

## GUIDING QUESTIONS

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### *Guiding Questions With Prompts for Video Discussion*

Facilitator (sample): *These examples showed great technology integration in action, but let's talk about what is behind the scene of this type of integration.*

1. What mechanisms are in place in my classroom or our school for building student confidence?

*How do you address individual needs in your classroom? What strategies have you used in your classroom to build self-confidence in a particular student?*

2. How does the design of my classroom environment engage and motivate students, while honoring individual differences and meeting the learning needs of all?

*How do you incorporate student choice in your classroom instruction? Are you able to explore and address cultural differences that may affect learning in your classroom? The majority of students in the video were Latino. What differences, if any, do you need to consider for the language groups at your school? Why?*

3. Are students in my classroom challenged at their ability level with relevant and meaningful learning, and motivated to apply their knowledge and learning to real-world practice?

*In the video, the students studied weather on the Internet. Such active engagement in studying weather reinforced the learning in order to meet standards for technology competence and science content standards at the same time. Research discussed in the Pathways Critical Issue tells us that making real-world connections is beneficial to language learners. How are you able to make the relevant, real-world connections in your classroom instruction?*

4. Do students in my classroom have opportunities to learn through various instructional approaches?

*In the video, the teacher at Canutillo Elementary used the print handout function of PowerPoint™ to make note-taking easier for students. Research tells us students who apply good study strategies have higher achievement scores. How do you reinforce learning skills of your students?*

## **GUIDING QUESTIONS (continued)**

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5. Do students in my classroom share the responsibility for their learning? Am I explicit in setting and communicating learning goals?

*In the video, some of the teachers talk about using rubrics. Some teachers create rubrics with their students to give clarity in communicating learning goals. What are some of the strategies you use to communicate learning expectations in your classroom?*

6. Do my learning resources include a range of technologies?

*Have you taught your students to use resources, such as the audio component on online dictionaries? In what other ways could a teacher use presentation software that would specifically help LEP students? (Example: recording audio to align with written presentation.) Why was it helpful for LEP students to use a spreadsheet in a simple probability exercise? Do you feel that you have the knowledge to extend the use of technology to enhance learning in your classroom?*

7. How does my collaboration within and outside my school help support my classroom and my students' learning?

*How do you keep current with educational research that may contribute to the success of your students? Do you have any routine methods of sharing with your colleagues?*

8. Do the learning activities used in my classroom address the skills necessary for students to learn, work, and live successfully throughout their lives?

*Do you differentiate instruction in your classroom? How are you able to find the time to do this kind of planning?*

*Facilitator (sample): This video showed some great examples of integration in action. It did not discuss what took place to achieve the type of integration that supports LEP students. We saw students participate in technology activities that provide them with opportunities to learn at high levels. They interact with each other when they are in student-centered classrooms. Our workshop today is to plan around our needs in addressing the LEP students in our classrooms—how to make the teaching and learning better. To begin our journey of professional development improvement...*