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Teaching With Purpose: How to Thoughtfully Implement Evidence-Based Practices in Your Classroom

By: Karen Gazith

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Study Guide

This study guide is a companion to the book *Teaching With Purpose: How to Thoughtfully Implement Evidence-Based Practices in Your Classroom* by Karen Gazith. *Teaching With Purpose* guides readers through seven principles that are designed to help teachers create an ideal classroom learning environment for all students.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

Chapter 1

Conceptualizing the Classroom as an Ecosystem

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1. What does it mean to have a classroom built on equity? What are some signs of a classroom that lacks equity?

2. Describe what it means to *conceptualize the classroom as an ecosystem*. How does this principle support a classroom built on equity?

3. What strategies can be used to conceptualize the classroom as an ecosystem? Which of these strategies appeals to you most? Why?

4. How can you implement one or more of these strategies into your classroom? What effect would this have on your classroom?

Chapter 2

Establishing and Communicating Learning Goals

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1. How can unstructured lessons without goals negatively impact student performance?

2. What does it mean to *establish and communicate learning goals*? How does this principle support clear, focused student learning?

3. How should learning goals be created and communicated? What does the acronym *KUD* stand for? How does this help create goals?

4. What challenges can get in the way of establishing and communicating learning goals? How can these challenges be managed?

Chapter 3

Incorporating Strategic Teaching and Learning

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1. What is *frontal teaching*? How does it affect classroom learning?

2. What does it mean to teach and learn *strategically*? How does strategic teaching counteract the negative effects of frontal teaching?

3. What are the three stages of the learning process as described by the author? How do these stages, as well as their individual elements, create an effective top-down learning experience?

4. How would you apply these strategies to your classroom? How would you alter specific lessons you teach to accommodate for strategic, top-down learning?

Chapter 4

Improving Classroom Management

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1. What is the function of poor behavior? Why is it important to have a well-managed classroom?

2. What is the key to addressing poor behavior? Why is punishment the incorrect response to poor behavior?

3. What are the thirteen strategies the author offers for strong classroom management? Which ones resonate with you, and how could they improve your classroom?

4. Are there any students who regularly display poor behavior? How have you been approaching that situation? How might you improve your approach?

Chapter 5

Conducting Regular Formative Assessment

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1. What is the "black box notion" that has been governing education for many years? What is wrong with this notion?

2. What is *formative assessment*? How does it benefit students?

3. What are the two primary strategies used for formative assessment? How do they differ? Which appeals to you more?

4. Think of a lesson you teach. What would be ways to implement formative assessment into that specific lesson?

Chapter 6

Employing Differentiated Instruction for All Students

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1. Why is it difficult to adapt instruction to the needs of the individual learner?

2. What is *differentiated instruction*? How does it address the difficulty of adapting instruction to the individual as well as the other challenges differentiation faces?

3. What are the three major ways teachers can address teaching to the diversity? What are the strengths and weaknesses of each? Which one appeals most to you?

4. What are some additional differentiation strategies? How do they address teaching to diversity? How might you implement some of them into your classroom?

Chapter 7

Developing Grit and Perseverance in Yourself and in Your Students

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1. Why is using the word *lazy* to describe students so detrimental to their scholarly development?

2. What is *grit*? What are the four elements of grit? How might these elements be displayed in students?

3. What three elements are essential for the growth and development of perseverance? How might these elements be implemented into a classroom setting?

4. What four strategies can enhance student grittiness? Which of these do you think would work best in your classroom? Why?