

Lesson Decision Making Continuum

- **Re-teach to whole group in a different way**; students who previously got it will deepen their understanding as different models/representations are used
- **Involve students who got it in a leadership way e.g.**, modeling a strategy, leading small group discussions, peer coaching
- **Use flexible or mixed groups**; rich conversations -happen as they work together in mixed groups
- **Students communicate** where they start to not understand
- **Invite another teacher** to present the concept (EST-N, EST-R, or other math teacher); a different teaching style can make a difference

- **Move to the next learning objective**
- **Plan for few students still struggling**; consult other expertise (grade/subject PLC or ESTs)
- **Use school tutoring program**, student peer coaching, extra time (with volunteer, school staff person, ESTs)
- **Look at pre-requisite skills** for possible learning gap
- **Use flexible grouping** within the grade level (students coming from various classes)

Percentage of students understanding lesson objective

0%

25%

50%

75%

100%

- **Use flexible grouping**
 - **Group who got it**: extend learning
 - **Group approaching**: more practice, other representations and approaches, different stations targeting different learning preferences
 - **Group working below**: identify possible learning gap. Consult other expertise (grade/subject PLC or ESTs). Use another strategy to address learning gap. Use a different context for skill/concept (authentic for students)
- **Have mixed groups of students rotate** through leveled stations; may have different levels of task or number cards at stations
- **Have groups within groups** by having different levels of task or number cards