Using Data for Improving
School and Student Performance

DATAUSE: Comenius Multilateral Project 510477-: Grant agreement: 2010-4113/001-001

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Module 1: Getting Started

Data Coach Facilitator Guide

Education and Culture DG
Lifelong Learning Programme

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Overview

Module Description

Module 1, as its name implies, is designed to get you and your team started on the path toward using data for the improvement of school and student performance.

Preparation	**Module 1: Getting Started** Module 2: Data Literacy
Discovery What the issue or problem?	Module 3: Identifying a Problem Module 4: Evaluating Data
Diagnosis What's the root cause?	Module 5: Analysing Discovery Data Module 6: Hypothesising Root Causes Module 7: Analysing Root Cause Data
Doing **What are we going to do about it?**	Module 8: Brainstorming Strategies Module 9: Developing Action Plans Module 10: Monitoring Implementation
Evaluation **What results did we get?**	Module 11: Preparing for Evaluation

The role of the data coach is crucial to the success of this module and, consequently, to the effectiveness of the course as a whole. You will need to set the tone by bringing together a range of data experience and confidence from among team members, reassuring both those who might feel a lack of confidence and those who have done it all before. All team members will need to perceive that their contributions are valued. Essential to the success of the course will be developing a team whose different strengths can be drawn upon to help each other and to move the programme along. The ground rules established in this module will also define the group's future dynamics and activity.

Session 1 begins with setting norms or standards that will help your Professional Learning Community (PLC) data team run smoothly. You will then analyse your perceptions and those of your colleagues about of the current state of data use in your school. This analysis will enable you to begin to identify strengths and areas for improvement in your school's use of data. The session will close with the introduction of several tools that you will be able to use to move your work forward prior to Module 2.

You should refer to the data use survey results when preparing for this session and use the information to provide a context if appropriate.

Optional activities are indicated by the icon in the Guidebook and are also identified in the notes below.

Module Objectives

1. Create norms to promote effective collaboration.
2. Analyse survey results to identify strengths and weaknesses in your school's data use.
3. Use communication tools to help make the work of your PLC transparent to stakeholders.
4. Use tools and strategies to organise meetings for effective collaboration.

Required Materials

Participant Materials	Facilitator Materials and Equipment
▪ Data Use survey results (distributed prior to the first session) ▪ Course introduction *NB Participants should have reviewed both of the above in preparation for the first session.*	▪ Presentation ▪ Data projector and screen ▪ Flip chart(s)

▪ Module 1 slides handout ▪ Module 1 Guidebook (in course binder)	▪ Sticky notes ▪ Coloured marker pens (red, green, blue, green) ▪ Blank Master PLC data user survey analysis table ▪ Data Uses survey results ▪ Course binder ▪ Several copies of the survey results in case some colleagues forget to bring them. ▪ Effective meetings checklist

Recommended Room Set-Up

The room layout should allow for both group discussion and individual reflection. Round tables (maximum of 6 per table) should allow for all colleagues to participate fully.

There also needs to be room for colleagues to use the flip chart(s) when required and to have good sight of the presentation slides.

Pacing Guide

All timings are suggestions only – actual timings will vary according to the use of optional activities and the decisions of the coach and the team.

Section	Activity/Sub-section	SLIDES	Duration	Elapsed Time	Materials	Notes
Pre-course	Review aggregate survey data				Aggregate Survey Results; Course Binder	The Coach should convene a quick meeting of the PLC to give a brief introduction to the course, distribute the Data Use Survey results and the Guidebook. Tell them to review the survey results and course introduction prior to the first meeting.
Start Time…				0:00		
Introduction	-Agenda -Introductions -Course Goal -Framework for Data Use -Course structure and Requirements -Module 1 Objectives -How do you feel…?	1-9	0:10	0:10	Course Binder; Aggregate Survey Results; Chart Paper; Red, Blue, Green, Yellow markers	
Norm Setting	(1.1) Norm Setting Activity	10-13	0:20	0:30		
Using Data in Your School	(1.2) Data Use Survey Analysis Activity	14-15	1:00	1:30	Chart paper; markers	

Organising for Collaboration	-(1.3) Communication Organizer Template -(1.4) PLC Data Meeting Agenda Template -(1.5) PLC Data Meeting Notes Template -Begin agenda (if time allows)	16-20	0:25	1:55		
Wrap Up	-Summary -Next Steps	21-22	0:05	2:00		
Total Time				**2 hours**		

Delivery Guidelines

Introduction - SLIDES 1 TO 9: 15 MINUTES
Slide 1: Module 1 – getting started
Presenter Notes
The Data Use Course introduction and aggregated Data Use Survey results should have been distributed prior to the first session. Participants should have reviewed the syllabus and results in preparation for the first main session. This should have been part of the introductory session referred to in the pacing guide. • Welcome participants. • Deal with any housekeeping issues (fire exits, toilets, timing of programme breaks *etc*).

Slide 2: Agenda

Presenter Notes

- Welcome colleagues to the first session.
- If necessary, introduce yourself and ask colleagues to do the same.
- Check that everyone has received the introduction and has brought the aggregated survey results with them.
- Distribute the course materials for this session (slide handouts and module 1 Guidebook) and explain how they fit together.
- Go over each part of the agenda. Give a brief overview of each section:
- **Introduction**: Go over what we'll be doing this year – using the survey results to inform action; an outline of the 13 modules; developing our own data literacy skills to enable the more effective use of data in the school to inform and support school improvement.
- **Norms:** Agreeing as a team on the ground rules for our future meetings and other activities.
- **Using data:** Analysing the survey results and using our own perceptions to establish preliminary findings about our existing strengths in the use of data and areas for development.
- **Organising for collaboration:** we'll look at some tools and procedures which will help us to maximise our effectiveness.
- **Wrap up:** Summarise what we've accomplished today and define tasks to be completed prior to the next session.

Some hints:

- This is the first of thirteen sessions – every member has a crucial role to play in the group's future success.

If the PLC is new and meeting for the first time:

- Ensure that introductions are non-threatening – the group could well be made up of colleagues with widely varying experience and confidence in the use of data.
- As an ice-breaker, you might ask participants to introduce themselves in no more than 15 seconds, explaining their role in the school, why they have joined the group and what they would like to get out of it.

Slide 3: Course Goal

Presenter Notes

- Allow participants to read through the slide.
- Emphasise that these skills will be developed as we progress through the course.
- Point out the importance of participants being willing to share their individual strengths at different times for the benefit of the whole team.

Some hints:

- Technical skills might include using spreadsheets to present data.
- Analytic skills will involve interpreting data to create starting hypotheses. Data does not provide all the answers alone – we need to be sufficiently data literate to develop hypotheses from data which we can then test out.

Slide 4: Framework for Data Use(1 of 2)

Presenter Notes

- Talk through the framework for data use.
- Explain the key terms: Policy, enablers and barriers, data-driven decisions and outcomes.
- Explore with participants what examples they could give under each heading from their own experience.
- As far as possible, encourage participants to provide their own explanations for each heading and sub-heading**.**

Key information:

Policy in this example refers to what is driving the use of data – it could be external, *eg* a new central or local government policy or initiative; it could be internal, *eg* a school or department aiming to raise its own standards of achievement. Overall, it will influence all the other elements of the framework.

Enablers and barriers will vary from school to school. It is very important here to adopt a solution-focused approach by not concentrating on the barriers, while acknowledging their existence. Encourage participants to use sentences such as We need to overcome *x* by doing *y*… Encourage them, too, to identify the enablers in their own school. Some examples of both enablers and barriers could be **organisational** (*eg* availability of data expert, teacher collaboration, time assigned for data use), **data-based** (*eg* the accessibility and reliability of data) or a result of **users** (*eg* their knowledge, skills, confidence and/or attitudes). The different enablers and barriers will influence the extent to which data can be used to inform decision making.

Data-driven decisions: Three different types of data-driven decision making are identified here: for **school development** (*eg* policy development, teacher professional development, pupil groupings); for **accountability** purposes (*eg* meeting statutory requirements, communication with stakeholders such as governors and parents); and for **instructional (or pedagogical) development** (*eg* tracking progress, target-setting, identifying required interventions, reviewing teaching and learning approaches).

Outcomes: When data is used for different purposes, this may lead to **stakeholder** (e.g. teachers, school leaders, parents) **learning**. For example, teachers might decide to make pedagogical changes based on what data seems to be telling them (data-driven decision). This leads to improved practice by the teacher (outcome: teacher stakeholder learning). Stakeholder learning in turn should lead to **student learning** (*eg* the involvement of students in their own learning and improved student achievement).

Slide 5: Framework for Data Use (2 of 2)

Presenter Notes

- The course follows the 3-staged data inquiry model of Discovery, Diagnosis, and Doing.
- Talk through each stage.
- The course content is organised around these stages.

Key information:

Discovery: All data analysis is rooted in responding to questions to which we seek answers. It is not an end in itself. Answering Discovery Questions with Discovery Data help identify the problems or issues that we need to address.

Diagnosis: These questions help us collect and analyse Diagnosis Data that will lead to the identification of the root cause of the problem or issue we are investigating.

Doing: Data should not be used to just identify problems and their root cause but to inform solutions to them. The purpose of road traffic surveys, for example, is not to measure traffic flow but to help engineers improve it. If data doesn't lead to action than it was probably not worth collecting and analysing it.

Slide 6 & 7: Course Structure and Requirements

Presenter Notes

- Discuss the location of the Activities, Tools, and Resources
- Stress the expectation that the PLC will meet and do work between sessions to apply what they have learned and to prepare for the next session.
- Emphasise that there is a commitment attached to being a member of this group – it is something we shall return to when we discuss ground rules later on.

Some hints:

- All activities, tools, and resources are provided in hard copy in the Guidebook (binder). They are also in digital format if needed.
- The description of each activity, tool, or resource in the module serves as an introduction
- The complete activity, tool, or resource will be used during the session or between sessions.

Slide 8: Objectives

Presenter Notes

- Allow participants to read the five objectives for this session.
- Ask if there are any questions about the outcomes of the module.
- Respond to the questions.

Hint:

- Resist the temptation to read out the objectives – participants are capable of doing that themselves.

Slide 9: How do you feel about using data for decision-making?

Presenter Notes

- Show the slide and then ask participants to raise their hand indicating their comfort level with their fingers (1 finger for not comfortable, 4 fingers for very comfortable). Demonstrate how you want them to vote. Tell people to look around and note their colleagues' comfort level with using data.
- Note for yourself the responses made.
- Choose a few people to explain why they held up a certain number.
  Summarise/acknowledge responses.
  Depending on the group, you might say something like:
  a) I see we have a wide range of familiarity and comfort with these topics in the room. I hope the more experienced among you will be willing to share your knowledge to enrich our conversation. And I hope that those of you who are less familiar or comfortable with the topics will share your perspectives and questions to help those more experienced among us to reinforce and extend their knowledge *or*
  b) I see we have a roomful of experts. Welcome! I'm sure our conversation today will be lively and illuminating. *Or*
- I see we have many people here who are less comfortable with these topics. Feel free to bring up your questions at any time. Remember that the questions that pop into your mind may very well be those that others in the group are having at the same time.

Hint:

- Encourage participants to look around. They will find that whatever their confidence level, they will probably not be alone. Emphasise again the mutually supportive nature of the group.

Norm Setting - SLIDES 10 TO 13: 30 MINUTES

Objective of slides: Create norms to promote effective collaboration.

Slide 10: Create Norms (1 of 4)

Presenter Notes

Note: This is an optional activity. If the group already has clear expectations of how to work together then it is not necessary.

- Talk to the slide by explaining that before we start work, we need to identify some shared ground rules and ways of going about things which will inform how we operate as a team.
- Let the participants know that working as a team doesn't come naturally. They will have to work at making their PLC be as effective and efficient as it can be.
- You might say something like: Just because we meet on a regular basis doesn't mean that we have the skills, knowledge, and attitudes necessary to take effective action and make a difference! Let's take a minute to review some strategies that will help us work as an effective team.

Hint:

- The PLC needs to work as a team. If they have been working together effectively for a period of time use this activity to codify that which they have been doing to create that effective team work.

Slide 11: Create Norms (2 of 4)

Presenter Notes

- The school and they have rules that guide the various relationships and interactions that go on daily. The PLC data team should have them too.
- You might say something like: Just as we have expectations for how our students behave and participate in our school and classroom, we need to reach consensus on the norms that will govern how we interact as a PLC. The Team Norms activity will help us establish these guidelines.

Slide 12: Create Norms (3 of 4)

Presenter Notes

- Point out that the description of the Norm Setting activity on the slide is the format that will be used to introduce each activity, tool or resource.
- Have participants turn to the Team Norms Activity in their binder.
- Go over the purpose, description, and time frame and explain any adaptations you might have made to the suggested format.
- Go to the next slide (Slide 13) to provide the team with some examples of norms to get them going in the right direction. Note that norms can be behaviours or procedures. Ask if there are any questions.
- As the team works, be mindful of the time and keep them focused on the task.
- Facilitate the group work and record on chart paper each member's suggestions. When all suggestions have been recorded, help the team reach consensus on the norms that will govern their actions.
- As the PLC agrees on a norm the Data Coach should record it on chart paper.
- Get consensus that these norms will be referred to frequently and will guide the conduct of the PLC Data team.
- It will be your responsibility to formalise the notes into a document that the team can refer to as they work during the year. Inform the team that you will be compiling the notes and distributing them after the meeting. **Distribute a copy to each member after the session.**

Hint:

- This activity could vary depending on the size of the group. If you have two or more tables, each participant could initially write down their own suggested norm or ground rule (perhaps on a sticky note) and then attach it to a sheet of flip-chart paper on the table. After a certain amount of time, you could then ask the tables to discuss what they have in front of them and identify their consensus norms. This could then be followed up by each group presenting their agreed norms and a team decision being made on the key norms to be adopted by the group as a whole.

Slide 13: Create Norms (4 of 4)

Presenter Notes

- This slide is used initially to provide some examples to give participants a steer on what they might write themselves.
- Look at it again once the activity has been completed to check with participants that nothing has been left out of the agreed set which should include both behavioural and procedural ground rules.

Using data in your school - SLIDES 14 TO 15: 55 MINUTES

Objective of slides: Analyse survey results to identify strengths and weaknesses in your school's data use.

Slide 14: Analyse Data Use (1 of 2)

Presenter Notes

- Recap what has happened in the school so far with the data survey and remind participants that they (should) have reviewed the aggregated results in preparation for this session.
- You might say something like: All staff completed a Data Use Survey in the spring of 2011. Their perceptions were tabulated and the results aggregated for our school. You were provided with these results for your review prior to this session. We will use the Data Use Survey Analysis activity to guide our discussion of the current state of data use in our school.
- Colleagues spent time and effort to provide their perceptions of data use. It is important for the team to use this feedback to make a statement about the current state of data use and to share the aggregate results and the team's findings with them as soon as possible.
- Remind participants that the survey results are just the first step – it is vital that data is translated into action.

Hint:

- Note that the communication organiser template (p13) that will be introduced later in the session will help the team communicate their findings to the faculty. They will use this tool after the Data Use Survey Analysis activity.

Slide 15: Analyse Data Use (2 of 2)

Presenter Notes

You will need the Master Survey Analysis table to record conclusions from this activity.

- Talk through the activity as presented on the slide.
- Once the overall nature of the activity has been clearly understood, ask participants to turn to the additional directions on page 9 in their Guidebook
- Go through the directions to ensure the team knows what to do individually and as a group.
- Record the team's ratings of each characteristic. To help them reach consensus you may want to record the number of people who rate a characteristic at a particular level and then select a colour. Use the distribution of responses to help them reach consensus.
- At the end of the activity the master table should provide a colourful graphic representing strengths and areas for improvement. Stress that this will be a reference document as they discuss the questions at the end of the activity.
- Facilitate the discussion of each of the questions. Record on chart paper salient comments and summarize at the end of the discussion of each question.
- Ask participants to agree some initial findings based on the results of the survey. Record 3 strengths and 3 areas for improvement
- Ensure that, wherever possible, you also identify areas of strength (or secure foundations for future work) in addition to areas for improvement.
- Emphasise that the steps in this process mirror the steps in any analysis of data: factual observation which precedes and leads to inferences/hypotheses/conclusions and more questions
- This is a long activity. You must be actively involved in facilitating the flow of the activity and maintaining time limits.
- Be sure that all participants have access to coloured marker pens.
- Stress that they will revisit the strengths and areas for improvement later in the course and will develop a Data Use Improvement Plan to address the areas of need.

Organising for Collaboration - SLIDES 16 TO 20: 25 MINUTES

Objective of slides: Use communication tools to help make the work of your PLC transparent to stakeholders and use tools and strategies to organise meetings for effective collaboration.

Slide 16: Effectively Communicate (1 of 2)

Presenter Notes

- Explain that for our PLC to be effective in improving the school-wide use of data for decision making we need to be transparent about our work and communicate effectively with all stakeholders.
- The first opportunity to do this is the dissemination of the Data Use Survey results and the PLC Data team's findings.
- Tell participants that the first tool that you are going to introduce will be the Communications Organiser (next slide).
- Remind colleagues that it is vital for the success of our work as a team that all staff know that the effort that they went to in completing the survey in April helped to gather useful information which was analysed and which, most importantly, will result in action.

Slide 17: Effectively Communicate (2 of 2)

Presenter Notes

IMPORTANT

Templates 1.3, 1.4 and 1.5 are only examples of what can be used in order to meet and communicate effectively. Their use is not compulsory. If the team have alternative methods, this is quite acceptable. What is important is that there are clear agendas for meetings and that notes are taken and communicated.

- Direct participants to the tool in their Guidebook on page 13.
- You might say something like: Communicating our findings to the faculty will be your first important task as a PLC data team that will be visible to the school. You will develop the formal communication after the session. We will use this tool to brainstorm how to communicate the results of the Data Use Survey to all stakeholders. Let's begin to complete the organiser.
- Explain that for this activity we will progress through the tool one step at a time as described below.

a) **Step 1** Review the notes from the previous activity. Facilitate a discussion to develop a succinct statement of findings from their analysis of the Data Use Survey. Record the statement on flipchart paper. Note that the aggregate results need to be communicated as well as the team's findings.

b) **Step 2** We have discussed communicating the results to staff. Should we communicate with any other audience?

c) **Step 3** The audience needs to know the aggregate results and the findings

d) **Step 4** Brainstorm what the team would like the audience to do with the information that you are providing for them. (It's likely that the audience needs to do nothing more at this point other than be aware of the results and findings and that there is a PLC data team that is working on data use this year.)

e) **Step 5** Facilitate a discussion on how best to disseminate the information.

- It is possible that more than one vehicle will be used. Reach consensus on what these are.

Step 6 Decide on a realistic timeline for the development, production, and dissemination of the information.

Step 7 Have the team determine who will be responsible for seeing that the communication is disseminated.

- At the conclusion of the activity, get feedback from the team on their perception of the utility of this tool.

Hint:

- Several people may work on getting the information published but one person should be in charge and held accountable by the team. Provide the person in charge with the flipchart paper with the information on steps 1-7 for their use after the session to develop the communication.

Slide 18: Use Tools and Strategies (1 of 2)

Presenter Notes

- Introduce participants to these two other tools on pages 15 and 17.
- You might say something like: Now that we have guidelines and norms to help us work collaboratively and a tool to help us communicate effectively, let's look at two additional basic tools that will increase our efficiency and effectiveness.
- Direct the team to the Team Meeting Agenda template on page 15.
- Stress the importance of having an agenda distributed prior to each meeting and the importance of sticking to the agenda during meetings.
- Discuss each section of the template.
- The team should establish how agendas will be developed.
- You should lead this discussion. If anything comes up in the discussion that should be added to the Team Norms, reach consensus on that item and add it.
- It is expected that they will meet at least once before the next session and that an agenda will be developed and distributed prior to that time. Ask if they have ideas on agenda items at this point. Obviously the status of the communication should be an agenda item.
- Invite suggestions for agenda items. Record these on the flip chart.

The key message is that there are tools that can make the team more efficient and effective and that they (or similar alternatives) should be used with each meeting that the PLC data team has.

Slide 19: Use Tools and Strategies (2 of 2)

Presenter Notes

- Show the Meeting Notes template on page 17..
- Meeting notes will help all team members keep track of what went on in each meeting and what tasks need to be accomplished prior to the next meeting.
- Go over each section of the template.
- Suggest that meeting notes can also be distributed more widely in the school to promote transparency. Ask participants if they have any ideas about this.

Slide 20: Building Your First Agenda

Presenter Notes

- If time permits, help the team collaboratively craft their first agenda.
- Revisit how they have decided to establish the agenda.
- Have all team members complete their agenda form as consensus is reached on each item.

Hint:

- Not all parts of the agenda (*eg* meeting date/time) may be able to be established at this point.
- Show the effective meeting checklist and explain that this will be used and updated at the beginning of each session to help evaluate how effectively meetings have been managed.

Wrapping Up - SLIDES 21 TO 22: 5 MINUTES

Slide 21: What' we've accomplished

Presenter Notes

- Briefly discuss the summary.
- Note where we are in the course (table) and where we will be going in the next session.

Slide 22: Next Steps

Presenter Notes

- Talk to the slide, showing how what has been done in this session will provide a model for participants' own work before the next session.
- Stress that one of the course expectations is for the team to use what they have learned in the trenches between sessions to reinforce those skills and to prepare for the next session.
- Work done between sessions will be reviewed at the following session.
- Ensure that all participants know the date and time of the next team session.

Notes

Using Data for Improving School and Student Performance

DATAUSE: Comenius Multilateral Project 510477-2010-LLP-PL

Module 2: Data Literacy

Data Coach Facilitator Guide

Education and Culture DG

Lifelong Learning Programme

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Overview

Module Description

Module 2 explores two important aspects of data work: increasing assessment and data literacy and identifying data currently available in the school. In preparation for Module 3, participants will be introduced to the concept of identifying a good issue to investigate as a Professional Learning Community (PLC) data team. Like Module 1, Module 2 uses activities, tools, resources, and examples to help develop the ability to use data effectively to improve school and student performance. The coach's role in this module is particularly important as it explores participants' existing knowledge of data terms and concepts. You will need to prepare carefully in order to be in a position to teach key concepts and to reference types of assessment to the practice and structures of your own school and country.

Preparation	☑ Module 1: Getting Started **Module 2: Data Literacy**
Discovery What the issue or problem?	Module 3: Identifying a Problem Module 4: Evaluating Data
Diagnosis What's the root cause?	Module 5: Analysing Discovery Data Module 6: Hypothesising Root Causes Module 7: Analysing Root Cause Data
Doing **What are we going to do about it?**	Module 8: Brainstorming Strategies Module 9: Developing Action Plans Module 10: Monitoring Implementation
Evaluation **What results did we get?**	Module 11: Preparing for Evaluation

You will also need to build on the team norms and working relationship established in module 1 to ensure that, particularly less-experienced, colleagues feel at ease. Try to use the expertise of those in the group who might be more experienced in this area to help their colleagues.

You should refer to the data use survey results when preparing for this session and use the information to provide a context if appropriate.

Optional activities are indicated by the icon in the Guidebook and are also identified in the notes below.

Module Objectives

Upon completion of this module, your PLC will be able to:

1. Describe the types of assessments used in your schools.
2. Understand data use terms and concepts.
3. Collaboratively create a data inventory that documents all data available in your school.
4. Prepare to identify a significant student related issue to investigate.

Required Materials

Participant Materials	Facilitator Materials and Equipment
▪ Enough copies of the Effective Meetings Checklist for each participant, hole punched for binders. ▪ Module 2 slides handout ▪ Module 2 Guidebook	▪ Presentation ▪ Data projector and screen ▪ Flip chart(s) ▪ Sticky notes ▪ Course binder

	▪ Assessment analysis headings on flip chart paper. ▪ Phase (sessions 1 and 2) evaluation form.

Recommended Room Set-Up

The room layout should allow for both group discussion and individual reflection. Round tables (maximum of 6 per table) should allow for all colleagues to participate fully.

There also needs to be room for colleagues to use the flip chart(s) when required and to have good sight of the presentation slides

Pacing Guide

All timings are suggestions only – actual timings will vary according to the use of optional activities and the decisions of the coach and the team.

Section	Activity/Sub-section	SLIDES	Duration	Elapsed Time	Materials
Start Time…				0:00	
Introduction	-Agenda -Review of Accomplishments since last session -Effective Team Meeting Checklist -Objectives	1-5	0:10	0:10	Effective meetings checklist
Inventory and Describe Assessments	(2.1) Understanding Data Use Terms and Concepts	6-8	0:30	0:40	Data analysis terms and concepts Glossary of terms
Data Use Terms and Concepts	(2.2) Understanding Assessments Used in Your School	9	0:30	1:10	Assessment analysis

Develop a Data Inventory	(2.3) Creating an Inventory of Data in Your School	10-11	0:10	1:20	Data inventory
Asking Questions	Sample issue areas and questions	12-18	0:15	1:35	
Wrap Up	-Summary -Next Steps -Evaluation	19-21	0:10	1:45	Evaluation form
Total Time				1 hour 45 minutes	

Delivery Guidelines

INTRODUCTION - SLIDES 1 TO 5 – 10 MINUTES
Slide 1: Module 2 – Data Literacy
Presenter Notes
• Welcome participants. • Deal with any housekeeping issues (fire exits, toilets, timing of programme breaks *etc*).
Slide 2: Agenda
Presenter Notes
• Review the agenda to illustrate the flow of the session. A brief description of the topics to be covered is appropriate but don't spend much time on any one. • Note that the times are approximate, some topics may take more or less time.

Slide 3: What have we accomplished?

Presenter Notes

- Remind colleagues of the three tools explored last session.
- Determine if any of these items have not been accomplished and explore how to make sure they are for the next meeting. The use of the Agenda and Meeting notes will be an accomplishment for each session.
- You could summarise for colleagues, prompting the team to react where appropriate. Alternatively, you might use the following prompts to stimulate discussion:

  Meeting as a team
    - How many times did you meet and for how long?
    - Did you use the Agenda and Meeting Notes templates?
    - How did the Norms work? Do we need additional norms?

  Survey results
    - Were they disseminated?
    - How did the Communication Organizer work?
    - What was staff reaction to the aggregate results?

  Data Team goals
    - Were they communicated?
    - How were they received?
    - Explain that the Effective Meeting Checklist on the next slide will be used as part of the Accomplishments in each session.

Some hints:

- Avoid telling participants what they already know. Instead, see this as an opportunity to celebrate what has already happened and to summarise progress so far.
- Remember to maintain a solution-focused approach. Instead of focusing on what participants might not have done, suggest “Could we try...?” to give them a possible solution.

Slide 4: Effective meeting checklist

Presenter Notes

- Distribute the Effective Meeting Checklist to each participant when viewing this slide.
- Explain that this checklist will be reviewed at the beginning of each session. The goal is to see an increase in the number of check marks each meeting until the team can maintain a consistent record of having all of the items checked.
- Give the team a minute for each individual to complete the checklist and total their number of checks.
- Ask how many checks they recorded.
- Explore what areas, if any, are giving the team a problem. How can the problem be resolved? Agree to work on the solution prior to the next session.

Some hints:

- Do not spend more than the allocated minute to complete the checklists.
- Use this activity as an opportunity to remind participants rather than as an in-depth analysis of what has been happening.
- There might be instances where you will want to follow up points later with individuals rather than occupy the group's time here.

Slide 5: Module 2 objectives

Presenter Notes

Understanding that they will be working first with a student-related issue is an important outcome from this slide.

- Review the objectives as outcomes for this session. Tell the team that the objectives will be revisited at the end of the session to determine if the desired outcomes were attained.
- Explain to them that these outcomes will prepare the team for work after the session and for the content in Module 3.
- Stress that the identification of an important STUDENT RELATED issue to address during the subsequent modules is really important. They will be dealing with a student centred issue first because improving outcomes for students is the major goal of the project. They will look at other institutional or organisational issues later as necessary but they will direct their immediate attention to issues involving student outcomes. In particular, they will address the results of the Data Use Survey and ways to improve the use of data in their school in Module 11.

INVENTORY AND DESCRIBE ASSESSMENTS - SLIDES 6 TO 8 – 30 MINUTES

Objective: Describe the type of assessment used in your school.

Slide 6: Understanding data user terms and concepts

Presenter Notes

- Direct the team to activity 2.1 in their Guidebook on page 7.
- Review the purpose and description of the activity and the time that will be devoted to it.
- Review the directions to ensure that each team member knows what the task is. Give the team about 10 minutes to work individually on this activity.
- Allocate about 20 minutes for the group activity. Divide the team into groups of 3-4 people for the group work. Review the directions. They should record a (✔), (*) , or (?) in the column labelled Team Score.
- After about 15 minutes, ask if there are any terms that are still unclear. Lead a group discussion to reach consensus on the meaning of these terms.

Some hints:

- Definitions of the terms are included in the glossary.

Remember that participants will not need to understand, for example, how to calculate relative frequency but they do need to understand what it means and how it is used.

- Emphasise throughout the importance of checking the validity and reliability of any data used. For example, if you suspect a group is having problems with percentages, the results of a test where only 2 questions out of 20 cover percentages will not give a valid set of data on percentages. Standard deviation is another factor to consider: if there are 3 pupils and a standard deviation of 3 in a set of questions requiring the answer 1, 2 or 3, this again will not give a valid evidence base. Stress the importance of triangulation: never use just one source of data, always look for at least two.

Slide 7: Describe assessments 1

- When talking to the slide, explain that it is likely that the identified student related issue will deal with student performance as measured by some assessment(s). For this reason it is important for the team to have a shared understanding of the assessments used in their school and how they are used.

- It is also important for the team to have a shared understanding of assessment terms and concepts so that they have an accurate common vocabulary when discussing assessment results and student performance.

Hint: Be conscious of the fact that some team members might start to feel out of their comfort zone here, while for others it will be part of their everyday work. Again, make use of that experience, but do not allow those colleagues to dominate the discussion.

Slide 8: Describe assessments 2

Presenter Notes

- Explain that the discussion of assessment types will focus on Criterion Referenced Tests (CRTs) and Norm Referenced Tests (NRTs) because these are the types of assessments generally used in schools and that it is important that we have a shared understanding of the difference between them and how they should be used.

- Refer participants to the Glossary of Terms at the back of the Participant Guidebook for a description of these two types of assessment. The Glossary provides definitions of key concepts and of all the terms which appear in the Guidebook in italics.

- Ensure that the team understands that the major difference is that student performance on a CRT is judged against an absolute STANDARD while performance on an NRT is judged RELATIVE to the performance of other students, the norming group or population.

- When discussing NRTs you may need to discuss what a norm group is. Talk about randomly selected representative populations or specific norming groups such as students in high performing suburban schools or those in inner-city schools. You may also need to explain the concept of percentile rank as related to NRTs Refer to the Glossary p9: "*A student's score (percentile rank) is reported as the percentage of students in the norming population who had scores equal to or lower than the student. For instance, student X earned points equal to or higher than 80% of the other test takers. The student therefore scored at the 80th percentile*." **Note that percentile ranks can be ordered both lowest to highest and vice-versa**.

- Point out that it is possible to have ALL students meet the standard on a CRT which, of course is the goal but rarely realised.

- Explain that NRTs are good as a benchmark of the school's performance against the norming population but they don't tell you how competent students are related to a given standard. As an example, your students may do better than 80% of the norming population in mathematics computation but they may not be all that competent when judged against a particular computation standard; they were just more competent than other students.

Some hints:

- You might find the analogy of a driving test to be helpful here. Normal practice is that, provided you display the required skills, you will pass your test – it isn't dependent on how other people taking the test the same day have performed. It therefore, is a kind of criterion-referenced test.
- A norm-referenced assessment, however, ranks the performance of students in a particular group in order to generate a final grade. This means that the proportion of each grade awarded to students can be standardised from year to year.

- **Percentile rank:** As an example, a school's overall performance could be ordered along with the performance of all schools in the country. All the schools' scores would then be placed in 100 equal groups, going from the highest (1st percentile) to the lowest (100th percentile). A school finding itself in the 16th percentile would therefore be performing among the best 16% of all schools in the country. **Note that percentile ranks can be ordered both lowest to highest and vice-versa**.

Slide 9: Describe assessments 3

Presenter Notes

- Direct the team to the activity 2.2 in their Guidebook on page 10.
- Review the purpose and description of the activity and the time that will be devoted to it.
- Facilitate the discussion and record the brainstorming ideas on chart paper. It would be helpful if you write the column headings from the assessment analysis on page 13 on the chart paper before beginning the activity, preferably before the session begins.
- Record all the assessments first during the brainstorming part of the activity. Once consensus has been reach on the assessments, go back and solicit the remaining information to complete the analysis. Have the team members record the information on their copy of the analysis.
- Since you have already discussed the difference between CRTs and NRTs, concentrate in Step 3 of the directions on CRTs and NRTs as they are used in your school.
- If the team doesn't know all of the information, determine a way to gather the information and complete the Inventory at the next team meeting so that the Inventory will be complete prior to the next session (Module 3). It is likely that the team will have to confirm how each assessment is actually used in the school.

Hint:

You might want to focus on the type and frequency of assessments which take place and whether this differs from subject to subject and in different year groups.

DEVELOP A DATA INVENTORY - SLIDES 10 TO 11 – 10 MINUTES

Slide 10: Create a data inventory

Presenter Notes

- This slide serves as an introduction the rationale for creating a Data Inventory. Go through each point on the slide and elaborate as appropriate for your school.

Hint:

- Remind participants at every opportunity that it is not how much data is collected that is important. Rather it is whether the data that is collected is appropriate to answer the questions which need to be asked.

Slide 11: Create a data inventory 2

Presenter Notes

- Direct the team to activity 2.3 in their Guidebook on page 11.
- Note that you will introduce this activity now but that they will complete it on their own prior to the next session.
- Note that the Assessment Inventory that they did earlier in the session should provide most of the information needed to complete section A.
- Help the team devise a plan for finishing Section A and gathering information for Section B. Dividing up the task in some fashion will be efficient. They can then share the information that they have gathered at their next team meeting. Ask them to suggest how they might like to proceed.
- Suggest that Section C be completed collaboratively during their next team meeting. It is necessary for all team members to have a good understanding of the data that are currently available and the accessibility of the data before they suggest additional data that are needed. The Inventory should be completed prior to Session 3.
- Point out that they will need to consult with others who are not on the Team to get a complete picture of the available data elements, their characteristics, and how they are currently being used.

Hints:

- Again, you need to stress that the effectiveness of data is not measured by how much it weighs but by its impact. It is very easy to brainstorm a huge number of data items which might be useful but that is the wrong way round. Data should only be collected if it is useful for an identified purpose.
- At the same time, participants should be encouraged to suggest data items which are not currently collected or used but which would be useful for a clear purpose. For example, behaviour and attendance data is often not used alongside attainment data when decisions are being made.

ASKING QUESTIONS - SLIDES 12 TO 18 – 15 MINUTES

Slide 12: Asking the right questions

Presenter Notes

- Remind participants about what was said previously about data being used to answer specific questions.
- Slide 12 begins the discussion of issue identification and question formulation to guide the inquiry.
- Remind participants about the four stages of Inquiry and the difference among the questions that are asked and answered in each one.
- Focus attention on the Discovery stage since it is these questions that will help us identify the issue or good problem that we want to investigate in this course.
- It might be useful to brainstorm ideas for completing the question stems in the Discovery stage before moving on to the next slide.

Slides 13-17: Example Discovery questions

Presenter Notes

- Say something like, "Here are some general issues or potential problem areas and some questions that might be asked in each area.
- Direct the team to the questions on pages 18 and 19 in their Guidebook.
- Give them about a minute on each slide to scan and to think about the questions. Ask for comments on each slide as you go. Are they aware of answers to any of these questions already being looked for?
- Tell them that they will be discussing question formulation in Module 3

ADDITIONAL GUIDANCE:
Encourage participants to think of answering the questions on pages 18 and 19 as a kind of story-telling activity. By answering the questions, they can build up a picture of what is happening in the school. For example:

Assessment performance: Pupil attainment and progress increase as they get older, although the gap between pupils with high and low prior attainment widens during the same period.
Assessment performance across subjects: Pupils with low levels of literacy in early years do not make a significant improvement later on.
Attendance: Rates of absence for lower-attaining pupils increases sharply after the age of 13.
Subject choices: Lower attaining pupils tend to choose subjects with little demand for writing tasks.
Enrolment: Pupils entering the school have predominantly average and above average prior attainment; there is a significant minority with very low prior attainment.
Special Educational Needs: Boys are over-represented.
Retention: A large number of pupils from the low prior attainment group do not complete their education.
Transfers: There is very little pupil mobility.
Incoming students: There is evidence that the numbers of pupils with low prior attainment is increasing year on year as a result of a change in school catchment areas.

Ask participants to try to start telling the story of what might be happening in the school from the mini-scenarios above. Build up the story piece by piece. The overall picture suggests that pupils with higher levels of prior attainment continue to attain well whereas the others do not make sufficient progress to allow them to catch up. Their attendance starts to deteriorate and they are under-represented in many academic subjects. They also have a tendency not to complete their education. What might it tell us about the school? Perhaps that their provision for lower attainers is inadequate and that they focus their attention on the higher attainers. The curriculum might not be appropriate for the full range of pupils. If the school does not take action now, there is a big problem looming once higher numbers of lower-attainers start becoming more prominent.

Slide 18: Identifying a good problem

Presenter Notes

- Go over each of the points on this slide as an advanced organiser for the team's task of identifying a good issue or problem prior to the next session. Ask for suggestions to illustrate each question.
- If there is time, have them begin this discussion and continue it in their PLC Data Team meeting. If there isn't time, tell them to have the discussion in their next meeting

WRAP-UP, NEXT STEPS AND EVALUATION - SLIDES 19-21: 10 MINUTES

Slide 19: Wrap up: in session 2 we…

Presenter Notes

- Remind participants that each session will end with a review of what they accomplished during the session and what they need to do prior to the next session.
- At the end of each session, note where they are in the course as a whole and what they will be moving on to in the next session.
- Go over the summary and relate it back to the objectives outlined in their Guidebook and at the beginning of the session.
- If any of the agenda items were not accomplished, note this and determine how this will be addressed. Add this to the next steps as you discuss slide 19.
- Ask participants to review the session.

Slide 20: Wrap up: next steps

Presenter Notes

It is critical that the team function effectively between sessions. The course is built on the expectation that the team will be meeting on a regular basis between course sessions and that individuals will be doing work between these meetings.

- Remind them that an Agenda and Meeting Notes are expected for each of their meetings.
- Review the "Next Steps" on this slide and stress the expectation that these tasks will be completed prior to the next session.
- Confirm the date, time, and location for the next Session.
- If possible, confirm the date, time, and location of the next PLC data team meeting.
- Finally, as this is the end of the first phase of sessions, ask participants to complete the phase evaluation form.

Slide 21: Evaluation

Presenter Notes

- As this is the end of the first phase of sessions, ask participants to complete the phase evaluation.

Notes

Using Data for Improving School and Student Performance

DATAUSE: Comenius Multilateral Project 510477-2010-LLP-PL

Module 3: Identifying a focus

Data Coach Facilitator Guide

Education and Culture DG

Lifelong Learning Programme

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Table of Contents

Overview

Module Description

Modules 1 and 2 introduced participants to the inquiry process, improved their data literacy and encouraged them to think as a Professional Learning Community (PLC) data team about issues in their school that they would like to investigate. In Module 3 you will help them to learn more about the types of questions that can guide the inquiry process and identify ways to display data effectively. The data inventory that they completed prior to this session will help them to identify the data source and data display that will help them to address their focusing question.

You should refer to the data use survey results when preparing for this session and use the information to provide a context if appropriate.

Preparation	☑ Module 1: Getting Started ☑ Module 2: Data Literacy
Discovery What the issue or problem?	**Module 3: Identifying a Problem** Module 4: Evaluating Data
Diagnosis What's the root cause?	Module 5: Analysing Discovery Data Module 6: Hypothesising Root Causes Module 7: Analysing Root Cause Data
Doing **What are we going to do about it?**	Module 8: Brainstorming Strategies Module 9: Developing Action Plans Module 10: Monitoring Implementation
Evaluation **What results did we get?**	Module 11: Preparing for Evaluation

Optional activities are indicated by the icon in the Guidebook and are also identified in the notes below.

Module Objectives

Upon completion of this module you will be able to:

1. Identify a critical focus or issue in the school on which to focus your inquiry.
2. Develop a discovery focusing question that will help the PLC accurately define and describe the focus or issue.
3. Identify data elements and sources that will help inform the discovery process.
4. Recognise high quality data and describe the characteristics of a good data display.

Required Materials

Participant Materials	Facilitator Materials and Equipment
▪ Effective Meetings checklist from previous session	▪ Flip chart and coloured marker pens.

Recommended Room Set-Up

The room layout should allow for both group discussion and individual reflection. Round tables (maximum of 6 per table) should allow for all colleagues to participate fully.

There also needs to be room for colleagues to use the flip chart(s) when required and to have good sight of the presentation slides.

Pacing Guide

All timings are suggestions only – actual timings will vary according to the use of optional activities and the decisions of the coach and the team.

Section	Activity/Sub-section	SLIDES	Duration	Elapsed time	Materials
Start Time…				0:00	
Introduction	-Agenda -Review of Accomplishments since last session -Effective Team Meeting Checklist -Objectives	1-5	0:10	0:10	Effective meetings checklist
Formulating Questions	Types of Questions	6-10	0:15	0:25	
Developing a focusing question	(3.1) Focusing Question Formulation	11-12	0:30	0:55	
Identifying Data Elements and Sources	(3.2) Identifying and Locating Data Sources	13	0:15	1:10	Identifying and locating data sources template
Recognising high quality data and displays	Attributes of Quality Data	14-15	0:05	1:15	
	Attributes of a Good Chart	16-18	0:10	1:25	
	Good Chart vs. Bad Chart	19-20	0:15	1:40	
Wrap Up	-Summary -Next Steps	21-22	0:05	1:45	
Total Time				1 hr 45 minutes	

Delivery Guidelines

INTRODUCTION - SLIDES 1 TO 5 – 10 MINUTES

Slide 1: Title slide

Presenter Notes

- Welcome participants.
- Deal with any housekeeping issues (fire exits, toilets, timing of programme breaks *etc*).

Slide 2: Agenda

Presenter Notes

- Review the agenda to give the team a feel for the flow of the session.
- Talk briefly about each topic and how they relate to one another.

Slide 3: What have we accomplished

Presenter Notes

- Use this slide as an accountability piece. The team should be held to completing assigned tasks prior to the session. If any of the tasks have not been accomplished reinforce the importance of between session work.
- Check on the completion of each item. If it has not been completed, reach agreement on how it will be.

Hint: Remember to keep the tone positive, focusing on what has been achieved rather than what has not.

Slide 4: Effective meeting checklist

Presenter Notes

- Remind participants that this checklist will be reviewed at the beginning of each session. The goal is to see an increase in the number of check marks each meeting until the team can maintain a consistent record of having all of the items checked.

- Give the team a minute to complete their checklists and total their number of checks.
- Ask how many ticks they recorded.
- What areas, if any, are giving the team a problem? How can the problem be resolved? Agree to work on the solution prior to the next session.

Hint: Do not spend more than the allocated minute to complete the checklists.
Use this activity as an opportunity to remind participants rather than as an in-depth analysis of what has been happening. There might be instances where you will want to follow up points later with individuals rather than occupy the group's time here.

Slide 5: Module 3 objectives

Presenter Notes

- Allow participants to read the objectives for themselves.
- Explain how the four objectives help to introduce a continuum which will be picked up in the next slide – one of identifying an issue, then investigating or discovering, followed by identifying relevant data for information. Objective 4 is key: we need to know what high quality data is and to be able to present it so that others can understand it too.
- Ask if there are any questions about the outcomes of the Module. Respond to the questions.

Hint: Resist the temptation to read each of these.

FORMULATING QUESTIONS: SLIDES 6 TO 10 – 15 MINUTES

Objectives 1 and 2: Identify a critical focus or issue in the school on which to focus your enquiry *and* Develop a focusing question that will help the PLC accurately define and describe the focus or issue.

Slide 6: Identify a focus or issue 1

Presenter Notes

- Remind the team that they were introduced to this model in Module 2 and that each stage of the model involves its own unique type of questions.
- Talk through each stage

- We are in stage one and will be developing DISCOVERY questions.

- **Hint:** Remind participants of the purpose of data – to help get answers to questions. You might also, at this stage, remind them that data alone will not necessarily provide the answers. It will help to develop hypotheses which can then be tested. A data literate user will also look for sources of both qualitative and quantitative data to give a full picture.

Slide 7: identify a focus or issue 2

Presenter Notes

- Explain that this slide shows three key areas of context, achievement and engagement which we will be exploring with the use of data. Ensure that participants emerge from this slide with a clear understanding of the three phases and the types of questions associated with each.

- Elicit possible questions which could be asked for each phase. For example: **Context:** What proportion of our students has special educational needs? What is the student mobility rate in our school? How many of our pupils do not have English as their first language? This helps to build up a picture of the group of young people we are working with and of some of the external influences which could affect their performance. **Achievement:** What percentage of students within a subject or the school achieves the expected age-related level? Do students perform similarly across all subjects in the school? How does student progress relate to attainment? This gives us a picture of both the overall levels of achievement in the school and within it. **Engagement:** What is the overall level of attendance? What is it in each year group? What proportion of students is excluded from school for behavioural issues? What proportion goes on to complete the final year? This will help us to assess how students are responding to what the school is offering and could be a key factor in addressing under-achievement.

- Go through each one and ensure that participants understand the differences between them. Ask if they can think of additional examples for each type of investigation.

- Ask for questions and comments.

Slide 8: Identify a focus or issue 3

Presenter Notes

- Explain that large quantities of data can be seductive and cause one to go down pathways that are not relevant to the issue at hand.

  Hint: You might like to remind participants about what we discussed in module 2: we should avoid having shopping lists of data and instead focus on what we need for our purpose.

- Give the key message that Focusing Questions get you started in the right direction and lead to Clarifying Questions that help you dig deeper into the data.

- Remind participants that data is a key source of information. The additional data they might need, therefore, might not be quantitative (numerical) data; it might be quantitative, *eg* teacher comments or observations.

Slide 9: Identify a focus or issue 4

Presenter Notes

- Read the focusing question, but don't click through to the rest of the slide.
- The focusing question leads you to appropriate data sets for preliminary analysis.
- Before clicking on to show the sample clarifying questions, ask participants to suggest their own.
- Then click through to show the example clarifying questions that dig deeper such as finding a common factor shared by all these students (*eg* gender), whether the problem lies in a specific area of the subject (*eg* percentages) and whether or not this is a recent problem or one which has been growing over time.

Key information: The "issue" could be a goal, a target or an area for improvement.

Hint: This slide could be amended so that only the focusing question appears after the first click and that each focusing question appears on subsequent clicks.

Slide 10: Develop a focusing question

Presenter Notes

- Have the team read through these examples. Point out that these are broad questions that will point them to data for analysis.
- Ask for further suggestions.
- Pick one or two questions and ask the team to suggest data that they would analyse to address the questions.

IDENTIFY A FOCUS AND DEVELOPING A FOCUSING QUESTION: SLIDES 11 TO 12 – 30 MINUTES

Objectives 1 and 2: Identify a critical focus or issue in the school on which to focus your enquiry *and* Develop a focusing question that will help the PLC accurately define and describe the focus or issue.

Slide 11: : identify a focus or issue and develop a focusing question

Presenter Notes

- Direct the team to the activity in their Guidebook on page 7.and go over the overview. Review the directions to ensure that all team members understand the task.

Hint: It is important to have the team work at the DISCOVERY QUESTION stage of inquiry and to pose issues and formulate questions that relate to student outcomes. They can deal with other issues later.

- Pay close attention as the team progresses through this activity. Point the team towards manageable questions that are under the school's control.
- Your role as a facilitator is particularly important in the activity to moderate the discussion, steer the team in the right directions, record the results of their brainstorming and help them reach consensus on questions to investigate.
- Ensure that you record the highest priority question on the flip chart.

Slide 12: Developing a focusing question

Presenter Notes

- Explain that the questions on this slide will help participants to evaluate the quality of their focusing questions.
- Go through each of the bulleted questions and discuss some examples with the group to ensure that they have understood. For example: a) "Does our national test effectively demonstrate the achievement of the full range of our pupils?" would not be a good focusing question as we as a school have no direct influence over the national test. Issues of student context might also come in to this category. b) A focusing question based

on the achievement of left-handed pupils might also fail for want of existing data or the difficulty of collecting it for past and present year groups. c) "Why...?" and "How...?" questions are more likely to be at the diagnosis or doing stage rather than focusing. d) This combines the idea of statistical validity (*ie* we need to be working with an evidence base which is large enough to be reliable) with that of having a clear focus (*ie* the results of our enquiry need to provide us with information on which we can act in the short-and medium-term to improve the performance of our students.

- If there is time, have them begin this discussion and continue it in their PLC Data Team meeting. If there isn't time, tell them to have the discussion in their next meeting.

IDENTIFYING DATA ELEMENTS AND SOURCES: SLIDE 13 – 15 MINUTES

Objective 3: Identify data elements and sources that will help inform the discovery process

Slide 13: Identify data elements and sources

Presenter Notes

- Direct the team to the activity in their Guidebook on page 9. Review the overview and the directions to ensure that each team member understands the activity.
- Record team input on the flip chart paper as they record it in the template.

Hint: Again your role as a facilitator is particularly important here in ensuring that colleagues stay focused while drawing on both items from the data inventory and their own knowledge.

RECOGNISING HIGH QUALITY DATA AND DISPLAYS: SLIDE 14 to 20 – 5 MINUTES

Objective 4: Recognise high quality data and describe the characteristics of a good data display.

Slide 14: Recognise high quality data and displays 1

Presenter Notes

- Elicit thoughts and ideas from the group on the points raised on this slide and slide 15. Ask the team to suggest attributes of high quality data and record them on flip chart paper.

- Go to slide 15 to compare what the team suggested to the attributes on slide 15.

Slide 15: Recognise high quality data and displays 2

Presenter Notes

- Ask participants if they all agree that that these are valid attributes of high quality data?
- Ask them why data which doesn't have those attributes might not be high quality. Remind colleagues on the work done in module 2 on validity and reliability of data.
- Compare these with participants' earlier suggestions.
- Are there any attributes that we, as a team, feel should be removed?
- Ask for suggestions for other attributes.

Slide 16: Recognise high quality data and displays 3

Presenter Notes

- Discuss each of these ways to look at or use data. We will be using combinations of these as we analyse data to address our questions.
- Explore examples for each of the sections. For example: Exploration: We could examine both attainment and progress to investigate overall achievement. Populations: We could look at the relevance of gender or ethnicity to our study. Measures: We might explore if there is a correlation between attendance, behaviour and attainment. Disaggregators: We could analyse the data according to some of the groups we have previously identified under "context".

Hint: The data glossary gives definitions for some of the terms used in this slide:

Disaggregation: Summary data split into different subgroups (*eg* gender, race, ethnicity, economic status *etc*).

Measure: Outcome data that can be used to measure the performance of a student or group of students. Measures may include test scores, attendance, behaviour, grades, and credits earned.

Population: Every student who is eligible to become a member of a specific sample of students. For example, the population of Year 11 students is all Year 11 who are enrolled in the group being studied.

Slide 17: Recognise high quality data and displays 4

Presenter Notes

- Explain that these are three ways we may look at data. What others can you think of?

Hint: You might introduce here the idea of progress and value-added analyses. There is not time at this stage to develop the idea of progress and value-added. It might be sufficient here to refer to progress as referring to the distance travelled in terms of attainment. Value-added takes this a stage further by comparing a student's actual attainment with an estimate of what that student should have attained, given his/her starting point.

Slide 18: Recognise high quality data and displays 5

Presenter Notes

- These are 4 of the major attributes of a quality data display. Stress that telling a story that is accurate and as complete as possible is the key.
- The second main bullet directs the team to the resource "Types of Data Displays" in the appendix. Suggest that they review these.

Slide 19: Recognise high quality data and displays 6

Presenter Notes

- Ask the team:
    - What story does this chart tell? Can we be sure?
    - What's missing? (*eg* a legend to explain the coloured bars, what the values mean)
    - How could this chart communicate its story better? (*eg* indicate the nature of the assessment and who is being assessed, have call-out boxes with explanatory information)
- Record suggestions on chart paper.

Slide 20: Recognise high quality data and displays 7

Presenter Notes

- Ask whether this chart incorporates the missing elements that we identified?

- Are there any elements here that we didn't identify?
- Are there still some elements missing?

WRAP-UP: SLIDES 21 TO 22 – 5 MINUTES

Slide 21: Wrap up: in session 3 we…

Presenter Notes

- Go over the summary. Ask if there any things that we didn't accomplish. If so, how will we accomplish them?
- What comments or questions do you have about what we learned in this session? Are there related items that we should explore in more depth?

Hint: This might be an opportunity to offer some more in-depth training about assessment and data to develop the discussion on attainment and progress, including the notion of value-added.

Slide 22: Wrap up: action items

Presenter Notes

- Ensure that responsibilities for accomplishing the tasks are established and clear.
- Identify clear timelines for completion.

Notes

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Module 4: Evaluating Data

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Table of Contents

Overview

Module Description

Modules 1 and 2 introduced the inquiry process, developed assessment literacy and started participants thinking, as a Professional Learning Community (PLC) data team, about issues in their school that they would like to investigate. Module 3 dealt with the types of questions that can guide the inquiry process and explored how to recognise and effectively display quality data.

Module 4 helps participants to assess the quality of the final set of data they collected as well as the data displays created from the data set.

You should refer to the data use survey results when preparing for this session and use the information to provide a context if appropriate.

Optional activities are indicated by the icon in the Guidebook and are also identified in the notes below.

Preparation	☑ Module 1: Getting Started ☑ Module 2: Data Literacy
Discovery What the issue or problem?	☑ Module 3: Identifying a Problem **Module 4: Evaluating Data**
Diagnosis What's the root cause?	Module 5: Analysing Discovery Data Module 6: Hypothesising Root Causes Module 7: Analysing Root Cause Data
Doing **What are we going to do about it?**	Module 8: Brainstorming Strategies Module 9: Developing Action Plans Module 10: Monitoring Implementation
Evaluation **What results did we get?**	Module 11: Preparing for Evaluation

Module Objectives

Upon completion of this module, the PLC data team will be able to:

1. Evaluate the quality of collected data.
2. Critique their data displays.
3. Plan for improvements.

Required Materials

Participant Materials	Facilitator Materials and Equipment
▪ Presentation handouts ▪ Effective team meeting checklist	▪ Presentation ▪ Data projector and screen ▪ Flip chart(s) and markers ▪ Sticky notes ▪ Course binder

Recommended Room Set-Up

The room layout should allow for both group discussion and individual reflection. Round tables (maximum of 6 per table) should allow for all colleagues to participate fully.

There also needs to be room for colleagues to use the flip chart(s) when required and to have good sight of the presentation slides.

Pacing Guide

All timings are suggestions only – actual timings will vary according to the use of optional activities and the decisions of the coach and the team.

Section	Activity/Sub-section	SLIDES	Duration	Elapsed time	Materials
Start Time…				0:00	
Introduction	-Agenda -Review of Accomplishments since last session -Effective Team Meeting Checklist -Objectives	1-5	0:15	0:15	Effective meetings checklist
Assessing Data Quality	4.1: Evaluate data quality	6	0:30	0:45	Data quality checklist
Assessing Data Display Quality	4.2: Critique data displays (*optional*)	7	0:45	1:30	Data display template
Wrap Up	-Summary -Next Steps -Evaluation	8-10	0:10	1:40	
Total Time				1 hour 40 minutes	

Delivery Guidelines

INTRODUCTION - SLIDES 1 TO 5 – 10 MINUTES
Slide 1: Title slide
Presenter Notes
• Welcome participants. • Deal with any housekeeping issues (fire exits, toilets, timing of programme breaks *etc*).
Slide 2: Agenda
Presenter Notes
• Review the agenda to give the team a feel for the flow of the session. • Talk briefly about each topic and how they relate to one another.
Slide 3: What have we accomplished
Presenter Notes
• Use this slide as an accountability piece. The team should be held to completing assigned tasks prior to the session. If any of the tasks have not been accomplished reinforce the importance of between session work. • Check on the completion of each item. If it has not been completed, reach agreement on how it will be. **Hint:** Remember to keep the tone positive, focusing on what has been achieved rather than what has not.

Slide 4: Effective meeting checklist

Presenter Notes

- Remind participants that this checklist will be reviewed at the beginning of each session. The goal is to see an increase in the number of ticks each meeting until the team can maintain a consistent record of having all of the items ticked.
- Give the team a minute to complete their checklists and total their number of ticks.
- Ask how many ticks they recorded.
- What areas, if any, are giving the team a problem? How can the problem be resolved? Agree to work on the solution prior to the next session.

Hint: Do not spend more than the allocated minute to complete the checklists.
Use this activity as an opportunity to remind participants rather than as an in-depth analysis of what has been happening. There might be instances where you will want to follow up points later with individuals rather than occupy the group's time here.

Slide 5: Module 4 objectives

Presenter Notes

- Allow participants to read the objectives for themselves.
- Ask if there are any questions about the outcomes of the Module. Respond to the questions.

Hint: Resist the temptation to read each of these.

ASSESSING DATA QUALITY - SLIDE 6 – 30 MINUTES

Objective 1: Evaluate the quality of collected data

Slide 6: Evaluate data quality

Presenter Notes

- Direct the team to the activity on page 7 in the Guidebook.
- Review the overview and take any questions concerning the activity's purpose.
- Review the directions with the team to ensure that everyone understands the tasks.
- Help the team determine if there are additional criteria that should be added to the checklist.
- Work with the team as they progress through the activity.
- Record responses as indicated and facilitate the discussion.

Hint: You will need to pace the activity depending on the number of data elements you are working with. You might need to prioritise these in order to keep to time.

Hint: It might be helpful to ask the team to nominate one person to lead the discussion. Your role as coach then becomes one of being an objective facilitator of the discussion

ASSESSING DATA QUALITY - SLIDE 7 – 45 MINUTES
Objective 2: Critique your data displays

Slide 7: Critique data displays

Presenter Notes

*Note that this is an **optional** activity. A shorter alternative would be to go straight to the questions on page 12 for which you might allow up to **10 minutes.***

A more advanced activity would be to discuss how the data could be presented differently for greater impact.

- Direct the team to the activity in their Guidebook on page 9.
- Review the overview and take any questions concerning the activity's purpose.
- Review the directions with the team to ensure that everyone understands the tasks.
- Monitor the time as the team works individually (10 minutes) and as a group (35 minutes) to ensure that appropriate time is spent on each part of the activity.
- Facilitate the discussion described in the directions. Record responses on chart paper as appropriate.
- Help the team decide how the displays should be changed and who will do the modifications.

Hint: It might be helpful to ask the team to nominate one person to lead the discussion. Your role as coach then becomes one of being an objective facilitator of the discussion.

WRAP-UP, NEXT STEPS AND EVALUATION: SLIDES 8 TO 10 – 10 MINUTES

Slide 8: Wrap up: in session 4 we…

Presenter Notes

- Go over the summary. Ask if there any things that we didn't accomplish. If so, how will we accomplish them?
- What comments or questions do you have about what we learned in this session? Are there related items that we should explore in more depth?

Slide 9: Wrap up: next steps

Presenter Notes

- Ensure that responsibilities for accomplishing the tasks are established and clear.
- Identify clear timelines for completion.

Slide 10: Evaluation

Presenter Notes

- As this is the end of the second phase of sessions, ask participants to complete the phase evaluation.

Notes

Using Data for Improving School and Student Performance

DATAUSE: Comenius Multilateral Project 510477-2010-LLP-PL

Module 5: Analysing discovery data

Data Coach Facilitator Guide

Education and Culture DG

Lifelong Learning Programme

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Table of Contents

Overview

Module Description

In Module 4, the team evaluated data related to their focusing question. In this module, you will introduce them to the Collaborative Data Analysis Process, a model that they will use to analyse the collected data. An objective, factual review of the data presented in the data displays will result in inferences about the focusing question and will lead to the development of a clear statement of the problem to be addressed. You will revisit with them the Question Formulation Activity to craft clarifying questions, if necessary, to further refine the problem statement. You will then develop a plan to gather, display and analyse any additional data needed to address the clarifying questions and refine the problem statement in preparation for Module 6.

Preparation	☑ Module 1: Getting Started ☑ Module 2: Data Literacy
Discovery What the issue or problem?	☑ Module 3: Identifying a Problem ☑ Module 4: Evaluating Data
Diagnosis What's the root cause?	**Module 5: Analysing Discovery Data** Module 6: Hypothesising Root Causes Module 7: Analysing Root Cause Data
Doing What are we going to do about it?	Module 8: Brainstorming Strategies Module 9: Developing Action Plans Module 10: Monitoring Implementation
Evaluation What results did we get?	Module 11: Preparing for Evaluation

You should refer to the data use survey results when preparing for this session and use the information to provide a context if appropriate.

Optional activities are indicated by the icon in the Guidebook and are also identified in the notes below.

Module Objectives

Upon completion of this module your PLC will be able to:

1. Apply the collaborative data analysis process.
2. Make factual observations from data sets and displays.
3. Form inferences from factual observations of the discovery data.
4. Articulate a clear, evidence-based statement of the problem.
5. Formulate clarifying questions to refine the problem.
6. Identify additional data needed to answer the clarifying questions.
7. Develop a plan for the collection, display and analysis of the additional data sets.

Required Materials

Participant Materials	Facilitator Materials and Equipment
▪ Module 5 slides handout ▪ Module 5 Guidebook ▪ Completed data inventory ▪ Effective Meeting Checklist	▪ Presentation ▪ Data projector and screen ▪ Flip chart(s) and markers ▪ Sticky notes ▪ Course binder ▪ An electronic copy of the Digging into Data Template

Recommended Room Set-Up

The room layout should allow for both group discussion and individual reflection. Round tables (maximum of 6 per table) should allow for all colleagues to participate fully.

There also needs to be room for colleagues to use the flip chart(s) when required and to have good sight of the presentation slides.

Pacing Guide

All timings are suggestions only – actual timings will vary according to the use of optional activities and the decisions of the coach and the team.

Section	Activity/Sub-section	SLIDES	Duration	Elapsed time	Materials
Start Time…				0:00	
Introduction	-Agenda -Review of Accomplishments since last session -Effective Team Meeting Checklist -Objectives	1-6	0:10	0:10	Effective meetings checklist
Introduce the Collaborative Data Analysis Process	Collaborative Process	7	0:10	0:20	
Analyse Focusing Question Data	Factual Observation vs. Inferences	8-9	0:05	0:25	
	(5.1) Data Analysis Activity	10	0:30	0:55	Data analysis worksheet
Problem Statement Formulation	(5.2) Problem Statement Worksheet	11-12	0:30	1:25	Problem statement worksheets
Developing Clarifying Questions	Clarifying Question Examples	13	0:10	1:35	
	(5.3) Clarifying Question Formulation Activity *(optional)*	14	0:05	1:40	Data analysis worksheet
Planning to Collect Additional Data	(5.4) Identifying and Locating Data Sources Activity *(optional)*	15-16	0:05	1:45	Digging into data template
Wrap Up	-Summary -Next Steps	17-18	0:10	1:55	
Total Time				1 hour 55 minutes	

Delivery Guidelines

Slides 1 to 6: Introduction– 5 minutes

Slide 1: Title slide

Presenter Notes

- Welcome participants.
- Deal with any housekeeping issues (fire exits, toilets, timing of programme breaks *etc*).

Slide 2: Agenda

Presenter Notes

- Review the agenda to give the team a feel for the flow of the session.
- Talk briefly about each topic and how they relate to one another.

Slide 3: What have we accomplished

Presenter Notes

- Use this slide as an accountability piece. The team should be held to completing assigned tasks prior to the session. If any of the tasks have not been accomplished reinforce the importance of between session work.
- Check on the completion of each item. If it has not been completed, reach agreement on how it will be.
- **Hint:** Remember to keep the tone positive, focusing on what has been achieved rather than what has not.

Slide 4: Effective meeting checklist

Presenter Notes

- Remind participants that this checklist will be reviewed at the beginning of each session. The goal is to see an increase in the number of ticks each meeting until the team can maintain a consistent record of having all of the items ticked.
- Give the team a minute to complete their checklists and total their number of ticks.
- Ask how many ticks they recorded.
- What areas, if any, are giving the team a problem? How can the problem be resolved? Agree to work on the solution prior to the next session.

Hint: Do not spend more than the allocated minute to complete the checklists.
Use this activity as an opportunity to remind participants rather than as an in-depth analysis of what has been happening. There might be instances where you will want to follow up points later with individuals rather than occupy the group's time here.

Slide 5: Discovery to diagnosis - a 4 stage data enquiry model

Presenter Notes

- Introduce the Inquiry Process. We shall discover, diagnose and do something about a problem of interest to the PLC Data Team and then evaluate the impact of what we have done.
- Talk through each stage
- Note that people often want to ask **doing questions** before they **discover** what the issues and their causes **(diagnosis)** really are.
- Emphasise the importance of evaluating impact – otherwise we don't know whether what we have done is worth repeating or adapting.
- Explain that the course content is organised around these stages
- Modules 3-4 were Discovery
- Modules 5-7 we get into Diagnosis

- Modules 8-10 are Doing
- Module 11 covers Evaluation.

Slide 6: Module 5 objectives

Presenter Notes

- Allow participants to read the objectives for themselves.
- Ask if there are any questions about the outcomes of the Module. Respond to the questions.
- **Hint:** Resist the temptation to read each of these.

Slide 7 – Collaborative data Analysis process – 10 minutes

Objective 1: Apply the collaborative data analysis process

Slide 7: Collaborative data analysis process

Presenter Notes

- Explain that following a set series of steps (a protocol) for analysing data makes the process more efficient and effective.
- In this session we will make factual observations, generate inferences, and craft clarifying questions to dig deeper into our issue.
- We will repeat the process by gathering data to answer the clarifying questions.
- Once we feel our questions have been answered, we are in a position to draw inferences or tentative conclusions about the true nature of the problem that we are dealing with.

Slides 8 to 9: Analyse focusing question data – 5 minutes

Objective 3: Form inferences from factual observations of the discovery data

Slide 8: Form inferences from factual observations 1

Presenter Notes

- Explain that slide 8 illustrates the problems that can arise when people react impulsively to the data. Rapidly click through this slide while reading the text. The idea is to create the feeling that you are rushing up the ladder of inference to impulsive action. Have fun with this and make it obvious that this is definitely <u>not</u> the path to constructive change. When finished, note that we need to *observe* before we can *infer*.

Hint: The references in this slide may need to be varied to relate to practice in your own country.

Slide 9: Form inferences from factual observations 2

Presenter Notes

- Take a calmer approach to this slide. Click through each of the blocks as you convey the following messages. Explain that, to get to thoughtful action, you must always start with fact. What does the data tell us?
- If you don't have enough information, you need to collect more data.
- Don't start climbing up the ladder of inference without fact to back you up.

Slide 10: Data analysis activity – 30 minutes

Objectives 1, 2 and 3:

1 Apply the collaborative data process.

2 Make factual observations from data sets and displays.

3 Form inferences from factual observations of the discovery data.

Slide 10: Data analysis activity

Presenter Notes

- Direct the team to the activity in their Guidebook on page 7
- Explain that this activity is very much like what the team did to arrive at their focusing question.
- Work hard to keep the team at the factual observation level as you facilitate this activity.
- Review the purpose and description. Ask if there are any questions about how to proceed.
- Record their observations on chart paper and facilitate the consensus building process.
- Indicate which observations the Team agrees on.

Hint: In your role as facilitator, try to make sure that the activity is not dominated by one or two individuals. You might wish to intervene if this starts to happen and ask other members of the team what their views are.

Slides 11 to 12: Problem statement formulation – 30 minutes

Objectives 2 and 4:

2 Make factual observations from data sets and displays.

4 Articulate a clear, evidence-based statement of the problem.

Slide 11: Articulate a statement of the problem

Presenter Notes

- Summarise that, so far, the team has identified a broad issue and narrowed it down by creating a focusing question that was addressed through data analysis.
- Explain that this has been the factual homework.
- Now we need to make reasoned inferences based on the observed facts.
- These inferences will be used in this activity to help identify additional questions that need to be answered to move the inquiry forward.
- Direct the team to the activity in their Guidebook on page 10. Review the purpose and description. Ask if there are any questions about how to proceed.

Slide 12: Problem statements

Presenter Notes

- Ensure that the team has identified a focus through Activity 5.2.
- Use the list on this slide to guide a critical discussion of the problem that the team has identified.

Slide 13: Developing clarifying questions – 10 minutes

Objective 5: Formulate clarifying questions to refine the problem.

Slide 13: Formulating clarifying questions

Presenter Notes

- Read through with participants the focusing question.
- Explain how the example of clarifying questions might logically arise from the analysis of data related to the focusing question.
- Demonstrate that answering these clarifying questions through objective, factual analysis will provide a strong basis for the development of initial inferences regarding the true nature of the Identified Problem.

Slide 14: Clarifying Question Formulation Activity – 5 minutes to introduce

Objective 5: Formulate clarifying questions to refine the problem.

Slide 14: Formulate clarifying questions

Presenter Notes

Note that this is an optional activity to be undertaken if the team has decided that further analysis is necessary to refine their problem statement. You should use your discretion by amending the activity as necessary.

Hint: You might wish to refer back to slide 12 to stimulate questions about verifying problem statements.

- Direct the team to the activity in their Guidebook on page 14. Review the purpose and description. Ask if there are any questions about how to proceed.
- Facilitate the brainstorming process and record as necessary on the chart paper.
- It is important for the Team to consider all of the questions that they have formulated and to reach consensus on the 3 questions which, if answered effectively, will give them the most information about the identified problem.

Slides 15 to 16: Planning to collect additional data - 5 minutes

Objectives 6 and 7:

6 identify additional data needed to answer the clarifying questions.

7 Develop a plan for the collection, display and analysis of the additional data sets.

Slide 15: Identify gaps where additional data are needed

Presenter Notes

Note that this is also an optional activity depending on the use of activity 5.3. The activity should be introduced during the session and completed, if necessary during a PLC data team meeting.

- Direct the team to the activity in their Guidebook on page 17. Review the purpose and description. Ask if there are any questions about how to proceed.
- The Team will need the Data Inventory that they created as a result of their work in Module 2 and in preparation for Module 3 to complete this activity.
- Ask them to individually complete the first step of this activity following the instructions on page 17. *Allow about 5 minutes.*

Slide 16: Develop a plan to collect additional data sets

Presenter Notes

- Direct participants to the second step of the activity on page 18. *Allow about 25 minutes.*
- Review the purpose and description. Ask if there are any questions about how to proceed.
- Go over each column to ensure that the team agrees on what to record in each column.
- Ensure that the template is completed, particularly the name of the person/group responsible for action.

Note that you have an electronic version if they need more room than is provided in the hardcopy.

Slides 17 to 18: Wrap up and next steps - 10 minutes

Slide 17: Wrap up: in session 5 we…

Presenter Notes

- Go over the summary. Ask if there any things that we didn't accomplish. If so, how will we accomplish them?
- What comments or questions do you have about what we learned in this session? Are there related items that we should explore in more depth?

Slide 18: Wrap up: next steps

Presenter Notes

- Ensure that responsibilities for accomplishing the tasks are established and clear.
- Identify clear timelines for completion.

Notes

Using Data for Improving School and Student Performance

DATAUSE: Comenius Multilateral Project 510477-2010-LLP-PL

Module 6: Hypothesising Root Causes

Data Coach Facilitator Guide

Education and Culture DG
Lifelong Learning Programme

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Overview

Module Description

In Module 5, the team analysed the discovery data that they had collected and posed an evidence-based problem to be investigated. If necessary, they then crafted clarifying questions and collected data to ensure that their problem statement was evidence based. The team is now ready to move deeper into the diagnosis stage of the process by hypothesising the root cause(s) of the identified problem. Once they have done this, they will be ready to collect and analyse related data in Module 7 to confirm the root cause(s).

You should refer to the data use survey results when preparing for this session and use the information to provide a context if appropriate.

Preparation	☑ Module 1: Getting Started ☑ Module 2: Data Literacy
Discovery What the issue or problem?	☑ Module 3: Identifying a Problem ☑ Module 4: Evaluating Data
Diagnosis What's the root cause?	☑ Module 5: Analysing Discovery Data **Module 6: Hypothesising Root Causes** Module 7: Analysing Root Cause Data
Doing **What are we going to do about it?**	Module 8: Brainstorming Strategies Module 9: Developing Action Plans Module 10: Monitoring Implementation
Evaluation **What results did we get?**	Module 11: Preparing for Evaluation

Optional activities are indicated by the icon in the Guidebook and are also identified in the notes below.

Module Objectives

Upon completion of this module, the PLC will be able to:

1. Refine the evidence-based problem, if necessary, based on any clarifying questions.
2. Hypothesise the root cause(s) of your problem.
3. Identify additional data needed to confirm the hypothesised root cause(s).

Required Materials

Participant Materials	Facilitator Materials and Equipment
▪ Effective meetings checklist ▪ Module 6 slides handout ▪ Module 6 Guidebook ▪ Template for activity 6.3	▪ Presentation ▪ Data projector and screen ▪ Flip chart(s) and markers ▪ Sticky notes ▪ Course binder ▪ Data evaluation checklist from module 4 and the materials from activity 5.1. ▪ Data display template from module 4.

Recommended Room Set-Up

The room layout should allow for both group discussion and individual reflection. Round tables (maximum of 6 per table) should allow for all colleagues to participate fully.

There also needs to be room for colleagues to use the flip chart(s) when required and to have good sight of the presentation slides.

Pacing Guide

All timings are suggestions only – actual timings will vary according to the use of optional activities and the decisions of the coach and the team.

Section	Activity/Sub-section	SLIDES	Duration	Elapsed time	Materials
Start Time…				0:00	
Introduction	-Agenda -Review of Accomplishments since last session -Effective Team Meeting Checklist -Objectives	1-6	0:10	0:10	Effective meetings checklist
Discuss analysis of the data to address clarifying questions and the refined Problem Statement	(6.1) Refining Evidence-based Problem Statement *(optional)*	7-8	0:30	0:40	Data analysis worksheet; data evaluation checklist from session 4; materials from activity 5.1.
Introduce the concept of "root cause(s)"	Introducing Root Cause(s)	9-13	0:05	0:45	
	(6.2) Why? Why? Why? Activity	14-15	0:45	1:30	
	Have you identified the correct root cause(s)?	16-17	0:05	1:35	
Collecting Additional Data	(6.3) Identifying Root Cause Data Activity	18	0:10	1:45	Identifying root cause(s) data template
Collect research and best practice examples	(6.4) Building your knowledge base *(optional)*	19	0:05	1:50	
Identify additional staff	(6.5) Consult your colleagues worksheet *(optional)*	20	0:05	1:55	
Wrap Up	-Summary -Next Steps	21-22	0:05	2:00	
Total Time				2 hours	

Delivery Guidelines

Introduction: slides 1 to 6 – 10 minutes

Slide 1: Title slide

Presenter Notes

- Welcome participants.
- Deal with any housekeeping issues (fire exits, toilets, timing of programme breaks *etc*).

Slide 2: Agenda

Presenter Notes

- Review the agenda to give the team a feel for the flow of the session.
- Talk briefly about each topic and how they relate to one another.

Slide 3: What have we accomplished

Presenter Notes

- Use this slide as an accountability piece. The team should be held to completing assigned tasks prior to the session. If any of the tasks have not been accomplished reinforce the importance of between session work.
- Check on the completion of each item. If it has not been completed, reach agreement on how it will be.

Hint: Remember to keep the tone positive, focusing on what has been achieved rather than what has not.

Slide 4: Effective meeting checklist

Presenter Notes

- Remind participants that this checklist will be reviewed at the beginning of each session. The goal is to see an increase in the number of ticks each meeting until the team can maintain a consistent record of having all of the items ticked.
- Give the team a minute to complete their checklists and total their number of ticks.
- Ask how many ticks they recorded.
- What areas, if any, are giving the team a problem? How can the problem be resolved? Agree to work on the solution prior to the next session.

Hint: Do not spend more than the allocated minute to complete the checklists.
Use this activity as an opportunity to remind participants rather than as an in-depth analysis of what has been happening. There might be instances where you will want to follow up points later with individuals rather than occupy the group's time here.

Slide 5: The big picture - diagnosis

Presenter Notes

- Talk through each stage
- Remind colleagues that this slide was introduced in Module 5. Use it for reinforcement and to focus the team on the DIAGNOSIS stage of the inquiry process.
- Revisit the cautions that were stated in Module 5: People often want to ask **doing questions** before they **discover** what the issues and their causes **(diagnosis)** really are.
- Remind colleagues of the structure of the course which is organised around these stages:

  Modules 3-4 were Discovery

  Modules 5-7 we get into Diagnosis

  Modules 8-10 are Doing.

  Module 11 is Evaluating.

Slide 6: Module 6 objectives

Presenter Notes

- Allow participants to read the objectives for themselves.
- Ask if there are any questions about the outcomes of the Module. Respond to the questions.

Hint: Resist the temptation to read each of these.

Slides 7 to 8: Refining the evidence-based problem statement – 30 minutes

Objective 1: Refine the evidence-based problem, if necessary, based on any clarifying questions.

Slide 7: Problem statement refinement

Presenter Notes

Note that this activity is only used if the team crafted clarifying questions in module 5. If so, you will need the data evaluation checklist from module 4 and the data analysis materials from activity 5.1.

- Tell the team that this activity is very much like what they did in Module 5.
- Make sure that you keep the Team at the factual observation level as you facilitate this activity.
- Direct the Team to this activity on page 7 in their Guidebook. Review the purpose and description. Ask if there are any questions about how to proceed.
- Record their observations on chart paper and facilitate the consensus building process.
- Indicate which observations the Team agrees on.

Slide 8: Problem statement refinement

Presenter Notes

- Once the team has identified a focus through the previous activity, use the list on this slide to guide a critical discussion of the focus that the team has crafted.
- Click through the questions individually.

Slides 9 to 13: Introducing the concept of "root cause(s)" – 5 minutes

Objective 2: Hypothesise the root cause(s) of your problem.

Slide 9: Hypothesising root cause(s)

Presenter Notes

- Click through this animation to illustrate the steps necessary to get to problem solution.

Hint: You can have some fun with this slide!

Slide 10 Hypothesising root cause(s): a case of car trouble

Presenter Notes

- Explain that we are going to discuss the concept of root cause(s) – the very basic reason that there is a problem.
- Use the car trouble as an example.
- Click through the next slide to eliminate the first two hypotheses as they are tested. Note that this is what the Team will be doing as they address the root cause(s) of the problems.

Slide 11: Hypothesising root cause(s): a case of car trouble 2

Presenter Notes

- Progress through the hypothesised causes and by clicking through the test for each hypothesis.
- Note that with each of the first two tests the car still won't start.
- With the third test note that the hypothesis is confirmed by the fact that the voltage meter shows the battery has no charge.

Slide 12: HYPOTHESISING ROOT CAUSE(S)
Presenter Notes
• Make it clear that, in practice, there can be more than one root cause and that these are often linked. • Check that all team members have a firm understanding of the definition of root cause(s). • Ask if they have questions or comments.

Slide 13 Hypothesising root cause(s): are schools like cars?
Presenter Notes
• Lead a discussion of these bullets. Take them in order. • Summarise the team's position at the end of the discussion. **Hints:** • The overall conclusion will probably be that the approach is similar but that schools and young people are much more complex because they involve the human factor rather than being mechanical.

Slides 14 to 15: *Why? Why? Why?* activity – 45 minutes
Objective 2: Hypothesise the root cause(s) of your problem.

Slide 14: Hypothesising root cause(s)

Presenter Notes

- Direct the Team to the activity on page 9 in the Guidebook and go over the purpose, description, and time allocated.
- Go to the next slide (slide 15) to help the team understand the process.
- Although the team has rank-ordered the possible causes it is a good idea for them to reconsider all of the causes to get a good overall picture.
- Help the Team reach consensus on definitive root cause(s).

Hints:

- This activity will take good facilitation on your part. Make sure that participants stick to causes that are under the schools control. Also ensure that causes are clearly grounded in fact and not based on hearsay or local folklore (*eg* "Nothing good ever comes out of... (a particular area)."
- If there are disagreements about rank order, allow these to be explored but do not allow this to jeopardise the activity as a whole.
- This activity may function differently with different groups. Keep your eye on the prize: you want the team to come up with plausible cause(s) that is based on evidence and under the school's control. Steer the discussion to reach this outcome.

Slide 15: Hypothesising root cause(s): why, why, why?

Presenter Notes

- Use this slide to help the Team understand the process involved in Activity 6.2.

Hint: Each because is providing a reason or cause of what happened in the statement that comes before it and should be related to the problem. This is what they will be doing in the *Why? Why? Why?* activity.

Slides 16 to 17: Have you identified the correct root cause(s)? – 5 minutes

Objective 2: Hypothesise the root cause(s) of your problem.

Slide 16: Hypothesising root cause(s)

Presenter Notes

- Walk the Team through a discussion of these bullets.

- Continue using slide 17

Hint: This exercise is similar to that used after the Team identified their focus.

Slide 17: Hypothesising root cause(s)

Presenter Notes	Key Information and Messages
Note that this slide is a continuation of the previous slide.	

Slide 18: identifying root cause(s) data – 10 minutes

Objective 3: Identify additional data needed to confirm the hypothesized root cause(s).

Slide 18: Identify additional data to confirm root cause(s)

Presenter Notes

Note that this activity can be repeated when there are two or more root cause hypotheses. If this is the case, it is likely that the root causes will be inter-related in some way and this will need to be borne in mind.

- Direct the team to this activity on page 11 in their guidebook. Go over the purpose, description, and timing.
- Remind them that this is similar to what they have done before and that they should be getting quite proficient at crafting data displays.
- Ask them what they think they need to be particularly careful of when they collect data and craft data displays.

Hints:

- 10 minutes are allocated to INTRODUCE this activity so that the team can act on it prior to the next session.
- You might refer back to previous module 4 in the guidebook: the data quality checklist and the data display template.

Slides 19 to 20: Collect research and best practice examples and identify additional staff – 10 minutes

Slide 19: Building your knowledge base and slide 20: identify additional staff

Presenter Notes

These two slides are optional. They appear in their own right in module 7 but can be used here to refer to additional sources of data and information that can be accessed. You can refer to pages 11 and 12 of the data coaches' guide for module 7 for more information.

Slides 21 to 22: Wrap up and next steps - 5 minutes

Slide 21: Wrap up: in session 6 we…

Presenter Notes

- Go over the summary. Ask if there any things that we didn't accomplish. If so, how will we accomplish them?
- What comments or questions do you have about what we learned in this session? Are there related items that we should explore in more depth?

Slide 22: Wrap up: next steps

Presenter Notes

- Ensure that responsibilities for accomplishing the tasks are established and clear.
- Identify clear timelines for completion.

Notes

Using Data for Improving School and Student Performance

DATAUSE: Comenius Multilateral Project 510477-2010-LLP-PL

Module 7: Analysing root cause data

Data Coach Facilitator Guide

Education and Culture DG
Lifelong Learning Programme

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Overview

Module Description

In Module 7 the team will analyse the additional data that they have collected and use their analysis skills to refine the root cause hypothesis generated in Module 6. They will then identify what needs to be addressed appropriately to solve the problem. They will also plan to build their knowledge base about the root cause in preparation for identifying possible ways to address these problems in Module 8.

You should refer to the data use survey results when preparing for this session and use the information to provide a context if appropriate.

Optional activities are indicated by the icon in the Guidebook and are also identified in the notes below.

Preparation	☑ Module 1: Getting Started ☑ Module 2: Data Literacy
Discovery What the issue or problem?	☑ Module 3: Identifying a Problem ☑ Module 4: Evaluating Data
Diagnosis What's the root cause?	☑ Module 5: Analysing Discovery Data ☑ Module 6: Hypothesising Root Causes **Module 7: Analysing Root Cause Data**
Doing **What are we going to do about it?**	Module 8: Brainstorming Strategies Module 9: Developing Action Plans Module 10: Monitoring Implementation
Evaluation **What results did we get?**	Module 11: Preparing for Evaluation

Module Objectives

Upon completion of this module, the PLC will be able to:

1. Confirm the root cause of the identified problem.
2. Collect research and best practice examples on ways to address the root cause of the problem.
3. Identify staff, outside of the PLC data team, who may provide insight into ways to address the root cause of the problem.

Required Materials

Participant Materials	Facilitator Materials and Equipment
▪ Effective meetings checklist ▪ Module 7 slides handout ▪ Module 7 Guidebook ▪ Data evaluation checklist from module 4	▪ Presentation ▪ Data projector and screen ▪ Flip chart(s) and markers ▪ Sticky notes ▪ Course binder

Recommended Room Set-Up

The room layout should allow for both group discussion and individual reflection. Round tables (maximum of 6 per table) should allow for all colleagues to participate fully. There also needs to be room for colleagues to use the flip chart(s) when required and to have good sight of the presentation slides

Pacing Guide

All timings are suggestions only – actual timings will vary according to the use of optional activities and the decisions of the coach and the team.

Section	Activity/Sub-section	SLIDES	Duration	Elapsed time	Materials	Notes
Start Time…				0:00		
Introduction	-Agenda -Review of Accomplishments since last session -Effective Team Meeting Checklist -Objectives	1-5	0:10	0:10	Effective meetings checklist	
Confirm Root Cause(s)	-Review Inquiry Model -Review Learner-Centered problems and Problems of Practice -Root Cause concepts -Review Collaborative Data Analysis Process	6-9	0:10	0:20		
Analyse Additional Data	(7.1) Root Cause Data Analysis	10	0:30	0:50	Root cause data analysis worksheet	
Problem Statement	(7.2) Problem of Practice Worksheet	11	0:30	1:20	Root cause worksheets	
Plan to Consult Literature	(7.3) Building Your Knowledge Base *(optional)*	12	0:05	1:25	Summarising research worksheet	Review this activity and highlight that it is to be completed prior to Session 8.

Plan to Consult Colleagues	(7.4) Consulting Your Colleagues *(optional)*	13	0:05	1:30	Consulting your colleagues worksheet	Review this activity and highlight that it is to be completed prior to Session 8.
Wrap Up	-Summary -Next Steps -Evaluation	14-16	0:10	1:40		
Total Time				1 hour 40 mins		

Delivery Guidelines

Slides 1 to 5: Introduction – 10 minutes

Slide 1: Title slide

Presenter Notes

- Welcome participants.
- Deal with any housekeeping issues (fire exits, toilets, timing of programme breaks *etc*).

Slide 2: Agenda

Presenter Notes

- Review the agenda to give the team a feel for the flow of the session.
- Talk briefly about each topic and how they relate to one another.

Slide 3: What have we accomplished

Presenter Notes

- Use this slide as an accountability piece. The team should be held to completing assigned tasks prior to the session. If any of the tasks have not been accomplished reinforce the importance of between session work.

- Check on the completion of each item. If it has not been completed, reach agreement on how it will be.

Hint: Remember to keep the tone positive, focusing on what has been achieved rather than what has not.

Slide 4: Effective meeting checklist

Presenter Notes

- Remind participants that this checklist will be reviewed at the beginning of each session. The goal is to see an increase in the number of ticks each meeting until the team can maintain a consistent record of having all of the items ticked.
- Give the team a minute to complete their checklists and total their number of ticks.
- Ask how many ticks they recorded.
- What areas, if any, are giving the team a problem? How can the problem be resolved? Agree to work on the solution prior to the next session.

Hint: Do not spend more than the allocated minute to complete the checklists.
Use this activity as an opportunity to remind participants rather than as an in-depth analysis of what has been happening. There might be instances where you will want to follow up points later with individuals rather than occupy the group's time here.

Slide 5: Module 7 objectives

Presenter Notes

- Allow participants to read the objectives for themselves.
- Ask if there are any questions about the outcomes of the Module. Respond to the questions.

Hint: Resist the temptation to read each of these.

Slides 6 to 9: Confirm root cause – 10 minutes

Objective 1: Confirm the root cause of the identified problem.

Slide 6: The big picture: diagnosis

Presenter Notes

- Remind participants of what we said about this stage in previous sessions: We are using this Inquiry Process to Discover, Diagnose and Do something about a problem of interest to the PLC Data Team
- Talk through each stage.
- Remind them that people often want to ask **doing questions** before they **discover** what the issues and their causes **(the diagnosis)** really are.
- Remember how the course content is organized around these stages: Modules 3-4 were Discovery;

  Modules 5-7 we get into Diagnosis;

  Modules 8-10 are Doing.

Hint: This is a review of what participants have seen in many modules. Don't spend much time on it.

Slide 7: Confirm root cause

Presenter Notes

- Remind participants of this slide from module 6.
- We have to find a link between the problem and any solution – and that will be the cause of the problem.

Hint: Again, have some fun with this slide even if it is getting a little old!

Slide 8: Confirm root cause 2

Presenter Notes

- Explain that a logic model often helps people better see the relationship that exists between concepts.
- Logic models are IF …. THEN propositions. IF we …., THEN it logically follows that ….. will happen.
- Say that this model shows that, for a problem under the school's control, the root cause = a problem with practice.

Hint: Before showing the bullet points on this slide, you might like to ask participants to suggest what school practices could relate to a root cause.

Slide 9 Confirm root cause 3

Presenter Notes

- This is a reminder of the Collaborative Data Analysis Process. Use it to reinforce the process and to confirm where we are. Use your knowledge of the exact process the group has been through to exemplify the stages in the slide.
- Note that they had generated Clarifying Questions (Ask New Questions box) and returned to Data Analysis (Identify and Gather Data box) in preparation for working on the root cause of the problem.

Slide 10: Confirm root cause 4

Presenter Notes

- Direct the team to this activity in the Guidebook on page 7 and review the purpose, description, and timing.
- Facilitate the discussion around objective observations related to the root cause hypothesis that they previously developed.
- Be ready to record the hypothesis and observations on the flip chart.
- The important outcome is consensus on the root cause and crafting the root cause statement.

Hint: Again, steer the group away from making inferences or anecdotal remarks. Ensure that they focus on factual observations.

Slide 11: Problem statement – 30 minutes

Objective 2: Collect research and best practice examples on ways to address the root cause(s) of the problem.

Slide 11: Confirm root cause and problem of practice

Presenter Notes

1. Direct the team to this activity in the Guidebook on page 10. Go over the purpose, description, and timing.
2. Walk the team through the example on the Root Cause Worksheet to be sure that they understand the process.
3. Facilitate the brainstorming section of the activity and record hypothesized problems of practice on chart paper.
4. Help the Team reach consensus on the plausible Problems of Practice. Direct them to record those that they agree upon on the Worksheet.
5. Work with the Team to select the ONE Problem of Practice that they will design an initiative to address. If, however, there are multiple closely-related problems they may design an initiative that effectively addresses all of them.

Slide 12: Plan to consult literature – 5 minutes

Objective 2: Collect research and best practice examples on ways to address the root cause of the problem.

Slide 12: Collect research and best practice examples

Presenter Notes

Note: This is an optional activity to be completed between sessions for presentation during module 8. The research base is obviously not exhaustive. Encourage colleagues to add to it and to provide constructive criticism; this could build into a very useful resource for all colleagues.

- Before crafting a solution to the problem of practice, one must understand the problem in depth. The following activities will help the PLC Data Team to build their knowledge base.
- Direct the team to this resource which starts on page 14 of the Guidebook.
- Remind them that it is critical to learn as much about the problem as possible before designing an initiative to address its solution.
- The sources of information on the website will provide a starting point for the team's research.
- Ask participants if they know of additional sources of research which they think their colleagues might find useful. As coach, collate these and distribute them after the session.

Hint: You might like to have the website available on screen to consult on sources of research.

Slide 13: Plan to consult colleagues – 5 minutes
Objective 3: Identify staff, outside of the PLC data team, who may provide insight into ways to address the root cause of the problem.

Slide 13: Identify additional staff

Presenter Notes

Not e: ***This is an optional activity, like the previous one, that participants can complete prior to the next session.***

- Direct the team to the worksheet on page 18 in their guidebook and review the purpose, description and timing of the activity on page 16.
- Get them started by brainstorming suggestions of colleagues that they may want to consult. Record their suggestions on the flip chart.
- It would be a good idea to have a PLC Data Team meeting soon after this session to flesh out the worksheet. Suggest that individuals begin to fill out the worksheet on their own and share their ideas with the Team at that meeting. Assignments can then be made to establish the contacts and gather information.

Slides 14 to 16: Wrap up, next steps and evaluation

Slide 14: Wrap up: in session 7 we…

Presenter Notes

- Go over the summary. Ask if there any things that we didn't accomplish. If so, how will we accomplish them?
- What comments or questions do you have about what we learned in this session? Are there related items that we should explore in more depth?

Slide 15: Wrap up: next steps

Presenter Notes

- Stress that it is important to delegate the research activities so that each Team member shares in the responsibility for gathering information.
- Schedule a PLC Data Team meeting to discuss and synthesize the information gained.
- It is important to craft a written statement of what the Team learned about the root cause and the problem of practices with source references if possible. This document will provide the research base necessary to craft an effective initiative.
- Finally, as this is the end of the third phase of sessions, ask participants to complete the phase evaluation form.

Slide 16: Evaluation

Presenter Notes

- As this is the end of the third phase of sessions, ask participants to complete the phase evaluation.

Notes

Using Data for Improving School and Student Performance

DATAUSE: Comenius Multilateral Project 510477-2010-LLP-PL

Module 8: Brainstorming strategies

Data Coach Facilitator Guide

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Overview

Module Description

Module 8 takes your data team from the diagnosis stage of the inquiry model into the doing stage. Using the identified problem, and root cause from the previous modules, you will brainstorm possible strategies that may solve the problem. You will then rate the strategies based on their potential impact and ease of implementation. Your team will discuss the most feasible high impact strategies with colleagues outside the PLC data team to get feedback on the impact and practicality of these strategies.

It is important that you do not close down (or allow any participant to close down) any suggestions that arise during the course of the brainstorming as this is likely to inhibit the free flow of ideas.

Preparation	☑ Module 1: Getting Started ☑ Module 2: Data Literacy
Discovery What the issue or problem?	☑ Module 3: Identifying a Problem ☑ Module 4: Evaluating Data
Diagnosis What's the root cause?	☑ Module 5: Analysing Discovery Data ☑ Module 6: Hypothesising Root Causes ☑ Module 7: Analysing Root Cause Data
Doing What are we going to do about it?	**Module 8: Brainstorming Strategies** Module 9: Developing Action Plans Module 10: Monitoring Implementation
Evaluation **What results did we get?**	Module 11: Preparing for Evaluation

You should refer to the data use survey results when preparing for this session and use the information to provide a context if appropriate.

Optional activities are indicated by the icon in the Guidebook and are also identified in the notes below.

Module Objectives

Upon completion of this module you will be able to:

1. Use the knowledge gained through research to identify strategies to address the root cause of the problem.
2. Identify high impact strategies to implement in your school.
3. Rate the feasibility of implementing these high impact strategies.

Required Materials

Participant Materials	Facilitator Materials and Equipment
▪ Module 8 slides handout ▪ Module 8 Guidebook ▪ The Strategy Rating Checklist ▪ The Feasibility of Implementation Checklist	▪ Presentation ▪ Data projector and screen ▪ Flip chart(s), markers and Blue-Tack ▪ Sticky notes ▪ Course binder

Recommended Room Set-Up

The room layout should allow for both group discussion and individual reflection. Round tables (maximum of 6 per table) should allow for all colleagues to participate fully.

There also needs to be room for colleagues to use the flip chart(s) when required and to have good sight of the presentation slides.

Pacing Guide

All timings are suggestions only – actual timings will vary according to the use of optional activities and the decisions of the coach and the team.

Section	Activity/Sub-section	Slides	Duration	Elapsed Time	Materials
Start Time…				0:00	
Introduction	-Agenda -Review of Accomplishments since last session -Effective Team Meeting Checklist -Objectives	1-5	0:10	0:10	Effective meetings checklist
Use the knowledge base to identify possible strategies to address the problems	The Big Picture – doing. (8.1) Identify strategies (*Nb: slide 7 is optional)*	6-8	0:20	0:30	Written summaries of research activities *(optional)*. Guidebook Flipchart
Identify High Impact Strategies	(8.2) Rating Strategies' Potential for Success	9	0:30	1:00	Strategies' rating checklist Copy of checklist on flipchart
Rate the feasibility of implementing the high impact strategies	(8.3) Feasibility of Implementation checklist	10	0:20	1:20	Feasibility of implementation checklist
Wrap Up	-Summary -Next Steps	11-13	0:10	1:30	Flipchart
Total Time			1 hour 30 minutes		

Delivery Guidelines

Slides 1 to 5: Introduction – 10 minutes

Slide 1: Title slide

Presenter Notes

- Welcome participants.
- Deal with any housekeeping issues (fire exits, toilets, timing of programme breaks *etc*).

Slide 2: Agenda

Presenter Notes

- Review the agenda to give the team a feel for the flow of the session.
- Talk briefly about each topic and how they relate to one another

Hint: You may wish to show this as a flowchart on a flipchart.

Slide 3: What have we accomplished?

Presenter Notes

Note: The research and consult your colleagues activities from session 7 were optional. As coach, you will need to be mindful of this, both with this slide and with slide 7 (see below).

- Use this slide as an accountability piece. The team should be held to completing assigned tasks prior to the session. If any of the tasks have not been accomplished reinforce the importance of between session work.
- Check on the completion of each item. If it has not been completed, reach agreement on how it will be.

  Hints: Remember to keep the tone positive, focusing on what has been achieved rather than what has not.

Slide 4: Effective meeting checklist

Presenter Notes

- Remind participants that this checklist will be reviewed at the beginning of each session. The goal is to see an increase in the number of ticks each meeting until the team can maintain a consistent record of having all of the items ticked.
- Give the team a minute to complete their checklists and total their number of ticks.
- Ask how many ticks they recorded.
- What areas, if any, are giving the team a problem? How can the problem be resolved? Agree to work on the solution prior to the next session.

Hint: Do not spend more than the allocated minute to complete the checklists.
Use this activity as an opportunity to remind participants rather than as an in-depth analysis of what has been happening. There might be instances where you will want to follow up points later with individuals rather than occupy the group's time here.

Slide 5: Module 8 objectives

Presenter Notes

- Allow participants to read the objectives for themselves.
- Ask if there are any questions about the outcomes of the Module. Respond to the questions.

Hint: Resist the temptation to read each of these.

Slides 6 to 8: Use the knowledge base to identify possible strategies to address the problems – 25 minutes

Objective 1: Use the knowledge gained through research to identify strategies to address the root cause(s) of the problem.

Slide 6: The Big Picture - Doing

Presenter Notes

- Use this familiar slide to note the transition from Diagnosis to Doing
- Restrain those who may wish to leapfrog a properly managed discussion of the issues and the research by not allowing them to jump straight into 'solutions'
- Emphasise the importance of bringing both professional experience and academic research findings into the discussion.

Slide 7: Identify Strategies – what do we know about the root cause?

Presenter Notes

Note: Use of this slide and activity will vary depending on whether the optional activities 7.3 and 7.4 were undertaken between sessions 7 and 8.

I f the activities were undertaken:

- The team should have written a summary of their research activities.
- Be sure that each team member has a copy of the document.
- Ask the primary author to BRIEFLY summarise the findings for the group – set a time limit!

Hint: Record the root cause statement and key words or key points from the team's presentation on a flip chart sheet so that it can be referred to easily by the whole group.

I f the activities were not undertaken, the team can discuss what they learned from other sources.

Slide 8: Identify Strategies – Brainstorming possible strategies
Presenter Notes
• Direct the Team to this activity in the Guidebook on page 7. • Go over the purpose, description and timing. • If necessary encourage brainstorming by asking a couple of open-ended questions • Record the Team's brainstorming ideas on flip-chart paper. **Hints:** The team should be able to generate a number of potential strategies fairly quickly given the research and discussions that they have had prior to this session. Only 20 minutes have been allocated so be sure to move the discussion along efficiently

Slide 9: identify high impact strategies – 25 minutes

Objective 2: identify high impact strategies to implement in your school.

Slide 9: Identifying High Impact Strategies

Presenter Notes

- Encourage the Team to flesh out the criteria in the Strategy Rating Checklist on page 10 and customise it to their local situation. They may want to eliminate some of the stock characteristics that are already included in the Checklist.
- Once this is done, they can add the potential strategies to the checklist and rate them for potential success.
- Encourage team members to rate each potential strategy individually and then share their ratings with the team. You should duplicate the checklist on chart paper and record the ratings of each member.
- Facilitate the discussion of their individual ratings and help the team reach consensus on the rating for each strategy.
- Rank order the strategies based on the number of check marks received by each, once consensus has been reached.

Hint: Emphasise the fact that everyone in the team has a slightly different perspective on the problem and certainly different life experiences. These differences should be recognised as a strength of working in a team, therefore do not allow any one team member to become too dominant and to push through his or her ratings without proper discussion.

Slide 10: Rate the feasibility of implementing the high impact strategies – 20 minutes
Objective 3: Rate the feasibility of implementing these high impact strategies.

Slide 10: Rate the Feasibility of Implementation

Presenter Notes

- Direct the team to this activity in the Guidebook on page 11.
- Go over the purpose, description, and timing.
- Help the team to get a feel for the feasibility of implementation of each of the high impact strategies.
- Guide the team as they customise the Checklist to fit the local situation.
- Once the Checklist has been customised, add the strategies as rows.
- Each team member should rank each strategy individually and then share their rating with the Team.
- Help the team reach consensus on the ratings.
- Rank order the strategies in terms of feasibility of implementation (# of check marks)

Hints:

- Note that they have now identified a number of potentially high impact strategies. It is possible, however, that a highly desirable strategy may not be feasible to implement under the unique situation in their school.
- Again, ensure that all team members are playing a full part in the discussions.
- It is important that good ideas are 'kept alive' and not dismissed as being too expensive, tried in the past, unworkable with Mrs X, etc
- Try not to let participants focus on barriers. If they come up with a good strategy, challenge them to find ways to make it feasible, in spite of issues with time and money.

Slides 11 to 13: Wrap up and next steps – 10 minutes

Slide 11: Wrap up: In Session 8 we…

Presenter Notes

- As in previous Modules, go over the session's accomplishments
- Note where we are in the process and where we will be going in the next session.

Hint: Keep this really positive and ask team members what they have gained most from today's session.

Slide 12: Wrap Up: Next Steps

Presenter Notes

- Ask participants to outline very briefly how they hope to gather feedback before the next session.
- Ask where and when they will meet to select the most appropriate strategy for implementation.
- Stress that these activities are crucial to the success of the programme.
- These next steps are critical for successful implementation of the strategy. If the support for implementation is not there, the strategy will fail.
- A critical review of the feedback is a very important activity for the next PLC Data Team meeting where you will be selecting the strategy to pursue.

Slide 13: Wrap Up: Next Steps (continued)

Presenter Notes

- Discuss what such a memo should contain and note key points on flipchart.
- Review what you accomplished during the session and what the team needs to do prior to the next session. Relate this to the objectives discussed at the start of the session.
- Note where they are in the course as a whole and what they will be moving on to in the next session.
- If any of the agenda items were not accomplished, note this and determine how this will be addressed. Add this to your plans for the next session.

Notes

Using Data for Improving School and Student Performance

DATAUSE: Comenius Multilateral Project 510477-2010-LLP-PL

Module 9: Developing Action Plans

Data Coach Facilitator Guide

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Overview

Module Description

Up to this point, your PLC data team has identified a problem and its root cause. Your team has also identified research-based strategies that could address the problem and has selected and adopted the most feasible strategy. In this module, your team will move forward with this strategy and learn how to craft well written improvement targets and develop an action plan for implementation.

The coach's role in this module is particularly important as it is all too easy for teams to construct plans with vague targets instead of SMART ones and plans that fail to address the key issues. Try to use the expertise of those in the group who might be more experienced in this area to help their colleagues.

You should refer to the data use survey results when preparing for this session and use the information to provide a context if appropriate.

Optional activities are indicated by the icon in the Guidebook and are also identified in the notes below.

Preparation	☑ Module 1: Getting Started ☑ Module 2: Data Literacy
Discovery What the issue or problem?	☑ Module 3: Identifying a Problem ☑ Module 4: Evaluating Data
Diagnosis What's the root cause?	☑ Module 5: Analysing Discovery Data ☑ Module 6: Hypothesising Root Causes ☑ Module 7: Analysing Root Cause Data
Doing What are we going to do about it?	☑ Module 8: Brainstorming Strategies **Module 9: Developing Action Plans** Module 10: Monitoring Implementation
Evaluation **What results did we get?**	Module 11: Preparing for Evaluation

Module Objectives

Upon completion of this module, your PLC will be able to:

1. Understand the action planning process.
2. Write measurable improvement targets.
3. Develop an action plan for implementing the strategy.

Required Materials

Participant Materials	Facilitator Materials and Equipment
▪ Action Planning Template (in handbook) ▪ Module 9 slides handout ▪ Module 9 Guidebook ▪ Notes taken at previous session (Module 8) ▪ Feedback gathered since last session ▪ Scenarios, pp 16-19 in Guidebook.	▪ Presentation ▪ Data projector and screen ▪ Flip chart(s) and markers ▪ Course binder ▪ Extra copies of the action planning templates *(although it is preferable to undertake this exercise electronically)*

Recommended Room Set-Up

The room layout should allow for both group discussion and individual reflection. Round tables (maximum of 6 per table) should allow for all colleagues to participate fully.

There also needs to be room for colleagues to use the flip chart(s) when required and to have good sight of the presentation slides.

Pacing Guide

All timings are suggestions only – actual timings will vary according to the use of optional activities and the decisions of the coach and the team.

Section	Activity/Sub-section	Slide Begin	Duration	Elapsed Time	Materials
Start Time…				0:00	
Introduction	Agenda; Objectives; Review of Accomplishments since last session	1-5	0:05	0:05	Effective meetings checklist
Share Feedback from Stakeholders	Review Feedback	6	0:10	0:15	Positive and negative columns on flipchart
Review the Action Planning Process	Understanding the Action Planning Process	7-10	0:10	0:25	
Introduce the Action Plan Template	(9.1) Action Planning Template	11-13	0:10	0:35	Action plan template
Develop Measurable Improvement Targets	Elements of a Well-Written Improvement Target	14	0:10	0:45	
	(9.2) Creating measurable improvement targets	15	0:20	1:05	Scenarios
	(9.3) Crafting improvement targets for action plan	16	0:40	1:45	Flip chart paper
Action Plan Example	Sample Action Plan	17-19	0:10	1:55	Action plan template
Wrap Up	Summary; Next Steps	20-21	0:05	2:00	
Total Time				2 hours	

Delivery Guidelines

Slides 1 to 5: Introduction – 5 minutes
Slide 1: Title slide
Presenter Notes
• Welcome participants and deal with any housekeeping issues.
Slide 2: Agenda
Presenter Notes
• Review the agenda to give the team a feel for the flow of the session. • Talk briefly about each topic and how they relate to one another
Slide 3: What have we accomplished?
Presenter Notes
• Use this slide as an accountability piece. The team should be held to completing assigned tasks prior to the session. If any of the tasks have not been accomplished reinforce the importance of between session work. • Check on the completion of each item. If it has not been completed, reach agreement on how it will be. • Note that one of the first things that they will do today is review the last minute feedback that they have received to determine if it will impact on how they move forward. **Hint:** Remember to keep the tone positive, focusing on what has been achieved rather than what has not.

Slide 4: Effective team meeting checklist

Presenter Notes

- Remind participants that this checklist will be reviewed at the beginning of each session. The goal is to see an increase in the number of check ticks each meeting until the team can maintain a consistent record of having all of the items ticked.
- Give the team a minute to complete their checklists and total their number of ticks.
- Ask how many ticks they recorded.
- What areas, if any, are giving the team a problem? How can the problem be resolved? Agree to work on the solution prior to the next session.

Hint: Do not spend more than the allocated minute to complete the checklists.
Use this activity as an opportunity to remind participants rather than as an in-depth analysis of what has been happening. There might be instances where you will want to follow up points later with individuals rather than occupy the group's time here.

Slide 5: Module 9 objectives

Presenter Notes

- Allow participants to read the objectives for themselves.
- Ask if there are any questions about the outcomes of the Module. Respond to the questions.

Hints:

- Resist the temptation to read each of these.
- You may wish to stress that a target is not necessarily appropriate just because it is 'measurable'. It also has to be relevant, time-limited, and achievable. And it needs to be cost-effective!

Slide 6: Share feedback from stakeholders – 10 minutes

Slide 6: Feedback from Stakeholders: What did we learn?

Presenter Notes

- Copy the Positive and Negative columns on flipchart paper.
- Ask participants to provide any positive feedback about the planned strategy that they received from their colleagues in their discussions since the last session..
- Record the Positives on the flipchart.
- Now ask for any negative feedback and record this.
- Enable the data team to react to the feedback in a way that will enhance their plans. You may wish to ask whether the feedback provides information that should be addressed as they develop their Action Plan.

Hints:

- Do not spend more than ten minutes on this, and do not allow lengthy anecdotes to detract from the feedback.
- Help participants to determine whether the feedback should make them alter course or whether they may simply have to fine-tune their proposals.
- If more drastic action might appear to be required, your role as a coach will be to encourage participants to be ready to revisit their list of strategies and reconsider them in the light of feedback. This should not be seen as a failure on their part: feedback has been collected to be acted upon. The team now have additional information on which to base their decision-making.
- It might also be the case that the root cause has to be reconsidered. Again, encourage the team to see this as a positive rather than a backward step.

Slides 7 to 10: review the action planning process – 10 minutes
Objective 1: Understand the action planning process

Slide 7: What have we done so far? We've …

Presenter Notes

1. Remind participants about where they are in the context of the whole course.
2. Be positive and validate their good work so far.
3. Point out the important work they will be expected to do in the future, and remind them that this is for real: it will impact upon the lives of young people in their care.

Hint: Again, do not spend too long on this but ensure that the action planning process is not seen as an end in itself but as a means to an end – that of improving students' learning.

Slide 8: Understand the action planning process - bridge cartoon

Presenter Notes

- The purpose of this slide is to dynamically reinforce the philosophy that the action plan will take the project from problem to solution (improvement target).

Hint: Present this slide fairly tongue in cheek. As coach, you will know best how your team will respond to light-hearted slides such as this.

Slide 9: Understand the action planning process – pole vault cartoon

Presenter Notes

- Encourage discussion about why some strategies fail and why some action plans do not have their desired impact.
- Using the pole vault cartoon, point out that to really take off, the strategy has to have a secure base from which to spring into action, and that the success of the pole-vaulter is measured by how high he or she can leap!
- Ask participants to consider each of the points on the slide and to identify the ones that they think might be a weakness in their own planning.
- Emphasise the point that the best targets are those that can be measured.

Hints:

- Try to avoid discussion focusing on failure. Concentrate on what are the elements of success.
- One of the most important points to get across is how critical it is to have a clear idea of the goal or improvement target and to express it such a way that progress towards the target can be measured.

Slide 10: Understand the action planning process – our task

Presenter Notes

- Use the diagram to illustrate how the pieces of the Action Plan work together.
- Point out that although there are two improvement target boxes one is for the identified problem and the other is for the root cause, but both will form part of an overall plan. If the improvement target for the root cause is realised then the improvement target for the problem should also be reached. If it isn't, then the root cause was not accurately identified.
- Stress that planning up front to monitor and evaluate the implementation and impact of the strategy is critical.
- Again, remind participants that the success or failure of their strategies will be measured against outcome targets for the initial problem, not against processes.
- Note that evaluation is a critical component of the monitoring process and that it will be discussed in a subsequent module.

Slides 11 to 13: Introduce the action planning template – 10 minutes
Objective 1: Understand the action planning process

Slide 11: Understand the action planning process – action planning template – purpose

Presenter Notes

- Direct the participants to the Action Plan Template on page 8 in the Guidebook.
- Suggest that participants might find it easier to compile and update their action plans electronically rather than by using paper copies.
- Give them time to familiarise themselves with the grid (next slide).

Slide 12: Understand the action planning process – action planning template – grid

Presenter Notes

- Go over each of the pieces in the planning process and give a brief description of each.
- Clarify the difference between the problem (*eg* poor behaviour or low attainment) and the root cause (*eg* poor behaviour, management systems or poor teaching).
- Also remind participants about the difference between Problem Improvement targets and Root Cause Improvement targets. Emphasise again that these should be measurable.
- Explain that any strategy depends on a number of strategies, each of which comprises several 'action steps'. They may be dealing with one strategy or multiple strategies. Each strategy has its own set of Action Steps.

Some helpful definitions:

- Problem = the problem (or focus) that they have identified
- Problem Improvement Target = measurable description of the end state if the problem is effectively addressed.
- Root Cause = the underlying cause that results in the identified problem, usually related to school practices.
- Root Cause Improvement Target = measurable description of the end state if the root cause is effectively addressed, usually a change in practice.

- Strategy: Action Steps. Each strategy should be listed separately. The action steps that need to be taken to implement each strategy should be listed, chronologically, under the strategy.
- Deadline = date by which the action step will be completed or, for ongoing actions, is up and running in a sustainable manner.
- Owners = ideally one person who is responsible for implementing the action step. This person may also gather evidence/data to assess the implementation indicators and interim outcomes and benchmarks.
- Resources = describes what will be needed to ensure the effective implementation of the strategy.
- Implementation Indicators = what it will look like if the action step has been implemented effectively.
- Interim Outcomes or Benchmarks = observable/measurable outcomes that result from the effective implementation of the action step. For instance, data on student progress. Not to be confused with the improvement target or end state; these are PROGRESS indicators which may result in fine tuning of the strategy.

Slide 13: Understand the action planning process – problems and improvement targets

Presenter Notes

- Reinforce how important it is to have a clear understanding of the problem, its root cause(s) and the measurable improvement target for each.
- Give participants time to consider the example on this slide. If time, encourage some discussion about the targets.
- Given how important writing a good target is, you should spend some time going over the elements of a well written improvement target.

Slide 14: Develop measurable improvement targets – 10 minutes
Objective 2: Write measurable improvement targets

Slide 14: Develop measurable improvement targets

Presenter Notes

- Explain that having a measurable target is important both to guide implementation and to evaluate results.
- Ask participants to relate the content of this slide to a Problem Improvement Target that deals with student outcomes.
- The goal should be to include all elements in any target.
- Explain that a well written target will help you see up front the data that you will need to collect and analyze as evidence for successful implementation and to document the desired outcome.

Hint: It may appear to be more difficult to include all of the elements in a Root Cause Improvement Target that addresses changes in practice. Nevertheless, all four areas should be addressed if possible.

Slide 15: Creating measurable improvement targets – 20 minutes
Objective 2: Write measurable improvement targets

Slide 15: Develop measurable improvement targets – brainstorming improvement targets

Presenter Notes

- Direct the team to the activity on page 13 of the Guidebook and ensure that everyone understands what to do.
- Talk through the "elements of a well-written improvement target" on pages 14 and 15.
- Stress the importance of having a *measurable* improvement target.
- Conclude this part of the activity by comparing and contrasting the "typical" and "improved" statements on page 15.
- Ask colleagues now to work either individually or in pairs on the four scenarios on pages 16 and 17. For each scenario, they should complete the four elements boxes and then use these to craft an improvement target which meets the criteria already discussed.
- Allow colleagues a maximum of 10 minutes to work on the scenarios.
    - After 10 minutes, ask for feedback and allow the group to discuss their answers.

- Suggested answers for each scenario appear on pages 18 and 19. Refer to these once the group have shared their own answers.

Hint: You might want to handle the first scenario as a collaborative, whole-group exercise.

Slide 16: Develop measurable improvement targets – 40 minutes
Objective 2: Write measurable improvement targets

Slide 16: Develop measurable improvement targets – crafting improvement targets for the action plan.

Presenter Notes

- Direct the participants to this activity on page 20 in their Guidebook.
- Facilitate the brainstorming session to identify desired end states if the identified problem were resolved. Encourage colleagues to go beyond simple statements of the obvious. Encourage them to explore what things would look like in the school and what it would mean for the students if the problem were resolved.
- Once discussion has concluded, help the group to achieve consensus on one important end state.
- Refer colleagues back to the four elements in activity 9.2. Ask colleagues to construct an improvement target for the identified problem or focus, using the four elements as a guide.
- Once colleagues have completed this, get the team to share their draft improvement targets. Write these down on the flip chart and again seek consensus on an agreed improvement target to be included in the action plan.
- Repeat the process to craft an improvement target to describe the desired end state for your root cause(s).

Slides 17 to 19: Action plan example – 10 minutes

Objective 3: develop an action plan for implementing the strategy.

Slides 17 and 18: Develop an action plan

Presenter Notes

- Remind participants about the action plan shown on these two slides, which they met in slide 12.
- Slides 20 and -21 give examples of the 'strategy: action steps' parts of the Action Plan Template being completed.
- Talk through strategy 1 and ensure that all participants are clear about the concepts and the process.
- After discussing these go to slide 22 to discuss the need to monitor progress.

Hint: Don't get bogged down with trying to understand the detail of this actual example but try to focus participants' attention on the process.

Slide 19: Develop an action plan – man at his PC cartoon

Presenter Notes

- Use this slide for a little comic relief!
- The point is that we need to move to ACTION and not delay the implementation of our strategies.
- Remind participants that in this session they have created the first, really important, piece of the Action Plan – the Improvement Targets – and have thought about how progress will be monitored.
- Encourage participants to use the Action Planning Template to guide their work as they identify actions steps needed to implement the strategy.

Hint: You may be able to draw a parallel with governmental and other well-known issues that have not been addressed for decades because feasibility studies, research, enquiries and reports have taken years and years to complete and have cost the taxpayer tens of thousands of pounds without actually tackling the problem. (Examples might include health care, crime, obesity, teenage pregnancy, road safety, climate change, pollution…).

Slides 20 to 21: Wrap up and next steps – 5minutes

Slide 20: Wrap up – in Session 9 we…

Presenter Notes

- Thank participants for their input into this very intense session and ask them to say what they have found particularly helpful.
- Encourage participants to revisit their notes before the next session.
- Encourage them to find time to discuss their plans with other participants and to begin to sketch out the main issues and actions that they hope to address, as well as what data they may need to collect, as soon as possible after today's session.

Slide 21: Wrap up – next steps

Presenter Notes

- Explain that by the next session, participants should have produced an action plan to address their identified problem.
- The plan should follow the format that we have used today and it should be practical and achievable.
- Stress that this is a big job that will take some individual work and group work over several team meetings.
- Warn delegates that they need to find ways around (or through) apparently intractable obstacles, whether they are to do with people's attitudes, resources or time.
- Suggest that the team divide up the task, possibly by strategy if the strategy has multiple strategies. Another, though usually less-successful, approach would be to have the team collaboratively develop all of the action steps and individuals work on several action steps. Still another, and again often less-successful and more difficult to manage, approach would be to have individual team members be responsible for certain columns across all Action Steps.
- Remind the team that they are exactly that – a team – and that no one person should do all or even most of the work.
- Emphasise that any delegation of the tasks is acceptable as long as the plan is completed prior to Session 10. Your role as coach will be to act as a 'progress chaser'.

Hint: If possible, offer to be on hand or available to answer any queries that the team may have as they work on their plans.

Notes

Using Data for Improving School and Student Performance

DATAUSE: Comenius Multilateral Project 510477-2010-LLP-PL

Module 10: Monitoring Implementation

Data Coach Facilitator Guide

Table of Contents

Overview

Module Description

Module 10 will help your PLC data team finalise your action plan and prepare for implementation. It will also reinforce the need, introduced in Module 9, to monitor the implementation of the strategy and interim outcomes. The monitoring process is formative evaluation which provides data to inform mid-course correction decisions that will improve the implementation of the strategy.   A template included within this module will help to facilitate the development of an Implementation Monitoring Plan.

You should refer to the data use survey results when preparing for this session and use the information to provide a context if appropriate.

Optional activities are indicated by the icon in the Guidebook and are also identified in the notes below.

Preparation	☑ Module 1: Getting Started ☑ Module 2: Data Literacy
Discovery What the issue or problem?	☑ Module 3: Identifying a Problem ☑ Module 4: Evaluating Data
Diagnosis What's the root cause?	☑ Module 5: Analysing Discovery Data ☑ Module 6: Hypothesising Root Causes ☑ Module 7: Analysing Root Cause Data
Doing What are we going to do about it?	☑ Module 8: Brainstorming Strategies ☑ Module 9: Developing Action Plans **Module 10: Monitoring Implementation**
Evaluation **What results did we get?**	☐ Module 11: Preparing for Evaluation

Module Objectives

Upon completion of this module, your PLC will be able to:

1. Finalise the action plan for implementing your strategy.
2. Develop an Implementation Monitoring Plan.

Required Materials

Participant Materials	Facilitator Materials and Equipment
▪ The draft action plan developed since the last session ▪ Action Plan Review Checklist. ▪ Implementation Monitoring Plan Template and example ▪ Module 10 Slides Handout ▪ Module 10 Guidebook	▪ Presentation ▪ Data projector and screen ▪ Flip chart(s) and markers ▪ Course binder

Recommended Room Set-Up

The room layout should allow for both group discussion and individual reflection. Round tables (maximum of 6 per table) should allow for all colleagues to participate fully.

There also needs to be room for colleagues to use the flip chart(s) when required and to have good sight of the presentation slides.

Pacing Guide **All timings are suggestions only – actual timings will vary according to the use of optional activities and the decisions of the coach and the team.**

Section	Activity/Sub-section	Slides	Duration	Elapsed Time	Materials
State Time…				0:00	
Introduction	-Agenda -Review of Accomplishments since last session -Effective Team Meeting Checklist -Objectives	1-5	0:05	0:05	Completed action plans Effective teams meeting checklist
Finalise the action plan	(10.1) Team Review of Draft Action Plan	6-8	0:30	0:35	Checklist in guidebook p8
Develop an implementation monitoring plan	Develop an implementation monitoring plan	9-12	0:15	0:50	Implementation monitoring plan template and example
	(10.2) First steps in creating the implementation monitoring plan	13	0:45	1:35	Participants' laptops if possible.
Wrap Up	-Summary -Next Steps -Evaluation	14-16	0:10	1:45	
Total Time				1 hour 45 minutes	

Delivery Guidelines

Slides 1 to 5: Introduction – 5 minutes

Slide 1: Title slide

Presenter Notes

- Welcome participants and check that they have their completed action plans.
- Deal with any domestic issues.

Slide 2: Agenda

Presenter Notes

- Review the agenda to give the team a feel for the flow of the session.
- Talk briefly about each topic and how they relate to one another
- Note that evaluation is a large topic that will be just introduced in this session.

Slide 3: What have we accomplished

Presenter Notes

- Congratulate the team on their efforts, recognise that the single sentence on the slides hardly does justice to the amount of work that must have gone into drafting the plans.
- Probe to see how the process worked.
- Check that they have completed the process. If not, agree a timeframe for Use this slide as an accountability piece. The team should be held to completing assigned tasks prior to the session. If any of the tasks have not been accomplished reinforce the importance of between session work.

- Check on the completion of each item. If it has not been completed, reach agreement on how it will be.

- Note that one of the first things that they will do today is review the last minute feedback that they have received to determine if it will impact on how they move forward.

Hints:

- Remember to keep the tone positive, focusing on what has been achieved rather than what has not.
- If, however, the first draft of the action plan is not yet complete for whatever reason, be prepared to find some time for it during this session before activity 10.1.

Slide 4: Effective meeting checklist

Presenter Notes

- The goal is to see an increase in the number of ticks each meeting until the team can maintain a consistent record of having all of the items cticked.
- Give the team a minute to complete their checklists and total their number of ticks.
- Ask how many ticks they recorded.
- What areas, if any, are giving the team a problem? How can the problem be resolved? Agree to work on the solution prior to the next session.

Hint: Do not spend more than the allocated minute to complete the checklists.
Use this activity as an opportunity to remind participants rather than as an in-depth analysis of what has been happening. There might be instances where you will want to follow up points later with individuals rather than occupy the group's time here.

Slide 5: Module 10 objectives

Presenter Notes

- Allow participants to read the objectives for themselves.
- Ask if there are any questions about the outcomes of the Module. Respond to the questions.
- Review the objectives, emphasise that there are two main components to today's session, as well as putting the finishing touches to the action plan. The first is to develop an Implementation Monitoring Plan - checking that things are happening the way they are supposed to at the right times - and evaluating the strategy.
- Explain that the next step will be for us to evaluate what we have done. This will be the subject of the module 11.

Hint: Resist the temptation to read each of these.

Slides 6 to 8: Finalise the action plan – 30 minutes

Objective 1: Finalise the action plan for implementing their strategy

Slide 6: Finalise the Action Plan – team review of draft action plan

Presenter Notes

- As noted on slide 3, if the Plan has not been completed, Activity 10.1 could be postponed and the time devoted to finishing the Plan. This will entail an extra session being run in order to complete the course.
- Explain that this review may not take the full 30 minutes if the Plan is in good shape.
- Introduce slides 7 and 8 which display the Action Plan Checklist. Direct the participants to the checklist in their Guidebooks. They should review the checklist and use it as a tool as they conduct the final review of the Action Plan.
- Give the team no more than 10 minutes to review the checklist and the plan individually so that the team will have a full 20 minutes if necessary to discuss and revise the Plan. You may need to prompt participants' thinking by asking some pertinent open-ended questions.
- Explain to the team that we know from practical experience and research that the plans that achieve the best results are those that remain living documents throughout their implementation, and may be modified in the light of events.

Hints:

- You have a critical facilitation role in the process to ensure that all input is heard, incorporated as appropriate, and that the process moves along efficiently.
- Review the checklist in advance (on slides 7 and 8) so that you are fully conversant with the criteria.

Slides 7 and 8: Finalise the Action Plan - grid

Presenter Notes

- Ask if there are any areas where the participants are not happy with their work or where they are uncertain if the criteria are being met.
- Suggest that any areas that need improvement are noted and an outline of the necessary changes is jotted down. Do not get bogged down with trying to find an exact, detailed wording. This can be patched in later.
  Help the team develop a strategy to update the Action Plan.

Slides 9 to 12: Develop an implementation monitoring plan – 15 minutes

Objective 2: Developing an Implementation Monitoring Plan

Slide 9: Develop an Implementation Monitoring Plan 1

Presenter Notes

- Make the case strongly for monitoring implementation, noting that effective monitoring is often lacking in the implementation of strategies, and that failure to monitor properly is often the main cause of a strategy failing.
- Go over and elaborate as appropriate on each point.
- Ask whether the participants can think of other reasons for monitoring. (*eg* Keeping things moving at the agreed pace; not allowing an individual to withdraw from the process, etc)

Hints:

- Don't be side-tracked by comments like 'why do we need to keep weighing the pig?'
- Note that monitoring the implementation of the strategy is like formative assessment that they do in their classrooms. You need to gather as much feedback as possible to adjust instruction, or in this case implementation, to promote success.

Slides 10 and 11: Develop an Implementation Monitoring Plan 2 and 3
Presenter Notes
• Explain that the implementation monitoring plan provides a structure and guidance to ensure that the action plan is implemented effectively. • Stress that the implementation monitoring plan helps us think about what has to be done to monitor and evaluate the strategy up front when provisions can be made to collect the necessary data. • **Move to slide 11** • The implementation monitoring plan also provides raw material for the summative evaluation. • Remind again that knowing that the plan is being monitored helps to keep colleagues on task and on time. **Hints:** • One of the greatest threats to a strategy is to have it implemented unfaithfully or inconsistently. The implementation monitoring plan provides a tool to recognise when something is wrong, in time for it to be corrected. • If necessary, depending on how the discussion goes, you may wish to flip backwards and forwards between slides 10 and 11.

Slide 12 : Develop an implementation monitoring plan 4

Presenter Notes

- Direct the participants to the implementation monitoring plan Template and Example in their Guidebook on pages 11-12.
- Go over the parts of the implementation monitoring plan on page 11.
- Explain that the production of the plan need not be onerous as many of the sections can be copied and pasted from other documents.

Hint; As with the Action Planning Template, you might prefer either to go over the sections of the implementation monitoring plan alone or in conjunction with the example on page 12.

Implementation monitoring plan definitions:

- Original Problem/Issue: The first issue that the team identified that led to the Focusing Question. By listing the issue here, it brings what they are doing now back in contact with the original task.
- Problem Improvement Target: **From Action Plan.**
- Root Cause Improvement Target**: From Action Plan.**
- Strategy and Action Steps: **From Action Plan** - The strategy should be listed and the action steps necessary to implement the strategy should be listed below it, just like in the Action Plan. As in the Action Plan, one section should be devoted to each strategy (if there are more than one related strategies) and its associated action steps. It will be helpful to number multiple strategies 1, 2, etc. and the action steps as 1.1, 1.2 etc. or similar.
- Implementation Indicators: **From Action Plan.**
- Data Needed/Date: What data are needed to provide evidence to assess the implementation indicator? When will the data be needed?
- Interim Outcomes/Benchmarks: The products that result from implementation e.g. preliminary student performance data.
- Date: Date on which status reports will be published.
- Status Report: Periodic reports, often quarterly, that describe the status of implementation. The report is a summary. Each action step

need not be addressed. What was planned and what has and hasn't been accomplished should be the focus of the status report.

Slide 13: First steps in creating the implementation monitoring plan – 45 minutes

Objective 2: Developing an Implementation Monitoring Plan

Slide 13: Develop an Implementation Monitoring Plan 5

Presenter Notes

- Refer colleagues to activity 10.2 on page 9 in their Guidebook.
- Explain the task: to begin to develop an Implementation Monitoring Plan.
- If participants have laptops with them, it may be possible to get much of the copying and pasting for the whole plan done in the 30 minutes available. However, it is important that the first two steps are addressed in proper detail.
- Explain that this task needs to be completed in detail before the next session.

Slides 14 to 16: Wrap up, next steps and evaluation – 5 minutes

Slide 14: Wrap up: in session 10 we…

Presenter Notes

- Go over the summary. Ask if there any things that we didn't accomplish. If so, how will we accomplish them?

What comments or questions do you have about what we learned in this session? Are there related items that we should explore in more depth?

Slide 15: Wrap up: Next Steps

Presenter Notes

- Thank participants for their efforts and remind them that they now have a lot to do!
- Reassure them that they can begin implementing the strategy while still developing the implementation monitoring plan (but the implementation monitoring plan development must move along quickly). Data may be generated early in the implementation that the implementation monitoring plan will indicate must be captured.
- Stress that the implementation monitoring plan is like a plan for formative evaluation and the evaluation report outline is preparation for the summative evaluation.

Hint: Be prepared to stay on after this session as there are likely to be a number of questions about implementation as participants may be feeling a little insecure about going out and starting the strategy for real!

Slide 16: Evaluation

Presenter Notes

- As this is the end of the final session of this phase, ask participants to complete the phase evaluation.

Notes

Using Data for Improving School and Student Performance

DATAUSE: Comenius Multilateral Project 510477-2010-LLP-PL

Module 11: Preparing for evaluation

Data Coach Facilitator Guide

Education and Culture DG

Lifelong Learning Programme

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Table of Contents

Overview

Module Description

The PLC data team has developed an action plan to address its identified problem and the root cause of that problem. The team has also developed a detailed plan to monitor the implementation of the action plan. The Implementation Monitoring Plan provides a *formative programme evaluation* framework that helps the team gather real time data to inform mid-course correction decisions that contribute to the effectiveness of the strategy.

In Module 11 we will discuss *summative programme evaluation* techniques. *Summative Programme Evaluation,* assessing the outcomes of the strategy against the pre-defined improvement targets, is the natural culmination of the implementation and monitoring effort and is critical for sustainability of the initiative. The findings of the *summative evaluation* can be used to communicate the initiative's successes and areas that need to be refined moving forward through the publication of an Evaluation Report which will also be discussed in Module 11.

You should refer to the data use survey results when preparing for this session and use the information to provide a context if appropriate.

Optional activities are indicated by the icon in the Guidebook and are also identified in the notes below.

Preparation How do we organize for data use?	☑ Module 1: Getting Started ☑ Module 2: Data Literacy
Discovery What's the issue or problem?	☑ Module 3: Identifying a Problem ☑ Module 4: Evaluating Data
Diagnosis What's the root cause?	☑ Module 5: Analysing Discovery Data ☑ Module 6: Hypothesising Root Causes ☑ Module 7: Analysing Root Cause Data
Doing What are we going to do about it?	☑ Module 8: Brainstorming Initiatives ☑ Module 9: Developing Action Plans ☑ Module 10: Monitoring Implementation
Evaluation What results did we get?	**Module 11: Preparing for Evaluation**

Module Objectives

Upon completion of this module, the PLC will be able to:

1. Understand the evaluation process.
2. Develop an Evaluation Plan.
3. Conduct a summative evaluation.
4. Publish an evaluation report.

Required Materials

Participant Materials	Facilitator Materials and Equipment
▪ Effective meetings checklist. ▪ Module 11 slides handout ▪ Module 11 Guidebook	▪ Presentation ▪ Data projector and screen ▪ Flip chart(s) and markers ▪ Sticky notes ▪ Course binder ▪ Action and implementation monitoring plans from modules 9 and 10.

Recommended Room Set-Up

The room layout should allow for both group discussion and individual reflection. Round tables (maximum of 6 per table) should allow for all colleagues to participate fully.

There also needs to be room for colleagues to use the flip chart(s) when required and to have good sight of the presentation slides.

Pacing Guide

All timings are suggestions only – actual timings will vary according to the use of optional activities and the decisions of the coach and the team.

Section	Activity/Sub-section	Slides	Duration	Elapsed time	Materials
				00:00	
Introduction	-Agenda -Review of Accomplishments since last session -Effective Team Meeting Checklist -Objectives	1-5	0:05	00:05	
What is Program me Evaluation?	Definition; Why Evaluate; Types of Evaluation	6-9	0:15	00:20	Flip chart paper
The Evaluation Plan	Introduction	10	0:02	00:22	
	Step 1: Describe the strategy	11	0:02	00:24	
	Step 2: Define the improvement target	12	0:02	00:26	
	Step 3: Evaluation Designs	13-16	0:05	00:31	
	Step 4: Inference, findings and conclusions	17	0:02	00:33	
	Step 5: Communicate Results	18	0:02	00:35	Action plan and implementation monitoring plan Evaluation plan template p10
	Activity 11.1: Creating an Evaluation Plan	19-20	0:45	01:20	
Creating the Evaluation Report	Activity 11.2: Creating the Evaluation Report	21	0:05	01:25	

	The report outline	22	0:05	01:30	
	The report template	23-25	0:05	01:35	
Wrap Up	-Summary -Next Steps -Evaluation	26-29	0:10	01:45	
Total Time				1 hour 45 minutes	

Delivery Guidelines

Slides 1 to 5: Introduction – 5 minutes
Slide 1: Title slide
Presenter Notes
Slide 2: Agenda
Presenter Notes
• Review the agenda to give the team a feel for the flow of the session. • Talk briefly about each topic and how they relate to one another
Slide 3: What have we accomplished
Presenter Notes
• Use this slide as an accountability piece. The team should be held to completing assigned tasks prior to the session. If any of the tasks have not been accomplished reinforce the importance of between session work. • Check on the completion of each item. If it has not been completed, reach agreement on how it will be. **Hint:** Remember to keep the tone positive, focusing on what has been achieved rather than what has not.

Slide 4: Effective meeting checklist

Presenter Notes

- Remind participants that this checklist will be reviewed at the beginning of each session. The goal is to see an increase in the number of ticks each meeting until the team can maintain a consistent record of having all of the items ticked.
- Give the team a minute to complete their checklists and total their number of ticks.
- Ask how many ticks they recorded.
- What areas, if any, are giving the team a problem? How can the problem be resolved? Agree to work on the solution prior to the next session.

Hint:

- Do not spend more than the allocated minute to complete the checklists.
- Use this activity as an opportunity to remind participants rather than as an in-depth analysis of what has been happening. There might be instances where you will want to follow up points later with individuals rather than occupy the group's time here.

Slide 5: Module 7 objectives

Presenter Notes

- Allow participants to read the objectives for themselves.
- Ask if there are any questions about the outcomes of the Module. Respond to the questions.
  - **Hint:** Resist the temptation to read each of these.

Slides 6 to 9: What is programme evaluation? – 15 minutes
Objective 1: Understand a programme evaluation

Slide 6: What is evaluation? 1

Presenter Notes

- The 4 slides in the "what is evaluation?" section of the presentation just touch the surface of the evaluation process. However, it is important for the participants to know that evaluation is the culmination of the monitoring process and that it needs to be planned for from the beginning of the initiative if possible.
- Emphasise that summative evaluation also contributes to planning for further improvement, so the process is cyclical.
- The reference can take you and the participants to excellent additional information on programme evaluation.

Slide 7: What is evaluation? 2

Presenter Notes

- These are important points. Explain that, more often than not, programmes are implemented with no thought about determining if they have improved anything. In many cases this is due to the belief that the process of evaluation is highly technical, time consuming and, in the end, not all that relevant.
- Stress that this is faulty logic. Would one take medication that has not been evaluated to verify its effectiveness? Would one continue to take medication if it did not treat one's symptoms?
- Sometimes a programme is up and running before anyone questions its effectiveness. Often is it too late to do a sophisticated evaluation at this point but it is possible to still gather data on effectiveness. Stress that it is better to plan for evaluation proactively but to evaluate after a program has started can still be done and is important.
- **Stress the second bullet!**

Slide 8: What is evaluation? 3

Presenter Notes

- Ask the participants to suggest some reasons why they think it is important to evaluate the outcomes of the strategy that they are implementing. Record them on chart paper.
- Make a case, using this slide, for the importance of the evaluation process.
  - Point out that: **What gets evaluated gets done!**
  - If all stakeholders know how the strategy will be evaluated it is more likely that it will be vigorously and faithfully implemented.

Hint: The following are some general reasons to evaluate programmes:

- To see if it accomplished your goals
- To document results for stakeholders
- To provide a basis for replication at other sites
- To justify expenditure of resources
- To support requests for additional resources

Slide 9: What is evaluation? 4

Presenter Notes

- Talk through the four types of evaluation.

Hint: Use the following background information to help you:

1. Process Evaluation:
    - How does the strategy work? How does it produce the results it does? Is the strategy being implemented faithfully? How can the strategy be improved?
    - The "Implementation Monitoring Plan" is a form of Process Evaluation
2. Outcome Evaluation:
    - Is the strategy producing measurable results in terms of changed behavior or performance?
    - The Evaluation you will be conducting is a form of Outcome Evaluation.
3. Formative Evaluation:
    - Provides ongoing "real time" feedback on the progress of the strategy.
    - Similar to using daily quizzes to provide feedback on the progress and individual learning needs of your students.
    - Formative evaluation happens every day in every classroom. It is what teachers do to inform their instructional decisions.
    - Formative evaluation is also what the implementation monitoring plan is designed to do. We are collecting data to assess the implementation indicators and interim outcomes/benchmarks to inform our decisions about how well the initiative is being implemented and to discover anything that needs to be changed to make the initiative more effective.
4. Summative Evaluation:
    - Unlike formative evaluation which is ongoing, summative evaluation occurs at a given point in time.

- Summative evaluation happens after the fact and provides stakeholders with a summary of the impact of the initiative.
- Summative evaluations help make decisions about continuing programmes.
- Summative Evaluation answers questions such as:

Did the strategy achieve the improvement targets?

What did we learn about the problems and how to address them?

Slides 10 to 20: The Evaluation Plan – 60 minutes

Objective 2: Develop an evaluation plan.

Slide 10: The Evaluation Plan 1

Presenter Notes

- Explain that in this session we will begin to develop an Evaluation Plan that is based on the work we have already done on the Action Plan and the Implementation Monitoring Plan.
- As mentioned earlier, many programmes are implemented with no thought about evaluating them. Even if one has not been proactive (developed an evaluation plan concurrent with the action plan) it is still possible to develop a plan and evaluate the programme.
- The Action Plan, Implementation Monitoring Plan (formative, process evaluation) and the Evaluation Plan (summative evaluation) must be closely linked.
- Activity 11.1 on page 7 will provide guidance on plan development.
- Note that the PLC data team has been learning how to develop an Action Plan, Implementation Monitoring Plan and now the Evaluation Plan. This is the normal developmental sequence. They have begun to implement the first two plans before they had time to develop the Evaluation Plan to test what they have learned.

Slide 11: The Evaluation Plan Step 1

Presenter Notes

- Discuss each of the components of the programme description part of the Evaluation Plan.
- Note that each of these has already been identified, with the possible exception of the research base if this was treated as an optional activity. Colleagues can use information from the Action Plan or the Implementation Monitoring Plan to complete this section.

Slide 12: The Evaluation Plan Step2

Presenter Notes

- Note that we are conducting a summative outcome evaluation to determine if the improvement targets have been met.
- Our findings may indicate that we should conduct a process evaluation at some other time.
- Establishing the "evaluation question" is very important to guide the planning process. The question will determine which data will be analysed to reach conclusions about the improvement targets.
- The questions will be quite straightforward in our case.

Slide 13: The Evaluation Plan Step 3

Presenter Notes

- Stress again that a simple evaluation can be very useful.
- The point is to EVALUATE!

Slide 14: The Evaluation Plan – to compare...

Presenter Notes

- Explain that evaluations are stronger if comparisons can be made to answer questions such as:

  "Would the programme goals and outcomes be reached if the programme were not in place?"

  "Is this programme as effective as this other programme?"

Slide 15: The Evaluation Plan – evaluation designs

Presenter Notes

- Talk through the two types of evaluation design.

Hint: The following points will inform your discussion with the team:

1. Talk about the randomised control group design as the "gold standard" of research.
2. In the most rigorous **true experimental designs**, students are randomly placed in "treatment" (those in the programme being evaluated) and "control" (those not in the programme) groups.
3. Often randomised selection of a comparison group isn't possible, particularly in educational settings.
4. When a randomised design is not possible, selection of a "similar" group of students to use to compare against those in the programme, a quasi-experimental design can still give educationally significant results.
5. In less rigorous **quasi-experimental designs:**
    - No random assignment of subjects to groups.
    - Techniques often used to make the "comparison" groups as similar as possible.
    - Statistical techniques can be used to "control" for differences among groups

Again, the major point is to EVALUATE and to use some design to structure that evaluation. There are many designs presented in the literature on evaluation that can be adopted for local situations.

Slide 16: The Evaluation Plan – identifying, collecting, storing data

Presenter Notes

- Remind colleagues that the Implementation and Monitoring Plan has identified performance indicators, benchmarks, and interim outcomes and the data associated with each.
- Emphasise that it is important to make provision, early on, so that all of this data is collected and stored so that it is available as needed for the summative evaluation.

Slide 17: The Evaluation Plan Step 4

Presenter Notes

- How the data will be used implicitly underlies all that has gone before but it is important to state it explicitly in this section of the plan.

Slide 18: The Evaluation Plan Step 5

Presenter Notes

- Stress the importance of not only using the results of the evaluation to inform decisions about the program but also to communicate the results to stakeholders, funders and others.
- Point out that the Evaluation Report also provides an opportunity for those responsible for the initiative to step back and look at what they have done, how effective it has been and to frame next steps.

Slide 19: Creating an evaluation plan 1

Presenter Notes

- Direct the participants to Activity 11.1 on page 7 in their Guidebook. Ensure that all colleagues understand the task.
- Ensure that the responsibilities and timelines in point 4 on page 8 are recorded.

Hints

- It would be most helpful if you or at least one member of the team had the Evaluation Plan template in electronic format since much of the plan can be created by cutting and pasting from the Action Plan and the Implementation Monitoring Plan which should also be available in electronic format.
- Note that 45 minutes have been allocated to develop the plan. This will get them started but they may need more time at a subsequent PLC data team meeting to complete the plan.

Slide 20: Creating an evaluation plan 2

Presenter Notes

- Go through the bullet points and emphasise the logical, ordered nature of the process.

Hint Page 9 in the Guidebook provides supplementary information on each point.

Slides 21 to 25: Creating an evaluation report – 15 minutes

Objective 4: Publish an evaluation report

Slide 21: Creating an evaluation report 1

Presenter Notes

- Direct the participants to Activity 11.2 on page 12 in their Guidebooks.

1. As in the previous activity, it would be most helpful if you or at least one member of the team had the Evaluation Report template in electronic format since much of the plan can be created by cutting and pasting from the Action Plan, Implementation Monitoring Plan and the Evaluation Plan which should also be available in electronic format.

Go over the report outline on the next slide which appears in more detail in their Guidebooks

Slide 22 : Evaluation report: outline

Presenter Notes

- Direct the participants to Activity 11.2 and the outline starting on page 12 in their Guidebook. Go over each section of the outline and build a common understanding of the purpose of the report and how it is constructed.

1. The outline below appears on page 13. Use the information in the outline to review the Report Template illustrated on slides 23-25.

Overview – a summary that describes the problem being addressed by the action plan

1. Original issue to be investigated
2. Summary of initial findings from the original data displays and data overview

3. Description of the problem and root cause of that problem (problem of practice)
4. Improvement Targets (problem and root cause)

Implementation description

1. Brief narrative (1-2 paragraphs) identifying the major steps taken as part of the action plan
2. Table detailing the action steps taken with status updates included

Evaluation results

1. Data displays depicting the results of the action plan
2. Short narratives to describe findings from analysis

Recommendations and next steps

1. Identification of new focusing questions
2. Identification of immediate next steps to re-enter the data driven Inquiry and action cycle

Slides 23 and 24: Evaluation report: template 1 and 2

Presenter Notes

- Explain the key areas of the template identified on this slide.

Hint

1. Overview – a summary that describes the problem being addressed by the action plan
    - Original focusing question
    - Summary of initial findings from the original data displays and data overview

- Description of the identified problem and root cause (problem of practice)
- Improvement Targets

2. Implementation description
    - Brief narrative (1-2 paragraphs) identifying the major steps taken as part of the action plan
    - Table detailing the action steps taken with status updates included. Related action steps should be combined and a summary status presented.

Slide 25: Evaluation template 3

Presenter Notes

- Explain the key areas of the template identified on this slide

Hint

1. Evaluation results
    - Data displays depicting the results of the action plan
    - Short narratives to describe findings from analysis
2. Recommendations and next steps
    - Identification of new focusing questions
    - Identification of immediate next steps to re-enter the Inquiry Cycle

Slides 26 to 29: Wrap up, next steps and evaluation – 10 minutes

Slides 26 to 28 : Wrap up and next steps

Presenter Notes

- Review the accomplishments of this session in the normal way.

- Emphasise the next steps and ensure that these are recorded and that responsibilities and timelines are clear.

Slide 29: Evaluation

Presenter Notes

- As this is the last of the 11 core sessions, ensure that colleagues complete the evaluation.

Notes