Quiz
Chapter 9 -Clarity
Name: _____

The Skillful Teacher, 6th edition (2008)
Saphier, Haley-Speca & Gower

I. Short Answer:

1. What is cognitive empathy? Why is it essential for successful teaching and learning?

2. Framing the big picture for students can include communicating the objective of the lesson, explaining why it is worthwhile to know this, outlining the itinerary, highlighting the big idea or essential question, specifying the reason for an activity, and communicating the criteria for success for a product or performance students are expected to create.
   - Pick a lesson you have taught or observed recently. Select three of the framing moves.
   - Write the script (no more than 5 sentences) that would illustrate framing that lesson with those three moves.
   - Summarize the effect you think this might have on students.

3. Two possibilities for getting students ready for instruction include preassessment and activating student knowledge.
   - Explain the purpose of each.
   - Give an example of activating student knowledge that could also serve as preassessment.
   - Give an example of activating student knowledge that would not serve as preassessment.

4. Modeling thinking aloud and mental imagery are two devices a teacher might use to explain a concept or process to students.
   - Explain the essential steps for guiding students through mental imagery.
   - Explain the essential steps for modeling thinking aloud.

5. In a classroom where students' thinking is visible give two examples of what you would see the teacher doing and two examples of what you would see the students doing.

6. Each of the instructional tools below represents a way to gather data related to student understanding. What varies from one to the other is the depth and breadth of data one gets with each tool.
   - Briefly define each of these tools in your own words, illustrating their differences.
   - Then choose a topic or concept from a curriculum you teach and create examples of what each of these would look or sound like in action.
   - Imagine that at some points in a single lesson you intend to use each of the tools to match the data you want to collect. Explain when and why you would use each to match your purpose.

     1. Recall question
     2. Comprehension question
     3. Dipsticking
     4. Making student's thinking visible

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II. Examples: Identify which Clarity concepts are being used in each example. Write your answer in the right hand margin.

1. A student has bombed all the questions on her biology test that involved categories of plant life. The teacher is chatting with her before class: "So Marie, explain to me what you understand about the relationship between angiosperms, gymnosperms, and the others types on the list we've been working with this week."
2. Physical education teacher to volleyball class (15 minutes into class): "We've been drilling on tosses and bumps to get better at receiving serves and not being afraid of the ball. Now in this exercise we're going to concentrate on bumps and make it more realistic. This will get you ready for real game play where the back row should often bump toward the front rather than try to hit it all the way over."
3. Teacher to class: "First, this period you are going to have a chance to work on your reading logs; then we are going to work with more problems that require careful reading. At the end of the period you'll have a chance to write your own careful reading problem."
4. A student is working on dissolving substances in a liquid in a chemistry lab experiment. The teacher comes by and asks, "Is this partially or totally dissolved?" The student responds, "Partially." Teacher then says, "Now what does that mean?"
5. Teacher to class: "Before we begin our study of the United States during the Great Depression, let's brainstorm all the things we already know about the Depression, plus the things we think we know and the things we need to know. When you contribute a piece of information, just let us know which category it fits into."
6. Teacher to class: "Raise your hands when you get the answer to this problem on the board." (Teacher circulates while students are working.)
7. A student's brow is furrowed while pausing over his work. The teacher walks over to him and asks, "Is something puzzling you?"
8. "And so Mrs. Ward sent her two black friends on their way via the Underground Railroad. Now the Underground Railroad was not a subway from Mississippi to Canada. It was something quite different."
9. Teacher to class at end of defining "transcendence": "So that, in brief, is what it means. We haven't seen it a lot in the literature so far, but we're going to be talking about it when we get to poets. So be on the lookout for that term; we'll be returning to it."

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10. Teacher, standing by seedling box, to class: "We've been measuring our seedlings and will have to come up with a class average eventually. So this morning our math worksheet will help us get ready for that. This morning in math we're going to spend some time on averaging to give you some practice in doing it."
11. Teacher to class: "So there was a real turning point in the American Revolution. What's the date we're looking for?" (Teacher waves in general direction of the blackboard on which the date is written.) (No student response.) "David just said it." (No response.) "Look at the board." (Students reply.)
12. A student has been a bit overwhelmed by what seems like many steps in math word problems. The teacher sits down with her to go over some problems: "Here's how I solved this problem; follow along and see if you did the same thing: Let's see—it says, 'Ten full boxes of detergent weigh 100 lbs. The detergent alone weighs 90 lbs. How much does each box weigh alone?' Okay. That's without the detergent...what can I figure out here...hmm...if the total weight is 100 lbs. and the detergent alone is 90 lbs.,…hmm…I can subtract 90 from 100 and get the total box weight. Okay, that would be 10. Now…what does the problem want? Oh, the weight of each box. Well, if 10 is the total box weight and there are 10 boxes…I can divide 10 by 10. I get one. So that's it…one pound per box."
13. Teacher to class: "We've worked on a large number of problems during this unit and learned a number of different tips for solving them. Let's come up with a class list of all the problem-solving strategies that we've found to be effective during this unit."
14. A student has gotten a math problem wrong on a homework paper. The teacher, working with him, asks, "Let's see where you went wrong here. How many cubes did you count?" ("Six.") "That's okay. How many sides does each cube have?" ("Six...Oh!") "What number did you use for the number of sides?" ("Three.") "So that's where you broke down. Remember each cube has six sides, so six cubes would have six times six sides or 36 sides altogether. Do you see where you went wrong?"
15. Teacher to class: "Remember when we developed criteria for judging presidents and then you each chose a president to evaluate using those criteria? Well, today we're going to do something similar. We're going to be developing criteria for judging legislation and then you'll evaluate a specific bill based on those criteria."

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VI. Identify the Problem: In each of the following examples the teacher is making a Clarity error. Identify the error being made and describe how the teacher could be more clear.

1. Teacher to class: "I'm going to be giving you a fable for you to read and do some work on. Something will be missing from the fable; what do you suppose is missing?" ("Dialogue?") "No. Some element in a fable that's always in a fable and is missing." ("Setting?") "No." ("Plot?") "No." ("Moral?") "Right. You are going to have to figure out the moral."

18. Teacher to class: "I want to see if you really understand how photosynthesis works. What's the name of the substance in plants that makes them green?" ("Chlorophyll.") "Good. What does the prefix 'photo' mean?" ("Light.") "Great. In order to grow, plants need to be exposed to what?" ("Carbon dioxide.") "Super! You do understand. Let's move on."