|  |  |  |
| --- | --- | --- |
| Discussion Scenarios – What would you do? | Which element does this relate to most? Is this based on a state or local decision/assumption? | How would you address the challenge? |
| 1. We’ve got to get our reading and math scores up for 3rd grade state assessments so we are implementing a schoolwide requirement that all classrooms use block schedules: 90 minutes of direct reading instruction and 60 minutes of direct math instruction at all grade levels. |  |  |
| 1. I can teach my 1st grade kids the mechanics of how to read but I’m not allowed to do learning activities that go beyond the scripted curriculum. The problem is that the children don’t have the experiences, vocabulary or background knowledge that lay the foundation. |  |  |
| 1. I use a lot of hands-on and play-based instructional strategies in my kindergarten classroom. Kids are often in activity centers (including a socio-dramatic play center) where I interact with and observe children. I’m having a hard time convincing my new principal that this is instruction. She often says, “I’ll come back when you’re teaching” when she does a walk-through and tells me to prepare an appropriate lesson for an APPR observation. |  |  |
| 1. I administer assessments as required by the district. I use information the best I can, but 25% of my kids are Multi-lingual Learners. I’m not sure what I’m supposed to do to meet the unique needs of these children in my classroom or how to determine if they are making progress. |  |  |
| 1. The kids in my kindergarten class struggle every single day to pay attention when I teach the lessons I planned for the whole group. I wonder if I have a lot of kids with behavior issues. They should be able to sit there for 20 minutes while I teach them! |  |  |