

## Step 3

	Definition	Example
focus area	<ul style="list-style-type: none"><li><input type="checkbox"/> Relates to instruction.</li><li><input type="checkbox"/> Narrows scope of inquiry while remaining broad enough to be relevant to many/most staff members.</li></ul>	Literacy
priority question	<ul style="list-style-type: none"><li><input type="checkbox"/> Arises from a collaborative process.</li><li><input type="checkbox"/> Relates to instruction.</li><li><input type="checkbox"/> Further narrows scope of inquiry.</li><li><input type="checkbox"/> Is actionable.</li><li><input type="checkbox"/> Is genuinely intriguing to staff.</li></ul>	Why are students struggling with reading comprehension on the state assessment?
learner-centered problem	<ul style="list-style-type: none"><li><input type="checkbox"/> Is directly related to Priority Question.</li><li><input type="checkbox"/> Is based on multiple data sources.</li><li><input type="checkbox"/> Is within our control.</li><li><input type="checkbox"/> Is a statement, not a question.</li><li><input type="checkbox"/> Is specific and small.</li></ul>	Students do not demonstrate skill in drawing inferences from literature.
problem of practice	<ul style="list-style-type: none"><li><input type="checkbox"/> Is directly related to Learner-Centered Problem.</li><li><input type="checkbox"/> Is based on evidence found when observing instruction.</li><li><input type="checkbox"/> Is within our control.</li><li><input type="checkbox"/> Is a statement about practice (not a question).</li><li><input type="checkbox"/> Is specific and small.</li></ul>	As teachers, we do not challenge students to go beyond the literal interpretation of what they read.
action plan	<ul style="list-style-type: none"><li><input type="checkbox"/> States specifically what teachers will do to address the problem of practice.</li><li><input type="checkbox"/> Contains one or more research-based, evidence-based, high-leverage instructional strategies.</li><li><input type="checkbox"/> Assigns responsibility to specific people.</li><li><input type="checkbox"/> Is time-bound.</li></ul>	Implement instructional strategies that have students role-play how the characters in a novel might respond to different kinds of situations, and then reflect on their acting choices.
plan to assess progress	<ul style="list-style-type: none"><li><input type="checkbox"/> Clarifies evidence that would show whether action plan is addressed the learner-centered problem.</li><li><input type="checkbox"/> Includes short-term, medium-term, and long-term data sources.</li><li><input type="checkbox"/> Includes specific and measurable student learning goals.</li></ul>	<u>Short term:</u> role-play observations, conversations with students about their acting choices. <u>Medium term:</u> ongoing writing prompts asking students to make inferences about character motivation <u>Long term:</u> student growth in performance on state exam

