

41. What do I typically do to probe incorrect answers with low-expectancy students?

The teacher probes incorrect answers of low-expectancy students in the same manner as he or she does with high-expectancy students.

Teacher Evidence

- Teacher asks low-expectancy students to further explain their answers when they are incorrect.
- Teacher rephrases questions for low-expectancy students when they provide an incorrect answer.
- Teacher breaks a question into smaller and simpler parts when a low-expectancy student answers a question incorrectly.
- When low-expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time.

Student Evidence

- When asked, students say that the teacher won't "let you off the hook."
- When asked, students say that the teacher "won't give up on you."
- When asked, students say the teacher helps them answer questions successfully.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Probing incorrect answers with low-expectancy students	I adapt and create new strategies for unique student needs and situations.	I probe incorrect answers of low-expectancy students in the same manner as with high-expectancy students, and I monitor the level and quality of responses of low-expectancy students.	I probe incorrect answers of low-expectancy students in the same manner as with high-expectancy students, 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.