

## Analyzing Data and Learning Guide

### Overview

The **Analyzing Data Tool** can be used in collaboration with teachers to analyze their students' learning and data to determine what their students know, learned and how to use this information to plan for future instruction.

<b>Review and follow up on previous conversations and next steps</b>
<b>Determine focus and criteria</b>
<b>Sorting</b>
<b>Overview impressions of the data</b>
<b>Implications and inferences</b>
<b>Action planning</b>
<b>Schedule next visit and reflect</b>

### Possible entry points

- Analyze student learning after a lesson that was collaboratively planned by the teacher and instructional mentor using a Lesson Preparation tool
- Promote teacher reflection on how students respond to new instructional strategies or tasks
- Identify strengths and abilities of individual or groups of students to help plan for scaffolds that might be needed to provide access to grade level instruction

### Planning prior to the conversation

- Review tools, focus areas, and action steps from previous conversations and be prepared to intentionally make connections that move their practice forward
- Review the various coaching stances and language that might be beneficial in this conversation
- Script and add additional questions to tailor to the specific focus and needs of the teacher
- Consider what social emotional aspects might impact the conversation
- Align coaching with district or school priorities and feedback

# Components and Considerations

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## Review and follow up on previous conversations and next steps

Create coherence between coaching conversations as well as check in on progress towards previous action steps and reflection on growth and impact.

**Consider:**

*Bring any previous tools and additional observation notes to reflect on growth*

*Review teacher's goals to support with identifying progress*

## Determine focus and criteria

Narrow analysis focus, then align it to the learning objective of the lesson. If it hasn't been done previously, engage in the task, create an exemplar and/or determine the criteria for meeting expectations.

**Consider:**

*Are there any curriculum resources to help guide the sorting criteria such as example responses or rubrics*

## Sorting

Using the criteria, sort the work to determine the performance level for each learning artifact.

**Consider:**

*As you sort, consider identifying what parts of the criteria helped you to decide on the performance area.*

*Continue to use the criteria as you sort the work to keep from making assumptions*

## Overview impressions of the data

Review the sorted data and consider overall impressions of the data including strengths and areas of growth. This step is intended to focus on identifying factual statements and information from the data sort.

**Consider:**

*Create a list of factual statements that can be made based on the data*

## Implications and Inferences

Analyze what the data implies about instruction and the connection between teacher actions, student actions and learning. It will help to identify what practices are working or need to be changed.

**Consider:**

*What additional data might help to confirm any inferences or conclusions being made?*

*Are the inferences and/ or conclusions the same for all students or specific students? Are there additional conclusions that can be made for those students?*

## Action Planning

Plan, model and practice next steps, as well as develop implementation timelines for accountability.

**Consider:**

*What action step could have a quick impact and help to build confidence in the teacher?*

*Are there action steps that need to take place so that other steps can be more effective?*

*Is the teacher walking away with all resources needed to be successful in implementing next steps?*

## Schedule next visit and reflect

Reflect on the impact of coaching support as well as provide feedback to make sure teacher's needs are met. Scheduling the next visit will help in creating continuous cycles of support.