

**Rate each statement from 1 – 5.**

1 – I do this most of the time during recitation (90% of sessions I facilitate)

2 – I do this frequently (50 – 75% of sessions)

3 – I do this occasionally (25 – 50% of sessions)

4 – I do this infrequently (1 – 25% of sessions)

5 – I never do this or I haven't done it yet.

\_\_\_\_\_ I draw diagrams on the board and explain them.

\_\_\_\_\_ I respond to students' questions with another question asking why? or how come?

\_\_\_\_\_ I allow 15 - 30 minutes for students to work on the questions or activity on their own.

\_\_\_\_\_ I talk to each group and ask them to "teach the teacher" – explain to me.

\_\_\_\_\_ I go to the board and give a mini-lecture.

\_\_\_\_\_ I quiz students on vocabulary.

\_\_\_\_\_ I ask students to think of a real-life example that is related to the recitation topic.

\_\_\_\_\_ I work each problem on the board.

\_\_\_\_\_ I ask students to come to the board to draw diagrams and explain them to their classmates.

\_\_\_\_\_ I ask 2 groups or pairs to check each other's answers or critique each other's explanations.

\_\_\_\_\_ I put students together to explain diagrams or concepts to each other.

\_\_\_\_\_ I do all the questions before I lead recitation.

\_\_\_\_\_ I make notes of real-life examples that relate to the recitation topic.

\_\_\_\_\_ I explain real-life examples that relate to the recitation topic.