

Four Steps for Data-Driven Analysis Meetings

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

