

Now I know the standards I want each student to work on. But how do I deliver this individualized homework to 90 students across the three classes that make up my instructional day?

- A.** I group students who are on the same standards, regardless of what class section they are in.
- B.** I use a two-week cycling time period where I assign the folder to no more than three or four students per day, per class. This allows me to focus on 9-12 students daily.
- C.** I check in daily with those three or four students in each class who are assigned to turn in their folders to discover if there are any stumbling blocks. I provide feedback and, based on their data, assign them a new assignment or a “rethink” to reflect and make changes to their work. Those “rethinking” get another small assignment, such as watching a video on the concept to help reinforce the structure of the standard.
- D.** In the next class, these students and I have a short five-minute conference to review.

While my system isn't flawless, it does offer a tremendous amount of individualized attention without overwhelming me and I continually see growth in both our county and state assessments.

More importantly, I know I'm making an impact by allowing each student to progress towards succeeding with the standards in their own way. Students who need to keep trying at a standard are afforded the time to do so; those ready to move on and work towards extension standards can also do so. Watching students succeed, in their own way, week after week through individualized homework is a tremendous feeling.



St. Mary's County educator Bernadette Scheetz is a National Board Certified Teacher in Early Adolescence Mathematics. In 2012-2013, she was the county's Teacher of the Year and a finalist for Maryland Teacher of the Year. She taught middle school mathematics for 12 years before returning to the elementary level. She is currently a math and science teacher at Evergreen Elementary School.