

Answers to Chapter 2: Comprehension Questions

1. *Why is a model of effective performance in a domain important to the development of expertise in that domain?*

A model of effective performance is important to the development of expertise in a domain because it provides options from which an individual can quickly select the best or most effective actions. As an expert's model of performance develops, this individual has more options to choose from and can quickly and accurately decide on the right course of action in a specific situation. More complex models also allow experts to take more variables into consideration.

2. *What is the overall structure of the model of effective teaching presented in this chapter?*

The model of effective teaching presented in this chapter is taken from the framework in *The Art and Science of Teaching* (Marzano, 2007). It has forty-one elements organized using a set of design questions that teachers can ask themselves periodically to remind them of the elements of effective instruction. These design questions are organized into three broad categories: (1) lesson segments involving routine events, (2) lesson segments addressing content, and (3) lesson segments enacted on the spot.

3. *What is the difference between elements of lesson segments involving routine events, elements of lesson segments addressing content, and elements of lesson segments enacted on the spot?*

Teachers use routine elements on a regular basis. Content elements involve helping students interact with the information and skills they learn in the classroom. On-the-spot elements are those that the teacher is prepared to use but has not planned to use on a specific day or lesson. The teacher uses these elements as necessary, when the situation calls for them.

4. *How are lessons where students generate and test hypotheses different from the other types of lessons addressing content?*

When students generate and test hypotheses, they are more self-directed than during other lessons addressing content. Lessons that involve generating and testing hypotheses ask students to apply what they have learned to complete problem-solving, decision-making, investigation, and experimentation tasks. The teacher functions as a resource provider and guide during these lesson segments. The other two types of content lessons involve effectively interacting with new knowledge and practicing and deepening knowledge.