## The goal of this activity is to have you use data to identify problems of practice at the school, grade/subject area, and individual teacher levels. While there are many ways to think about a problem of practice, UC Davis researchers define [a problem of practice](https://education.ucdavis.edu/general-information/problems-practice-necessary-steps) is an area for growth that “focuses on the instructional core, is directly observable, is actionable, and connects to a broader strategy of improvement.” Once you have used data to identify a problem of practice, you can target support and resources to support improvement.

## Part 1: Identifying whole-school support needs

*Examining the Data*

1. Open the spreadsheet “Teacher Effectiveness Dataset.”
2. Examine the Average for each of the TEAM indicators (Columns F-X) to identify those areas where the school as a whole may need additional support and professional development.

*Taking Action*

Based on the data, which indicator(s) might be a school-wide focus for a problem of practice?

Based on your answer above, identify the problem of practice, the action steps, and benchmark monitoring to address this issue.

## Part 2: Identifying teacher-team support needs

*Examining the Data*

1. Sort the dataset by “Grade-Level” (Column B). In Excel: select “Data”-> “Sort” -> Column B or “Grade-Level.”
2. Look across TEAM indicators (Columns F-X) to identify any grade-level needs.

*Taking Action*

1. Based on the data, which grade-level(s) need the most or immediate support? What data did you use to determine where the support is most needed?
2. Create a problem of practice for one of the grade-level(s) identified as needing the most or immediate support. Be specific about the action steps and benchmark monitoring to address the issue.

## Part 3: Identifying individual teacher support needs

*Examining the Data*

1. Identify the teacher(s) in need of support. Sort the data by “Overall TEAM score” (Column E) or other TEAM indicators (Columns F-X) to identify individual teachers in need of support.
2. Reflect on the following questions:
	1. Based on the data, which teachers need support?
	2. What data did you use to identify these teachers?
	3. Based on the data, which teachers are best positioned to support other teachers?
	4. Which teachers are best positioned, with support, to grow their current level of acceptable practice into stronger practice?
	5. Which teachers should be prioritized for immediate support of foundational practices?

*Taking Action*

Choose two teachers. Write a brief professional development plan for each teacher’s identified area of refinement. Be specific about the ways in which the plan will be monitored and evaluated for success.