

Feedback Non-example MS Math:

You quickly went over homework for the students at the beginning of class, putting correct answers on the board. Think about having them work in pairs to go over the problems or have students volunteer to put the answers up. You then moved them into groups who all quickly got to work finishing their projects. Everyone was engaged. Maybe they could present these to each other when they are finished.

Stop and Think: Does this feedback support a teacher in shifting ownership of learning to students?
Why or why not?

**Feedback Non-example MS Math:**

You quickly went over homework for the students at the beginning of class, putting correct answers on the board. Think about having them work in pairs to go over the problems or have students volunteer to put the answers up. You then moved them into groups who all quickly got to work finishing their projects. Everyone was engaged. Maybe they could present these to each other when they are finished.

Stop and Think: Does this feedback support a teacher in shifting ownership of learning to students?
Why or why not?

**Feedback Non-example MS Math:**

You quickly went over homework for the students at the beginning of class, putting correct answers on the board. Think about having them work in pairs to go over the problems or have students volunteer to put the answers up. You then moved them into groups who all quickly got to work finishing their projects. Everyone was engaged. Maybe they could present these to each other when they are finished.

Stop and Think: Does this feedback support a teacher in shifting ownership of learning to students?
Why or why not?

**Feedback Non-example MS Math:**

You quickly went over homework for the students at the beginning of class, putting correct answers on the board. Think about having them work in pairs to go over the problems or have students volunteer to put the answers up. You then moved them into groups who all quickly got to work finishing their projects. Everyone was engaged. Maybe they could present these to each other when they are finished.

Stop and Think: Does this feedback support a teacher in shifting ownership of learning to students?
Why or why not?

