

TeachME Professional Development

The Teacher's Role in Deeper Learning

Introduction

1. In order to encourage deeper learning, teachers must be able to provide the experiences that shape a student's ability to think critically, collaborate, communicate, and venture into new territories.

- A. True
 - B. False
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Two Ways of Teaching: A Comparison

2. In deeper learning environments, students are allowed to communicate and collaborate as they make sense of a complex problem, and the teacher moves and talks in ways that engage students publicly as learners.

- A. True
 - B. False
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Teacher A: Providing a Conventional introduction to Slope-Why This Teaching Does Not Support Deeper Learning

3. Each of the following is an accurate statement about how high school students in the U.S. often respond to math instruction EXCEPT:

- A. They listen to the teacher and follow directions, and often memorize formulas
 - B. They often move on to new topics after a test, and don't incorporate previous knowledge
 - C. They are expected to respond with curiosity and wonderment
 - D. They believe that they are not cut out for learning complex material
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Teacher B: Teaching This Content for Deeper Learning

4. When students are provided with real-life familiar scenarios, they are more likely to

be engaged in classroom activities and to develop:

- A. Active reasoning practices
 - B. Skills to organize information
 - C. Connections between past and current learning
 - D. Mental structures that enable them to problem solve
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Building on What Students Know, Not Faulting Them for What They Don't

5. Teachers that are encouraging deeper learning should not require students to tap into prior knowledge if there is a risk they don't know the information, as this will likely discourage further participation.

- A. True
 - B. False
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Using Tools and Routines That Support Collaboration and Communication

6. Collaboration, cooperation, and reasoning may be unfamiliar to many students who are accustomed to working quietly and independently in class, and who prefer not to call attention to themselves in an academic setting.

- A. True
 - B. False
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Making it Safe and Productive for Students to Publicly Perform Their Academic Competency

7. Advantages to having students practice and perform competencies in pairs include:

- A. Being able to demonstrate that collaboration is the norm
 - B. Encouraging ownership of shared responsibility
 - C. Lowering personal risk that comes with speaking or performing individually +All of the above
 - D. All of the above
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How Deeper Teaching is Distinct

8. Current research on learning proposes that teachers need to make appropriate decisions on what to teach by building on students' prior understandings.

- A. True
 - B. False
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9. Deeper teaching calls for creating a safe environment where teachers don't judge students' answers immediately, but rather give them a chance to make sense of things themselves, and letting them know that the connections they make are valued.

- A. True
 - B. False
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Conclusion: Toward Deeper Teaching

10. In deeper learning environments, rather than focusing on seeking known answers to key questions, the priority is:

- A. Student reasoning
 - B. Shared participation
 - C. Developing a thoughtful mindset
 - D. Learning how to perceive
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How Can Deeper Learning Happen More Broadly

11. Which of the following is NOT one of the approaches researchers recommend to make teaching and learning deeper?

- A. Designing tools for instructional guidance, including protocols for enacting teaching practices and feedback assessments
 - B. Organizing schools to be coherent systems that support teachers and students in using those tools
 - C. Creating environments where students want to change their beliefs and actions about academic work
 - D. Building the individual knowledge teachers need to use teaching tools and adapt them to particular students with good judgment
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Why Deeper Teaching is Important

12. Deeper teaching strives to enable students to master core academic content, while

communicating and collaborating with intellectual confidence and becoming active agents in their own learning.

- A. True
 - B. False
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