Classroom Visit Feedback

Teacher: Ms. Dailey	Room: B-105	Date: 10/13/22

Glow/Noticing:

1. Stations numbered around the room
2. Small group in the front on the rug with 120s charts
3. Station are in action
4. Students have 120 charts
5. Teacher had all the materials ready for student use
6. Students using enlarged cards for number sense
7. Students in partners are working well together, not goofing around
8. Smooth transition, love the chimes, reminding students of expectations
9. Students groups are posted and able to be seen by students
10. Student led discussions
11. Students are independent in groups and sharing knowledge.
12. Manipulatives are everywhere:) Yes!!
13. Students working together through race to 100 and talking through things together, encouraging one another
14. Students were talking about what they would need to get to 100.
15. I am hearing a lot of good math language being used :)

Grow/Wondering:

1. I'm wondering if there is a way to separate the instructional group to a smaller area so there's no distractions from other groups (unless this is working well for you)
2. I am wondering if groups are used daily/ bi-weekly/weekly.
3. I was wondering what was the pattern for what the stations are? Do you change based on content or is it staying at number sense?
4. I wonder if during closure, will each group have the opportunity to share with the class?
5. I wonder about the maximum size of the groups.

Tweeks:

1. Could the students who are working in a small group on technology work to support each other?
2. Could students using cards work in a group of 4 or work in teams of two
3. Could different groups be displayed in different colors so that students can track their next group?
4. In the Race to 100 Game...how could we encourage students to use the language ones and tens. Also, how can we ensure that players take turns at the same moment?
5. Could students have more turns to use Smartboard to skip count backwards on the number line?

Classroom Visit Feedback

Teacher: Ms. Trappier	Room: B-111	Date: 10/13/22

Glow/Noticing:

1. Groups were posted on the board
2. Students were in groups and the majority were working, talking, and helping each other
3. Students recording on paper
4. Teachers were supporting/ checking in on groups
5. Students could explain what they were doing
6. Students were communicating well and checking for understanding and clarity
7. Students were using precise math language such as "groups of" and "arrays"
8. Students redirect themselves to continue to work
9. Some students chose to use the manipulatives some did not
10. The students were very engaged and on task. They were having fun.

Grow/Wondering:

1. I wonder why they are all playing the same game?
2. I wonder if all students had roles when doing the activity?
3. I wonder if students know what to do if they need help?
4. I was wondering if you could pull a group during this time? (guided center)
5. I wonder was using the manipulatives a "must do"

Tweeks:

1. Give everyone a job or role
2. Teach one group how to do the Distributive Property and maybe those students can teacher others later
3. Could higher factors be used for students to know the lower facts?
4. Could the students have labeled their representations?

Classroom Visit Feedback

Teacher: Ms. Bonniville	Room: B-102	Date: 10/13/22

Glow/Noticing:

1. The kids are not just playing with manipulatives but using them to explore math
2. Lots of manipulatives and hands on activities
3. Most kids will be engaged and most will be verbal .
4. Students used manipulatives to build their math work.
5. When students get done they have an assignment/know the expectation that is set by the teacher before ending their center time.
6. All materials will be readily available for student use
7. A good kind of noisy
8. The centers are K ready for content/objectives.
9. Stations were posted with picture of students with about 3 to 4 students per station
10. Kids knew the expectations and worked well collaboratively.
11. In the number writing center students used salt numbers and said the numbers as they created them
12. Teacher used a chime to gain attention and sang
13. Students used various strategies to solve a problem
14. Nice use of music for transitions

Grow/Wondering:

1. When playing "Bam" could the students talk to say the numbers?
2. I wonder if for BAM you could add dots to the cards for those that can't yet recognize the numbers, also have partners play with different color cards so when they have to pass them back they know whose cards are whose.
3. When playing Bam (Top-It), how are students to know if they really had the higher number? (one student said , "I won!" and the other student said, "ok!" Just wondering how could both students be sure which number is greater.

Tweeks:

1. Loved the use of practical, everyday items (i.e., salt, beans). Could large beans (e.g., lima beans have been used) for easier handling with little hands?
2. Loved the pairs playingBam (Top-It). Maybe you could have the pairs use two different colors. This would make it easier for students to distinguish which card is theirs. Using different colors could also make it easy for cleanup as well.

Classroom Visit Feedback

Teacher: Ms. Howard	Room: A-107	Date: 10/13/22

Glow/Noticing:

1. Students are working in groups and seem to know that to do
2. Teacher is doing a Guided Math group
3. Using whiteboards to interact in guided math
4. Teacher promoting counting on by using students ability to subitize 3 to foster counting on
5. Great visual on the board w/ picture support for groups
6. Timer is displayed
7. Manipulatives are being used
8. Students are in working groups, quietly and on task
9. Visible groups and timers for students to see
10. Math conversations
11. Hearing math vocab between students
12. Scaffolding in groups are noticeable
13. Students had more than 1 activity that they could do at a center
14. Students noticed a pattern in the Chromebooks group
15. Students making connections to the real world
16. Students immediately began to clean up after timer went off
17. Students cleaned up so quickly and getting what they need effectively
18. Teacher counted backwards while students transitioned into stations
19. Very controlled! Clear expectations with cleaning up and preparing for the next group
20. Teacher used a story to engage students. Context is king!
21. Teacher sets the purpose for learning in guided math group
22. Using real world problem with her students to keep them engaged with manipulatives
23. Reading skills being strengthened in math games with the instruction cards
24. A student reminded the others of how much time was remaining
25. Teacher has manipulatives and materials readily available during small group, smooth transitions.
26. No one disturbed the teacher from other groups
27. Reminded students to put names on papers which allows for the teacher to check student work later on

Grow/Wondering:

1. How do students know what group they are in based on board display?
2. How many groups do you have? Will the small group stay with you the entire time?
3. I wonder if you will incorporate the Big Ideas book?
4. I wonder if each group has student leaders?
5. Are groups homogeneous/heterogeneous?
6. I wonder how many rotations take place in a day?
7. Are there multiple options in each group?
8. I wonder how students in the Tech Center can be supported if they are unsure of what to do.
9. Math games - I wonder how many are allowed per group time?
10. I wonder if sentence starters or vocabulary cards could be used to promote student use mathematical language
11. I wonder if the teacher models each station at the beginning of the week?
12. I wonder if the math games are centered around the instruction or just fluency practice?
13. I wonder if there's too many options for the math games where students are quickly going through the materials rather than focusing on the concept. Students are using parts of two games to create a new game (find the match and if they don't then they do a dare with pieces from another game?)
14. I wonder if the checking for understanding group could be more partner oriented and less independent to encourage math talk? Are there manipulatives readily available for use in this group if needed?
15. I wonder how we could ensure that non-readers can gain access to the written task cards?
16. Is there a time keeper for the whole class?
17. I wonder why the workbook was used with some students, but not with others?

Tweeks:

1. In the chromebook group, maybe have students space out to work more independently on their games? But they can still ask their peers for help if needed
2. In the roll dice and color center...to save dry erase markers, could counters be used to cover what is rolled? Could different dice be used with higher numbers?
3. Could the students who were filling out the number grid have worked in collaboration with each other?
4. Timer with an alarm or sound, so students are aware when the time is up, or time to clean up, possible clean up slide in between for smooth transition
5. Pictures on rotation chart for struggling readers to create independent learners
6. One to two games in the math game center, seemed to be too many materials in one place

Classroom Visit Feedback

Teacher: Ms. McPhatter	Room: B-115	Date: 10/12/22

Glow/Noticing:

28. There were a few students who were excellent peer helpers
29. Materials were ready and available for student use
30. The teacher will be able to check student work later because the work was placed in the center of the tables
31. Students were engaged at each station.
32. Students kept each other on task and reminded classmates of what they were supposed to do.
33. Students were patiently working with students that were struggling
34. Simple materials were used
35. The same skill was being learned just in different ways

Grow/Wondering:

1. How will you use the data to grow the students/ create new groups?
2. How might formative assessment data be collected/recorded?
3. How would you go about challenging those students that were solving problems quickly and easily?

Tweeks:

7. Model for students how to use the square tiles (or other materials) to model.
8. Use dice with higher factors so that students can better apply the Distributive Property when they get to it.

Classroom Visit Feedback

Teacher: Ms. Harlee	Room:	Date: 10/12/22

Glow/Noticing:

36. Teacher said, "I need my groups." and the students knew where to go seamlessly.
37. Students worked in groups of 3 to 4 and knew what to do.
38. Students worked together.
39. Students playing game (Zoom) and talking out the problems.
40. Students practicing and correcting each other.
41. Seating was arranged

Grow/Wondering:

4. How could we encourage students to offer proof of their thinking or work as opposed to giving answers?
5. How can we encourage the checking of work? One student had 40x11 and the answer of 51.
6. I wonder if the Math Equation Cards could have been separated by operations (students discarded/skipped multiplication).
7. Where do the students place their completed work? Can this work be used to guide later instruction?
8. What other multiplication strategies are students being encouraged to use?

Tweeks:

9. Encourage students to use the properties of operations to add numbers. For example, they were adding 9+8 by counting and only adding by ones and tens.
10. Make erasers available.
11. Could all of the students at the Zoom station work out the problems to double check each other?
12. Remind students that they are not "adding a zero" when doing things like 30 x 20.

Ms. Trappier's Center Ideas:

- Zoom (addition and multiplication) 2 decks of cards, paper, reference chart/flash cards
- Comparing Multi-digit numbers (2 decks of cards)
- Crosshatch Method (color pencils, white paper
- Word Problems (Sage and Scribe) word problem K-5 Teaching Resources

Classroom Visit Feedback

Teacher: Mr. Jones	Room: c115	Date: 10/12/22

Glow/Noticing:

42. I like that students are able to use white boards to work through their independent work
43. Students working on problems together
44. Students are completing problems from multiple chapters (Spiral)
45. Students are correcting each other (being great helpers)
46. Students have their materials with them
47. There are some manipulatives out for students to utilize (place value sheets)
48. Students are able to quickly transition between stations
49. Students are working out problems and checking answers
50. I like the test prep station. It is helpful that students can see those problems exactly how they will be written on their SC Ready test.

Grow/Wondering:

9. Do students work out their problems and then collaborate about their answers or do they work on one problem together?
10. If a student (not in the focal group) is struggling while you are with your focal group, what is the process to deal with that?
11. How did you create original groups? What data was used?
12. How will you create new groups? What data will be used?
13. Do you use Big Ideas for whole class instruction before moving into groups?
14. Do students stay at their desk to complete the stations?
15. Do each group get a set of test prep questions or do they pass it around to the next group?

Tweeks:

13. Consider the location of where his small group is located because your voice carries
14. Establish what collaboration means for students. (voice level ranges for students collaborating)
15. Provide a timer on the board for them to know when it is time to switch

Ms. Hamilton's Centers

- Test Prep Station (NYS Grade 5 Released Items)
- Freckle
- Game - Multiplying Whole Numbers (base ten blocks, arrays)
- Flashcards Connections - Figuring out a missing factor