

## Behind the Classroom Door

Based on your reading “How can it happen that situations for students in some classrooms may spend the majority of their classroom time on relatively low-level content and skills, while their peers in the class next door are spending much more time on higher-level content?” If a principal should correct this, how would he/she?



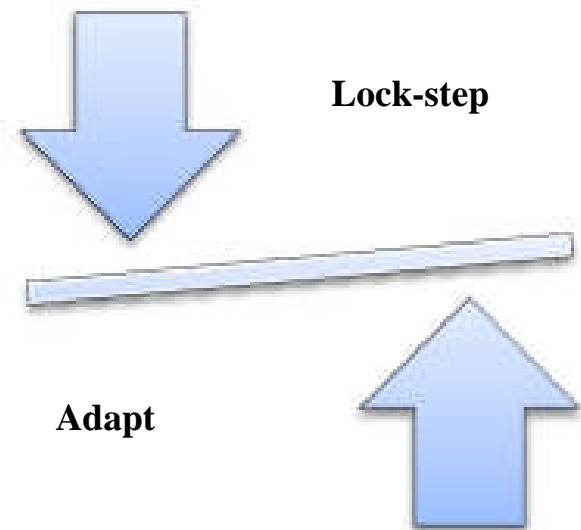
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**How do you move your staff from “Less Emphasis On” to “More Emphasis On” what happens in the 'black box' of instruction?"**



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When Dean Pianta says, "There's always some slippage at every level...districts, schools, and teachers are allowed to adapt the programs or models" what is your position?



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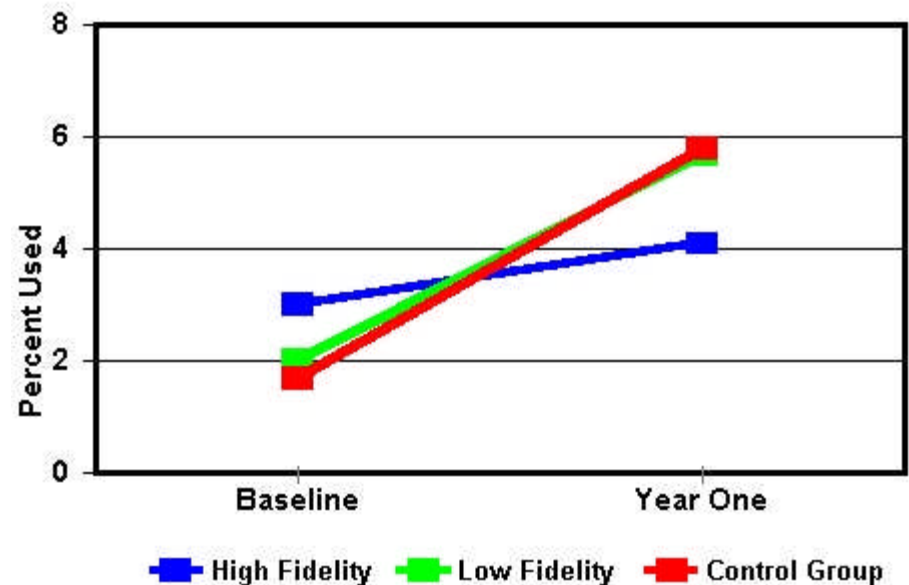
Based on your reading of the article's clear finding that there is a lack of agreed upon *standards for practice* what do you think principals should do?



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Do you agree with Floden's comment "...we ought to have strong, assertive statements about what is the core instructional program, and we ought to monitor it"? What should principals do to guarantee fidelity of program implementation?

Effects of Fidelity of Implementation



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Does DeMonte's set of findings ring true to you? What are its implications—how do we get more in the middle of this diagram?

