Sharing Panorama Data with Students: A Lesson Plan

|  |  |
| --- | --- |
| Teacher: | [Your Name] |
| Date: | [Today’s Date] |
| Learning Target: | Today I will interpret student feedback data to determine the role students play in improving learning in my school/classroom. I will know I’ve got it when I can work with my classmates to create an action plan that will make my school/classroom a better place to learn and grow. |

|  |
| --- |
| Pre-Lesson Teacher Prep |
| * Review Panorama reports to identify topics that represent an areas of strength and an areas of growth.
* Select topics for the day’s lesson, focusing on topics that concern student actions or mindsets.
* Arrange student desks in groups of 3-6 to facilitate small-group conversations.
 |
| Opening the Lesson |
| * Set the purpose of the class by sharing the learning target with students.
* Explain that students will be learning about the results of the Panorama Student Survey, which they took to share their thoughts and feelings about school/the classroom.
* Work with students to co-create norms for looking at feedback and record the norms in a visible place for the lesson. Some tried and true norms include:
	+ Avoid the “blame game”: we take collective responsibility for this data.
	+ Focus on possible solutions rather than problems.
	+ Listen to each other – remember that different perspectives will make the conversation better.
 |
| Sharing Results |
| * Share the results of one or two topics with students. If you will focus on two topics, one topic should be an area of strength, and one should be an area for growth. Make sure to share how students answered the questions in the topic.
* Depending on students’ grade level, review the concept of “percent favorable,” which is usually the percentage of students who chose one of the top two answer choices (if five choices) or top three (if seven choices). If students have not yet learned about percentages, simply share the topic names and whether the topic represents an area of strength or an area of growth.
* Explain that students will be having conversations in small groups about the results and completing an “action plan” or a list of 3 things they will do differently to help improve the results next time.
 |
| Small Group Conversations |
|  * Direct students to form small groups of 3-6, depending on class size.
* Explain that students will be having a conversation in small groups and preparing to create an action plan based on data.
* Share sentence stems for conversation with students:
	+ I believe that our feedback score was \_\_\_\_ in \_\_\_\_\_ because…
	+ Looking at this data, one thing I think we can do better as a class is \_\_\_\_\_\_ because…
	+ I agree with \_\_\_\_\_ because \_\_\_\_\_.
	+ I see things differently because \_\_\_\_\_.
* Use the sentence stems to model a conversation for the class.
* Release students to host their own small group conversations. You may consider asking students to record notes together on a piece of chart paper, or designating a note-taker.
* Make sure to “work the room” while students are in small group conversations in order to provide a helping hand if needed or redirect off-topic conversations. Remember to reference the norms from the beginning of class if needed.
 |
| Lesson Closure |
| * Once student conversations come to a close, bring students back together. Ask each table to share one thing they learned or discussed during the conversation time.
* To close the lesson, ask each student to record three “next steps”, or things they would like to do differently either collectively or individually to improve based on the feedback data.
* Invite students to share next steps with a partner and aloud with the class, if they feel comfortable doing so.
* Consider sharing with students something that you would like to do differently after reading their feedback.
 |