

## 5 Data Discussion Protocol Directions

**Prep for the Meeting** (preferably a day before): 1) Grade your assessment, 2) Record lists of students who met or did not meet proficiency using Simple Data Tracking Form, or a **self created form**, 3) Highlight any English learners or students with IEPs, and 4) Share the form with your team.

### Facilitator notes:

1. Commit to the protocol; off-topic ideas/questions can be listed in a "Parking Lot" for discussion later.
2. ADD the Data Discussion Protocol to the appropriate priority standard folder in the SHARED DRIVE.  
(If you create a poster instead, take a picture of it, and place it in the folder.)

### What do we want the students to learn? (1-2 minutes suggested)

#### Priority Standard

Write your priority standard here.

#### Learning Targets

Write your learning targets here.

#### Proficiency Criteria

Review and write the agreed upon proficiency criteria here.

### How will we know if each student has learned it? (10 minutes)

#### Data Highlights

- 1) **Facts:** Determine facts from the data sheet, both strength and weakness patterns, noting the questions/classes in which students scored the highest or lowest.
- 2) **Write:** Without using "because," use these sentence frames to write these facts free of speculation, interpretation, or inference.
  - \_\_\_ # of students or \_\_\_ percentage of students scored at a proficient/non-proficient level on question \_\_\_.
  - Areas of strength/weakness include \_\_\_\_\_.
  - A pattern/trend I observe is \_\_\_\_\_.
  - A similarity/difference/anomaly within our data is \_\_\_\_\_.
- 3) **Share & Record:** In round robin fashion, share out the facts without cross talk or discussion. Facilitator, record those statements here.
- 4) **Highlight:** Using two different colors, highlight our strengths and weaknesses.
- 5) **Instructional Strategies:** Refer to our highlighted strengths and silently brainstorm the instructional practices that led to these strengths. The teacher(s) whose students demonstrated the highest percentage of proficiency for each learning target will verbally identify one effective strategy that was used and how it was used.
  - An effective strategy I used to teach \_\_\_ was \_\_\_ as evidenced by \_\_\_, and I used it in the following way: \_\_\_\_\_.

Note: If you had the highest score but were unable to identify the effective strategy you used, please invite your team to observe you to help identify what's working and then revisit the discussion.

### How will we respond if some students do not learn it? (15 minutes)

Note: If less than 80% of your students were not proficient, consider reteaching the entire class using Great First Instruction.

Refer to our highlighted weaknesses, and create an “**Action Plan for Pace.**”

- 1) **For non-proficient students**, hypothesize why they did not demonstrate proficiency.
  - a) Ex. 1: Misconceptions
  - b) Ex. 2: Missed Procedures
  - c) Ex. 3: Careless mistakes
  - d) Ex. 4: Tier 2 and Tier 3 Vocabulary
  - e) Etc.
- 2) **Plan for PACE.**
  - a) Identify the teacher(s) who had better results for each learning target. This teacher will teach the closed PACE intervention support class.
  - b) Determine how the students will be reassessed.
  - c) Determine when students will be reassessed.

### How can we extend or enrich the learning for students who have demonstrated proficiency? (5 minutes)

- 1) **For proficient students**, determine what extension or enrichment activity will be taught in the open PACE class and who will teach it.