

Quiz
Chapter 6 - Time

Name: _____

The Skillful Teacher, 6th edition (2008)
Saphier, Haley-Speca & Gower
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I. True or False: Answer 'True' or 'False' and tell why you chose each answer:

1. Most students can learn anything if they have the prerequisite knowledge and skill in place and are given adequate time to learn. T F
2. The amount of time students spend working on meaningful and appropriately matched tasks is significantly related to achievement. T F
3. Approximately 25 percent of time allocated for academics seems to go into organization and management tasks. T F
4. When teachers are working directly with students (as opposed to preparing materials, correcting papers or doing management tasks) there are gains in student achievement. T F
5. Teachers who study their use of time can make significant changes and enable better student learning. T F
6. When teachers are skilled in the management parameters (Attention, Momentum, Space, Time, Routines) student achievement rises because less time is lost in management and discipline. T F
7. What happens at the beginning and at the end of a lesson tends to be best remembered by students. T F
8. Pacing a lesson so that low-performing students have short bursts of focused activities may be an appropriate rhythm for these students, especially in heterogeneous classes. T F
9. When students have "high success time," their achievement increases. T F



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II. Definitions: Define the following concepts:

1. Allocated Learning Time
2. Student Engaged Time
3. Academic Learning Time
4. Instructional Time

III. Short Answer: Problems of time use often have their origins in other areas of performance. This activity is designed to cause readers to examine the other issues that may be involved in the scenario below. In each of these situations, write what the teacher might do to become more efficient in the use of time.

1. At the beginning of the period the teacher spends 5 minutes taking attendance, talking to students who were absent the day before and writing the objectives and itinerary on the board.
2. At the end of the period the teacher spends 5 minutes giving the homework assignment, collecting the papers from today's class and having the students straighten their chairs.



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3. Each day in math class, for 20 minutes, students one at a time write a problem on the board and explain their solution to the rest of the class. The teacher either approves the solution or guides the students to fix mistakes. Then the next student comes up.

4. Each day in this class, time is taken away from instruction by students who don't have a pencil, forgot their book or didn't do their homework.

5. This teacher conducts a full-class review for a test by calling on students individually to answer questions. This activity takes the entire period of the day before the test.

6. In a 50-minute science class, the teacher shows a 30-minute videotape on volcanoes in its entirety. Students answer questions in a whole group discussion for 15 minutes after the videotape and spend the last 5 minutes copying their homework assignment from the board.

7. In getting ready for a seventh grade life science lab, each student goes to three stations around the room to pick up the solution, dissecting tools, specimens and notebooks they need for the experiment. After 10 minutes all students have the needed materials.



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