

What the teachers said the instructional partners needed to know/do to be effective during work time in Building Blocks

- ❖ **Conversations about math**
 - Language (talk)
 - Vocabulary
 - Talking about processes
 - Talk about accomplishments; be descriptive; positive feedback

- ❖ **Process= (Big Idea)**
 - **Reinforce IPs important role in learning**
 - Goals and objective of activities
 - How and Why
 - Break down instruction
 - **Strategies for implementing.....**
 - Multi ways of learning
 - Use prediction
 - Collaborative Learning
 - More than answer (knowledge) to describe why?
 - Graphic representations

- ❖ Provide resources for IP's on curriculum
 - Resources
 - Visual resources for IP's
 - BB Manual

- ❖ Observe and document
 - Observe teacher/child interactions
 - Anticipate level of difficulty (model)
 - Where the children are developmental

- ❖ **Math happens throughout the day (regular daily events)**
 - Identify opportunities for math throughout the day
 - Be aware of math thinking and learning throughout the day (transitions, Lunch, ect.)

- ❖ Remind IPs to use binders to store PD materials
- ❖ Teachers can model what to do throughout the day
- ❖ Teachers help IP's by scaffolding what they already know/do
- ❖ K-1 instructional patterns need to be viewed differentially by district. (policy)