

SELF-ASSESSMENT



Directions: When relatively minor but challenging situations occur, our instinct is to tell students what they need to do and how they need to do it. We may feel better, but the student may not learn much from the experience. Or we ignore the situation and hope it gets better. Again, the student misses the opportunity to learn but, in this case, the teacher remains frustrated. For this self-assessment, consider how you might change a situation from telling the student what to do to asking them questions that allow them to develop their own solutions. This allows students to be actively involved and learn from the experience. Feel free to add your own at the end of our list and talk with others about how to accomplish this.

TELLING	ASKING
Don't bang your pencil on the table. It's distracting, and I asked you twice to stop.	
Your vocabulary choices are not appropriate for this environment. You need to stop using foul language.	
Stop talking with your classmates while I am talking. If it happens again, you'll be asked to leave.	
You are not paying attention. You need to put that down and focus.	
You left your trash on the table. You need to pick up after yourself.	
I saw you pull on her hair. Go apologize.	