

Protocol for Examining Data

Purpose: This protocol is for use in guiding a group through analysis of data to identify strengths and opportunities for improvement.

Materials: Copies of data for team members & highlighters.

Getting Started- Overview of Data: (3 minutes)

The facilitator reminds the group of the norms, assigns roles (recorder, time keeper) and explains the protocol. The facilitator gives a brief description of the particular data to be discussed and answers clarifying questions as necessary.

Step 1: What parts of this data catch your attention? Just the facts, Jack!

(8 minutes: 2 minutes silently writing individual observations, 6 minutes discussing as a group)

Step 2: What does the data tell us? What does the data NOT tell us?

(10 minutes: 3 minutes silently making notes, 7 minutes discussing as a group) Make inferences about the data. The facilitator encourages team members to support their statements with evidence from the data.

Step 3: What good news is there to celebrate?

(5 minutes to identify strengths) The facilitator asks the group to look for indications of success in the data.

Step 4: What are the opportunities for improvement suggested by the

data? (10 minutes: 3 minutes silently writing individual ideas for improvement, 7 minutes for group discussion) The facilitator helps the group narrow the focus of the opportunities for improvement.

Step 5: What are our key conclusions?

What recommendations does the team have for addressing the opportunities for improvement? This is the action phase of the data analysis. The group will design an action plan for next steps to be recorded in the minutes.

EXAMPLE - Protocol for Examining Data

Purpose: This protocol is for use in guiding grade level PLC through analysis of CCA/BA data to identify strengths and opportunities for improvement.

Materials: Eduphoria CCA/BA Objective Reports - by teacher and level; Item Analysis Report by teacher and level, Subject Self Assessment Sheet (Student Tracking Sheets) & highlighters.

Getting Started - Overview of Data: (3 minutes)

The facilitator reminds the group of the norms, assigns roles (recorder, time keeper) and explains the protocol. The facilitator gives a brief description of the particular data (Eduphoria CCA/BA Objective Reports - by teacher and level) to be discussed and answers clarifying questions as necessary.

Step 1: What parts of this data catch your attention?

(Eduphoria CCA/BA Objective Reports - by teacher and level)

(8 minutes: 2 minutes silently writing individual observations, 6 minutes discussing as a group) The facilitator reminds the group that this phase is to just state what they see without reaching conclusions or making recommendations. Consider the following:

- Note what you can see
- Note important points that “pop out”
- Look for patterns or trends that emerge
- Note surprising or unexpected data

After three minutes of looking through the data, the facilitator has the group share their observations by going around the group. Just the facts, Jack!

Step 2: What does the data tell us? What does the data NOT tell us?

(10 minutes: 3 minutes silently making notes, 7 minutes discussing as a group) The facilitator tells the group that this step is to look beyond the obvious for relationships, cause/effect and to make inferences related to student learning. – Was this objective or learning target taught during the 3/6 weeks?

- Generate possible explanations for what the data reveals
- What can you infer about the data regarding the impact on student learning?

After three minutes of making notes, the facilitator has the group share their ideas by going around the group. The facilitator encourages team members to support their statements with evidence from the data.

Step 3: What good news is there to celebrate?

(5 minutes to identify strengths)

The facilitator tells the group to look for indications of success in the

data. The facilitator asks for the “good news” by going around the group.

Step 4: What are the opportunities for improvement suggested by the data? (10 minutes: 3 minutes silently writing individual ideas for improvement, 7 minutes for group discussion)

The facilitator tells that group that this step is designed to help the group identify connections between what is missing, what needs to change and what is working. Keep in mind the following prompts:

- Focus on practices for improving student learning.
- What issues have been raised about classroom practices?
- What is the first step to increase student success in this area?
 - Where do you suggest we go from here?
 - What are the next steps this group should take?
- Is there other data or material we should look at?

After three minutes of making notes, the facilitator leads the group in the discussion of what this data implies for their classroom practice. Are the opportunities for improvement the same for all teachers? The facilitator helps the group narrow the focus of the opportunities for improvement.

Step 5: What are our key conclusions? What recommendations does the team have for addressing the opportunities for improvement? This is the action phase of the data analysis and should include a discussion of the campus focus groups (ELL, SPED & AA). The facilitator asks teachers to suggest ways that the opportunities for improvement can be addressed. The group will design an action plan for student interventions and next steps that might outline changes in instructional practice, analysis of materials used or require a deeper understanding of the learning targets and standards. The recorder will record this action plan for next steps in the minutes. This step should also include action plans for: - Student interventions

- Teacher reflection
 - o Instructional practices
 - o Formative assessments (tier 1)
 - o Grading practice/alignment (to include, context of....)
 - o Curriculum