

LEAP Personalized Learning Survey Debrief Protocol

This protocol is a tool used to help teams analyze and interpret data from the LEAP Personalized Learning Survey. The data from this survey can be used to help teams reflect on their current implementation of personalized learning strategies and serve as a resource to help inform next steps in classrooms and schools. Please review the sections below to help your team prepare to debrief the LEAP Personalized Learning Survey.

Before Getting Started

- Determine the survey debrief team and assign discussion roles
- Set a date and time for entire team to analyze and discuss data
(We recommend your team sets aside about an hour and forty five minutes for a complete survey debrief discussion)
- Ensure all team members have access to survey results
- Encourage team members to review the LEAP Learning Framework at leaplearningframework.org to provide context for survey results
- Prepare suggested materials: Agenda, chart paper, Post-it notes, markers, LEAP Learning Framework

Discussion Roles

Facilitator	<p>Lead the discussion using the probes below. Participate in the conversation while facilitating the team through each level of the analysis.</p> <ul style="list-style-type: none"> • Consider having a non-administrator serve as the facilitator for this discussion to promote an open discussion • Encourage the team to remain focused on the question(s) determined in Step 1 (outlined below). Other questions that arise can be addressed in future survey data discussions
Timer	<p>Set and keep time for each part of the protocol. Provide time notifications to assist with closing each section of the protocol.</p>
Process Keeper	<p>Honor the process by calling attention if the conversation strays from the purpose. If needed, “parking lot” questions and concerns to be addressed after the process is completed.</p>

*Do you have feedback on how we can improve this process for your team?
Submit feedback to surveyadmin@leapinnovations.org.*

LEAP Personalized Learning Survey Debrief Protocol

Step 1

Define your focus

Goal

Define a focus question that will guide the team through the survey analysis

Suggested Time

15 minutes

Process

- Discuss why your school initially decided to take this survey
- Team members look at the school mission, vision, teacher goals, improvement plan, etc. If debriefing spring survey, look at the Next Steps from the fall survey debrief
- The facilitator asks: "What question are we trying to answer through our Personalized Learning Survey analysis today? How does this align with our school mission, vision, teacher goals, improvement plan, etc.?"
- Record the focus question(s) (located in Appendix A) on chart paper
 - The suggested times in this protocol are written for two focus questions
- Select the report(s) that will address your question and provide any additional data that will support the survey analysis

Step 2

Describing the Data

Goal

Gather as much information as possible from the data

Suggested Time

15 minutes

Process

- The facilitator asks:
 - "What do you see?"
 - "What data or responses are surprising? Exciting? Concerning?"
- Group members write on Post-it notes what they see in the data
 - Descriptions should avoid judgments about quality or reliability of the data
 - Note questions and/or data that directly relates to the focus question
- Group members read their observations while placing Post-it notes on the chart paper titled "Describing the Data"
- As Post-its are placed on chart paper, group them by similar themes

Alternatives:

- Group members can share their observations and one person writes them on chart paper
- Divide a large group into smaller groups. From there, assign each smaller group a section of the survey results to review. Come back together as a large group to share findings.

Refer to Appendix B for samples of data observations

Step 3

Interpreting the Data

Goal
Make sense of what the data suggests and why

Suggested Time
20 minutes

Process

- Now that you've grouped the data, look for patterns and trends that are emerging
- The facilitator asks:
 - *What important points seem to stand out?*
 - *What growth or attainment should we celebrate?*
 - *What challenges can we identify?*
 - *What are the assumptions we can make about students and personalized learning strategies based on this data?*
- Group members should note their interpretations on Post-its and place them on the chart paper titled "Interpreting the Data"
- As the group listens to each other's interpretations, they should ask questions to better understand each other's perspectives. The group should try to find as many different interpretations as possible

Refer to Appendix C for facilitator's probing questions if comparing data from fall to spring

Step 4

Connecting Interpretations

Goal
Discuss data in relation to focus question(s)

Suggested Time
15 minutes

Process

- Focus the rest of the data analysis around the observations and interpretations that will connect to the focus question
- Facilitator asks:
 - *Based on the data and our interpretations so far, what do we think is the answer to our focus question(s)?*
- Facilitator may ask probing questions to help team move towards an answer to the focus question(s). Examples of good probing questions include:
 - *What did this data tell us about targeted efforts or teaching strategies in the classroom(s)/school(s)?*
 - *What does this data tell us about the students' role in the classroom? Teacher's role?*
 - *What does this data tell us about professional development successes or needs?*
 - *Do we need to examine data (survey results) from any other surveys we have not yet looked at?*
 - *Where are there significant signs of success (as a whole or in particular classrooms/schools)? What critical attributes do we think made this successful? What evidence supports that?*
 - *Is there anything else concerning that came up in the data which we have not yet discussed?*

Step 5

Implications for classroom practice and next steps

Goal

Discuss the implications this work might have for personalized learning in the classroom and determine next steps

Suggested Time

30 minutes

Process

- The facilitator asks:
 - *What are the implications of this for our personalized learning work?*
 - *What is the answer to our focus question? Are we satisfied with this answer? What would need to change to give us a more satisfactory answer?*
 - *Based on what we've seen and discussed, are there changes we could try (or strategies we could spread) from the LEAP Learning Framework that would make our classrooms/schools more Learner Focused? Learner Led? Learner Demonstrated? Learner Connected?*
 - *How can we use an identified strength to address one of our challenges?*
 - *What do we still need to learn?*
 - *Does the data indicate any particularly strong practices in specific classrooms or grade levels that we should implement in other classrooms?*
 - *How do these implications relate to our mission, vision, teacher goals, improvement plan, etc.?*
- Capture the next steps and distribute to the team
- Questions to consider:
 - *What actions will be taken as a result of this debrief?*
 - *Who owns these actions?*
 - *By when will these actions be completed?*
 - *What support or resources are needed to complete these actions?*

Step 6

Group Reflection

Goal

Reflect individually and discuss the survey analysis protocol

Suggested Time

5 minutes

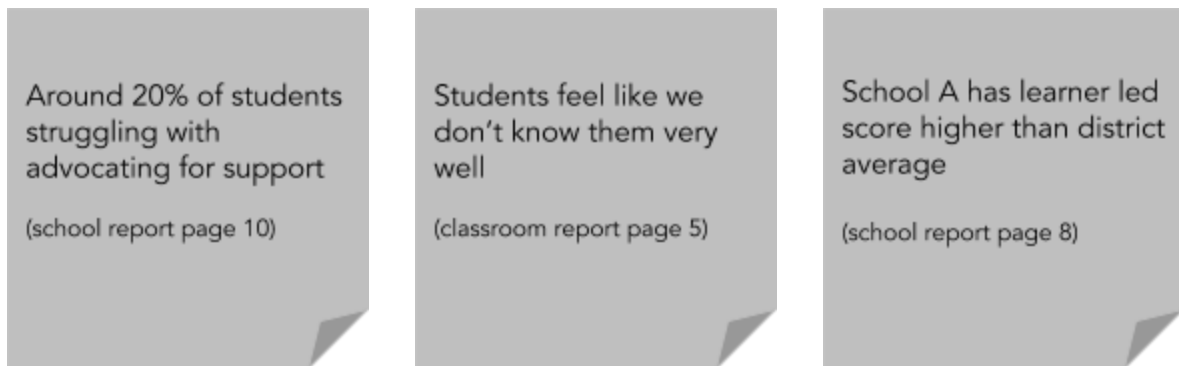
Process

- The facilitator asks:
 - *What questions about personalized learning did looking at the data raise for you?*
- Followed by:
 - *How well did the process work?*
- Followed by:
 - *What could be improved?*
- Submit feedback by emailing surveyadmin@leapinnovations.org
- Conclude with team members sharing shout-outs and appreciations of each other's contributions

Appendix A: Sample Focus Questions

- *Do our students feel known? In what ways?*
- *How much ownership do students feel they have in the classroom?*
- *Are teachers and students aligned in their views of personalized learning in our school?*
- *Are students being assessed in a way that allows us to see them at their best?*
- *What opportunities for professional growth in personalized learning do we have as a school or district?*

Appendix B: Sample “Describing the Data” Observations



Appendix C: Fall to Spring Comparison Probes

Probes to use when comparing data from two different survey sessions:

- *When we look at changes in the data from fall to spring, where do we see signs of success? Room for improvement?*
- *Were you anticipating any changes in the data that you do not see? Why do you think this happened?*
- *Do the results from the most recent survey support the “Next Steps” that were determined after the previous survey?*