|  |  |
| --- | --- |
|  | **MAT 703A: Effective Teaching strategies** Summer II 2020 |

**INSTRUCTOR INFORMATION** **COURSE INFORMATION**Professor: Brian McDonald Meetings: Tuesdays and Thursdays, 9:00am-12:00pm
Cell Phone: 919-360-5837 Credit: 3 graduate credit hours (part of MAT 703)
Email: brian.l.mcdonald@duke.edu Co-requisites MAT 702: Educating Adolescents
Office Hours: By Appointment MAT 703B: Subject Area Methods
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**READINGS & RESOURCES (Required)**

 **Books**

* Lemov, D. (2014). **Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College**. 2nd

 Edition. San Francisco, CA: Jossey-Bass

* Wiggins, G., & McTighe, J. (2005). **Understanding by Design** (Expanded 2nd Edition). Alexandria, VA: Association
 for Supervision and Curriculum Development.

 **Online Resources**

* [K-12 Standards, Curriculum and Instruction](https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/standard-course-study)(NC Department of Public Instruction)
* [Framework for 21st Century Learning](https://www.battelleforkids.org/networks/p21/frameworks-resources) (P21 - Partnership for 21st Century Skills)
* [edTPA](http://www.edtpa.com/Home.aspx) (Educative Teacher Performance Assessment, Pearson Education)
* [North Carolina Testing Program](http://www.ncpublicschools.org/accountability/testing/) (NC Department of Public Instruction)
* [Digital Learning NC](https://www.dpi.nc.gov/districts-schools/districts-schools-support/digital-teaching-and-learning/digital-learning-nc) (NC Department of Public Instruction)
* [ISTE Standards for Students](https://www.iste.org/standards/for-students) (International Society for Technology in Education)
* [Social Justice Standards](https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf) (Teaching Tolerance)
* [Resources Toolkit for New Teachers](https://www.edutopia.org/article/new-teacher-resources-toolkit) (Edutopia)

 **Technology**

* [**Chalk and Wire**](http://www.chalkandwire.com/assessment-technology/) – Chalk and Wire is a web-based ePortfolio and assessment system required for all students enrolled in the MAT Program; you will use it to submit designed assignments for formal program assessment.
	+ To purchase your account, [contact the Duke University Computer Store](https://www.dukestores.duke.edu/about/contact.php) (https://www.dukestores.duke.edu /about/contact.php). After the account has been created, you will receive an e-mail with log-in information.
* [**Sakai**](https://sakai.duke.edu/portal) – Course sites are automatically created for most Duke courses based on information from the Registrar’s office and students are automatically enrolled. Support is provided by the OIT Help Desk at 919-684-2200.
* [**Professor McDonald’s Site**](https://learningandunlearning.weebly.com/edu-703a-effective-teaching-strategies.html) – Most course information will be found at this site including course links, edTPA resources, and assignments. This should be the first resource you check regarding our class.

 **Additional Resources** Supplemental requirements (articles, reading excerpts, podcast episodes, videos, and other resources are embedded
 into the course schedule at the end of this syllabus.

**CONCEPTUAL FRAMEWORK (DUKE UNIVERSITY)**The professional teacher education unit is committed, both in our own practice and the education of our candidates, to understanding the teacher as **LEARNER** (**L**iberally **E**ducated, **A**dvocating, **R**eflective, **N**urturing, **E**ngaged, and **R**espectful). These core concepts frame our work and shape both our programming and our ways of relating to/with our candidates, school and community partners, one another, and the University. As a conceptual framework, understanding the teacher this way reflects our vision as we expect all members of our learning community to continue becoming:

* **Liberally Educated**: The teacher preparation program’s positioning within the University’s larger commitment to a “superior liberal education” makes us, somewhat, unique in our design. The Unit does not offer an education major, but rather builds on the excellence and depth of content knowledge our students acquire through their studies across campus and beyond. It is our conviction that our graduates benefit from this commitment to supporting rigorous study in multiple disciplines, met with the excellence of our intensive preparation programs.
* **Advocating**: We recognize that good teachers are good leaders. We prepare our teachers to be advocates for students and schools both within the institutions where they will be employed and in the greater community. We model our commitment to cultivating leadership by our own participation in advocating for the place of teacher preparation within a Tier 5 research institution as well as our commitments to advocacy for PreK-12 students in our region.
* **Reflective**: Central to our praxis is an ongoing commitment to reflection. Our previous conceptual framework (ALERT: A Liberally Educated, Reflective Teacher), placed “reflective” as the most significant modifier in describing the teachers we educate. We continue our deep, institutional commitment to this value!
* **Engaged**: The University has made its commitment to civic engagement a clear priority, and our programs have been leaders in Duke’s efforts. We are international leaders in the development of service-learning pedagogies in teacher preparation. Beyond the scope of traditional fieldwork, the program emphasis on engagement re-conceptualizes the partnership between pre-service teachers, community schools, and the University by drawing attention to broader social and ethical considerations of the schooling experience. Graduates of our program are unequivocally clear that their commitment to teaching is a commitment to a life of civic engagement.
* **Respectful**: The University emphasizes a culture of respect as we companion emerging professionals towards teaching diverse populations. By actively and critically engaging questions of power and privilege, we prepare our candidates to meet their students where they are, and bring all of those students into the learning community.

 **COURSE DESCRIPTION***Overview*: MAT 703A is designed to introduce you to effective teaching strategies. Students will delve into how teachers facilitate the engagement of *all* students, as they backwards plan, activate students’ prior knowledge, incorporate a variety of learning modes, use formative assessments, apply before-during-after scaffolding, allow opportunities for processing, leverage technology, ask critical thinking questions, and provide a communal and supportive learning environment for their students. As a pre-service teacher, you will begin the process of becoming reflective professionals, a process that will continue in your relationship with your mentor teachers and throughout your professional careers.

*Modes of Learning:* This class will include lecture, whole-class discussion, student presentation, practice teaching episodes, reading analysis, and written reflection. Participation and discussion will be not only crucial to the success of the class but also an expectation of everyone in the course. Because of the extensive and intensive internship during the subsequent school year, there is no field experience related to this course. Finally, be mindful of these two additional workshops scheduled for the summer:

* Tuesday, July 7: Center for Multicultural Affairs with J’nai Adams (1:00-3:00pm)
* Tuesday, August 4: Durham/DPS Panel Discussion (1:00-3:00pm)

*Subject Area Methods:* As a co-requisite for this course, you will participate in a course focused specifically on methods for your content area taught by some of the school district’s finest teachers. They will offer first-hand knowledge and provide authentic opportunities for you to delve into your content area. Methods instructors are as follows:
 -- English: Brittany Smith, Southern School of Engineering
 -- Science: Mika Twietmeyer, Riverside High School
 -- Social Studies: Brian McDonald, Jordan High School

*Faculty Advisor*: Additionally, a faculty advisor will assist with course planning and preparation and will support each content area. Biographies for each advisor can be found on the MAT website. Advisors are as follows:
 -- English: Dr. Thomas J. Ferraro, Department of English
 -- Science: Dr. John Willis, Department of Biology
 -- Social Studies: Dr. Adriane Lentz-Smith, Department of History
**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**COURSE GOALS & OBJECTIVES**

* **Key Evidences:** Key evidences are embedded in courses required of licensure candidates and have been aligned with the NC Professional Teaching Standards and the Knowledge, Skills, and Professional Dispositions expected of the Unit’s candidates. The way in which these tasks are assessed remains the same despite the instructor assigned to the course. In doing so, these key evidences have become the means by which the Unit monitors and assesses the most significant candidate learning outcomes in a program of study. Instructors register data on candidates’ performance on key evidences in courses using the Chalk and Wire Assessment System.
* **Goals:** This course is intended to impact the five Knowledge, Skills, and Dispositions (KSD’s) that govern the MAT Program, including:
	+ *KSD 1: Candidates exhibit the characteristics of professional teachers and emerging leaders*
	+ *KSD 2: Candidates understand the needs of diverse learners and model the behaviors of culturally responsive teachers.*
	+ *KSD 3: Candidates demonstrate core content knowledge in the academic areas for which they seek licensure*
	+ *KSD 4: Candidates use a variety of effective instructional methods to positively impact student learning*
	+ *KSD 5: Candidates practice regular reflection to increase their effectiveness in the classroom and to grow and thrive in their profession*
* **Objectives:** The objectives for this course are grounded in the North Carolina Professional Teaching Standards and the Professional Knowledge, Skills, and Dispositions (KSDs) identified by the Professional Education Unit. These standards provide guidelines and delineate what students are to know or demonstrate by the end of the course.

**GRADING PROCEDURES**
Students should model the professional requirements of a teacher. These requirements mean that students are active participants in this class, on time and prepared. The evaluation of each student’s performance will be an average of your performance in this course and your subject area methods course. This course grade is on the following components:

1. Understanding By Design Analysis 40%
2. Discussion Lead/Presentations 40%
3. Reflection Journal 20%

**COURSE POLICIES AND GUIDELINES**

**Institutional Policies**

* [**Academic Integrity**](https://integrity.duke.edu/graduate/index.html) **–** Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the Duke Community Standard:
	+ I will not lie, cheat, or steal in my academic endeavors;
	+ I will conduct myself honorably in all my endeavors; and
	+ I will act if this Standard is compromised
* [**Class Attendance and Missed Work**](http://trinity.duke.edu/undergraduate/academic-policies/class-attendance-and-missed-work) **–** It is expected that you will follow the proper procedures if you are absent from class due to religious observances, illness or athletic participation. Speak with me if there are issues.
* [**Disability Statement**](https://access.duke.edu/requests) **–** Students with disabilities who believe that they may need accommodations in the class are encouraged to contact the Office of Services for Students with Disabilities at disabilities@aas.duke.edu or 684-5917 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.
* [**Due Process and Grievance Policy**](http://trinity.duke.edu/undergraduate/academic-policies/course-grade-complaints) – Students with a grievance should discuss the matter with the instructor (for grade disputes) or the director of undergraduate studies in the relevant department (for all other matters). If no satisfactory resolution is reached at this level, the student may address, in turn, the department chair, the senior associate dean for academic affairs, and the dean of Arts and Sciences.
* [**Academic Policies and Procedures for Graduate Students**](https://gradschool.duke.edu/academics/academic-policies) – All other policies that govern the graduate students are available through the Duke website. Questions should be directed to your professor, chair, or dean.

 **Instructor Policies**

* Attend all classes – Students should not miss class; let me know if you have any issues.
* Be “present” – Participation in class discussion and activities is expected; cell phone use is not.
* Complete all work on time – Readings are crucial to class discussion; late assignments are not accepted.

**COURSE SCHEDULE**

* UBD – Understanding by Design
* DL/P – Discussion Lead/Presentation
* RJ – Reflection Journal

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Date** | **Topics** | **Homework Due Next Class** |
| 1 | Tuesday, June 309:00am-12:00pm | Introductions, Revisited – Why TeachingWarm-Up/Discussion: “Every Kid Needs A Champion”Course Overview – Syllabus, Books, Expectations, and ChallengesPresentations: The Roles of the Teacher--Principles of Constructivist Teaching--Problem Solving Framework | * UBD - Read and complete assignments for: Introduction and Chapters 1-2
* RJ: “The Me You Might Not See”
 |
| N/A | Thursday, July 2 | *You will meet with your subject methods course this day* |
| 2 | Tuesday, July 79:00am-12:00pm | Warm Up: “This is Water”Presentation: Understanding By Design: An Introduction to Backward Design and UnderstandingUnit Plan/Lesson Plan Templates | * UBD: Read and complete assignments for: Chapter 3
* UBD & DL/P: Read, complete the assignments for, and be prepared to present on the following UbD chapter:

-Chapter 4: Laura, Amelia, Dorcas-Chapter 5: Hannah, Carey, Robert-Chapter 6: Jesse, Spencer, Kelly, Phillip* Familiarize yourself with the [North Carolina Teaching Standards](https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/standard-course-study) resource
 |
| 3 | Thursday, July 99:00am-12:00pm | Warm Up: “The Power of Questions”Presentation: Understanding by Design, Stage 1 – Gaining Clarity on our GoalsGroup Presentation:* The Six Facets of Understanding
* Essential Questions
* Crafting Understandings
 | * RJ - Watch the documentary Waiting for Superman & complete a (minimum) two-page reflection on the film:
	+ What is your reaction as a pre-service teacher?
	+ What connection is there to effective teaching strategies?
	+ What does this say about the larger educational landscape?
 |
| 4 | Tuesday, July 149:00-12:00pm | Warm Up: “Great Teachers Challenge Students to Succeed”Guest Speaker: Cheryl Fuller, “Learning Styles: True Colors”Discussion: Connecting Learning Styles, Stage 1, and Effective Teaching Strategies | * UBD: Read and complete assignments for: Chapters 7 and 8
* DL/P: Read, chart, and be prepared to discuss techniques your assigned chapter from Teach Like a Champion:

--Chapter 1: English, Social Studies (2)--Chapter 2: Science, Social Studies (2) |
| 5 | Thursday, July 169:00am-12:00pm | Warm-Up: “Last Week Tonight: Standardized Testing”Presentation: Understanding by Design, Stage 2 – Assessment Evidence* Rubrics
* Growth Mindset

Group Discussion: Teach Like A Champion: Checking for Understanding* Gathering Data on Student Mastery
* Acting on the Data and the Culture of Error
 | * RJ: Read [Part I: A Brief Primer on Differentiation](Duke%20STPP%202019-2020/A%20Brief%20Primer%20on%20Differentiation.pdf) from Differentiation in Practice and prepare the following prompts for discussion:
1. Identify and summarize the 8 ways\* to differentiation.
2. Summarize the strength of each differentiation strategy.
3. Cite one challenge each one might pose in a high school classroom.
4. Provide an example for each one based on YOUR content area

\*5 classroom elements, 3 student characteristics |
| 6 | Tuesday, July 219:00am-12:00pm | Warm-Up: “Learning Styles: The Importance of Self-Reflection”Presentation: The Elements and Characteristics of DifferentiationGuest Speaker: Cheryl Fuller, “Differentiation” | * UBD: Read and complete assignments for Chapters 9 and 10
* DL/P: Read, chart and be prepared to discuss your assigned chapter from Teach Like a Champion

 --Chapter 3: English --Chapter 4: Science --Chapter 5: All Students --Chapter 6: Social Studies  |
| 7 | Thursday, July 239:00am-12:00pm | Warm-Up: Rising to High ExpectationsPresentation: Understanding by Design – Stage 3: Learning Plan* The 90 Minute Lesson Plan
* Lesson Structure

Group Presentations: Academic Ethos* Setting High Academic Expectations
* Planning for Success
* Pacing
 | * RJ: Read, reflect/take notes, and be prepared to discuss the following readings:

 --AP Students* [Challenge Your Top Students](https://www.scholastic.com/teachers/articles/teaching-content/challenge-your-top-students/)
* [What It Means To Teach Gifted Learners Well](http://www.nagc.org/resources-publications/gifted-education-practices/what-it-means-teach-gifted-learners-well)

 --EC Students* [Specific Learning Disability Strategies](http://do2learn.com/disabilities/CharacteristicsAndStrategies/SpecificLearningDisability_Strategies.html)
* [Teaching Children w/ Development Disabilities: Classroom Ideas](https://www.interventioncentral.org/behavioral-interventions/special-needs/teaching-children-developmental-disabilities-classroom-ideas)

*Note: Continued on next page* --ESL Students* [Strategies and Resources for Mainstream Teachers of English Language Learners](https://educationnorthwest.org/sites/default/files/ell.pdf) (only pp. 21-33, if printing it is 12-18):
* [ESL/Bilingual Resources Guide for Mainstream Teachers](http://www.tesolchina.org/pdf/ESL%20Bilingual%20Resource.pdf) (only pp. 4-9)
* Familiarize yourself with the [Framework for 21st Century Learning](https://www.battelleforkids.org/networks/p21/frameworks-resources) resource
 |
| 8 | Tuesday, July 289:00am-12:00pm | Warm-Up: “Make Digital Citizenship about the Do’s, Not the Don’ts”Guest Speaker, Cheryl Fuller, “21st Century Skills”Presentation: Understanding by Design – Stage 3: Learning Plan* Special Populations
 | * DL/P: Read, chart and be prepared to discuss the assigned chapter from Teach Like a Champion:

--Chapter 7: Questioning (English)--Chapter 8: Writing (Social Studies)--Chapter 9: Discussion (Science)* DL/P: Be prepared to introduce and lead a brief discussion on your assigned best practice:
1. Assessments - Phillip
2. Assigned Seating - Kelly
3. Book Distribution - Robert
4. Cell Phones – Laura
5. Extra Credit - Dorcas
6. Group Projects - Spencer
7. Homework - Carey
8. Notebooks/Notetaking - Amelia
9. Open Note Assessments - Jesse
10. Videos/Video Clips – Hannah
 |
| 9 | Thursday, July 309:00am-12:00pm | Warm-Up: Literacy in your classroomPresentation: Understanding by Design – Stage 3: Learning Plan* Best Practices
	+ Questioning
	+ Writing
	+ Discussion
* Debating Best Practices
 | * RJ: Read and reflect on the following articles for our next class session:
* [Understanding Unconscious Bias and Unintentional Racism](https://pdfs.semanticscholar.org/3da8/f7e03fc5617201e3768b46d5476443b251d9.pdf)
* [Isn’t Culturally Responsive Instruction Just Good Teaching](https://www.socialstudies.org/publications/socialeducation/may-june2009/isnt_culturally_responsive_instruction_just_good_teaching)
* [Essential Characteristics of a Culturally Conscientious Classroom](https://www.socialstudies.org/system/files/publications/articles/yl_190204.pdf)
* [Challenges and Opportunities for Discussion of Controversial Issues in Racially Pluralistic Schools](https://learningandunlearning.weebly.com/uploads/5/1/4/4/51442353/challenges_and_opportunities_for_discuss.pdf)
 |
| 10 | Tuesday, Aug 49:00am-12:00pm | Warm-Up: “High School Training Ground” Presentation: Culturally Responsive PedagogyDiscussion: Implications of *The New Jim Crow* on instruction and teachingVideo: A Class Divided | * Become familiar with the edTPA process by reviewing [A Guide to the edTPA](https://sites.google.com/ncsu.edu/edtpa101)
* Read [Making Good Choices](https://sites.google.com/ncsu.edu/edtpa101/start-here/making-good-choices?authuser=0) and [the handbook](https://sites.google.com/ncsu.edu/edtpa101/start-here/assessment-handbooks?authuser=0) for your specific content area
 |
| 11 | Thursday, Aug 69:00am-12:00pm | Warm-Up: ReflectionsDiscussion: Introduction to edTPAPresentation: “A Sprint, Not a Marathon” |

**Reflection Journal and Discussion Leads** – Education 703: Effective Teaching Practices
(Professor McDonald)

Reflection Journal

* Overview: As pre-service teachers, it is imperative that you reflect on every aspect of your preparation for entering the classroom. To accomplish this, you will create an ongoing journal (through GoogleDocs) which addresses the prompts from throughout the course, which correlate to the assignments identified as RJ in the course schedule above.
* Expectations: Adhere to the following requirements and considerations

	+ Each entry should be dated and labeled based on the assignment and/or prompt
	+ Adhere to the length requirement if it is listed; if nothing is listed, the length is up to you
	+ There is no required format – you may get as creative as you need to in order to reflect
	+ Be honest and authentic – you can offer honest opinions, praise and/or criticism of the information
	+ Be specific – respond with detail; vague generalities and general responses are not helpful
	+ Consider the impact that these readings, videos, or articles have on your classroom
	+ Make connections to your educational experiences
	+ Ask legitimate, not rhetorical, questions about the information there

Discussion Lead/Presentation

* Overview: As you know, teachers serve in the role of presenter and facilitator. Through the discussion leads, identified in the course schedule as DL/P, you will have the opportunity to present information to your peers and facilitate a discussion. With that said, you do not have to submit anything as you will be assessed on the discussion.
* Expectations: Adhere to the following requirements and considerations
	+ Review your assigned material
	+ Prepare notes, for yourself, to present the information to your peers
	+ Facilitate a discussion on the material; if you are working with other people, speak with them before class to discuss how you will facilitate the information
	+ Be prepared for me to interrupt and add to the conversation
	+ If you are presenting on techniques from Teach Like a Champion, identify the technique, describe it, and consider the strengths and weaknesses of said technique
	+ If you are not leading the discussion, it is expected that you are an active participant

**Understanding by Design –** Education 703: Effective Teaching Practices
(Professor McDonald)

**Directions**: Students should answer the following questions as they are reading the assigned chapters. While you do not have to write in complete sentences, your work should thoughtfully address each question. Responses should include both legitimate information and opinions/anecdotes.

**Introduction**

1. What are the twin sins of typical instructional design and why are they “sinful”? Provide an example of each one. Which “sin” is more typical for high school teachers? Why?
2. What is the authors’ definition of “bid ideas”? List three big ideas from your specific content area.
3. What role do “desired results” play in curriculum?
4. How do the authors differentiate assessment and evaluation?
5. The authors reference Bloom’s Taxonomy. What does that look like and why did he develop this framework?
6. Many people think they understand effective teaching for understanding. Why is this not the case?

**Chapter 1 – Backward Design**

1. Who is the teacher’s audience?
2. “All the methods and materials we use are shaped by a clear conception of the vision of desired results (14).” Explain and respond.
3. How is “backward design” a shift from previous methodology?
4. Differentiate between “inputs” and “outputs.” Provide one example from personal experience or observation that speaks to the issues the authors present.
5. Identify the three stages of backward design (in order). Develop a mnemonic device to help you remember these three stages.
6. After reviewing the template on page 22, and the Nutrition example that follows, list three comments or questions for discussion.

*Note: Become extremely familiar with the template on page 22.*

 **Chapter 2 – Understanding Understanding**

1. Distinguish between “knowing,” “knowing how,” and “understanding” so that we can all understand!
2. What is transfer and why does it matter?
3. Explain what the authors mean when they reference the “expert blind spot.”
4. Why is student misunderstanding valuable, according to the authors?
5. Look at the list of common misunderstandings on pages 54-55. Choose one that speaks to your content area and respond OR cite a misunderstanding from your own past educational history.
6. Why is “understanding” difficult and complicated?

**Chapter 3 – Gaining Clarity on Our Goals**

1. Identify the following concepts: established goals, essential questions, knowledge, skills, understanding
2. “Content mastery is not the aim of instruction, but a means.” (59) Explain this quote and, given your experience and role in education, respond with your opinion.
3. Explain 3 problems teachers encounter attempting to use the standard education plan.
4. Define what is meant by the big idea and give three examples from your content area. How are these different from basic terms?
5. List the 8 ways that a big idea manifests itself in pedagogical practice. Which is the most common in your area? How do you know that?
6. Why do we convert our standards and goals into questions?

**Chapter 4 – The Six Facets of Understanding**

1. Define explanation within the context of understanding. What kinds of assessments could be used? Provide a question from your content area that could be asked of your students. Why is it important that students “show their work?”
2. Define interpretation within the context of understanding. What kinds of assessments could be used? Provide a question from your content area that could be asked of your students. Why is “bringing a text to life” a challenge?
3. Define application within the context of understanding. What kind of assessment could be used? Provide a question from your content area that could be asked of your students. Why must the problems and situations be new in assessment?
4. Define perspective within the context of understanding. What kind of assessment could be used? Provide a question from your content area that could be asked of your students. What are 3 advantages of perspective?
5. Define empathy within the context of understanding. What kind of assessment could be used? Provide a question from your content area that could be asked of your students. How is empathy a way to insight?
6. Define self-knowledge within the context of understanding. What kind of assessment could be used? Provide a question from your content area that could be asked of your students. What does self-knowledge demand?

**Chapter 5 – Essential Questions: Doorways to Understanding**

1. What is an essential question? What role does/will in play in your teaching? What makes an essential question? (consider intent and format in your response)
2. Describe the 4 different meanings for the term “essential” with regards to questions.
3. Can essential questions be used in skills-focused areas? How?
4. What is the difference between overarching and topical essential questions? Provide an example of each from your content area.
5. What four insights are yielded from chart 5.2 in the book?
6. What are tips for generating and using essential questions? Why should they be open-ended?

**Chapter 6 – Crafting Understanding**

1. What differences exist between examples of understandings versus non-examples of understanding?
2. Define understanding.
3. What are the differences between topical and overarching understandings? Provide an example of each from your content area.
4. Briefly describe the relationship between understanding and (a) factual knowledge, (b) skills, and (c) content standards.
5. According to the authors, what are the tips for identifying and framing understanding?
6. Describe the complexity of understanding in the context of (a) misunderstandings, (b) multiple understandings, and (c)fallibility/plurality

**Chapter 7 – Thinking Like An Assessor**

1. What are three questions we must ask ourselves when thinking like an assessor?
2. What is the difference between thinking like an assessor versus an activity designer?
3. Explain the continuum of assessments? What is one example of each from your content area?
4. Identify “performance task.” Note: this is not a short description.
5. What is the difference between problems and exercises?
6. How can you frame performance tasks using GRASPS?

**Chapter 8 - Criteria and Validity**

1. What is a rubric? Describe the two types? Which one should assessors use (according to the authors)? Why?
2. What is validity? What is challenging with validity and assessment?
3. How does validity affect rubric design?
4. How are reliability and assessment evidence connected?
5. In your own words, summarize the general guidelines offered by the authors? (p. 189)
6. Think back to your assessments from high school. Which ones stand out as positive? Why? Which ones stand out as negative? Why? How do you feel about assessments?

**Chapter 9 – Planning for Learning**

1. What is the difference between *teaching* and *learning activities*? What is the importance of each?
2. What does it mean for a good plan to be engaging and effective? Your answer should consider the characteristics of best designs. What (potential) challenges does this bring in your classroom? Suggestion: ask your mentor teacher!
3. Identify the WHERETO framework. For each, summarize what is meant, explain – in your own words – the importance of the step, provide an example from your specific content area, and identify one possible classroom challenge.
4. How can the six facets of understanding be used in Stage 3? Provide an example of a learning activity for each stage, with regards to your content area.
5. Think of the best teacher that you had in high school. What made their *teaching* and *learning activities* so memorable and long-lasting?
6. What are three things that they did in the classroom regarding instruction that you wish to emulate?

**Chapter 10 – Teaching for Understanding**

1. What is the difference between *coverage* and *uncoverage*? What role does understanding play in both? How can we, as teachers, get beyond oversimplification in the classroom?
2. What is important about the textbook in your classroom experience? Why is using the textbook as a syllabus a key misunderstanding? (consider Figure 10.1)
3. Why is designing the right experiences the teacher’s most crucial role according to the textbook? Do you agree or disagree? Why?
4. What are the three types of teaching summarized by the authors of the text? What are some examples of each? Is lecturing always bad? Is discovery learning always good? Considering both the misconception alert and your own experiences, explain your answer.
5. What are some ways we might assess student learning throughout a given unit (long before they have to take the “test”)? What strategies have you seen in your experiences? Have any been more successful than others? Which do you like the most and why?