



# PDAR WORKSHEETS

## ***Step 2 Worksheet: Observations while Teaching***

Directions for teachers: Use the following questions to record notes about the lesson being delivered. Make every effort to complete this step as soon after delivering the lesson as possible. This will make it easier to recall with greater detail what you saw students doing and producing that helps you gauge the effects of the lesson. Be sure to keep these notes and have them available when the team completes Step 3 (Analyzing Student Work).

a. What specifically am I observing in student participation and/or written work (look fors) that is helping me gauge the effects of the lesson, segment-by-segment?

b. To what extent am I able to deliver the lesson as planned, or am I observing things that suggest I should improvise on particular segments of the lesson to better reach my students?

# PDAR WORKSHEETS

## *Step 3 Worksheet: Analyzing Student Work at Step 3*

Standard(s): \_\_\_\_\_  
 \_\_\_\_\_

	<b>Strengths</b>	<b>Needs</b>
<b>Student Work</b>	What strengths are evident in the student work?	What needs are evident in the student work?
<b>Analysis of Instruction</b>	What did we do instructionally that contributed to these strengths?	What might we do next instructionally to address these needs?

Next steps: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# PDAR SUPPLEMENT

## Step 3: Process for Analyzing Student Work Products

Answer Step 3 Question 3a:

**3a. What actually happened when we each delivered the lesson(s)/unit? To what extent were we able to deliver it as planned, and, if relevant, how and why did we need to improvise based on student responses?**

Answer Step 3 Question 3b:

**3b. In general, what are the results of the lesson(s)/unit? How did the students do, overall?**

Use the following process to answer question 3b.

3b1. Fill-in the standard(s) you were teaching at the top of the Step 3 worksheet—number and prose.

3b2. Based on your knowledge of the standard(s), sort your set of papers into the following 3 piles.

Did Not Meet the Standard(s)	Partially Met the Standard(s)	Met the Standard(s)
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3b3. For each of your three piles, select one paper that best represents the quality of work in that pile (Best Example). Place the “Best Example” on the top of its respective pile.

3b4. For each pile, describe the strengths of the work in that pile relative to the standard. Write your description on a post-it note. Work additively from Did Not Meet...to...Partially Met...to...Met.

- Start with the Did Not Meet pile and make sure to identify and describe at least some strengths relative to the standard(s).
- Then do the Partially Meet pile and describe the strengths in those papers that the Did Not Meet papers did not have.
- Then do the Met pile and describe the strengths in those papers that the Partially Met papers (and the Did Not Meet papers) did not have.

3b5. For each pile, tally the number of papers in the pile and record that on the post-it note with the description of strengths.

3b6. With the standard(s) in mind and using descriptions and tallies for the three piles, complete the upper-left quadrant of the Step 3 Worksheet, answering the question: What strengths are evident in the student work?

Note: Feel free to use terms like “Most students did *such and such*.” Or, “Some students did *such and such*.”

3b7. With the standard(s) in mind and using descriptions and tallies for the three piles, complete the upper-right quadrant of the Step 3 Worksheet, answering the question: What needs are evident in the student work?

Note: Feel free to use terms like “Few students did *such and such*.” Or, “No students did *such and such*.”

Answer Step 3 Question 3c:

**3c. What particular segments of the lesson(s)/unit seemed most successful? What did we observe during the lesson(s)/unit or in the student work that suggests that?**

Do this by completing the bottom-left quadrant of the Step 3 Worksheet and answering the question: What did we do instructionally that contributed to these strengths?

Answer Step 3 Question 3d:

**3d. What would we do differently with this lesson(s)/unit or this kind of lesson(s)/unit when we do it again?**

Do this by completing the bottom-right quadrant of the Step 3 Worksheet and answering the question: What might we do next instructionally to address these needs?

Determine Next Steps:

Do this by completing the bottom portion Step 3 Worksheet: Next Steps.

Decisions:

- If the results of the analysis suggest there **are** Next Steps for the standard(s) you are working on, plan to do another cycle focused on the same standard(s). Answering 1 or more Step 4 questions is left to the discretion of the group.
- If the results of the analysis suggest there **are not** major Next Steps—meaning the group has made clear progress towards finding ways to teach the standard(s)—complete as many Step 4 questions as possible and then move on to select another standard(s) for your grade level focus.

# PDAR WORKSHEETS

## Step 3 Worksheet: Analyzing Student Work at Steps 1 and Step 3

Standards: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

	<b>Strengths</b>	<b>Needs</b>
<b>Initial Sample of Student Work</b>	What strengths are evident in the student work?	What needs are evident in the student work?
<b>Subsequent Sample of Student Work</b>	What continuing and/or new strengths are evident in the student work?	What continuing and/or new needs are evident in the student work?
<b>Analysis of Instruction</b>	What did we do instructionally that contributed to these strengths?	What might we do next instructionally to address these needs?

# PDAR WORKSHEETS

## ***Step 4 Worksheet: What did we learn as a result of our cycle?***

School: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Date: \_\_\_\_\_

Directions for groups:

- 1) Discuss and decide which questions are most relevant to your Plan-Do-Analyze experience. You might answer all questions or some of them, or just one of them. Do a Step 4 when you have at least one question that your group wants to answer.
- 2) Discuss and develop a written response to each question your group wants to answer. Make your response as elaborate and comprehensible as possible, so you will remember your thinking and discussions if and when you review this Step 4 later in the year or in subsequent years. (Tip: Write it as if you were explaining to others that are not in your group.)

**Standard(s):** \_\_\_\_\_

a. **New understandings about the standard, itself:** What did we learn about the standard(s)? What does this standard(s) actually mean?

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b. **New insights/observations about the students:** Where are our students in relationship to the standard(s)? What do they bring to the study of this standard(s) that we can effectively draw on and build upon?

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c. **Specific, promising instructional practices:** What did we learn about effectively teaching this standard(s)? In other words, what do we have to do in our teaching to produce the “look fors” we intended to produce?

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d. **New questions or things to still figure out:** What questions do we still have about teaching this standard(s)?

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e. **Collaborative PDAR process:** What did we learn about collaboratively engaging in the Plan-Do-Analyze-Reflect process?

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