

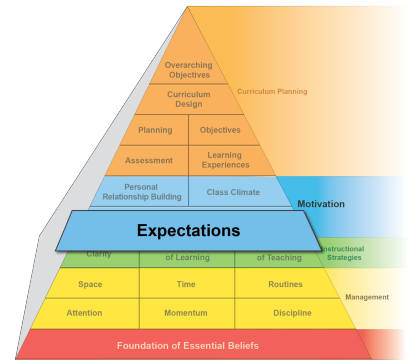
Expectations

Persevere and Return

“Natural Resources”

Middle School Social Studies

WITH RBT ANALYSIS



Script	Comments
<p>Ms. Moore: Who wants to read question number one?</p> <p>Rafael: What is a natural resource?</p> <p>Ms. Moore: Who can answer that?</p> <p>Ricardo: Things you find on earth such as trees, sticks, tree bark.</p> <p>Ms. Moore: Oh, I like that you’re using examples. Things you find on earth...There’s a piece of that, you need to add one more piece to that to help us understand that...because right now you defined nature...want to call on someone to help you get it to natural resources?</p> <p>Favour: That people can use.</p> <p>Ms. Moore: So put it all together in one good, right definition.</p> <p>Favour: Natural resource is something found in nature that you can use.</p> <p>Ms. Moore: Ricardo, do you see the difference? [He nods.] So can you say it?</p> <p>Ricardo: Natural resources are things that people can use.</p> <p>Ms. Moore: Now you’re missing the cool part you had before.</p> <p>Ricardo: Things you find on earth and things that people can use.</p>	<p>These are <i>examples</i> of natural resources, but not an accurate definition.</p> <p>She validates what is right or useful about the student answer. Presses for missing part. Offers student a “lifeline.”</p> <p>Calling for expression of answer in complete academic vocabulary.</p> <p>Persevere and return. Sends a positive expectations message that he is able.</p> <p>Validating the worth of what he said before and pressing for a complete answer with nothing left out.</p>



“Natural Resources” Analysis

Summary of Impact

This clip contains a Clarity move called “persevere and return” (see *The Skillful Teacher*, pp. 193-194). This move is when a teacher goes back to a student who has responded incorrectly and/or incompletely to make sure the student now understands the material. What is so interesting here is that the teacher does “persevere and return” in a particular way—a way that says, “you can do it and I’m not going to give up on you.” She is also showing tenacity to get complete answers with no parts missing.

In a high-expectations classroom, the teacher presses all students in a tenacious way to answer completely, in full sentences, using academic vocabulary and omitting no steps. Doing that is inherently a high-expectations message and a “you can do it” message to the student on the receiving end. We stick with the student until he/she has produced all necessary elements of the solution or explanation. This is what is happening with Ricardo in this clip.

Favour rounds out the definition of “natural resources” that Ricardo doesn’t quite understand. But then Ms. Moore goes back to Ricardo and asks him to put it all together. This is the “persevere and return” move from Clarity. Instead of being the “remedial” student who needed to be bailed out, he emerges in triumph as the one who put it all together.

More importantly, look for opportunities in your classes not only to stick with students who don’t answer correctly or completely right away, but also to press them to answer *fully*. That will usually involve cueing them once or twice in a teacher-student exchange. When a teacher is able to do this without going on to another student to fill in the “right” parts of the response, it says she believes in the student. When you *do* get another student to fill in the missing pieces, as in this clip, go back to the first student to put it all together; that is still a high-expectations message and an expression of belief in the student.

For more information on “Response to Students’ Answers” see the Expectations chapter of *The Skillful Teacher*, pp. 277-283.

