

ECC Instructional Rounds: September 2015

Small Group Processing

Classroom Structures

- Diagram of two classroom structures bbbbbTbgggg bbbggTgggg
- 8 boys in pre-K as part of read aloud. No girls. (girls just on restroom break)
- Intervention groups: 2 girls, 4girls/1 boy, 3 boys

Student Action

- Students would turn and look at each other
- 2 students asked to clean up the skate boards
- students respectfully listening
- 2 boys on carpet discussing math manipulate problem
- One boy on carpet redirected by another boy to read silently when he was off task
- Students used geometrical shapes to fill spaces
- Male student standing and reading his stories to the class seemed comfortable.
- Class is attentive.
- Boys hand up for 7 minutes without acknowledgement but didn't leave his seat (1st grade)
- Boys who got up and approached teacher got question answered before those with hands up.
- Children working in differentiated groups and guided to ask questions about their individual tasks
- Boy offers his toy to friend as boy moves to work with adult.
- Boys holding hands walking down hall.
- Students make eye contact in three minutes.
- Boys respond to open ended questions.

Teacher Action

- Asked open ended "who knows why?"
- 90% of questions open ended
- teacher at level with students and smiling during wait time for students
- teacher position self at the same level of the students
- children reminded to speak directly to each other "Now you can tell your group that"
- Students reminded multiple times to make eye contact with the speaker
- Ample wait time, esp. for boys
- "When you are ready, we are excited to hear your news"
- Boys attempting to communicate with hand gestures were encouraged to "Use your voice"
- Teacher kneels when speaking with students.
- "That table of girls did a great job of writing today"

- Teacher asks group open ended question.
- Teachers used strategy of large group questioning and direction given to look directly at students who were talking.
- Teachers break groups into direct instruction groups for specific work on topics and questions that correlate
- Transactional dialogue

Gender opportunity balance

- “Call on a friend Next” girl to girl opportunities Pre-k
- Teacher calls on 3 boys during discussion, 0 girls
- Teacher encourages appropriate behavior as boys demonstrate the ability to lead discussions.
- “I’d like to hear his words please” teacher in pre-k asking friends to share thinking
- Teacher intentional in seeking input from boys, girls are dominant but teacher is intentional.
- Pre-K more intergender interaction.
- Female questions were open ended and led conversations.
- 1st grade large percentage of same gender groupings, but open ended questions.
- “turn and congratulate the boys and tell them what a great job they did”
- Boys were called on less often despite, willingness to respond.

Communication

- Show and tell, teacher encourages students to ask questions
- While one student was sharing with the class, another student announced “I’m going into my shell”
- Boys are communicating in a respectful manner to one another.
- 6/9 boys are looking at the speaker
- when on student shares 6 students are looking at the speaker. 9 students are looking at the teacher or have head down

Wait time

- “I’m going to wait just a little while for everyone”
- “If you need help, ask a friend”

Teacher Proximity

- Teach on the floor with students
- Teacher bends to eye level to speak to student
- In 3 different settings, teachers sitting in small chairs that are near eye level to students
- Teacher kneeling when giving table directions
- Teacher sits in the group and models appropriate behavior. Students trying to be like teacher.

- All teachers positioned at the level of their students.
- Teachers put themselves in workspace of students.

Questioning

- Two students having conversation: “Why is this stuck?” “Let’s get some more soap”, “Yeah, more soap”, “ where’s the soap?”
- “What does that mean?” Teacher response to student answer
- “why do you think throwing trash on the ground is against the law?”
- “tell me about a ?”
- “What two questions might we ask?”
- “How do we know?”
- “What else do we need now?”
- “Why would that be a good thing?”
- “What’s another solution?”