***Groupings in Place***

* Conversations in small group on topic (meaningful)
* Flexible groupings: Variety of groups, ability level, skills needed, hetero/homogeneous, depending upon activity
* Transitions of groups work effectively (on task) and flow with the classroom
* How will you know this?: Charts, on the agenda/daily schedule board, posters
* Trust teacher’s professional opinion: Maybe there is a reason the class is grouped the way it is, that isn’t clear at the moment
* Whole group is a group (agree)
* Confused. What does this mean?

***Students actively engaged; actively engaged in their own learning***

* Students engaged in conversation (on task); extending their own learning
* Reading content
* Recording findings/responses
* Conversations
* Students understand task at-hand
* Feels like they are working towards a goal they have defined
* Asking questions of the teacher that clarify the directions or their thinking, and extend thinking
* Provide materials of high interest
* Self-directed: Ability to understand tasks, independent
* Students engaged in helping each other
* Students making connections, excited to share their thoughts and ideas

***Teacher engaged in active effective instruction and feedback***

* Feedback is specific
* The teacher is avoiding the use of a cell phone
* Using flexible thinking
* Teacher is sitting 1:1 with student(s) discussing current performance (i.e., spelling test)
* Teacher is positive in feedback, listens, but guides and “corrects” if necessary
* Teacher able to easily flow between need for individual help/coaching/feedback to group instruction throughout lesson/activity
* Remember the importance of anecdotal record keeping time
* Teacher observing, instructing, refocusing all groups of learners
* Teacher is floating within groups and listening to student discussions/recording responses and providing feedback and extending as necessary
* Teacher looks for understanding in student questions and answers
* Give oral and written feedback on student work

***Productive students engaged in meaningful learning activities***

* Working in small groups
* Attending to engaging activities that have real world connections
* Able to explain what they are doing and why
* Doesn’t always have to be small group (with primary, small group is not always best)
* Teacher-directed outdoor activities
* Having a variety of materials to correspond to different levels
* Teachers observing and instructing and refocusing groups of learners
* Environment is conducive to small group interactions (tables, floor space, etc.)
* Engaged in quiet conversation in groups pertaining to activity, and noisy
* You can hear joyful noise of thinking

***Different types of instruction***

* Centers: Based around CCSS, differentiated by type of center and appropriate for different ability levels while teacher does small group mini-lessons
* Small group/individual
* Hands-on
* Evidence of direct, small group, cooperative learning and independent practice-depends on flow of the day
* Whole group is necessary especially at introduction of lessons and re-teaching
* Use of multi-media
* Kids are presenting their solutions/thinking to each other
* CDs, dance, singing, and art
* Math/reading games (board/computer)
* Use of different forms of materials…technology
* Difference in learning styles are acknowledged by a variety of activities

***Meaningful conversations evident***

* Questions answers on task
* Students using academic vocabulary and between classmates
* Students reiterating lesson introductions and helping one another to meet objective/to learn
* Teacher no the only one talking
* Students independently conversing about lesson–excited, motivated, on task
* Students predict what’s coming next
* Students speaking about their discoveries and asking questions
* Students and teacher acknowledging other students for their thinking
* Teacher acknowledging risk-taking even when child makes a mistake

***Feedback from administration***

* Quick turnaround so I can remember what was going on when you were there
* Coming in at a variety of times helps to see whole group and small group teaching
* Friday after 2:00 not a good time
* The previous walkthrough form was not indicative or showed what was happening–hopefully this one will reflect the depth of our classrooms
* Would like something, a question, and a suggestion
* Specific feedback with details
* I want to know that you notice the great things that are going on in my room, with me and kids
* Transition times are really not the best time to come in, use our schedules
* Positive and insights
* Do you take into account that different environments may affect things like whole group vs small group instruction, etc.

***Community atmosphere***

* Environment is set-up so small groups can occur with 27+ students (big groups)
* Students talking and working in a collaborative manner
* Sense of well-being evident
* Respect for the learning of others
* Postings of expectations for children
* Children exhibit understanding and follow expectations
* Foster respect and sensitivity to diversity
* Encourage risk-taking in a nurturing learning climate
* Having respect when walking into a classroom
* Kids have empathy and creative approach to problems that arise
* Teacher is attuned to the “vibes”
* Teacher not only one doing the talking
* Reward system evident-disagree
* Respect
* Create atmosphere for learning and enjoying books through agreed-upon expectations
* Parent involvement
* Kindness
* Intrinsic reward/satisfaction

***Kid-friendly room***

* Use of visuals to improve understanding
* Everything for kids is accessible
* Traffic flow encourages following expectations
* Structured movement
* Kid’s work is evident around room
* Kids seem happy
* Positive vibe
* Empowered students
* Safe
* Organization is evident
* Problem: Big classes, small rooms, small groups-all reading-talking, we all can’t hear or concentrate
* Visuals are used and relevant to daily learning
* Manipulatives are readily available
* Children are praised and encouraged often
* Kid’s voices are heard
* Assigned tasks for kids to have them take responsibility for the environment and the learning of others
* Organization of their work in progress is easily understood and find in the classroom
* P.T.R. needs to be addressed
* Class “rules” posted
* Schedule posted