

Consider the unique contexts

Objective(s)

Learners describe the dilemma from multiple perspectives.

Description

In this activity, learners listen to or read Emily's and/or Michelle's perspectives and consider the unique context of the dilemma from each teachers' perspective.

Required Materials/Resources

Learner Materials

- [Audio 7.2: Emily's perspective](#)
- [Audio 7.3: Michelle's perspective](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to audio clips or transcripts. Learners can listen to the audio clips or read transcripts as a class or independently outside of class.
2. Ask learners to briefly describe the program contexts, particular concerns Emily and Michelle have, and their perspective on each situation.
3. Provide feedback.

Suggested Assessment

1. Program context

Emily:

- Pre-K classroom in a blended Head Start-public program [details from Step 1: Dilemma]
- Children in her classroom have a range of abilities and have difficulties following classroom routines, and getting along with other children, including one child who has regular meltdowns and is occasionally aggressive.

Michelle:

- Classroom in a child care center [details from Step 1: Dilemma]
- Classroom is literacy rich, but some children are learning key literacy concepts faster than others.

Teacher's attitudes and beliefs

Emily: wants to make sure all the children in her class get her attention and is curious about learning a new way to help her organize the learning environment to promote children's social emotional development.

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
Problem Solving Session

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 7.16a](#)

Michelle: believes that all children benefit from language and literacy activities, and wants more information about using a tiered approach and doing formative assessments.

2. Particular concerns of Emily and Michelle

Emily: Not sure how a tiered approach will work and whether it is better than what she is already doing.

Michelle: This new tiered approach seems complicated and wants to make sure it will help all children learn, but needs more information.

3. Personal reflection

Hints provided to learner:

1. Describe Emily and Michelle's programs and the children in their classrooms. Your response should also mention what each teacher wants to learn and do to help her students.
2. Describe how Emily and Michelle feel about using tiered instruction in each of their classrooms.
3. Have you had experience using tiered instruction? Describe your views.

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed or submitted online.
- Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

There are no alternate versions of this activity.

Credits

The CONNECT Content Team