Problem of Practice Worksheet

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| **Purpose:** To explore data within your selected broad academic area(s) of focus, ultimately arriving at a Problem (or Problems) of Practice. |
| **Directions:**1. Record your broad academic area(s) of focus and sources of data to be considered.
2. As a team, make factual observations about the data presented, looking for trends, patterns, or discrepancies.
3. Infer meaning from your factual observations. What might the data be telling you?
4. Ask clarifying questions to be answered, based on your inferences, and assemble the additional data needed to answer them.
5. Repeat this activity with your additional data until you’ve identified a clear

problem(s) of practice within your broad academic area(s) of focus. |
| Broad Academic Area(s) of Focus |
| Third Grade Math |
| Sources of Data |
| SBAC, Local Assessment Data, Teacher Observations, AIMSweb |
| Factual Observations |
| * SBAC data indicates that less than 30 percent of third graders are proficient in math.
* SBAC data indicates that third graders are significantly less proficient in Number Sense and Problem-Solving than other SBAC Math strands.
* AIMSweb data indicates that less than 50 percent of students in Kindergarten through second grade are proficient in math computation skills.
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| **Inferences** |
| * Although students may be proficient in computation skills they are having difficulty making the connection to using those skills with problem solving.
* There is a foundational gap in problem-solving skills from the early primary years.
* There are differences in instructional practices and expectations when teaching problem solving skills in grades K-3.
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| Clarifying Questions |
| Are teachers using consistent practices across vertical alignment?Do students have the necessary literacy skills needed to understand the word problems? How are problem-solving skills being formally evaluated at the primary levels (K-2)? |
| Additional Data Needed |
| Teacher observations, Formal K-2 Problem Solving Assessment |
| Problem of Practice |
| Not all teachers apply consistent high quality instructional practices in mathematics in K-3rd grade. |