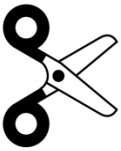


## **Dilemma 1**

### **Planning to use digital & concrete tools**

- i) Students enjoy using digital devices but the internet access is not reliable or the technology is scarce
- ii) A wide variation in experience with and prior access to technology means that some students are able to sabotage lessons while others are frustrated with accessing the lesson materials
- iii) I am reluctant to place manipulatives around the room because some students will use them inappropriately but that means that others who value the use of them have less access



### **Corner 1**

What programs, tools, and manipulatives do I need to review?

How will I plan my lessons?

Where will I record my lesson plans?

What is my plan for evaluation?

Are my plans aligned with school and ministry policies?

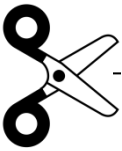
What alternate activities do I have planned in case technology fails?

How am I introducing new instructional strategies?

## **Dilemma 2**

### **Students who struggle with appropriate behavior**

- i) Student A frequently moves about the room causing a distraction for others
- ii) Student B interrupts others or demands excessive individual attention
- iii) Student C frequently makes negative comments aloud about the content or the other students' contributions



### **Corner 2**

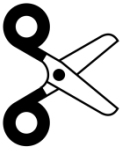
How will I implement our class protocols for inappropriate behaviour?

How will I address incomplete homework the first time? On a regular basis?

### **Dilemma 3**

#### **Collecting evidence of learning**

- i) Student A has specific disabilities that prevent full participation in class activities and makes remembering ideas difficult
- ii) Student B has extremely high expectations for herself but she and her parents expect specific teaching of all important ideas that might become part of assessment
- iii) Student C requires time to build deep understanding but enjoys making connections to related ideas. He is often anxious when assessment opportunities arrive before he feels ready.



#### **Corner 3**

What ongoing assessment strategies will I use?

How will I efficiently collect sufficient evidence of learning?

How will I record evidence of learning?

What evidence of student learning do I have?

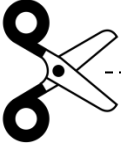
What strategies am I modelling to help my students develop metacognitive skills?

What effective techniques am I explicitly teaching for studying, making presentations, and writing tests and exams?

## Dilemma 4

### Supporting students who have missed part or all of a class

- i) Student A has been seriously ill and absent for two weeks. He is normally a committed, capable student
- ii) Student B arrived late for a class and has missed receiving materials, hearing instructions and being placed in a group
- iii) Student C is on a school team and was excused from class to attend an important out-of-town game



#### Corner 4

How will I enable students who are absent to access lesson materials?

How will I track late arrivals, homework, absences, parent contact, student information?