

CISD Implementation Guide for Instructional Space for Math Workshop Structure (Domains 2 and 3 of Danielson)

Component	Gold Standard	Acceptable Variation	Unacceptable Variation
<p>The Meeting Area: Space for Gathering</p> <p><i>Rational: By having students gathered in close proximity, teachers raise students engagement and non-verbally signal to the students that there is “something important” that I have to tell you. A gathering space allows for students to turn and talk to each other, and communicate freely without any barriers in between them. Having a specific space trains students that when they enter this space, they are going to receive and process information in anticipation for good work later. This space also allows students to get ready/ideas for work they will engage in. The space also is used to summarize the learning after students engage in intense</i></p>	<ul style="list-style-type: none"> ❑ Instructional space is a permanent lodging place with the purpose of engaging and learning about math <u>2e</u> ❑ Teaching equipment is nearby: easel with chart paper, markers, mathematical tools/settings, etc. <u>2e</u> ❑ Teaching points are added to anchor chart and other class charts are in close proximity to gathering space <u>2e</u> ❑ Examples of student work and teacher’s demonstration need to be displayed <u>2e</u> ❑ Teachers use a document camera, projector, etc to project enlarged work during instructional time <u>2e</u> 	<ul style="list-style-type: none"> ❑ Meeting space may also be framed on several sides with bookcases, creating a “instructional space” that doubles as a meeting space ❑ Student work may also be displayed on bulletin boards in addition to charts around the room ❑ Students can tape miniature charts in their notebook or onto their desks ❑ Teachers may choose to use a notebook or document camera instead of an easel, but need to make sure that modeled work is accessible to students ❑ Instead of using technology, teacher may choose to make copies of the work to provide to students ❑ If the lesson is a continuation of independent practice 	<p>Avoid having to move tables and chairs each time the projector needs to be used</p> <p>Avoid moving the gathering space to reduce transitions</p> <p>Not having a gathering space for students to convene for explicit instruction</p>

<i>mathematical work in their groups.</i>		from the day before, students may be at their seats	
Student Work Areas: A Space for Working and Conferencing	<ul style="list-style-type: none"> ❑ The rhythm of students is sometimes pulling close for explicit instruction, followed by them dispersing to their workplaces, with the teacher meeting with individuals and small groups <u>2c</u> ❑ While students are working independently, the teacher roves to individually confer or pulls small groups of students to a table. Confering takes place on a daily basis, but that doesn't necessarily mean that all students are met with daily <u>2c</u> ❑ Room arrangement supports students working for long stretches <u>2e</u> ❑ Routines in place for quick transitions (approx. 3 minutes) <u>2c</u> 	<ul style="list-style-type: none"> ❑ Students may be working independently with their math partner ❑ Teacher only confers with the students she pulls over in small groups (usually the same students each day) 	<p>Teacher sits at desk during independent math time</p> <p>Avoid lining desks with rows so that it is impossible to sit shoulder to shoulder with a student</p>
Teacher Work Space/Materials	<ul style="list-style-type: none"> ❑ When introducing new strategies or a new unit, anchor charts are made at least partially with students. Teachers add 	<ul style="list-style-type: none"> ❑ Anchor charts could be shrunk down and placed in student notebooks/pictures placed in Google classroom 	<p>No anchor charts are used</p> <p>Anchor charts are not referenced to students</p>

	<p>to anchor charts, as needed <u>3a, 3c</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Anchor charts should be current, visible, and accessible throughout the lessons that they apply to <u>3a, 3c</u> <input type="checkbox"/> Refer and direct students to anchor charts <u>3a, 3c</u> <input type="checkbox"/> Heading includes the big skill or goal <u>3a</u> <input type="checkbox"/> Anchor charts from previous units should be taken down unless the same strategies apply to the new unit <input type="checkbox"/> Teacher uses student work to serve as exemplars <u>2a, 2b</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> Some anchor charts are just one day charts and only need to be displayed for that time 	Anchor charts are not accessible to student.
Student Resource Center	<ul style="list-style-type: none"> <input type="checkbox"/> Students have math resources accessible to them (paper, pencils, math tools/settings, as needed for unit of study) <u>2c</u> <input type="checkbox"/> Students have easy access to classroom resources; this means they can get math tools/supplies as needed, without asking permission <u>2c</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> Materials may be centrally located at a materials center <input type="checkbox"/> Materials may be in different places but students know where to access them <input type="checkbox"/> Students may have personalized supply bags (math tool kits) 	<p>Teachers keep “math tools” in closets, and/or students have to ask to use something</p> <p>Students work at the materials center</p>
Student Record Keeping	<ul style="list-style-type: none"> <input type="checkbox"/> Each student has a math record keeping notebook/ Entries are dated <u>3c</u> <input type="checkbox"/> Student goals are evident; either teacher or 	<ul style="list-style-type: none"> <input type="checkbox"/> Math record keeping notebook may be electronic <input type="checkbox"/> Students records strategies used or new 	Students do not have Math record keeping notebooks of any kind

	<p>student generated, but nonetheless, the student is aware of his/her current goal <u>2b, 3a, 3d</u></p> <ul style="list-style-type: none"> ❑ Math record keeping notebook is located either in paper folders or electronic folders <u>2c</u> ❑ Math record keeping notebooks are stored in a manner that allows for easy, quick, and efficient access <u>2c</u> 	<p>strategies he/she is learning in their notebooks</p> <ul style="list-style-type: none"> ❑ Other resources can be glued/taped in here to act as a reference to the student 	<p>Students bring whatever notebook they choose, no uniformity</p> <p>No system is used for work-in-progress</p>
--	---	---	--