

## Comments from SLSD Kindergarten Teachers

**Heterogeneous grouping** will have the students placed in a “regular” half-day class and then move to a separate “intervention” classroom for the remainder of the day.

**Homogeneous grouping** will have a group of 12-15 students in one classroom for the entire day.

Advantages of Heterogeneous group	Disadvantages of Heterogeneous group	Advantages of Homogeneous group	Disadvantages of Homogeneous group
<ul style="list-style-type: none"> <li>● Students have positive behavior models</li> <li>● Some students may not be academically needy but still have the need for extra support at school</li> <li>● Above-level students would have more opportunities for enrichment and extension</li> <li>● On-level students would have the opportunity to be pushed farther as well</li> <li>● More reinforcement of positive social behaviors.</li> <li>● A more relaxed, less</li> </ul>	<ul style="list-style-type: none"> <li>● 2 classroom routines</li> <li>● Core curriculum still being taught in half day setting</li> <li>● Busing issues-- would students come from both schools?</li> <li>● Disjointed schedule</li> <li>● Fatigue or stress level of child.</li> <li>● May be a long day for children who are struggling</li> <li>● The struggling students will need to learn a new set of routines for their afternoon session – new teacher/new</li> </ul>	<ul style="list-style-type: none"> <li>● Can teach core curriculum at own pace</li> <li>● One classroom routine</li> <li>● Allows teacher to really get to know students and families.</li> <li>● More flexibility with schedule (can move around subjects, extend lessons, etc. with full day to use)</li> <li>● More time spent in individualized instruction.</li> <li>● Greater progress in social skills for disadvantaged and low-income children.</li> <li>● More reinforcement of positive social behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>● Might need to wait to begin until several weeks after school starts, since late registrants are often the ones who need extra support at school</li> <li>● Attendance issues; “using up” spots in full-day class for students with poor attendance (Unless conditions are set up front that lack of attendance will eliminate participation)</li> <li>● Teacher should have aide support in room at all times</li> <li>● Fatigue or stress level of child.</li> <li>● (Possible) less parent involvement</li> <li>● (Possible) Test scores (which test scores?) do not improve in the lower-ability</li> </ul>

<p>hurried school day with more varied experiences.</p> <ul style="list-style-type: none"> <li>• (Possibly) More parent involvement.</li> <li>• More opportunities to provide developmentally appropriate activities instead of an academic intense half-day.</li> <li>• More opportunities for repeated practice for all students</li> <li>• Children can look at other children as positive example</li> <li>• Have better opportunity for positive role models from the stronger students</li> </ul>	<p>routine.</p> <ul style="list-style-type: none"> <li>• The different teachers teaching these students will have to be given more time to coordinate pacing, levels, lessons, testing etc. for these students in the Intervention group</li> <li>• May be too taxing to go to a different teacher/class for the PM since these are supposed to be our vulnerable students</li> <li>• Will need IA in for whole time as these students need to support in different areas</li> <li>• May be difficult for the teacher teaching these students since they are coming from different classrooms and routines/structure etc.</li> </ul>	<ul style="list-style-type: none"> <li>• A more relaxed, less hurried school day with more varied experiences.</li> <li>• More hands-on approach, problem solving, projects,</li> <li>• Average and higher level learners have more of an opportunity for extending their skills (while the struggling learners are in a homogeneous class)</li> <li>• Teachers can take their time with the basic skills</li> <li>• More time is better to fully cover material</li> <li>• Positive for teacher- a full time IA should be placed in the classroom so all the students needs are met</li> <li>• Have more of an opportunity to teach the whole child and not rush through concepts</li> </ul>	<p>group.</p> <ul style="list-style-type: none"> <li>• Intervention groups may be larger/or will need additional IAs to teach and support</li> <li>• This teacher will have to work on own since pacing/goals will be different than regular classroom. As a result team planning/SLO/Team Goals may be harder to accomplish</li> <li>• The pacing of this class will need to be defined/determined for this class</li> <li>• Accurate determination for who is placed.</li> <li>• Will there be additional support within the classroom for the children who are below basic?</li> <li>• Late enrollment children. Will the screener be administered and if the class is 'Full' where do they go?</li> <li>• Attendance criteria??</li> <li>• As a FDK still cannot be expected to cover all</li> </ul>
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