



## Activity 9.3

### Scenario Discussions

#### Learning Target for the Activity

- Lead and support teachers in understanding and problem solving with data.

#### Purpose

The purpose of this activity is to give participants practice in applying the data analysis skills learned in this chapter to scenarios that may arise in schools or districts. That is, participants will practice leading and supporting others in understanding and problem solving with data.

#### Time

45 minutes

#### Materials Needed

- Copies (paper or electronic) of the handout “Responding to Scenarios About Data” (Figure 9.8)

#### Suggested Room Setup

Arrange tables and chairs so they are comfortable for pairs and small-group work.

#### Directions

Complete each step in the order below:

1. Participants review the contents of this chapter, which they have read prior to this activity. The group should entertain any questions people have about the meaning or content of the chapter text.
2. In pairs, consider each of the scenarios in the handout “Responding to Scenarios About Data” (Figure 9.8).
3. For each scenario, the group reconvenes after individuals (or pairs) have considered the scenarios. A volunteer facilitator calls on each individual (or pair) in turn to facilitate a discussion on one of the scenarios. Participants should choose a scenario that is difficult for them, raises an issue they think is especially important to discuss, and/or resonates with something in their own experience as school leaders. They should identify the scenario they would like to discuss, explain why, and ask any specific questions they have about it.

#### Closure

Participants should refer back to the learning target for this activity and also to the chapter learning goals. Each one should perform a self-evaluation: am I closer to this learning goal now than before the activity? Participants should share out briefly what they have learned that has brought them closer to their assessment literacy goal of facility with problem solving that involves data.

Some facilitators may find it useful to have a fact sheet, so we offer one here (see Figure 9.9). It should not be used to grade or score participants but only to assist in discussions where needed. It is not necessary to use this fact sheet in the activity at all, especially if discussions are lively and on point. Notice that the fact sheet identifies issues of data analysis and interpretation and makes some suggestions but does not definitively state what to do, which would vary by local context.