

Scenario #1

In the mini-observation you conducted earlier in the day, you noticed a second-grade teacher using popsicle sticks to call on students randomly rather than calling just the student who volunteered. This was a strategy you demonstrated at a recent faculty meeting. The teacher had obviously embraced the strategy. She added to it in her own way, asking the student who answered the previous question to come up to the front of the room to pull a popsicle stick which would indicate which student would answer the next question. This took time and allowed for some second-grade silliness to occur along the way.

How would you begin your follow-up conversation with this teacher?

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Scenario #2

In the mini-observation you conducted earlier in the day, you noticed a seventh-grade social studies teacher conducting a review session for tomorrow's unit test. You could tell that the students had been given a parallel version of the test at the beginning of the unit and you could see that the test was a combination of multiple-choice items and a DBQ (which was a good example of the nonfiction writing from texts you urged him to employ in an earlier conversation). When you visited, they were playing a jeopardy-like review game. Students were very excited and engaged in the game but the questions used in the game were all at the recall level.

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Scenario #3

In the mini-observation you conducted earlier in the day, you noticed an eleventh-grade English teacher conducting a mini-lesson about the use of concessions in the topic sentence of a paragraph of a persuasive essay. She had examples of paragraphs which she displayed to the class on the SmartBoard which began with phrases like: *Despite the fact that...* *Although common opinion suggests...* and several others. Students manipulated the SmartBoard in a way that indicates they frequently use the technology themselves. The teacher did not, however, use the write-aloud strategy that you know the department has been working on.

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