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| **Short Cycle** | | |
| Teacher poses questions in class to determine whether to spend more time on the material or to move to the next topic. | | |
|  | **Basic** | **Better** |
| *Scenario* | Teacher asks: "Does everyone understand what we just covered?" Two students raise their hands, teacher selects one student and asks, " Josh, can you summarize what we just covered?" After hearing Josh's response, teacher moves to the next topic. | Teacher asks two pre-planned questions, embedded in the lesson plan and aligned well to the lesson being taught. Teacher divides class into groups (e.g., "Numbered Heads Together"), asks one question, then selects at random one student from each group to answer. The entire classroom discusses all selected students' answers. This process is repeated for the second pre-planned question. After both questions have been discussed, teacher asks the class whether they are ready to move on, and only moves on when the majority of students answer "yes" and the teacher concurs. |
| *Cycle of Inquiry* | | |
| **Plan** | Spur of the moment | Questions planned ahead of time with the lesson |
| **Implement** | Teacher asks one question | Teacher asks each question separately |
| **Assess** | Student responds to the question | Randomly selected student from each group responds, resulting in multiple responses |
| **Analyze Data** | Teacher determines the response is good enough to move forward | Teacher engages students in a discussion about all answers given |
| **Reflect** | Teacher moves on to the next topic with little reflection | Teacher moves ahead when teacher and students agree there is adequate understanding |