

Menu HOT Quiz #1
EDTL 670, Spring 2009

Directions:

1. Read the entire menu.
2. Choose two appetizers, one soup, and one main dish. Circle your choices.
3. Answer all parts of each question completely. Choose carefully, as all questions are all or nothing—there will be no partial credit.

APPETIZERS	
1.	Explain 2 elements of the differentiated mindset. Weigh in as to whether or not these mindsets exist here.
2.	Explain 2 things that DI is and is not.
3.	Discuss the best thing to do when a student still does not seem to understand what you're teaching after what you consider to have been a very thorough lesson
4.	Describe two steps to take before designing DI lessons and discuss whether or not these are done here
SOUPS	
5.	Give an example of something to know v. something to understand
6.	Define formative v. summative assessments and give 2 examples of each
MAIN COURSES	
7.	Apply a cognitive science structure and give a rationale: A student has trouble focusing at the beginning of class and can't settle down throughout
8.	Apply a cognitive science structure and give a rationale: You began the class by taking attendance and talking about upcoming assignments, provided a lecture with guided notes, and made it through the lecture but ran out of time to summarize. An exit slip reveals a student has completely missed almost all the content of the lesson.
9.	You are being hired as a consultant to work with Linda Darling Hammond in the new administration to design a series of best practice workshops for urban secondary schools. List and describe five non-negotiables that would guide teacher professional development.
DESSERT	
10.	The majority of your students were failing your class at the midterm. Connect this scenario with formative assessment.