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| **Small Group Instruction Look Fors** |
| **Look For** | **Focusing Questions** | **Notes** |
| **Student Discourse** | What does communication in the classroom sound like during small group instruction?Between teacher and students?Between students?Between students and teacher? |  |
| **Transitions** | How does the teacher prepare students for transitions between stations?What does the flow of transitions look and sound like?What expectations/routines are in place for transitions? |  |
| **Organization** | How are items stored in the room for easy access for students?How are materials prepared for students in small groups?How does the layout of the room support small group instruction? |  |
| **Mathematical Engagement** | How are students engaged in any of the following:-Information gathering-Critical thinking-Hands-on tasks |  |
| **Mathematical Tasks** | What type of tasks are students working on in small groups? Problem-based and authentic? Practice reinforcement?Are problems or concepts tiered/leveled for student learning?  |  |
| **Collaboration** | Are students learning from each other?What structures are in place to support students in learning from each other? |  |
| **Checking for Understanding** | Can you tell for whom the lesson is working and for whom it is not working?How is the teacher checking for understanding?What evidence is there that data is used to drive small groups? |  |