

Learning Mathematics Together Project C

Group: _____

Location: _____

Date: _____

Classroom Dynamics/Management	Notes
<p><i>Communication:</i></p> <p>How are the learning goals communicated?</p> <p>How do individual students/teachers know the expectations of their role/task/responsibilities?</p> <p>What modes are used to communicate the instructions for the learning activity?</p> <p>Does the video link increase or decrease the opportunity for individual students to have questions addressed quickly and appropriately?</p> <p>How are the instructions assessed throughout an activity?</p> <p>How are the skills of the effective group work introduced and built upon?</p>	
<p><i>Established Routines</i></p> <p>Was it necessary/desirable for the established routines at both sites to be identical?</p> <p>How are the materials/resources available and easily accessible for teachers and students to use?</p> <p>How are students immediately engaged?</p>	

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<p><i>Engaged Learners</i></p> <p>How are all the students engaged in each portion of a lesson?</p> <p>Which situations were students not engaged and the reason(s) why?</p> <p>Did the video link increase/decrease engagement? Do you think this effect will be sustained?</p> <p>What opportunities were provided for a variety of levels of thinking?</p> <p>What parts of the experience was relevant and of interest to the learners?</p>	
<p><i>Responses to Behaviour</i></p> <p>What techniques are used to manage student behaviour, discipline, late arrivals, etc in a way that minimizes disruption of instructional time for others?</p> <p>How was an instructor able to identify and respond to student ideas in the other class?</p>	
<p><i>Alignment of Practices</i></p> <p>What procedures and practices are consistent between the connecting classrooms?</p>	

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Classroom Dynamics/Classroom Set Up	Notes
<p><i>Lesson Content/Goals</i></p> <p>What is the physical set-up of the classroom to optimize effectiveness of video conferencing?</p> <p>How are groups established?</p> <p>How do instructors switch from one class to the other?</p> <p>How does the set up support Differentiated Instruction?</p>	
<p><i>Classroom Movement</i></p> <p>How does the arrangement of the classroom allow for quick student/teacher and student/student interactions?</p> <p>How are quick transitions executed amongst the connected classrooms?</p> <p>How are the materials/technology distributed and collected quickly?</p>	
<p><i>Accommodation of Special Needs</i></p> <p>How are students with physical needs accommodated?</p> <p>How are learning preferences of students incorporated, where possible?</p>	

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Classroom Dynamics/Relationships	Notes
<p><i>Know Students</i></p> <p>How do the students from the connecting classrooms get to know each other?</p> <p>How do the teachers from the connecting classrooms get to know each other?</p> <p>How do the students benefit from the interaction with both instructors?</p>	
<p><i>Culture of Respect</i></p> <p>How are the classroom norms developed collaboratively with the students?</p> <p>How do the instructors share the tasks? Switch roles?</p> <p>How are the students asked for input/feedback?</p>	