

Using Practical, Classroom-Level Data to Improve Instructional Practice: An Activity for Developing Practical Measures

Pretend you are a grade-level team and choose one of the sample instructional improvements that your team has decided to implement in your classrooms. Identify or develop one or two measures you could use to monitor progress towards the goals in the sample you selected.

Make sure your measures are:

- Collectively agreed upon
- Closely connected to the work
- Will give you information to determine if you are meeting your goals
- Collected and reviewed regularly
- Simple to collect data – minimum additional burden

Instructional Improvement Scenario #1

Students have not been doing well on end-of-unit assessments in math. This activity is intended as a new review activity to increase student engagement in the review process and improve student performance on end-of-unit assessments.

Student Activity Directions:

- Each student is given a card that is a match to another student's card. One card contains a math problem, and the other contains steps to finding the solution of the problem.
- Students move around the room sharing their cards until they find their partner.
- Once they find their partner they solve the problem together and report their solution to the teacher.

Discuss:

- *What measures could you use to determine the success of this activity?*
- *How frequently would you use this measure?*

Instructional Improvement Scenario #2

Your school has been focused on using learning targets with students. Although learning targets are generally introduced at the beginning of lessons, when asked, students are usually unable to tell a visitor to the classroom what the learning target is. This activity is intended to support student understanding and internalization of learning targets.

Student Activity Directions:

- Write the learning target on the board and read it aloud to students.
- Have students engage in a Pair-Share with a partner to discuss the learning target:
 - What words stand out to you in the learning target?
 - What questions do you have about the learning target?
 - Is the learning target related to anything you have learned before?
- Have a short class discussion for students to share what they talked about.
- Clear up any misconceptions.

Discuss:

- *What measures could you use to determine the success of this activity?*
- *How frequently would you use this measure?*