

Instructional Challenge and Opportunity Scenarios

This document describes four challenging instructional scenarios and identifies related strategies from the *Supporting Students in Poverty with High Impact Instructional Strategies Toolkit* that can be considered to strengthen instruction.

Each challenge or opportunity scenario could be used in a professional learning session to promote independent reflection and collaborative problem-solving.

Here is an example of how scenarios might be used.

- Divide teachers or training participants into small groups of 3-4.
- Ask participants to independently explore their assigned Toolkit strategy (see scenarios and related practices below).
- Questions for small group discussion:
 - *How could this resource be used to enhance instruction in the area identified in the scenario?*
 - *How could you use this strategy brief in your school or PLC?*
 - *What is the value of the Self-Check and Reflection component?*
 - *Are the recommendations and strategies in the brief actionable, relevant, useful?*
- Following small group discussions, share out conclusions and key points with the large group.

1. Challenge or Opportunity

Our school is struggling with family and community engagement. What might we do to strengthen this area?

Teacher and Principal Actions to Explore

- 5.3 Embrace families' expertise and experience.
- Principal Recommendation 5: Foster meaningful family and community engagement.

2. Challenge or Opportunity

Our school is struggling with high expectations for students. Many teachers seem reluctant to teach on grade level and express concern about student motivation and a lack of foundational skills. What might we do to strengthen this area?



Teacher and Principal Actions to Explore

- 4.4 Expect the best from students.
- 1.2 Communicate expectations for learning.
- Principal Recommendation 1: Craft and communicate a vision of academic success for ALL students with clear expectations of what quality instruction looks like.

3. Challenge or Opportunity

After reviewing informal classroom observation data, Principal Benton noticed limited feedback was provided to students in many classrooms. This was evident most often when students worked independently or in small groups. How can the practice brief you have been given support teachers?

Teacher and Principal Actions to Explore

- 1.5 Provide just-in-time support.
- 1.6 Provide just-in-time feedback.
- 3.4 Encourage self-directed learning.
- Principal Recommendation 2: Center conversations on instruction.
- Principal Recommendation 3: Provide professional development that is aligned with a teacher's specific needs.

4. Challenge or Opportunity

In your school, there are several non-traditional and/or new teachers (less than 3 years of experience). Lesson plans vary in detail, rigor within and across classrooms at all grade levels.

Teacher and Principal Actions to Explore

- Plans with purpose.
- 1.3 Model the learning process.
- Principal Recommendation 3: Provide professional development that is aligned with a teacher's specific needs.
- Principal Recommendation 4: Facilitate collaboration and professional learning communities.

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