Data Analysis Suite of Tools
Part 3: Applying Indicators of Impact to your Data

Purpose of the Tool

WORKING WITH
DATA

This tool, the third in a series of three, is designed to help you apply your indicators of impact to your data in a systematic way. At the end of this process you should have a clearer view of the impact of your innovation project in your teaching and learning context so far, and what you can build on moving forward.

Suggested Time Commitment

120 min

5 steps

You may want to complete steps 1-4 of this tool individually before meeting as a group to complete step 5. Allow at least an hour (and ideally several hours) for steps 1-4 and an hour for the group discussion involved in step 5.

When & How

This tool can be used early on or partway through your innovation project in conjunction with Parts 1 and 2 of the Data Analysis Suite of Tools. It can also be used toward the end of your innovation project as you prepare to evaluate the overall impact of your work.

Note: Throughout this tool, we use the word "data" to broadly mean both quantitative and qualitative information or artifacts—for example, documentation of student work, lesson plans, interviews, survey responses, etc.

Steps

1. Label your indicators

Individually, revisit the indicators that your group agreed upon when you used Part 1 of this data suite. You will probably find it useful to give each of the indicators a number, letter, or color code (to make things easier later on, everyone in your group should use the same numbers, letters, or colors). Make sure that you have a print out of your list of indicators of impact so you can easily refer to them throughout this activity.

2. Gather your data

Make sure that your designated data are available and in a form that you can easily annotate. You may find it easiest to print out or make copies of the data that you are going to look at so that you can write directly on them. Alternatively, you can plan to do this work digitally—for example, by using the comments function in your

word processing software and/or highlighting the text in different colors that correspond to your different indicators of impact.

3. Dig in

Start reading carefully through your data sample, looking for signs of your indicators of impact. Highlight or make a note of places in your data where you see evidence of a particular kind of impact, using the numbers, letters, or color codes you created in step 1. While you should keep an eye out for all of your indicators of impact as you read through your data (e.g. surveys, class notes, student work, etc.), bear in mind that some indicators of impact may be easier to find in certain kinds of data than in others.

Example: Applying Indicators of Impact

Let's return to the example we gave in Part 1 of this suite of tools: Identifying Indicators of Impact. The first indicator was "Students effectively use or adapt the *Parts, People, Interactions* thinking routine—when they are not explicitly asked to do so." If you saw evidence of students taking the initiative to use this thinking routine—for example in lesson observation notes or as reported by students in a survey—then you would highlight that evidence and label it with a "1" (to indicate it is the first indicator on your list). The fourth indicator was "Students express confidence and/or enthusiasm for redesigning aspects of their environment or systems in their world." If you see evidence in student surveys or interviews, for example, that students are expressing this kind of confidence, then you would highlight that evidence and label it with a "4."

If you see something interesting or important in your data that does not seem to be captured by one of your existing indicators of impact, make a note of it. You should remain open to identifying unanticipated impacts. Also, you may want to suggest edits to the indicators of impact already on your list if you find that the wording does not quite capture what you are seeing in your data.

4. Synthesize

When you've finished marking up your data, flip through your annotated data to get a sense of how much evidence you've found for each of your indicators of impact, if any. Make some notes to summarize your thoughts about what you've noticed or found out.

5. Compare notes

As a group, reconvene to compare what you found by trying to apply your indicators of impact to your data sample.
   a. Compare the indicators of impact for which you found most evidence.
   b. Compare the indicators of impact for which you found little or no evidence.
   c. Do you want to change or add to your original list of indicators of impact?
   d. Do you think you need to look at different kinds of data?
   e. What are your thoughts at this stage about the impact of your innovation?
   f. Is there anything else you think you learned from this process?