

SELF-ASSESSMENT

A team of middle school teachers representing different content areas but teaching the same grade level reviewed the data from an interim assessment and noted that students' vocabulary scores are below grade-level expectations. As one of the team members shared, "Across the board, academic vocabulary is weak, but I am also thinking about student motivation. I don't think teaching a bunch of words is going to help. I think we need to focus more on projects across our content areas." A peer in the group added, "That would be interesting. I think we could develop some cool projects and problem-based learning units that would be fun for students."

As their conversation continued, the team decided that their common challenge would be to "design a project for students in our content areas" and that they would meet regularly to update one another about the progress of their projects. As one of them noted, "I'm not sure what kind of project I'll have students do, but I'm thinking that maybe illustrating the ideas in the chapters we're reading might help them understand the text. They could then share their illustrations with each other and teach each other what's in the text."

Considering the decisions this team made, analyze the situation against the conditions previously presented about common challenges.

COMMON CHALLENGE CONDITIONS	DOES THIS SITUATION MEET THE CONDITION?
It's grounded in the evidence we gather during the "Where are we now?" phase.	
It's observable and actionable.	
It should make a significant difference in students' learning if acted upon.	
It's something the team is curious about.	
It should mobilize and motivate teachers to engage in the work required to meet the goals they have for themselves and their students.	