

# Data Wise Throughline Worksheet

**Step 3**

**Step 4**

**Step 5**

**Step 6**

**Step 7**

<p><b>focus area</b> (DW p. 68)</p> <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>	<p>Leadership team chose this focus area:</p>
<p><b>priority question</b> (DW p. 84-85)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arises from a collaborative process.</li> <li><input type="checkbox"/> Helps us know what student data to dig into next.</li> <li><input type="checkbox"/> Relates to learning.</li> <li><input type="checkbox"/> Is within our control.</li> <li><input type="checkbox"/> Is genuinely intriguing to staff.</li> </ul>	<p>Broad faculty group identified this priority question:</p>
<p><b>learner-centered problem</b> (DW p. 104)</p> <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 about students' learning.</li> <li><input type="checkbox"/> Is within our control.</li> <li><input type="checkbox"/> Is a <i>statement</i>, not a question.</li> <li><input type="checkbox"/> Is specific and small.</li> </ul>	<p>Teacher team agreed on this learner-centered problem:</p>
<p><b>problem of practice</b> (DW p. 110)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is directly related to the learner-centered problem.</li> <li><input type="checkbox"/> Is based on evidence found when examining instruction.</li> <li><input type="checkbox"/> Is within our control.</li> <li><input type="checkbox"/> Is a <i>statement</i>, not a question.</li> <li><input type="checkbox"/> Is specific and small.</li> </ul>	<p>Teacher team agreed on this problem of practice:</p>
<p><b>action plan</b> (DW p. 134)</p> <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, high-leverage instructional strategies.</li> <li><input type="checkbox"/> Assigns responsibility to specific people.</li> <li><input type="checkbox"/> Is time-bound.</li> </ul>	<p>Teacher team agreed on this instructional strategy:</p>
<p><b>plan to assess progress</b> (DW p. 152)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clarifies evidence that would show whether action plan addresses the learner-centered problem.</li> <li><input type="checkbox"/> Includes short-, medium-, and long-term data sources.</li> <li><input type="checkbox"/> Includes specific, measurable student learning goals.</li> </ul>	<p>Teacher team agreed on using these data sources:</p>