

# PLAN-DO-STUDY-ACT (PDSA) TEMPLATE

## PDSA Cycle #1

### The **PROBLEM** we are working to solve...

- **Students struggling to work collaboratively and productively when in groups or as a class**

Names: Chet, Ivan, Juan

Date: 04 / 10 / 2024

### We think this is happening because... (i.e. the root causes)

- **Students not feeling comfortable enough to be vulnerable and willing to step into the role of being a learner in the classroom because they don't know or trust each other enough to do so**

### So we will **TRY**... (i.e. describe the **CHANGE IDEA** and your **PLAN** for testing it. Get clear on the **WHAT, WHO & WHEN**.)

- **Gallery Walk to review / give feedback on student's work**
- **We'll do this in hopes of creating a safer space where students feel more comfortable talking about their work and the work of their peers**

### **Questions:** What do we want to learn from this cycle?

1. We want to find out if having more consistent opportunities for students to share their ideas and perspectives with each other (in this case as a feedback session) will lead to a more integrated classroom community.
- 2.

### **Data:** What data will we collect to answer our questions? (*link to simple data collection tool or design in the notes section below*)

1. Exit Slip - Asking students what they got out of class and a piece of valuable feedback they received
2. Pictures of the sticky note feedback
3. Informal assessment / Notes of class discussion of gallery walk

### **We Predict...** What results do you expect from your data?

- **Students will feel awkward about giving feedback at first but may find it valuable as well**
- **Some students will think the process is worthwhile while others will not get much out of it**

### **We Learned...** What were the results? What are we learning?

(*completed after implementation*)

Students know that they are receiving and providing feedback and they took the activity seriously, especially providing KHS feedback.

# PLAN-DO-STUDY-ACT (PDSA) TEMPLATE

## PDSA Cycle 2

### The **PROBLEM** we are working to solve...

- **Students struggling to work collaboratively and productively when in groups or as a class**

Names: Chet, Ivan, Juan

Date: 04 / 24 / 2024

### We think this is happening because... (i.e. the root causes)

- **Students not feeling comfortable enough to be vulnerable and willing to step into the role of being a learner in the classroom because they don't know or trust each other enough to do so**

### So we will **TRY**... (i.e. describe the **CHANGE IDEA** and your **PLAN** for testing it. Get clear on the **WHAT, WHO & WHEN.**)

- **Gallery Walk to review / give feedback on student's work**
- **We'll do this in hopes of creating a safer space where students feel more comfortable talking about their work and the work of their peers**
- **DIFFERENT from cycle 1, after they leave sticky notes, they will fill in a small worksheet that asks them to write about three different students' works, explain what they're doing, why it's interesting to that student, and what they're curious about about their projects.**

### **Questions:** What do we want to learn from this cycle?

1. We want to find out if having more consistent opportunities for students to share their ideas and perspectives with each other (in this case as a feedback session) will lead to a more integrated classroom community.
2. We also want to see how students will feel when they know that their work is being looked at, critiqued, and complimented

### **Data:** What data will we collect to answer our questions? (*link to simple data collection tool or design in the notes section below*)

1. The worksheet that explains what other students, identifying the positive things and the questions
2. Exit Slip - How does it make you feel to know that you had someone looked at your work and found value in it?
3. Pictures of the sticky note feedback
4. Informal assessment / Notes of class discussion of gallery walk

### **We Predict...** What results do you expect from your data?

- **Students will be frustrated that they ACTUALLY have to engage in other people's work**
- **Students will primarily just choose their friends if they're given the option**

### **We Learned...** What were the results? What are we learning?

(*completed after implementation*)

KHS feedback and reflections need to be not just explained clearly, but constantly revised the instructions in order for students to provide adequate KHS feedback.