Figure VC3.4 Video Case 3—Protocol for Using Data to Improve Instruction and Student Learning

1. Collect the student data you wish to analyze, and ask yourselves the following questions. (15 minutes)

   - Which data confirms what we already knew?

   - Which data is surprising? Are there data that are different from what team members would expect to see?

   - Are there anomalies or surprises in the data that might be worth exploring qualitatively?

Note: It's important to remember that the numbers don't tell the whole story. If there are students who did surprisingly well or surprisingly poorly on a particular exam question, go back to those students and show them the question. Your discussion with them should be about their thinking and their approach to solving the problem. Often this kind of qualitative discussion of surprising findings yields the most helpful suggestions for instructional changes for teachers.

2. As a team, brainstorm an action plan for improving the work of underperforming students. (15 minutes)

   Consider asking the same questions that Desiree posed to her team:

   - What are things that we can do in all our classes?

   - Are there certain questions on an exam that so many students got wrong that we should work on them with everyone in our classes? Is there a pattern?

   - If we're going to have some pull-out groups for students who don't do well, how is that going to happen and which students are going to be in each of the groups?