Protocol for Setting Data-Based Learning Goals

Purpose

This protocol is designed to help teachers collaboratively engage in a data analysis process to develop student learning goals that are specific, measurable, achievable, relevant, and time bound. Although this protocol may be used on its own, it is intended to be used as part of a collaborative teaching and learning cycle in Phase 2 of the VITAL Collaboration framework.

Suggested Time: 40–50 minutes

Preparation and Materials

* Identify data reports to analyze.
* Print or share data reports with all team members.
* Ensure team members know how to access and read data reports.

Protocol

1. Establish Roles and Set Norms (2 minutes)

The facilitator ensures that each role for the session is filled: facilitator, 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 Data Reports and Address Clarifying Questions (5–8 minutes)

Review data.

* Ensure all participants can access data reports.
* Silently review data.

Address clarifying questions about the data reports.

3. Examine Data (5–10 minutes)

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

Examples:

* *number of students are proficient at .*
* *number of students are not in warning for .*
* *The class average is lowest for .*
* *The class average is highest for .*

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

4. Make Inferences, Ask Questions (10–15 minutes)

Discuss the following questions:

* What tentative conclusions or interpretations might we draw from what we noticed in the data?
Possible conclusions:
* The data suggest .
* The students have mastered .
* Most students are struggling with .
* Students need more practice with .
* Data suggest … because … a possible reason is .
* What new questions, if any, are we asking?
* What additional data, if any, do we need to collect and analyze?

5. Set a Data-Based Learning Goal (10–15 minutes)

Determine a student learning goal based on the team’s observations from the data.

6. 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?

Have participants summarize their next steps as a result of this meeting.

7. Debrief the Process (2 minutes)

Have 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: