

**██████████ - 5th Grade Math and Science**  
**September 30, 2019**

**Wins:**

- 100% of students were on task and completing their guided notes.
- Tyleek used “unknown” describing a variable!
- I liked the use of “what’s the product of 8 and 5” and “what’s the quotient of 40 and 8.”
- Excellent wait time! You waited until at least 5 students had their hands up. Ms. Nabors uses a hands strategy you can ask her about. Our class goal is that 80% of our class passes the EOG. As a result, we need at least 15 hands before we answer. Or, you can use a different %. Just a thought. Continued...I liked “I need 4 more hands.”
- Great hook midway through the lesson when energy was low – “I have a mission.” Love the introduction of the slips – secret spy teams.

**Wonders:**

- I wonder if the 10-minute vocabulary portion was beneficial. It may have been beneficial to include all but one word on their guided notes (for example: \_\_\_\_: the answer to an \_\_\_\_\_ problem (\_\_\_)). It may have been a good time to put three, quick fluency questions under each so they could work on examples to reinforce new definitions.
- For GEMDAS, it may have been more efficient to put all of the letters – minus the G (in case you use the P).
- It may be helpful to add a little more space between each seating pod – that would allow you to circulate to the back and around the room quicker. You did a great job of moving to both sides of the room, but you spent nearly 100% across the front board.
- I’m curious to see how the students transition to OoO problems. The class problem was fairly difficult with four calculations. I may scaffold up to the four. Do a few with two possible first steps. Then, three. And so on.

**[REDACTED] - 5th Grade Math and Science**  
**October 16, 2019**

**Wins:**

- Excellent wait time – and didn't call on anyone – because only four students had hands up. Introduced GEMDAS and that sparked more hands.
- Very efficient language when correcting off task behavior.
- Connected Lee's response to Anthony's response – valuing the previous contributions from students.
- You spread the participation around the classroom when there was opportunity.
- I liked how you welcomed KR (student from another classroom) into the classroom.

**Wonders:**

- What was the expectation for students as you wrote on the board? Should they copy what you write?
- Between 8:30 and 8:40, you spent all of your time at the board. There may be times to circulate around the room to get into your students' space.
- There seemed to be some confusion after directions. I would recommend completing a prism example with them with a document camera. Also, a time limit (30 seconds) to get with partners could have been beneficial. Or, assigned partners on a rotating basis could work.
- A possible next step to enhance collaboration. Ask student A to create a figure in 30 seconds – pass it to B. B must calculate A's figure volume. And so on.

**ALL 3rd-5th Grade Classrooms (did this with principal)**  
**October 10, 2019**

**Wins:**

- Clear evidence of collaboration in most grade levels. As we walked hallways, classrooms were minutes apart from their colleagues. Grade level planning was evident everywhere.
- The majority of students knew where to locate the learning targets. More important – students knew the importance of the learning targets.
- Posted exit tickets were aligned with learning targets. Teacher feedback was meaningful and specific.
- Intentional implementation of Phases during the literacy block.
- Introduction of EOG practice problems of the day.
- Many excellent classroom management and instructional (TLaC) strategies (e.g. track the speaker, no opt out, 4Ms, exit tickets, every minute matters in the hallway, etc.)
- Efficient transitions from one activity to the next – very little lost instructional time.
- Clarifying misconceptions before they take place.

**Wonders/Opportunities:**

- Need for more print-rich walls in the classroom.
- Word walls must be more interactive. Few students used resources or anchor charts that were posted in the back of rooms.
- Some rooms were too dark. Consider opening the blinds or using more lighting.
- Consider best practices for EL students. (We need to provide PD and better implementation in all classrooms)

**[REDACTED] - 4th Grade**  
**August 27, 2019**

**Wins:**

- You all were going over vocabulary words using a graphic organizer.
- You gave students the opportunity to activate their prior knowledge of some of these words and to provide possible sentences.
- You also gave some student choice – love that they did not have to copy, but they would be able to come up with some of their own sentences/reminding words.
- You did an incredible job at including Daniel in the discussion, even though he spoke very little English. Also, so good that you included the Spanish translation for a reminder word.

**Wonders:**

- How will the girl who was at the Peace Center (time-out space) make-up the work she missed?

**[REDACTED] - 3rd-5th AIG**

**October 20, 2019**

**Wins:**

- Working with a group of seven 4th grade students on collecting data and creating line plots (MD.4).
- Students were mostly engaged
- Seemed to easily grasp the concept.

**Wonders:**

- How can we push these students in the advanced academics classroom while still ensuring that the 4th grade math standards are covered?
- This lesson was one that could easily be taught as a whole group lesson in the regular classroom.
- How can we elevate the lesson and challenge students who are able to easily understand the concept?
- Could we work on a project in small groups that would last multiple AIG sessions? How about an activity that would use our new outdoor learning spaces?