



Split Screen

What is it?

A form of flexible grouping that provides those who *can* with the next step and those who *need more instruction* with another learning opportunity. The groups may be provided with various Scaffolds or Tiered material to differentiate learning.

Critical Attributes

- A form of flexible grouping that provides those who can with the next step, and those who need more with another learning opportunity
- Allows the teacher to spend time with the students who need the most support
- Teacher includes planned and frequent check-ins with students working individually
- Uses a formative assessment to determine how to split up the class
- Must have clear expectations and procedures for effective management of groups

Why use it?

- Split Screens are an effective way to meet students at the correct level of difficulty. Usually, it is used when there are three or less levels of readiness groups in the class.

What are the guidelines for successfully implementing this strategy?

- Assess students to establish groups
- Decide what groups will do - one group can work with the teacher, while the other(s) work on their own. *Note: the teacher can, but doesn't have to work with the students who need the most support.*
- Provide each group with an assignment that meets them at the correct level of difficulty
 - Differentiate by:
 - Tiered assignments
 - Provide groups with more/less Scaffolds
- Provide very clear procedures and expectations with the students. Post them on the board for their reference
- Decide if students can work independently, with partners, or as an entire group
- Establish a time frame for the activity
- Provide an Anchor assignment that students will move on to should they finish before time is up



Split Screen Management Considerations Checklist

Use this checklist to help think through the key management considerations for an effective Split Screen lesson.

To support the management pillar in this lesson, the teacher has:

- Thoughtfully created **clear expectations and procedures** on the ways students will conduct themselves during the lesson
 - These expectations and procedures are in a format that can be posted easily throughout the lesson (on the board, a poster, a smartboard) and are numbered for easy explanation.
- Outlined a **“whole, part, whole” structure** to the lesson
 - In the initial “whole”:
 - Planned to provide clear instruction on the expectations and procedures, including modeling when appropriate
 - Planned to check for understanding by asking students to repeat directions back to the teacher or to a partner
 - Planned to review the Anchor (early finisher work) and its location with all students
 - Organized a way for students to get materials for the different groups (and if necessary assigned students jobs, such as - person to get the worksheet, person to get the books, etc).
 - Set a tentative time length for the Split Screen
 - In the part:
 - Planned times to leave teacher-directed group to check on the other group(s)
 - Developed a way to hold individual students accountable for their work (individual assignment completion, padlet check in, parking lot for questions)
 - In the latter “whole”:
 - Planned an opportunity to provide feedback to the students for both their achievement in the content AND their ability to follow expectations and procedures
- Thoughtfully created the **seating chart** in the classroom (where groups/individuals will sit) to account for teacher proximity and the teacher’s ability to see all students (even when working with the small group)
- Developed and planned to post an **Anchor** in an easy to access location that is something all students can do independently



Stations: A form of Flexible Grouping / Split Screen

What are stations?

Stations are learning centers located around the classroom where students spend time doing specific tasks. Each center has a different task or goal. Students may rotate through some or all of the stations during the lesson. Stations can allow for student-centered and differentiated learning.

Management Considerations of Stations:

Movement -

- Decide if students will be physically moving from station to station. If so, be very clear about what transitions will look like, sound like and how long it should take.
- If students are staying and the teacher and materials are moving, consider what this will look like to keep transitions smooth and maximize learning time.
- The important part is to clearly communicate your expectations. In addition, model what it should look like and monitor the movement providing constructive feedback when necessary.

Time -

- Clearly display a timer so students can self-monitor at each station.
- When designing the stations, be mindful of the amount of time approximately needed to complete each task. Try to keep the time needed at each station the same.
- Have an anchor activity ready for if students finish early at a station.

Grouping -

- Consider being intentional about your groups. You could use homogenous or heterogeneous groupings depending on what your goal is for the lesson.
- Be clear about what each group member should be doing and consider having a handout or deliverable to hold each student individually accountable during the activity.

Adopted from the Getting Started with Math Stations Article

<https://www.maneuveringthemiddle.com/getting-started-with-math-stations/>

Middle School Math Stations



Stations	<ol style="list-style-type: none">1. 2-4(+) groups based on assessment information and content2. Students are grouped using the assessment information and assigned to a starting station3. Teacher's station is the most important content to facilitate, meaning they will differentiate the delivery to each rotating group4. Management - Items to consider include:<ul style="list-style-type: none">● Timing of each station● Timing of transitions● Individual Accountability<ul style="list-style-type: none">○ Products for each station○ Random checking or reporting○ Self assessment/Reporting● Getting other groups started before beginning● Access to materials and resources● Positioning of teacher so all groups are visible● Use an Anchor for those that finish early● Attention Signal● How to get help● Station Visual for independent, 2nd voices	
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Relearn, Review, Reveal (RRR) Description

If formative assessment data indicates the need for three different levels of understanding, RRR can be used to meet students at their correct level of difficulty.

One group will focus on Relearning information. Note the use of Relearn vs. Reteach. This is not just about reteaching the information in the same way. It is about helping students make sense of the information so they can retain and apply it.

The second group will focus on Reviewing information. This group understands the basic concept but could benefit from additional practice.

The third group will focus on Revealing new information around the objective. This group has shown proficiency with the original information and is ready to go deeper. This is not a time to introduce a new concept. It is an opportunity to introduce additional complexity and relevance.

As with any Split Screen, the teacher spends time with the group they feel needs the most attention. Throughout the lesson, the teacher will also circulate to check on progress and answer questions.



Split Screen Responses to Assessment Data

Split Screen Name	Description	Graphic
Traditional	<ol style="list-style-type: none"> All students have the same assignment Some students work with you in a small group to do the assignment, while the rest of the class works independently 	
Up/Down	<ol style="list-style-type: none"> All students have the same assignment The students do not move, but tent an index card to show their eyes are up with the teacher. Students with a flat card work on their own on the same assignment eyes down 	
Ready, Set, Go	<ol style="list-style-type: none"> All students have the same assignment Some have the assignment Some have the assignment with Scaffolds Some have Scaffolded assignment <u>and the teacher</u> 	
Not Yet Exit Slip	<ol style="list-style-type: none"> Give exit ticket with ten or so minutes remaining in period Review results Pull a small group so mistakes not repeated on HW 	
Stop and Jot	<ol style="list-style-type: none"> All students have the same assignment Based on assessment some students work with the teacher To increase <i>individual accountability</i> for students not with teacher, every 4-7 minutes ask students to answer a question or complete a problem on whiteboards, Nearpod or Google Form Review results and respond to the group or stop by the few that got it wrong on the way back to your group 	
Relearn, Review Reveal (RRR)	<ol style="list-style-type: none"> Three groups based on need One group relearns a skill with teacher One reviews the skill for added practice One extends the skill which may reveal advanced understanding or application 	