

Before, During, and After: Suggestions for Viewing and Dialoguing About the Webcast

Webcast 1: *Strategies and Discussion Model for Item Analysis*

The webcast models professional discussion and decision-making using performance data for released OGT test items for geometry. Panelists include James Wright (Ohio Department of Education), Kay Wallace (Pickerington City Schools) and Carlton Jones (Darke County Educational Service Center). Peggy Kasten from the Ohio Resource Center for Mathematics, Science and Reading (ORC) is the moderator.

The panelists analyze released items using statewide performance data, suggest strategies for improving student performance on geometry items, and recommend resources that are helpful when reviewing OGT items and data. The discussion includes a variety of specific suggestions and general strategies for enhancing mathematics instruction.

The webcast considers the following questions:

- What strategies should mathematics departments or groups of mathematics teachers use to look at their school and district OGT item analysis reports?
- How can mathematics teachers focus their attention to student misconceptions and gaps in understanding?
- What do OGT released items and data tell us about how well do students visualize, understand geometry-specific vocabulary, and synthesize what they know to solve geometric problems?
- What are some specific activities that help to address areas of weakness found when looking at geometry items?
- What resources are available on the Ohio Department of Education website?

This webcast will afford greatest benefit to those who are able to view the webcast in groups. Suggested strategies and discussion tools are provided to enhance the viewing experience.

Suggested Strategy for Group Viewing

The following strategy engages the members of a group viewing the webcast by initiating discussions and utilizing active listening techniques.

Before viewing: Engage in a brief discussion with colleagues to determine prior knowledge about and strategies for using OGT data reports, such as school and district item analysis reports.

While viewing: Make notes about significant ideas and suggested strategies. For example, capture key messages of each panelist on chart paper.

After viewing: Discuss new information and ideas for changing curriculum or instruction gleaned from the panelists' discussion.

Discussion Tool: Agree-Disagree Chart

(For use before and after viewing the webcast)

Directions:

- Mark whether you agree or disagree with each statement in the left column before viewing the webcast.
- After viewing the webcast, discuss each statement as a group. Identify whether you agree or disagree with each statement in the right column.

<i>Before Viewing</i>	<i>Statement</i>	<i>After Viewing</i>
Agree Disagree	Our students have an opportunity to learn all the content on the OGT.	Agree Disagree
Agree Disagree	There must be something wrong with an OGT question when more than 50% of the students statewide are unable to answer it correctly.	Agree Disagree
Agree Disagree	Our mathematics faculty should spend time together looking at the item analysis data for our students.	Agree Disagree
Agree Disagree	Our daily instruction adequately prepares students for the OGT.	Agree Disagree

Discussion Tool: PMI (Plus, Minus, Interesting) Chart

(For use during the webcast)

The PMI chart is used by individuals or groups to reflect upon and generate discussion about the ideas and strategies shared by the panelists.

Directions: As you watch the webcast, note the key points and ideas shared by each panelist that should be discussed by the whole group.

Plus: *Important points made with which you agree*

Minus: *Important points made with which you do not agree*

Interesting Ideas: *Important ideas and suggestions to consider*

Presenter	Pluses	Minuses	Interesting Ideas
<i>Jim Wright</i>			
<i>Kay Wallace</i>			
<i>Carl Jones</i>			

Discussion Tool: Taking Action

(For use by mathematics faculties analyzing their own item analysis data)

Specific mathematics concepts and skills to investigate in our curriculum:
(e.g., when do students have an opportunity to work with “nets”?)

Instructional strategies that should receive increased focus:
(e.g., strategies for reading word problems...)

Discussion Tool: Connecting Data and Instructional Strategies

(For use by mathematics faculties analyzing their own item analysis data)

A two-column chart is useful for analyzing or comparing two aspects of a topic. The chart below focuses attention on using information about student misconceptions and gaps in understanding suggested by OGT data to identify new and/or modify teaching strategies.

Directions: Engage faculty in a discussion of school or district item analysis data. Identify concepts the data clearly suggest large numbers of students do not understand (for example, “nets”). Then “brainstorm” instructional strategies to address those concepts. Summarize the concepts and related instructional strategies in the chart below.

<i>If data suggest our students don't understand:</i>	<i>Our instruction should:</i>