

# Data Discussion Protocol

## Step One: "Here's What" (5 minutes)

Look at the yellow data sheet.

- A. **Write 2-3 factual statements** about what you see. These statements should be free of speculation or inference. Do not use the word "because" at this point. Look for patterns of strengths and weaknesses, paying attention to the topic areas in which students scored the highest and lowest, the classes that scored the highest and lowest, and the particular item(s) that most students answered incorrectly.
- B. In Round Robin fashion, each teacher reads aloud one new statement as the facilitator charts what is being said. The process continues until all observations have been shared aloud without discussion. Facilitator shares last.
  - "Areas of strength include \_\_\_\_\_."
  - "Areas of weakness include \_\_\_\_\_."
  - "A pattern/trend I observe is \_\_\_\_\_."
  - "A similarity/difference/anomaly within our data is \_\_\_\_\_."

**Facilitator note:** Facilitator commits to staying to the protocol; any off-topic ideas or questions can be listed in the "parking lot" for later discussion.

## Step Two: "So What?" (10 minutes)

- A. Describe any successes and obstacles using factual statements. Facilitator charts what is being said.
- B. Hypothesize possible reasons for students' successes and obstacles.
- C. From the list of obstacles, determine the top **two** areas of need that is shown by the data.
- D. Build consensus to accept the strongest explanation for why the error/misconception/mistake was made.
- E. Brainstorm and discuss instructional strategies that were used initially.  
Offer a strategy or ask a question.

- "Our students did well on question \_\_\_\_\_. A strategy that I used for this skill/concept was \_\_\_\_\_."
- "Our students didn't do so well on question \_\_\_\_\_. If your students demonstrated proficiency, can you share a strategy that you used?"

**Facilitator note:** Chart responses from steps A-D.

## Step Three: "Now What?" (15 minutes)

Plan a specific **Action Plan** to address the two areas of greatest need. Look at your **individual student work samples** to determine which students will require reteaching. Facilitator charts what is being said.

- A. What instructional strategies will we use to reteach the students who require more support?
  - "The instructional strategy that we will use to reteach students is \_\_\_\_\_."
- B. What opportunities will students have for additional practice (e.g., whole group, small group, individual)?
  - "Students will practice these skills/concepts by \_\_\_\_\_."
- C. How will the skill/concept be reassessed to check for proficiency?
  - "We will reassess these concepts by \_\_\_\_\_ (e.g., quiz, exit ticket) on \_\_\_\_\_ (date)?"
- D. What did the data not tell us? What additional data could we collect going forward?

**Facilitator note:** Take a picture of your completed poster and add to your grade level's Google Folder.