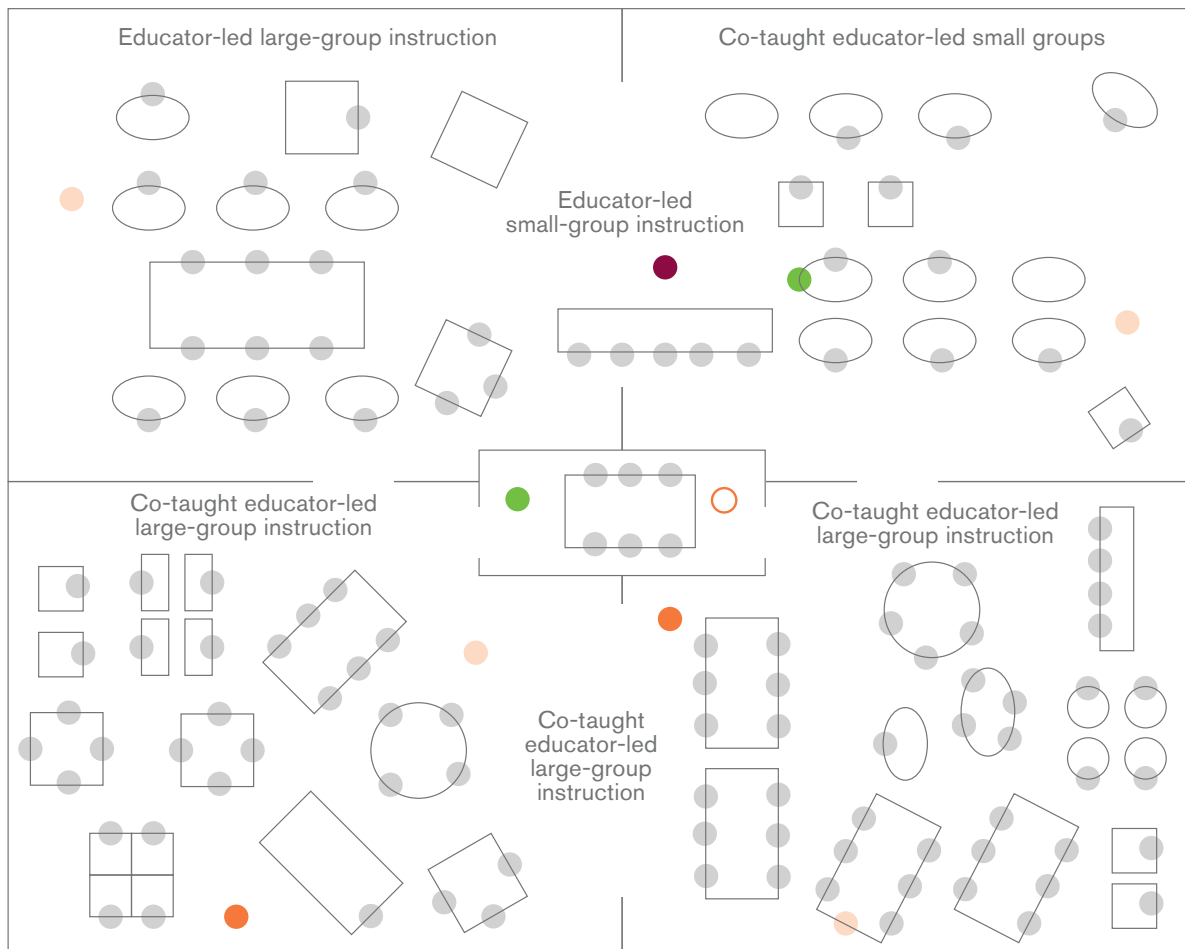
On this day, the Teacher Executive Designer facilitated Assembly as usual, with the support of the rest of the core team.

Snapshot 2: Math

All students engage in an extended math block simultaneously. During this time, learners are placed in one of six different groups, with some groups working toward fourth-grade standards and others working toward fifth-grade standards. Learners are regrouped every two weeks based on formative assessment data.

Within one learning space, the TED worked with five students who had the most substantial skills gap relative to this unit, one MLFTC resident led large-group instruction, and another MLFTC resident led small-group instruction with the support of a paraeducator.

In the remaining learning spaces, certified teachers co-taught large groups with MLFTC residents, and a special educator and paraeducator (both members of the extended educator team) co-taught a small group of students who required specific accommodations.



● Teacher Executive Designer ● MLFTC resident ● teacher ○ special educator ● paraeducator

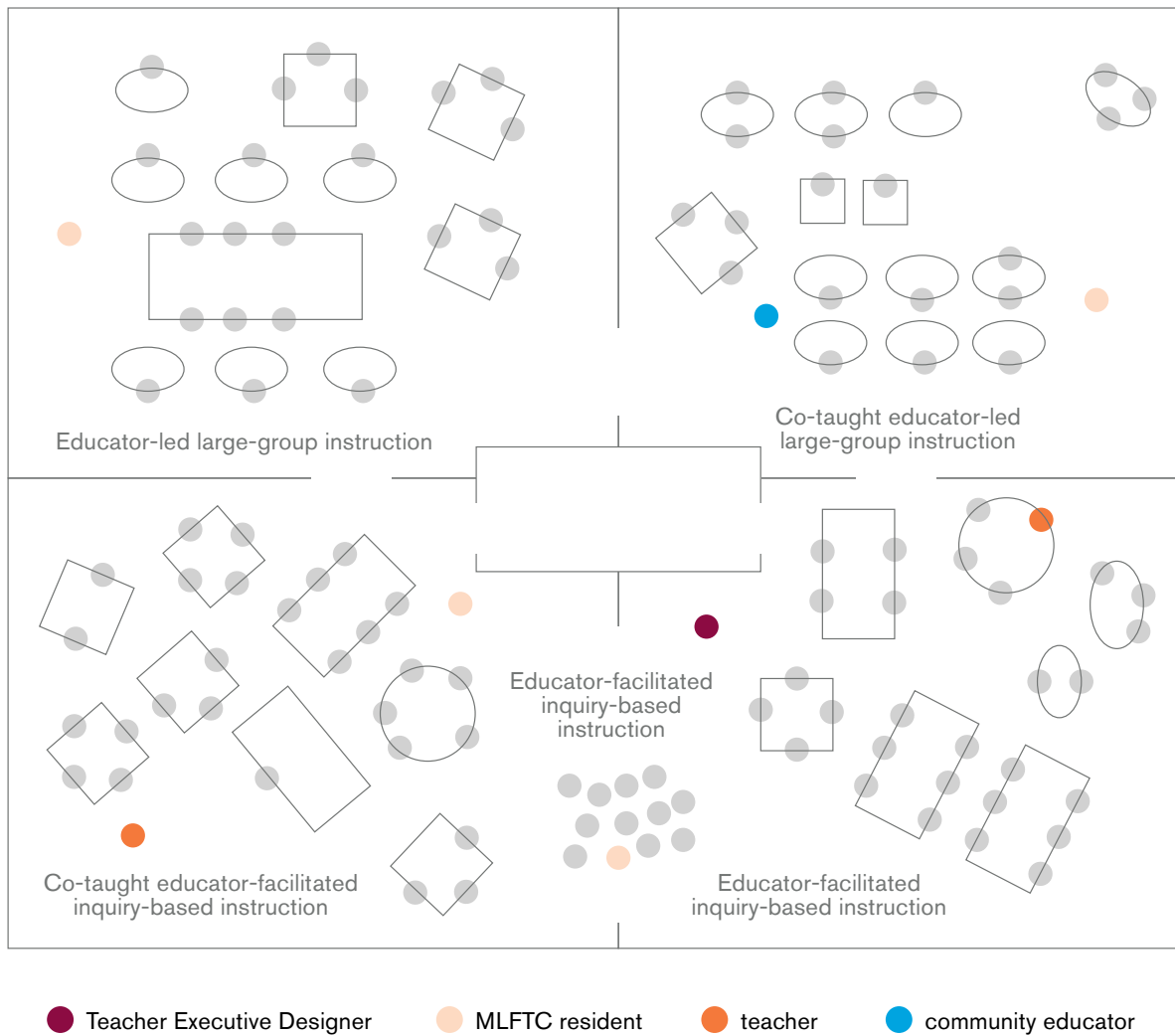
During this particular math block, members of the educator team worked with students in various configurations across four distinct learning spaces.

Snapshot 3: Innovation

During Innovation, students choose from among five different STEM units. The topics for these units typically align with core educator team members' passions (e.g., national parks, deadly diseases). Each unit is four to six weeks in duration, giving students the opportunity to engage with two to three different units over the course of one quarter.

During Innovation, certified teachers and MLFTC residents lead interest-based groups, the TED floats to provide educator coaching and student support, and a paraeducator provides behavioral support. At times, the team also strategically leverages the industry expertise of community educators.

Learners remain with their interest-based groups but move fluidly between whole-group lessons, small-group work, partner work and independent work.



On this day, the team facilitated a combination of large-group instruction and inquiry-based learning individually, in co-teaching partnerships and, in one room, in collaboration with a community educator. The Teacher Executive Designer floated to provide support.