



DIRECTION-FOLLOWING SCENARIO

Activity overview: In this activity, you will read the scenario and discuss how the teachers might adjust their instruction to help a subgroup of children progress.

Directions: The teachers in the scenario below collect information from multiple sources to evaluate children's progress. What changes could they make in their instruction to help a specific subgroup of children? Discuss and record your ideas below.

When co-teachers Tamika and April interpret the ongoing child assessment information they have collected, they sometimes decide that children are not making progress, or are progressing too slowly toward a learning goal.

- Their assessment data currently shows that several children often have difficulty following simple directions that include positional words such as “in” and “under.”
- Their anecdotal notes record that the same children are having this difficulty with games and activities in the learning centers.
- Their video shows these children having similar difficulties in an obstacle course.

As they analyze the data, Tamika and April realize that all the children in this subgroup are dual language learners (DLLs). Tamika and April often collaborate with families, colleagues, and specialists when they plan instruction based on assessment information. They decide to ask their program's DLL specialist for suggestions.

Discuss what the teachers might do to better help this group of children learn. Record your ideas below.