

## VIDEO CASE 3—Guide to Analysis

### A 9th-Grade Physics Team Meets to Plan Interventions for Underperforming Students

The 9th-grade physics team in this urban high school includes a special educator, Desiree (a fully integrated team member); five physics teachers, one of whom is the team leader, Kris; and two teaching interns. The inclusion of special needs students is an important part of the department's mission; an additional honors strand of the curriculum is available to all students within each class. (For more information on how the special educator was integrated into the team, watch the optional Video Clip 3.)

The team has disaggregated the data from the recent midterm exam and highlighted the particular students who received Ds and Fs. At this meeting, the team develops interventions to improve student learning primarily for low-performing students but also for the other students. The team has been given a meeting agenda and Excel sheets containing all the test data of the students who received Ds and Fs on the midterm.

Three video clips are included in this video case.

- Video Clip 1 shows excerpts from the team's meeting in which the teachers discuss the strategies that will support the learning of all the students in the class, with a focus on what will help the students who received Ds and Fs on the midterm.
- Video Clip 2 shows excerpts from a follow-up interview (filmed two weeks later) with Kris, the team leader.
- Video Clip 3 shows excerpts from an interview with Desiree, the special education teacher. (Optional)

#### Your Facilitator

**Wait!** It would be very, very difficult to gain any appreciable benefit from your expenditure of time and energy by attempting to conduct this analysis and its series of exercises without a facilitator. You *need* to appoint someone (it can be a team member)

as a designated facilitator. This is not necessarily your team leader. This person will not be your “boss.” But this person *will* be responsible for:

- Copying and distributing to all participants copies of the Case and Case Analysis and all handouts
- Organizing role-plays (appointing time keepers and observers, where indicated)
- Moving the process along and staying on track

**Psst! Facilitators:** Read all the activity directions as if they applied to you.

**Psst! Team members:** You, too.

**Materials Needed**

Video Clips 1 and 2; Video Clip 3 is optional

Enough printed copies of the following to distribute to all participants:

- The Video Case Guide to Analysis
- Handout—Physics Team Agenda
- Worksheets—Physics Teachers’ and Special Education Teacher’s Video Observation Templates
- Handout—Protocol for Using Data to Improve Instruction and Student Learning
- Worksheet—Implementing Intervention Strategies
- Chart paper and markers

**A. Analyzing the Case (5 minutes)**

**Step 1. Review the Physics Team’s Agenda**

**Figure VC3.2** Video Case 3—  
Worksheet—Physics  
Teachers’ Observation  
Template

Suggestions for Interventions	Responses to Suggestions

Note the specific action ideas and questions on the agenda (Figure VC3.1) that will be addressed in the meeting.

**Step 2: Prepare to Watch Video Clip 1 (5 minutes)**

Divide the group in two.  
Group 1 will focus on suggestions for interventions

and responses of the teachers, using the Physics Teachers' Observation Template (Figure VC3.2).

Group 2 will focus on comments and suggestions made by Desiree, the special education teacher, using the Special Education Teacher's Observation Template (Figure VC3.3).

### Step 3: Watch Video Clip 1 (13 minutes)

Use the Observation Template from your group to record as much dialogue as possible. (Note that the two individuals who do not speak during the video clip are the student teachers.)

**Figure VC3.3** Video Case 3—  
Worksheet—Special  
Education Teacher's  
Observation Template

Comments and Suggestions by Special Ed Teacher

### Step 4: Establish the Facts of the Case (15 minutes)

Referring to the Group 1 Template, make a list on chart paper of the strategies that the physics teachers suggested, as well as their comments. Then refer to the Group 2 Template, and make a list of all the comments made by the special education teacher. Try to withhold judgment, inferences, or evaluation, and reach agreement about what happened in the video.

### Step 5: Case Analysis Questions (15 minutes)

Using the information from the Observation Templates as a basis for discussion, address the following questions:

- As you review the interventions the teachers suggested, which do you think will have the most impact? Why?
- Were there opportunities to go deeper with any of these suggested interventions? Explain.
- The special education teacher plays a central role in this team meeting. Review the comments she made.
- What is the benefit of having a special education teacher as a fully integrated member of a content team?
- What would be some strategies that Kris, the team leader, might have used to include more of the teachers' voices?

## **B. Reflect and Connect**

Follow-up is the most often neglected step toward improving instruction. At the end of the formal meeting of the 9th-grade physics team shown on the video, the teachers broke into two smaller groups. One group studied the test data that had been distributed at the beginning of the meeting, looking for what could be learned from the data that would improve their instruction. The other group made choices about which students would be pulled out in small groups for their review day, and which of these students would work best together in particular groups.

### **Step 1: Watch Video Clip 2 (4 minutes)**

As your team watches the interview video of Kris, each person should make a list of the follow-up strategies the 9th-grade teachers developed at subsequent meetings as well as the steps they took to set up their review day.

### **Step 2: Review the 9th-Grade Team's Implementation Steps (5 minutes)**

Compare your lists and reflect on what the 9th-grade physics team did to follow up on its initial plan as well as how and why their plan worked.

### **Step 3: Think About Your Own Team's Follow-Up Efforts (10 minutes)**

- How often do you have meetings in which ideas and strategies are developed and are then successfully followed up on by the team?
- Are there particular kinds of team ideas and plans that stand out as more likely to be followed up on?
- What kinds of ideas and plans are not as likely to be implemented?
- Consider using one of the action plan worksheets (e.g., **Figure C9.4**) to make sure that you follow through on team decisions.

## C. What Do We Do Now?

### Don't Get Lost in the Data:

#### Focus on the Intervention! (1 hour)

*Data* and *data analysis* have become the buzzwords of the education world in the 21st century. Indeed, the use of data has been touted as the solution to a plethora of problems—prime among them the improvement of student learning (aka test scores).

The dilemma in schools is that a great deal of time is spent talking about data and analyzing the numbers, and not enough time is allocated for planning interventions that will improve learning for individuals and groups of students. As a result, there is plenty of data and data analysis “by the numbers,” but little attention has been paid to the most important thing: what we can learn from data about changes in instruction that would improve student learning.

As you noticed in Video Clips 1 and 2 of the 9th-grade physics team, the team moves seamlessly from test data to data analysis to interventions.

#### Step 1: Analyze the data (30 minutes)

Use the protocol (Figure VC3.4) to analyze data and inform instruction.

#### Step 2: Plan Intervention Strategies (25 minutes)

Referring to the data you've analyzed, and using the ideas generated in the brainstorm and follow-up questions, complete the Worksheet—Implementing Intervention Strategies (Figure VC3.5). For more details on how to complete the action plan, review Video Clip 2, the interview with Kris.