

23. What do I typically do to provide resources and guidance?

The teacher acts as resource provider and guide as students engage in cognitively complex tasks.

Teacher Evidence

- Teacher asks students to provide support for their claims.
- Teacher asks students to examine their claims for errors in reasoning or statistical limitations.
- Teacher makes himself or herself available to students who need guidance or resources by doing the following:
 - Circulating around the room
 - Providing easy access to himself or herself
- Teacher interacts with students during the class to determine their needs for hypothesis generating and testing tasks.
- Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students.

Student Evidence

- Students provide grounds, backing, and qualifiers to support their claims.
- Students find and correct errors or limitations in their claims.
- Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks.
- When asked, students can explain how the teacher provides assistance and guidance for hypothesis generation and testing tasks.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Providing resources and guidance	I adapt and create new strategies for unique student needs and situations.	I act as a guide and resource provider as students engage in cognitively complex tasks, and I monitor the extent to which students request and use guidance and resources.	I act as a guide and resource provider as students engage in cognitively complex tasks, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.