

## Data Lunch Meeting Agenda

- **2 Minutes**

*Gut Check: Teachers will share what they believe the student work will show*

- What will the mastery percentage be?
- What anecdotal data led you to this conclusion?

- **3 Minutes**

*Vision for Mastery: Teachers will share the bar for mastery*

- What will we see in student work?
- What skills will we see in student work?
- What strategies we will see student work?
- What have you taught this week/last week that will be reflected in student work?

- **5 Minutes**

*Sort: Teachers will sort the work into three stacks based on the Vision for Mastery*

- Mastered
- Almost Mastered
- Below Mastery

- **6 Minutes**

*Review: Teachers will share the “Below Mastery” and “Almost Mastered” stacks*

- What are the gaps we see?
- What knowledge, skill, or common errors (habit gaps) are leading to the misunderstandings?

- **9 Minutes**

*Plan with Data: Teachers will create next steps for instruction*

- What edits should we make to:
  - Do Nows?
  - Exit Tickets
  - Lessons for this week?
  - Tutoring
    - Math: Do Nows, Skills Practice
    - ELA: Mix-It Ups
- Assign owners
  - Who will schedule the next meeting? (date and location)
  - Who will bring student work for the next meeting?



## Four Steps for Data-Driven Analysis Meetings

	Leader should bring:	Teacher should bring:
<b>What to Bring</b>	<ul style="list-style-type: none"> <li>• Six-week Action Plan</li> <li>• Copies of Interim Assessment and Results</li> <li>• Teacher’s Assessment Analysis</li> <li>• Pre-planned question script for meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Six-week Action Plan</li> <li>• Copies of Interim Assessment and Results with key Qs highlighted</li> <li>• Assessment Analysis</li> </ul>
<b>1 Praise</b>	<b>Starters</b>	
	<ul style="list-style-type: none"> <li>• “Congratulations on the improvement on _____ from last time!”</li> <li>• “What were the highlights and what made you successful? “What are you most proud of? What made your instruction successful?”</li> </ul>	
<b>2 Probe</b>	<b>Probing Analysis – Deep Dive on Key Standards</b>	
	<p><b>Opening probe:</b></p> <ul style="list-style-type: none"> <li>• “So...where should we dive in?” [Pick a key standard to start the deep analysis]</li> <li>• Teacher presents hypothesis; leader <u>checks for alignment with own analysis</u>.</li> </ul> <p><b>Prompts to add depth or precision to the analysis:</b></p> <ul style="list-style-type: none"> <li>• “Let’s look at question __. Did all students choose the same wrong answer?”</li> <li>• “Compare results on question number __ to your predictions. What caused their results to be lower than expected?”</li> <li>• “What are students doing wrong here? What misunderstandings are revealed?”</li> <li>• “What did the students need to be able to do to get that question right? How was this more than what they are able to do with you in class?”</li> <li>• “What’s so interesting is that they did really well on question #__ but struggled with question #__ on the same standard. Why do you think that happened?”</li> <li>• “Let’s look at questions #__ and __. What pattern do you see in the error that most students made?”</li> </ul> <p><b>Model/state the analysis:</b></p> <ul style="list-style-type: none"> <li>• “One of the trends I noticed was __, which was addressed by question numbers __, and __. How does that impact student learning?”</li> <li>• “We should/need to focus on...”</li> </ul>	
<b>3 Action Step</b>	<b>Make Explicit Action Steps – Review Six-Week Plan</b>	
	<ul style="list-style-type: none"> <li>• “What should students do when they hit this struggle the next time? What strategy do you want them to apply?”</li> <li>• “Let’s talk through what a re-teach lesson on __ might look like. What will be different about your approach to teaching __? What resources will be used?”</li> </ul> <p><b>Be specific; evaluate quality.</b></p> <ul style="list-style-type: none"> <li>• “What needs explicit instruction? How will you check for understanding and assess mastery?”</li> <li>• [When new analysis/action is proposed] “Let’s summarize actions steps and add them to your plan.” <b>*Address within 1-2 weeks if it is a major concern.</b></li> </ul>	
<b>4 Follow-up</b>	<b>Schedule Follow-Up</b>	
	<ul style="list-style-type: none"> <li>• Embed six-week plan into upcoming lessons and write standards in as you go.</li> <li>• Schedule time for leader to see plan in action. Establish how plan will be assessed.</li> <li>• Consider what support leader can provide. (e.g., observation with feedback, PD)</li> <li>• “For next meeting, please bring: [<i>choose one</i>-exit slips, independent work, quiz, or an assessment].”</li> </ul>	