

QUESTIONING THE AUTHOR
P. 12 — INSTRUCTION - TEACHERS
(generated on 12/10/07)

Questions about Document Structure and Influence

- How do “opportunities” differ from “concerns”?
- Why are concerns not addressed in opportunities?
- How do we reconcile the heading with the questions in the left column?
- Why do the responses not use the language of the questions?
- Why are similar strengths and concerns divided by subject?
- Why are only core subject areas mentioned in this document?
- Why are many of the opportunities in the document not addressed in practice?
- Why isn’t the information in the right column organized based on the questions in the left column?
- How is this document used?
- How often is the document reviewed?
- Why isn’t the question about what the school can do to continue fostering improvement explicitly addressed?
- What evidence do we have to show that our listed strengths are actually effective?
- How are the concerns within the document addressed in practice?

Specific Questions about Document Content

- How do we define academic rigor?
- What is defined as “highly qualified” and how does this influence hiring practices?
- What is the actual percentage of teachers who are not considered “highly qualified”?
- What is the evidence that we have veteran teachers who are not “highly qualified”? How is this addressed?
- How can we increase rigor without increasing failure rates?
- What does ESQ mean?
- What support is in place for professional development? Should this be considered an opportunity instead of a strength?
- If one of the goals of SIPAAA is to develop technology skills, then why do we not have more funds available to improve our technology resources?
- Why are walkthroughs considered ineffective and what can be done about this?
- Why is scheduling not addressed as an opportunity?
- Why is the issue of lesson plans not placed under concerns?
- What is a “mentor walkthrough”?
- Why does the author suggest co-chairs instead of having one department chair who delegates responsibilities to committees within the department?
- Since it has been a few years since the document was written, do we have a new number for how many teachers are currently National Board certified?
- Do cooperative strategies and common syllabi contradict the concept of differentiated instruction?
- What does “methods of cognitive development” mean?
- Why does the science department say that academic rigor should not be enforced?