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| PLC Data Analysis Protocol |

**Step 1: What do the data say?**

* How many students were below, at and above proficiency?
* Did the task measure the skill and/or concept we need to monitor?
* Did we notice anything unusual during the task that should be addressed?
* What does this tell us about our progress toward our SMART goal for the year and/or this unit?

**Step 2: Analyze strengths and obstacles: Analyze, *THEN* prioritize**

* What does this tell us about the effectiveness of instruction?
* What questions or step had a high number of correct responses?
* What question or steps seem most difficult for students?
* On which concepts will we need to give focus and direct instruction?
* What learning needs are evident?

**Step 3: Next steps in instruction**

* PLC Question 3: What will we do for the students who know the content/skill?
* PLC Question 4: What will we do for the students who don’t know the content/skill?
* What specific best practices and effective teaching strategies will we emphasize during this teaching/learning cycle?
* Is everyone clear on the implementation plan for instruction?
* Do we need any resources?

**Step 4: Determine results indicators**

* How will we know if students are learning as a result of our specific instructional strategies?
* What exactly will tell us if proficiency has been achieved?
* How will we confirm that the entire team implemented the strategies that were collaboratively and collectively agreed upon?
* When will we reassess students at the end of the intervention/strategy implementation?

**Step 5: Reassessment data/notes**

* Did the instructional next steps improve student achievement? If yes, why? If no, hypothesize why not?
* Determine next steps if necessary