

*School ID:*

## 1<sup>st</sup> Scenario (Video clip)

### *Question 1*

What did you notice as you watched this video clip? (Begin your response here)

### *Question 2*

What guidance, IF ANY, would you give this teacher?  
(Begin your response here)

## 2<sup>nd</sup> Scenario

Four years ago, a new math program was adopted at your school. The math program was chosen because independent research had shown it to work. Over the past few years, math scores on standardized tests have not improved significantly. The math scores of poor students have decreased slightly.

Many of your best teachers are convinced that the new mathematics program is excellent and should be kept. But other teachers are frustrated. A few teachers tell you that they think that the math program is at fault. Others admit that they are starting to use "whatever works," rather than following the math program.

Question: How would you address this situation?

(Begin your response here)

## 3<sup>rd</sup> Scenario

Your school's reading test scores are significantly lower than the district average, especially for students receiving free and reduced lunches. When you visit classrooms, you see that the teachers are working hard, that the students are paying attention during their reading lessons. Some experienced reading teachers tell you in informal discussions that they are using techniques that have been very effective in the past. One of the teachers remarks, "It must be the kids..." Those who teach math and science say, "It's not us—we're not reading teachers."

Question: How would you address this situation?  
(Begin your response here)

## 4<sup>th</sup> Scenario

For several years now you have been presenting your school's state test results to your faculty at one of the early Faculty meetings. You also provide individual student test results to teachers for each of their incoming classes. After the faculty meeting, several of your teachers expressed frustration with the limited usefulness of these test data. "Those standardized tests can't really capture the reading and writing process," complained Mr. Magnolia -- the leader of your English department.

"These results give me a general picture of the needs of my students in broad categories, like number sense and algebraic thinking, but they don't really help me with what I should focus on in my lessons. This is particularly true for students who need extra help," concurred Ms. Wisteria, a respected mathematics teacher. You would like to make more use of these and other student performance data.

Question: How would you address this situation?

(Begin your response here)

## 5<sup>th</sup> Scenario

For over a year now, you and your assistant principals have monitored instruction regularly, reviewed teachers grading of students works, and provided them with regular feedback on their classroom performance. Many teachers have openly opposed your efforts - in faculty meetings and other public venues - believing that classroom teaching is a private matter best left to teachers. Comments such as this one are common: "When I close that classroom door, how I teach is an individual decision. I will come to you if I need something."

Question: How would you address this situation?  
(Begin your response here)

## 6<sup>th</sup> Scenario

One year ago, everyone at your school agreed that a primary goal was to foster better communication between teachers and administrators with regard to classroom teaching and student learning. However, when teaching and learning is introduced for discussion in most meetings, the conversation typically stops. When there is a conversation about teaching or learning, it typically centers on the textbook, a curricular unit, or new materials being used.

Question: How would you address this situation?

(Begin your response here)

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