

Area of Focus Process Worksheet

1. SELF-ASSESS	A. Determine learning strengths and needs of your students.	Step 1. List the strengths and needs of your students.	
		Step 2. Generate questions. <ul style="list-style-type: none">What questions do you have about how your students developed these strengths?What aspects of your students' learning challenges are most puzzling to you?	
		Step 3. Analyze your data. <ul style="list-style-type: none">What are 1-2 areas of strength for your students that you could build on during this inquiry cycle?What are 1-2 areas of student learning need that you are not sure how to support yet through your instruction?	
	B. Consider district/school goals and professional development offerings.	<ul style="list-style-type: none">What are your school and district working goals for the year?What support will you receive through professional development?How do these goals and support opportunities connect with your student learning needs?	
	C. Self-assess using your district's instructional framework.	<ul style="list-style-type: none">What are areas of strength in your instructional practice?What are areas of growth in your instructional practice?How does this connect to professional development offerings available to you?	
2. DETERMINE A FOCUS	A. Narrow to an area of focus.	Step 1. Make connections. <ul style="list-style-type: none">What connections do you see among your students' needs, your school/district focus and PD offerings, and your self-assessment on the instructional framework?Given your students' strengths and needs, your questions about your own practice, and the professional development offerings in your district, what might be a reasonable focus for your inquiry cycle?	
		Step 2. Name your area of focus. <ul style="list-style-type: none">If I work on _____ instructionally during this inquiry cycle, the result will be _____ (in student learning).	
	B. Envision data and look fors.	Step 1. Determine student look fors. <ul style="list-style-type: none">What qualitative and quantitative sources of data might you collect from students?What will you look for at the end of the cycle to show you met your goals?What will you look for along the way?	
		Step 2. Determine your instructional practice look fors. <ul style="list-style-type: none">Within the context in which you teach, what will change in your instructional practice?What will this look and sound like?	