

Tom/Lyle

Everybody has demonstrated a level of knowledge (over a few days rather than one-day-at-a-time)

How?..... Often times 1:1 / looking at individual work

Depends on how big the idea is... wouldn't want people going home with a misunderstanding

Circumstances ... needing to get to a point at a particular time... try to make sure they're ready when they leave the room.

Deadlines

Critical standards (state) ... also standardized on definitions, rules but methods/procedures can vary since there's many paths to the understanding

Weaker students need it before they leave the room as there won't be any reinforcement if they don't work outside of class

Lyle did echoing of student ideas when he felt it was important and then follow with a guiding question to the next step... I listen for those key ideas and have the student repeat and then expand on it.

Student perception of homogeneity ... all on the same field

Move more towards Lyle when there are differences on students, when there are misconceptions... have students discuss ideas and come towards a conclusion. May differ from class to class/year to year.