Protocol for Monitoring Progress   
on Teaching and Learning Goals

Purpose

This protocol is designed to help teachers analyze student learning data and reflect on their teaching practice improvements to determine the progress that their professional learning community (PLC) has made toward teaching and learning goals.

Suggested Time: 55 minutes

Preparation and Materials

* Identify and print or share baseline student data used to set a student learning goal in the beginning of the school year.
* Identify and print or share progress-monitoring data reports to analyze.
* Identify and print or share teaching artifacts to share (e.g., lesson plans, visual aids, graphic organizers, instructional routines).
* Ensure that team members know how to access and read the data reports and teaching artifacts.

Protocol

1. Determine Roles and Set Norms (2 minutes)

The facilitator ensures that each role for the session is filled: facilitator, presenting teacher, timekeeper, notetaker.

The facilitator reminds the group of meeting norms: pausing, paraphrasing, posing questions, putting ideas on the table, providing data, paying attention to self and others, and presuming positive intentions.

2. Review the PLC’s Goals and Baseline Data (3 minutes)

Participants review the PLC’s student-based learning goal, teaching improvement goal, and relevant baseline data.

3. Review Progress-Monitoring Data Reports and Teaching Artifacts (5 minutes)

Review the data reports and teaching artifacts:

* Silently review the data reports.
* Silently review the teaching artifacts.
* Address clarifying questions about how to read or interpret the data reports.

4. Examine Data (10 minutes)

Silently review data again. This time, make note of factual observations.

*Examples:*

* *[number] of students are proficient at .*
* *The class average is lowest for .*
* *The class average is highest for .*

Have a go-around: Each team member shares factual observations about the student data. Continue until all relevant observations have been shared.

5. Examine Teaching Artifacts (10 minutes)

Silently review artifacts of teaching practice. Make note of factual observations.

*Examples:*

* *[number] of times we taught lessons with instructional strategy.*
* *[number] of classrooms that implemented instructional strategy.*
* *We tried , , and related to our teaching improvement goal.*

Have a go-around: Each team member shares factual observations about the teaching artifacts. Continue until all relevant observations have been shared.

6. Make Inferences and Ask Questions (10 minutes)

Discuss the following questions:

* What interpretations and conclusions might we draw from the observations noticed in the data?

*Possible conclusions:*

* *The data suggest …*
* *The students have mastered …*
* *Most students are struggling with …*
* *Students need more practice with …*
* *As teachers, we need more practice with …*
* *I think that instructional strategy has impacted students by .*
* *The data suggest … because …. A possible reason is …*
* What, if any, new questions are we asking?
* What, if any, additional data do we need to collect and analyze?

7. Determine if the Goals Need to Be Revised (10 minutes)

Based on the analyses of the previous steps, determine if the PLC needs to keep, adjust, or set a new student-based goal and/or the teaching improvement goal. Consider the following for each goal:

* Keep: Continue to work toward it.
* Adjust: Make small adjustments to the goal.
* Set a new goal: Determine what student data or teaching artifacts are needed to set a new goal and choose a date and time to conduct one or both of the following:
* *Protocol for Setting Data-Based Learning Goals*
* *Protocol for Setting Teaching Improvement Goals*

8. Prepare Next Steps (2–3 minutes)

Outline an agenda for the team’s next meeting:

* What protocol will we use?
* What preparation tasks need to happen in advance?
* Who will be responsible for each preparation task?

Participants summarize their next steps as a result of this meeting.

9. Debrief the Process (2 minutes)

Participants share reflections about the process and share insights they gained from the conversation.

* What supported your learning?
* What could we adjust next time we meet to better support your learning?

Notes: