

<p>Scenario 1: Antonio is a fifth grade student who struggles in math. He gets back a quiz on solving fraction addition and subtraction problems. The answers are marked with an “X” if they are incorrect and left blank if they are correct. Out of the 10 questions, Antonio got 3 correct. His teacher asks Antonio to correct his mistakes for homework.</p>	<p>Scenario 4: Students are given a problem to solve. The teacher first asks the students to read and think about the problem. Then the students are asked to write down their potential strategies for solving the problem on a dry erase board. The teacher asks students to share their strategies with their partners. Students then solve the problem with their partners.</p>
<p>Scenario 2: Students are each asked to become an expert on a particular type of graph (bar, circle, line, histogram, etc.) and share their knowledge with the class. They are given a variety of choices in how to accomplish this. Students create their own questions and collect their own data. Students work both individually and in groups.</p>	<p>Scenario 5: The teacher provides a task for students to review. The teacher provides examples of good solutions and not-so-good solutions to the task. Students are then asked to determine criteria to judge the solutions to the task. The teacher then provides the students with a similar task and assesses the task using the student determined criteria.</p>
<p>Scenario 3: The teacher gives back a graded assessment and assigns students to groups based on their grades. The teacher gives students who made an “A” or “B” an enrichment assignment, students who made a “C” an assignment that reiterates the material on the assessment, and personally goes over the graded assessment with students who made a “D” or “F”.</p>	<p>Scenario 6: A teacher has just finished a math lesson and the students are working in either pairs or alone, their choice. The teacher notices that Maria is working alone, again. She works for a moment, and then daydreams out the window. Maria’s face often looks emotionless or blank. The teacher has seen her cry during tests and also at times during individual or partner class work. The teacher continues to let Maria work alone, after all this is her choice.</p>

<p>Scenario 7: Jon turns in an assignment where most of the answers and explanations are incorrect. Because it seems he has misunderstood the concepts, the teacher turns it back to him with “Please See Me” on it so the teacher can discuss it with him. Two weeks later he still hasn't come to see the teacher and has now turned in another assignment with the same mistakes. The teacher again writes “Please See Me” on the assignment but has no further contact with Jon.</p>	<p>Scenario 10: Denise receives an assessment back with a grade “C”. She looks over the assessment and sees that the teacher has provided very specific feedback. For example, on question #3, the teacher wrote, “Check your multiplication” and on question #7, the teacher wrote, “Substitute your answer back in to the original problem”. The teacher has asked Denise to correct her mistakes for homework; Denise feels confident that she can fix her mistakes.</p>
<p>Scenario 8: It’s the beginning of a new unit; the teacher provides a list of “I Can” statements to students outlining the objectives that will be taught in the next unit. Students are asked periodically throughout the unit to reflect on the “I Can” statements.</p>	<p>Scenario 12: The teacher gives back a graded assessment. The teacher asks all students who earned an “A” to stand up. The teacher gives each student who earned an “A” a sticker to place on a chart posted on the class bulletin board.</p>
<p>Scenario 9: In trying to get students to think about how and what they are learning, the teacher models her thought processes while teaching a particular concept. The teacher verbalizes what she is thinking as she proceeds through each step of solving the problem. Students are then given a similar problem and are asked to verbalize their problem solving strategies and thought processes to a partner.</p>	<p>Scenario 13: Students took a 10 question assessment on Monday. The teacher provided specific feedback to students and then returned the assessment on Tuesday. The students did not receive a grade; instead students were asked to rework the assessment using the feedback provided by the teacher. Students were given additional time in class to redo the assessment.</p>
<p>Scenario 11: Students are asked to get out their homework. The teacher reads the correct answers, then asks students to put their homework in the bin and proceeds on to the next lesson. The homework assignment is not returned to students.</p>	