

**Quiz**  
**Chapter 17 - Planning**

**Name:** \_\_\_\_\_

*The Skillful Teacher, 6<sup>th</sup> edition (2008)*  
Saphier, Haley-Speca & Gower  
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**Short Answer:**

1. Saphier, Haley-Speca and Gower state, "... the actual plan for individual lessons ... should not be in the curriculum guide." Why not?
2. In what ways can a teacher determine "the size of the bite" (how big an increment of learning) he or she "will aim for in ... lesson"?
3. Decision number 16 is, "Choose the effective effort strategies you may explicitly teach or that you may ask students to use." Identify an upcoming lesson in your curriculum and:
  - State its objective.
  - Describe the assessment you will use to determine the degree to which students met the objective.
  - Describe the effect effort strategies students could use to produce the assessment product or performance.
4. Why is it that "Communicating what you really want students to know or be able to do" includes showing them the performance task you expect them to do at the end of the instruction, ideally with a list of criteria, exemplars of products that are done well, and rubrics for scoring the exemplars?



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5. What might a teacher do during the course of a year to develop a classroom climate, as healthy as that described on page 403, in which a teacher can solicit volunteers to help peers who need help by asking, “Who’s willing to give them a briefing at lunch or some other time today?”
  
6. In what ways might teachers benefit from the experiences of their colleagues as they work toward anticipating confusions their students might have with an upcoming topic? What structures within a school might support those efforts?
  
7. In what ways might telling students the reasons for learning activities improve the effectiveness of those learning experiences?
  
8. What are some ways in which students in your classroom (school) have made their thinking and understanding public in the last week? What types of classroom interactions or norms of interaction would support them in doing so?

