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 <u>who can</u> with the next step, and those <u>who need more</u> 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

p. 164 Split Screen note-taking graphic organizer is located in the online DI Workbook

Split Screen

Curriculum, Instruction and Assessment Considerations	Management Considerations

Split Screen Responses to Assessment Data

Split Screen Name	Description	Graphic
Traditional	1. All students have the same assignment 2. Some students work with you in a small group to do the assignment, while the rest of the class works independently	
Up/Down	1. All students have the same assignment 2. 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	UP DOWN
Ready, Set, Go	1. All students have the same assignment 2. Some have the assignment 3. Some have the assignment with scaffolds 4. Some have scaffolded assignment and the teacher	
Not Yet Exit Slip	1. Give exit ticket with ten or so minutes remaining in period 2. Review results 3. Pull a small group so mistakes not repeated on HW	
Stop and Jot	1. All students have the same assignment 2. Based on assessment some students work with the teacher 3. To increase *individual accountability* 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 4. Review results and respond to the group or stop by the few that got it wrong on the way back to your group	Stop and Jot Stop and Jot
Relearn, Reveal, Review	1. Three groups based on need 2. One group relearns a skill with teacher 3. One reviews the skill for added practice 4. One extends the skill which may reveal advanced understanding or application	

Relearn, Review, Reveal

Since we often receive questions about a commonly used Split Screen format Relearn, Review, Reveal (RRR), we've provided a more detailed explanation here. 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 the progress of and answer questions for the other students.

Split Screen Lesson Production Guide

Grade/Subject:_____ Chapter/Unit: _____

1. Think of a lesson where you can predict that some students may need support from you, the teacher. What content or skill will be the focus?

2. What formative assessment will students complete to determine students' readiness?

3. Do you have an assignment you currently use to address this content or skill? If not, what assignment will you use?

4. As you think about the lesson objectives and the assignment, which Split Screen (refer to p. 169) would be appropriate for students who need extra support, students who are on track, or students who need a challenge?

5. Plan the Split Screen that you can implement.

6. What expectations would you communicate to your students so that the procedures are followed to ensure the efficient use of time?

   Management tips for implementation:
   a. Provide and teach procedures and expectations for each task, as well as for the transitions.
   b. Assign an Anchor
   c. Use timer
   d. Plan for individual accountability (use a graphic organizer)
   e. Monitor students while they are working

Reminder - The formative assessment results will determine how students will be engaged in the Split Screen strategy.

Video Analysis for Strategy: Split Screen

Teacher Name: _____

Grade/Subject: _____

Brief Description of Lesson:

Specific Question(s) to Consider:	
Assessment Driven: Targeted Check • Critical Content? • Individual Data?	
Responsive Instruction	
Engagement at the Correct Level of Difficulty	
Management Considerations:	
Your Notes:	

p. 169 Split Screen example is located in the online DI Workbook

Subject: Anatomy & Physiology
Grade Level: High School
DI Strategy: Split Screen/Flexible Grouping/Tiering/Scaffolding

Joint Movement Split Screen

After completing a lesson on the types of joints in the body and joint movements, I wanted to assess my students' ability to describe the different joint movements (flexion, extension, abduction, rotation. etc) in the body. I also wanted to see if students would be able to demonstrate those movements using their own bodies.

Prior to the activity, students were given a worksheet to assess their understanding of joint movements. They had to match the joint movement to its definition and a picture of the movement. After completing the worksheet, students were placed into 3 groups based on their understanding of the joint movements. One group remained with me while the other two groups worked in other areas of the classroom to increase their understanding of the joint movements.

Group 1 moved directly into a game of Joint Movement Charades in which they only got the joint movement in words. One group member acted out the joint movement and the other members guessed. After correctly guessing each joint movement, the group filled in a chart asking for all the joints in the body that can do that movement and some real world movements that use that movement. Following the game of Charades, each group member was asked to demonstrate and describe 3 joint movements using the website "Let's Recap". The 3 movements they described were preselected by me based on the movements they did not understand when completing the pre-activity worksheet.

Group 2 did the same activities as Group 1, except that they watched a review video on Joint Movements prior to moving into the Joint Movement Charades. Also, when playing Charades they received the joint movement in words, but also in picture form to provide more guidance.

Group 3 did the same activities as Group 2, except that I was supervising their game of Charades and providing additional instruction on each movement. When playing Charades, one student demonstrated the movement and every other student wrote down what they thought the movement was on their computers using the "awwapp.com" online whiteboard. This allowed me to see what each student understood and where some were still struggling. This group did not complete their final responses in "Let's Recap". They demonstrated their understanding of the joint movements directly to me.

Anchor activity: Any student who finished their assigned work early was directed to work on the following activities:
1. Use the Chapters 6 & 7 Review on Quizizz (link found on class website and Google Classroom)
2. Review your Chapters 6 & 7 Vocabulary on Quizlet
3. Start planning your Dance, Dance Anatomy video