**Application Exercise 2.1: Teaching in Light of Principles of Cognitive, Language, and Literacy Development**

1. Is math coach Jimmy Scherrer an intentional​ teacher? Explain.
2. Describe what Mr. Scherrer seems to know about the​ students' current level of performance and then what he seems to expect will be the next step in their development.
3. How does his use of the​ thumbs-up-or-thumbs-down strategy show intentionality about his instructional decision​ making?
4. How does Mr. Scherrer show that he recognizes varied levels of developmental readiness among the​ students?

**Application Exercise​ 3.1: Taking​ Social, Moral, and Emotional Development into Account in Intentional Teaching**

1. Why is Bill​ Stepien's instructional approach developmentally appropriate for middle school students and not developmentally appropriate for elementary school​ students?
2. How does Bill Stepien show that he understands his​ students' readiness to engage in​ reflectivity?
3. What does the teacher do that shows his understanding of​ students' stage of moral​ development?
4. What does Bill Stepien do that supports​ students' development of positive peer relationships and shows his understanding of his​ students' increasing dependence on​ peers?

**Application Exercise​ 4.1: Teaching in Light of​ Socioeconomic, Ethnic,​ Language, Gender, and Intellectual Differences**

1. What does Ms. De La Riva do in the opening of the lesson that shows her intentionality about teaching in ways that respect student​ differences?
2. How does Ms. De La Riva show intentionality about helping struggling students without lowering the expectations for completing the learning​ objective?
3. In what ways does Ms. De La​ Riva's use of technology in the classroom make her more effective or less effective as an intentional​ teacher? Explain your answer.

**Application Exercise​ 5.1: Using Principles of Behavioral and Social Learning Theory to Improve Teaching and Learning**

1. During the group​ lesson, what does Mrs. Casey do that shows her intentionality about reinforcing students for engaging in behaviors that promote learning​ success?
2. How does Mrs. Casey show that she understands the concept of shaping​ behavior?
3. How does Mrs. Casey teach students to monitor and reinforce their own reading​ behaviors?
4. What behaviors do you observe in Mrs.​ Casey's students that indicate that she has been intentional about communicating which behaviors are expected and which behaviors should be​ avoided? Give specific examples.

**Application Exercise​ 6.1: Teaching in Light of Knowledge of Brain Function and Learning Strategies**

1. Analyze Marce​ Kersten's lesson opening - the first 3 minutes of class. Explain what makes this opening particularly effective in light of our knowledge of brain function and learning.
2. How do Ms.​ Kersten's strategies of brainstorming and working in pairs show that she understands the need to enhance​ long-term memory? First describe her instructional​ strategies, and then explain two ways in which the strategies affect​ long-term memory.
3. Why is the exit activity important in light of our knowledge of brain function and​ learning?
4. What strategies used by Ms. Kersten are likely to motivate or encourage her students to devote mental energy to​ learning? Explain your answer.

**Application Exercise​ 7.1: Using What You Know about Direct Instruction to Improve Teaching and Learning**

1. What evidence do you see that Angie Baltierra was intentional about planning a lesson appropriate to the objectives she had in​ mind?
2. How does Ms. Baltierra know whether her students understand the new​ strategy?
3. Ms. Baltierra is intentional about the structure of her lesson. Describe the structure of the lesson. In your​ description, name the specific parts of a direct instruction lesson that she used and describe her application of each part.

**Application Exercise​ 8.1: Teaching Using​ Student-Centered and Constructivist Methods**

1. What makes Mr.​ Swope's use of cooperative learning​ effective?
2. What evidence do you see and hear that suggests these students are engaged in​ student-centered learning?
3. What critical thinking skills are students using to solve​ problems?
4. What does Mr. Swope say and do to encourage critical thinking skills and create a culture of thinking in his​ classroom?

**Application Exercise​ 9.1: Teaching in Light of Research on Grouping and Differentiation**

1. Does this teacher show intentionality about balancing​ quality, appropriateness,​ motivation, and time factors in this​ lesson? Explain.
2. In this​ setting, how could the teacher use peer tutoring to help struggling English learners understand the​ lesson?
3. What are the instructional benefits of using the interactive whiteboard to help students learn this​ lesson?
4. The students are seated in groups of four. How might the teacher use these groups to differentiate instruction for struggling students and for advanced​ learners?

**Application Exercise​ 10.1: The Intentional​ Teacher: Using What You Know about Motivation to Improve Teaching and Learning**

1. Analyze the classroom environment during Ms.​ Sanchez's lesson. What teacher behaviors and instructional practices indicate that​ students' basic psychological needs are being​ met?
2. When Ms.​ Sanchez's students succeed in writing narrative with​ emotion, to what will they probably attribute their​ success? What does the teacher do to encourage this type of​ attribution?
3. Ms. Sanchez involved the students in creating a rubric that identifies elements of good personal narratives. Why were students motivated to help create the​ rubric? What kinds of things might the teacher have said at the beginning of the rubric development to motivate students to​ participate?
4. Give examples of the​ teacher's use of praise. Why does her praise enhance​ students' motivation to give their best​ efforts?

**Application Exercise​ 11.1: The Intentional​ Teacher: Using What You Know about Effective Learning Environments to Improve Teaching and Learning**

1. Mr. Wimberly arrives early and prepares for the school day. How does this preparation minimize​ time-wasting activities?
2. Mr. Wimberly has a planned activity on​ students' desks as soon as they enter the classroom. How does this plan affect the learning​ environment? What does this say about the importance of​ learning?
3. How does Mr.​ Wimberly's use of training sessions at the beginning of the year affect​ students' engaged​ time?
4. Is Mr. Wimberly intentional about increasing​ students' engaged​ time? Explain. Support your answer with information in the video.

**Application Exercise​ 12.1: The Intentional​ Teacher: Using What You Know about Learners with Exceptionalities to Improve Teaching and Learning**

1. Is Ms. Feldman intentional about planning to meet the needs of all students in her​ class? Explain.
2. Josh is a student with autism. Why does Ms. Feldman choose to pull Josh aside and work with him​ individually?
3. Will Josh probably perform better or worse in this inclusive art class than he would in a special education classroom with other students who have​ disabilities?
4. Ms. Feldman borrows the stencil from Dave in order to give it to Josh. Why might an intentional teacher take such an​ action?