VIDEO NOTES: *5th Grade ELA Students Work Independently in Stations*

Video Links: [5th Grade ELA Students Work Independently in Stations]
Common Core State Standard: insufficient evidence
Compass Components and Ratings: Managing Classroom Procedures (2c), *Effective Proficient*
Lesson Objective: Learn how to teach students to work independently in stations.

Compass Component 2c: Managing Classroom Procedures (Rating: *Effective Proficient*)	
Indicators	**Evidence**
The students are productively engaged during small group work.	• Throughout the video we see students reading and writing independently and in small groups and actively following along with the teacher's read aloud in the guided reading group.
Transitions between large and small group activities are smooth.	• Teacher has an established attention signal when she rings the bell to bring students back together. Most students place their hands on their heads after the bell rings, indicating this is an established procedure. (1:38) • When the teacher calls the small guided reading group to her table, students quietly and smoothly execute this transition. Teacher asks, *"Can I have my first Guided Reading group, Redwood, please come to my table with all of their Guided Reading materials?"* (4:44)
Routines for distribution and collection of materials and supplies work efficiently.	• We see students accessing their materials independently, putting materials back into bins on the bookcase. This indicates that they have previously practiced these routines and do not need reminders from the teacher to complete them, which helps to create an efficient classroom with minimal or no loss of instructional time.
Classroom routines function smoothly.	• As students enter the room, they proceed quietly to their desks and some raise their fingers, indicating this is an established classroom procedure. • The teacher models a new work station to help students understand the expectations for the routine. She then gives clear instructions before allowing the students to practice the work station. • The teacher directs students to take out their classwork folders, indicating that all students have a classwork folder as readily available material. During the independent work time, students raise their hands and wait for the teacher, indicating that they have previously practiced this procedure.

WHAT COULD THIS TEACHER DO TO IMPROVE?

What did the teacher do in this lesson?	*Highly Effective* Indicators	What could the teacher do to move to *Highly Effective*? (example actions)
The teacher determines when and how classroom transitions and routines should happen.	Students themselves ensure that transitions and other routines are accomplished smoothly.	Allow students to hold each other accountable for transitions and routines by assigning specific roles/jobs for each procedure. Collaborate with the students to determine cues that they can watch for to initiate a procedure. This will shift the responsibility of maintaining classroom routines and transitions from the teacher to the student.