Guided Math "Look Fors"

Guided Math (Small Group Instruction/Centres/PODS) is used to practice, reinforce, and differentiate for *something that was already taught well*

Environment	Routines and expectations are well understood. They may be co-created by the class and are posted for reference.
	Students can work independently, and know not to interrupt the teacher at the teacher table.
Instruction	The purpose/learning target is clear
	Students are given opportunities to construct meaning and practice in a variety of contexts: Manipulatives and models, video lessons, games, technology, paper/pencil, collaboratively, in partners, independently, and in small group with the teacher.
	Anchor activities should always be available for students that are done early, or face a roadblock in completing the planned work at their station (such as technology issues)
	The teacher table is for deep teaching, discussion, guidance, feedback, differentiation, and/or formative (and possibly summative) assessment.
	One station may be set aside for catch-up, or for spaced practice (recalling prior learnings). Stations provide opportunity for cross-curricular work as well. There may be a station that pertains to work in another subject, just as math work can be reinforced in other curricular areas.
Grouping	Groups are flexible. Sometimes ability grouping, based on pre-assessment data, is useful for differentiating, but sometimes stratified groups are efficient as groups must operate independently except at the teacher table. Groups must not become "static" ability groups as this will undermine growth-mindset philosophy.
Formative Assessment	The teacher table is an excellent opportunity to triangulate evidence. The teacher can keep running records on student understanding. Records should be kept of observations and conversations. Our Pearson resources offer excellent templates for tracking.
	Assessment data may be collected at/from other centres as well. Technology (Ipads, cameras) can be used for students to record their models, conversations, or summaries of learning. Short written assessments may be collected. Students can also self-assess. Technology often tracks student performance.
	Reflecting on learning is important. If we are not reflecting we are not learning. Students reflect on what instructional/practice stations

	helped them the most. Teachers learn about student needs from reading journals or listening to feedback.
	A station may be used to complete assessments, such as pre-post assessments, screeners, or other assessments.
Differentiating	Struggling learners receive in-depth help at teacher table.
	Students requiring enrichment receive more open, challenging tasks.
	Students can receive appropriate levels of scaffolding at stations. Technology such as *Mathletics* allows the teacher to select tasks appropriate for each student's level of mastery.
	Struggling students can have written work scaffolded. Parallel tasks allow students to work at the grade level outcome, but use a level of complexity suitable to their needs. Directions at stations may be more explicit for some students. Certain students may be given alternative tasks. Procedural work can incorporate many strategies such as interleaving worked samples, or chunking across problems.
Summarizing and reflecting	It is imperative that the work at stations is reviewed. There may be a closing reflection, post-assessment, or exit slip.

Possible Reflection Questions to Prompt Further Discussion

Are all students doing the same work, or have are tasks differentiated to allow students maximum growth? Do all students have work that is challenging but not overwhelming?

Have routines and expectations been explicitly taught? Do students have strategies to use if they encounter a road block at a station? In what ways can students review expectations and alternative activities?

How does the teacher ensure that the work at stations is meaningful practice and reinforcement of curricular outcomes? How does UbD planning impact instructional choices?

How are grouping decisions made? What role does data play? How does grouping ensure differentiation and also endorse a growth-mindset?

What assessments are gathered during group work? How is evidence triangulated? What does documentation of conversation and observation look like? How is assessment data responded to? How is it shared?