Title	Module 2 - Expectations for Small Groups at your school
Description	In the first part of this module (Module learning objectives 1, 2, 3 and 4), the learner will learn how to start designing the small group instruction in her own classroom. The learner will be provided with specific examples and steps to prepare the small group instruction. The second part of this module will be completed after (Module Learning Objectives 5 and 6).
Duration	30 minutes for the whole presentation and 2 hours with the assignments. The estimated completion time will be 3 hours.
Additional Materials	A Note Catcher will be provided with the same information of the slides, adding blank space for the learner to add information related to her classroom. At the end of the module, the learner will share this Note Catcher completed to her Instructional Coach.
Learning Objectives	1. Identify when the small group instruction is in their schedule. 2. Use the baseline assessments data to create 4-5 groups of students in your classroom. 3. Schedule biweekly meetings to collaborate with Paraprofessional and Interventionist. 4. Design a system to collect data and track progress and share it to peer-review online.

Small Group Instruction in Elementary: Module 2 - Expectations for small groups at your school

Visual description, image, or sketch:

Welcome to Module 2 (Part 1): Expectations for small groups at your school

4. Design a system to collect data and track progress and share it to peer-review online.

NEXT

Voiceover and/or other audio:

Welcome to the first part of Module 2: Expectations for small groups at your school.

In this module you will be able to:
1. Identify when the small group instruction is in your schedule.
2. Use the baseline assessments data to create 4-5 groups of students in your classroom.
3. Schedule biweekly meetings to collaborate with Paraprofessional and Interventionist.
4. Design a system to collect data and track progress and share it to peer-review online.

Click in the document and pencil button to download a the Note Catcher document where you will have all the information and you will need to complete information related to your own classroom. At the end of the module, do not forget to share this document with your Instructional Coach as a mandatory exit ticket.

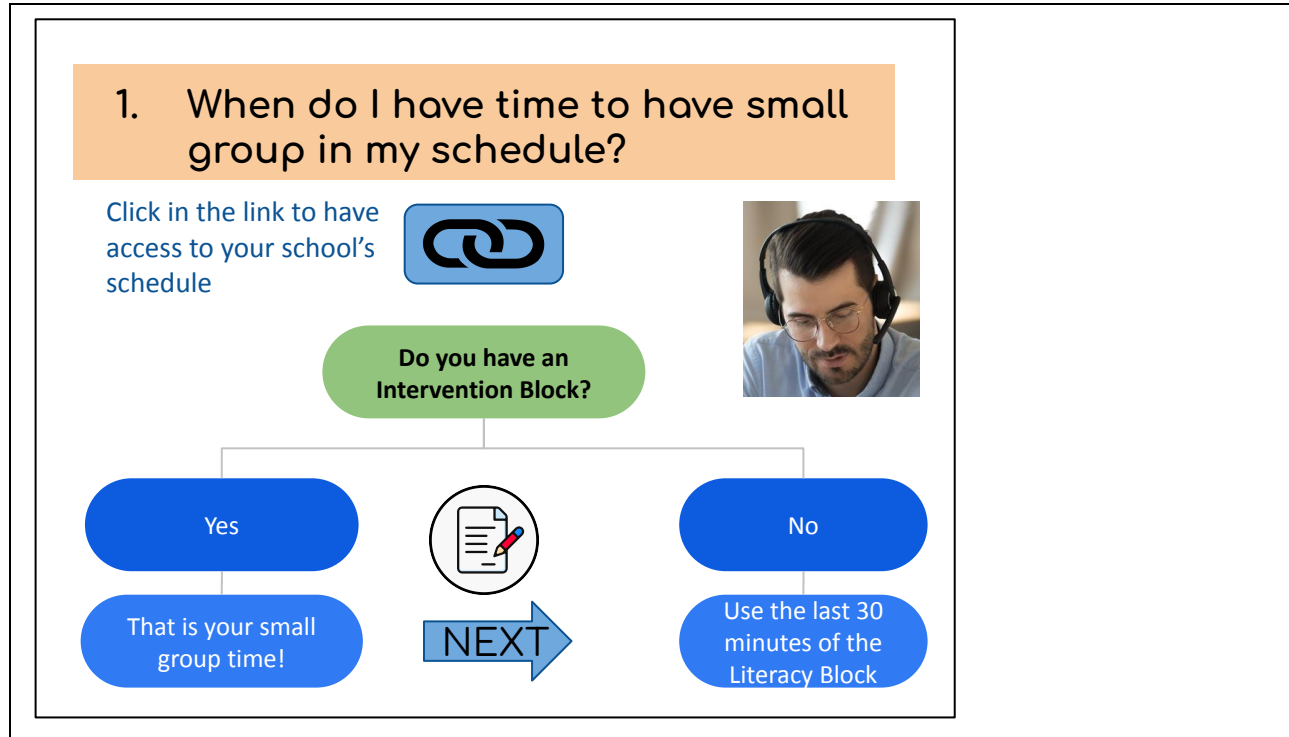Click on the Next blue arrow to continue.

Interaction, branching, etc:

- Introduction slide to present the learning objectives of the Module 2.
- A facilitator will be presenting the content and the learner will see his/her face at the right bottom of the screen.
- Each text box is interactive and appears on the screen when the facilitator mentions it.
- **The final design is open to adjustments,** but only three colors will be used: blue, orange and green and its different variations to offer consistency and alignment.
  - Orange: Title
  - Green: Content
  - Blue: Interaction and Call to Action activities.
- Next interactive button to continue to the next slide.

Notes:

Duration: 3 minutes.

Visual description, image, or sketch:

Voiceover and/or other audio:

Now we are going to find out when are you supposed to work in small groups in your schedule.

Click in the link to go to your school's schedule and see if there is an Intervention block built in your day.

If there is, that is the time for your small group instruction.

If there is no Intervention block, then you can use the last 30 minutes of your Literacy lesson to work in small groups.

Now, click in the two options to review when are you supposed to have your small group instruction.

Before click on next, add your answer to the note catcher so you can remember this information later.

Interaction, branching, etc:

- Link to the School Master Schedule.
- The user will click in the Yes/No option and different answers will appear.
- Click in the Next blue arrow to continue to the next slide.
- Link, diagram, note catcher icon and arrow, will only appear when the facilitator presents them.

Notes:

Duration: 5 minutes.
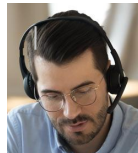Estimated time to complete the task in the note catcher: 5 minutes.

Small Group Instruction in Elementary: Module 2 - Expectations for small groups at your school

Visual description, image, or sketch:

2. How could I divide my students in small groups?

Click in the link to have access to the Literacy tracker

Not Meeting	Approaching	Meeting	Exceeding
Name			

NEXT

Voiceover and/or other audio:

Great job! Now, I will help you to divide your students in small groups based on their performance.

Click in the link to go to the Literacy tracker to review the data for the baseline assessments that you did on August.

Take about 10 minutes to review the data and start thinking in the different levels of performance.

Use the following chart to guide your grouping. Use a similar chart in your Note catcher to group the students in at least 4 different groups. Write their names and create 4-5 groups.

Do not put more than 6 students in each group.

Before click on next, add your answer to the note catcher so you can remember this information later.
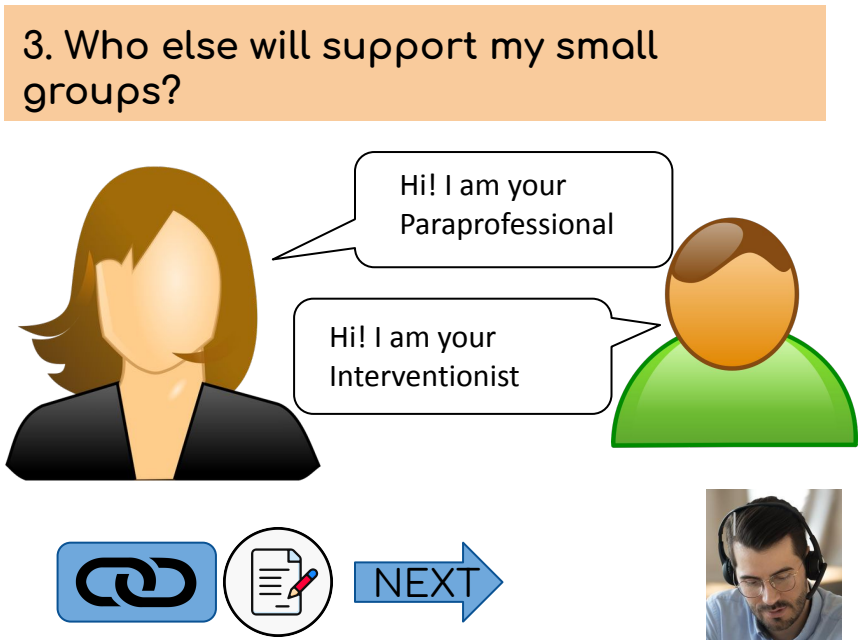
Interaction, branching, etc:

- Link to the Literacy tracker with the Baseline assessments completed by the educators at the beginning of the school year.
- Click in the Next blue arrow to continue to the next slide.
- Link, chart, note catcher icon and arrow, will only appear when the facilitator presents them.

Notes:

Duration: 2 minutes.
Estimated time to complete the task in the note catcher: 20 minutes.

Small Group Instruction in Elementary: Module 2 - Expectations for small groups at your school

Visual description, image, or sketch:

Voiceover and/or other audio:

Awesome! You have done a lot so far, however you are not alone! Now it is time to see the different people that will work with your students in your small groups.

(Different voice) Hi! I am your Paraprofessional.

(Different voice) Hi! I am your Interventionist

Click in the link to have access to a list with the names of the staff and roles at your school.

Use the note catcher to write down the name and email of your Paraprofessional and Interventionist.

Click in the next arrow to continue to the next slide.

Interaction, branching, etc:

- Link to the staff list with names and emails.
- Click in the Next blue arrow to continue to the next slide.
- Link, note catcher icon and arrow, will only appear when the facilitator presents them. They will disappear when they are not needed.

Notes:

Duration: 2 minutes.
Estimated time to complete the task in the note catcher: 5 minutes.

Visual description, image, or sketch:

Voiceover and/or other audio:

However, the Interventionist and Paraprofessional are not the only specialists that will support your students in small groups.

Click in the video to watch an scenario with different roles that you will need to collaborate with.

(Once the video is clicked)

Click in the link to have access to the staff list again. Use the note catcher to write down the name and email of any other relevant specialists that you will need to collaborate with.

Click in the next arrow to continue to the next slide.

Interaction, branching, etc:

- Link to the staff list with names and emails.
- Link to the video embedded with a real scenario: https://youtu.be/mpiUvG1pt2o
- Click in the Next blue arrow to continue to the next slide.
- Note catcher icon and arrow, will only appear when the facilitator presents them. They will disappear when they are not needed.
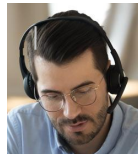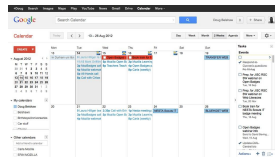
Notes:

Duration: 8 minutes.
Estimated time to complete the task in the note catcher: 5 minutes.

Visual description, image, or sketch:

3. Who else will support my small groups?

Track progress of the students

NEXT

Voiceover and/or other audio:

Good job! Now that you know who will be in your team for small group instruction, let's schedule regular meetings to keep the track of the students and share information.

Click in the link to have access to your Google Calendar and schedule biweekly meetings with your paraprofessional and Interventionist. Send them Calendar Invites so they can confirm their availability.

Use the note catcher to write down the suggested times for those meetings. Be flexible and open to modifications of the first suggested schedule.

Click in the next arrow to continue to the next slide.

Interaction, branching, etc:

- Link to the Google Calendar.

- Click in the Next blue arrow to continue to the next slide.
- Note catcher icon and arrow, will only appear when the facilitator presents them. They will disappear when they are not needed.

Notes:

Duration: 5 minutes.
Estimated time to complete the task in the note catcher: 10 minutes.

Visual description, image, or sketch:

Voiceover and/or other audio:

Let's keep going! You have your groups of students and you have your meetings scheduled. Now, we can talk about the best way to track progress of your students.

First, we are going to discuss why is this step so important.

Click in the character with the idea to read the three main reasons to track the progress of the academic results in small groups.

Use the note catcher to write down the reasons and add your own reasons to justify the tracking progress.

Click in the next arrow to continue to the next slide.
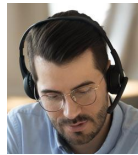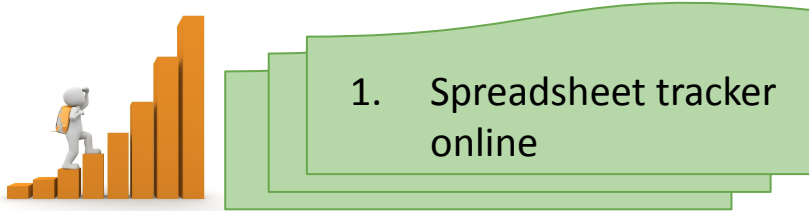
Interaction, branching, etc:

- Character animations and bubble talk appear with voice of the facilitator.
- The three bullet points appear each time the learner click on the character with the bulb idea.

- Click in the Next blue arrow to continue to the next slide.
- Note catcher icon and arrow, will only appear when the facilitator presents them. They will disappear when they are not needed.

Notes:

Duration: 5 minutes.
Estimated time to complete the task in the note catcher: 10 minutes.

Visual description, image, or sketch:

Voiceover and/or other audio:

Good job! Now you know why we need to track the progress of the students. Let's find out how to do it!

You have different options, let's discuss each of them:

First, we are going to discuss why is this step so important.

1. Spreadsheet tracker online: you can share the results and create your own.
2. Paper and pencil weekly tracker: you can take note in the moment and review them weekly.
3. Monthly assessment in the online websites: Istation and Star.

Use the note catcher to write down the 3 different options and decide which one is going to be your main source to track progress and justify your decision.

Click in the next arrow to continue to the next slide.

Interaction, branching, etc:

- Each green box appears when the facilitator mentions it.

- Click in the Next blue arrow to continue to the next slide.
- Note catcher icon and arrow, will only appear when the facilitator presents them. They will disappear when they are not needed.
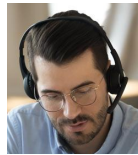
Notes:

Duration: 5 minutes.
Estimated time to complete the task in the note catcher: 10 minutes.

Visual description, image, or sketch:

Voiceover and/or other audio:

Now you will participate in a peer-sharing activity.

This is a great opportunity to read about your coworkers' opinions and share your own.

Click in the blue icon at the bottom to open the forum discussion where you can share your prefer method to track the progress of your students. You can copy and paste your response of the note catcher.

Do not forget to answer at least two comments of your coworkers and give them your feedback.

Click in the next arrow to continue to the next slide.

Interaction, branching, etc:

- The green bubble talk box appears when the facilitator mentions it.
- Dialogue icon link to go to the discussion forum to complete the activity.
- Click in the Next blue arrow to continue to the next slide.

Notes:

Duration: 3 minutes.
Estimated time to complete the task in the note catcher: 15 minutes.