**Scenario Handout**

**Directions:**

* With a partner, complete the IAP for at least two scenarios
* After completing the IAP, answer two questions:
	1. **What challenges do you anticipate data teams will have with the IAP?**
	2. **What coaching strategies will you use to address challenges and support data teams in their use of the IAP?**
* After 10 minutes, we’ll discuss the answers as a whole group.

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| **2nd Grade Reading Instructional Action Plan Scenario** The second grade data team found that over half their students scored below proficient when reviewing recent CFAs that assessed students’ ability to identify and describe cause and effect relationships in fictional stories.  They began by reflecting on previous lessons they had taught which mostly involved story discussion regarding cause and effect. The team then began asking themselves questions such as:1. “Why are so many students having difficulty understanding cause and effect?”
2. “What was our instruction missing that caused students to have problems?”
3. “What specifically about the concept of cause and effect is confusing students?”
4. “What new instruction could we provide that would better help students understand?

 After discussion and a careful analysis of the data the team decided that most students could identify an effect when given a cause, but the common problem was that they had difficulty identifying the cause when given an effect. |
| **4th Grade Math Instructional Action Plan Scenario** Fourth grade math teachers reviewed recent CFA data that assessed students’ ability to apply the area and perimeter formulas for rectangles to solve problems. They found that more than 60% of students scored below proficient. The team reflected on the lessons they recently taught which focused on introducing algorithms as a fast and efficient way to solve perimeter and area. The team began asking themselves the following questions:1. “Why are so many students having trouble with these problems?”
2. “Why wasn’t our instruction effective?”
3. “Was there background knowledge missing that kept students from being successful?”
4. “What instruction might we provide to help students better understand?”

 After careful analysis of the data with insightful data team discussion around each of the assessment items, the team believed they identified the common problem. They found that the majority of students did quite well on the perimeter problems. Many students, however, lacked conceptual understanding of area and did not seem to grasp why the algorithm could be used.  |

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| **8th Grade American History Instructional Action Plan Scenario** The eighth grade social studies data team met and reviewed CFA data that assessed students on determining the cultural impact of the forced removal and resettlements of Native Americans. The data was quite disappointing, as more than half the students scored below proficient. The social studies team decided to reflect on previous instruction around this concept that consisted mostly of reading the text and peer group discussion. The team then began asking themselves questions such as:1. “Why are so many students not seeing and understanding these connections?”
2. “Why wasn’t our instruction effective?”
3. “What part of this concept do they understand and what is giving them problems?”
4. “How might instruction be changed or tweaked so that more students are successful with this objective?”

 After reflective discussion and looking more carefully at the data, the team felt that students were able to recall events of Native American removal and resettlement but the common problem was that they lacked an understanding of how this impacted the culture. Teachers felt lessons needed to be taught at a greater depth of knowledge. |
| **High School English Scenario** From standardized test scores, high school English teachers found students scored low on personal essay writing. To understand why, data team of 7th-12th grade English teachers asked their students to write a short personal essay. They analyzed the papers and found students exhibiting the same types of problems:1. Not using transitions words
2. Not using transition sentences
3. Not using paragraphs, just one long paragraph
4. Not using concluding paragraphs

 Teachers decided to focus on transitions sentences as their common problem. They started by asking themselves, “why aren’t students getting this? What are we as teachers doing that impacts students’ understanding of this skill?” |
| **Kindergarten Phonemic Awareness Instructional Action Plan Scenario** A kindergarten data team reviewed CFA data along with teacher observational notes and found that a large percentage of students were having difficulty producing rhymes in response to spoken words. After careful analysis, the teachers found these to be errors students were making:1. Producing words that had the same initial consonant sound (example: cat / cake)
2. Producing words that had different vowel sounds (example: cat/hot)

 The team began by reflecting on their previous lessons which consisted mostly of reading rhyming word books aloud and having students listen for words that rhyme. They asked themselves questions such as:1. “Why are students having these misunderstandings? “
2. “How could instruction be improved so more students will better understand what makes a rhyming word?”

 The team decided they needed to focus on helping students understand that rhyming words have different beginning sounds, but the same vowel and ending consonant sound. |