Facilitator's Agenda
Data Processes for Improvement: The Paper Airplane Game

Session Aims

- Participants experience how theory, testing and measurement relates.
- Participants consider the qualities of data that best support improvement
- Participants make parallels with measurement for accountability vs measurement for improvement in the education context.

Time	Session Plan & Activities	Notes
5 min.	**Introduce session** ● Share session objectives and the aim for the activity	*This activity requires your oversight/ involvement. Especially once teams start testing their paper airplanes, they may need reminders/guidance about how the activity is supposed to work, including its many components. Also, as teams start testing changes, suggest things that will help the team be successful in meeting the aim.*

10 min.	**Simulation: Measurement for Accountability**
	
	● Introduce simulation
	  ○ Needed: 4 volunteers
	  ○ Volunteers will throw paper airplanes over poster board. Audience: Please do not provide additional data.
	  ○ Volunteering team will be given some data by the evaluator. (e.g., *"You have achieved _____% of your goal."*)
	● Small-group debrief
	  ○ How, if at all, could the team use the data they were given to inform their efforts to improve? What were the strengths and limitations of the data?
	  ○ How would you improve the data they receive or the way they receive it to better support improvement?	

40 min.	**Simulation: Measurement for Improvement**
	
	● (10 min.) A theory of improvement
	  ○ Each team completes a driver diagram for this activity. They discuss change ideas that they might test associated with the three primary driver they are given: Plane design, the throw, and group support.
	● (15 min.) Team testing
	  ○ Each team chooses one color for all their planes.	

	○ Fold planes – each person can fold one...or not.
	○ Bring colored paper and paper clips to your flight path.
	○ Designate a data recorder.
	○ Test one flight at a time. Data recorders note and share data for each flight.
	   ■ In landing zone, close, or far out.
	   ■ Too left or too right
	   ■ Flight distance: too close, right distance, too far
	   ■ What other data do you want to collect?
	○ Designate a testing recorder (different from data recorder)
	○ From the second flight onward, record what change idea you are testing before you throw your plane.
	   ■ What change idea are you testing?
	   ■ What do you predict the plane will do? Why do you think this?
	   ■ Did prediction come true?
	● If time allows, stop in the middle of team testing time for networked learning.
	● (15 min.) Debrief (first in teams, and then whole group)
	○ Talk in your teams about your responses to these questions:
	○ How was the experience of using data to try to improve different than data for accountability?
	○ What did you notice about the experience of testing changes to try to improve?
	○ What did this activity make you think about using data for improvement in educational settings?	

5 min.	**Wrap Up** ● Reconnect activity to qualities of practical measures ○ Highlight that it matters what we are measuring, how we are measuring it, and the social context of digesting the data	