

Answers to Chapter 3: Comprehension Questions

1. *Describe the five performance levels from the scales explained in chapter 3: Not Using (0), Beginning (1), Developing (2), Applying (3), and Innovating (4).*

Not Using (0) describes a teacher who does not use and is unaware of the strategies or behaviors for a specific element of teaching. A Beginning (1) teacher recognizes that strategies or behaviors related to an element are called for and attempts to use them, but he or she executes the strategies incorrectly or with parts missing. The Developing (2) teacher uses strategies or behaviors when they are called for but does so in a mechanistic way, without monitoring their effect on student outcomes. A teacher at the Applying (3) level effectively uses strategies or behaviors related to an element in the classroom while consistently monitoring their effect on student outcomes and making adjustments when necessary. The Innovating (4) teacher adapts, combines, or creates new strategies to meet the specific needs of each student and situation.

2. *Describe the three phases that a teacher goes through when learning a new strategy.*

When learning a new strategy, a teacher begins in the *cognitive phase*. In this phase, the teacher simply tries to understand what a strategy is and how to properly execute it. The teacher might read about the strategy or watch a colleague use it. During the second phase, the *shaping phase*, the teacher begins to use the strategy. This stage usually involves significant omissions and errors, which the teacher gradually addresses as he or she improves with the strategy. In the shaping phase, the teacher must devote conscious thought to executing the strategy and usually is not aware of the strategy's effect on student outcomes. The third phase, the *autonomous phase*, is when a teacher has developed the use of a strategy to the point of fluency and is able to execute it while monitoring its effect on student outcomes.

3. *Why is it important to select only a few elements to focus on in a given year?*

A teacher should select two to three elements that he or she has identified as Not Using (0) or Beginning (1) on the personal profile. Trying to focus on more than three elements can be counterproductive, overwhelming, and frustrating. If possible, a teacher should select one element from each of the three types of lesson segments: (1) routine segments, (2) content segments, and (3) on-the-spot segments.

4. *What are the important elements of a good growth goal?*

A good growth goal should specifically refer to one or more of the forty-one elements of effective teaching. The elements selected should be those for which the teacher self-rated 1 or 0 on the personal profile. The growth goals should include a time frame, the current level of performance on the goal, and the desired level of performance for the goal.