



# Develop and Analyze a Practical Measure Pr

## Activity Rationale and Aims

**01.**

Teams will work together to develop a practical measure

**02.**

Teams will collectively analyze practical measure data to

**01.**

Introduce the concept of a practical measurement as a way of supporting project goals and positively impacting design.

- a. The purpose of a practice measure is to **support improvement**. Practical measures are practical in three senses:

- They can be embedded into existing routines and practices.
- They are **quick and easy** to administer and analyze.
- They are **about** practice, focusing on a change idea or new activity.
- The kinds of items that are valuable can ask about:

- What participants
- How participants practice a
- How a practice relates to an of the participant

**02.**

Identify the context and aims of implementing a practical measure. What are the key constructs intended to be measured? Who is the audience?

**03.**

Collaboratively review previously tested surveys about the topic/construct. (Note: In advance

survey items to share with the group and adds [Creating our Practical Measure](#) table.)

Y&K` Yj] `] `Pq] \ `f ` [Creating Our Practical Measure](#) document with collaborators.

- b. Participants begin by reviewing each item and

# In Person Steps

## PART 1: COLLABORATIVELY DEVELOP A PRACTICAL MEASUREMENT (CONT.)

### 04.

From the shared notes, develop a draft of key survey items and organize them by construct.

### 05.

Invite collaborators to comment on the items and suggest which to keep or remove based on the group's goals and what they want to learn about the change idea.

### 06.

distributing the survey (index cards, paper survey, Google forms, Qualtrics).

- What platform is most accessible given the context and audience?
- How will the data be analyzed?
- How will privacy of the data be protected?
- What is the ideal frequency of data collection?

### 07.

Decide upon the ideal frequency of data collection and determine when the survey will be distributed (e.g., at the end of a weekly meeting, at the end of a class period). Determine who will be responsible for distributing the practical measure survey and collecting it.

## PART 2: IMPLEMENTING A PRACTICAL MEASUREMENT

### 01.

Distribute the practical measure survey to the

### 02.

After one round of data collection, the facilitator should prepare visual representations of the data.

## PART 3: ANALYZING THE DATA

### 01.

Ask collaborators to have a brief discussion with a partner before analyzing the data.

of responses in the data? What are we hoping to see?

we hoped for?

What might we do in that case?

How might we support one another if we don't yet see what we hoped for?

# In Person Steps

## PART 3: ANALYZING THE DATA (CONT.)

### 02.

Then, share the data and visual representations with collaborators. Invite collaborators to review the data and visual representations. Consider the following prompts to guide their initial analysis. Consider their thoughts, and feelings as they review the data.

- What surprised you about the data that describe what happened without drawing conclusions or making judgments?
- What are the key findings?
- What are the implications?
- What are the next steps?

### 03.

Ask the group to divide into small groups (3-4 people) to discuss the data and keep notes in a shared document. You may wish to use the following prompts, or adjust them based on your context.

- What are the key findings?
- What are the implications?

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### 04.

Facilitate a group discussion. Begin by asking groups to summarize their small group discussions. Then, guide the group to think about how they could use the results from the data to iterate on the change idea and/or revise the practical measure survey.

- What are the key findings?
- What are the implications?
- What are the next steps?
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- What are the implications?

## PART 4: ITERATING ON THE CHANGE IDEA AND THE PRACTICAL MEASURE

### 01.

Using the analysis and discussion, determine if/how you will revise your design/change idea in the next cycle.

### 02.

Depending upon the revisions, collaborators could form small groups to work on this within the meeting or the facilitator could make the proposed revisions in between meetings and share them with the group for feedback and approval.

# In Person Steps

## PART 4: ITERATING ON THE CHANGE IDEA AND THE PRACTICAL MEASURE (CONT.)

### 03.

Then, implement the updated changes and then distribute the practical measure to collect data on whether or not the change was an improvement.

### 04.

After data has been collected, repeat the cycle of collectively analyzing the data and iterating on the design.

### 05.

Repeat the entire process of implementing the revised design, collecting and analyzing data, and iterating on the design.

After several rounds of iterating on the design, lead a discussion about how this process could be sustained.

Could your group or others in the system continue to use this survey to gauge progress?

What would that look like?

Who would implement the survey?

How often?

When would you analyze the data?

## MODIFICATIONS AND VIRTUAL ADAPTATIONS:

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the group. Ask for collaborators' input about what works and what facilitates analysis.



# Facilitator Preparation

## MATERIALS

- >Y[ aYlgj 'à ] f l a ] k ' e ] Yknj ] k ' f ' advance of the meeting, [here](#) is a template that can be used.

## HANDOUTS OR SLIDES

- >Y[ aYlgj 'à ] f l a ] k ] j ] d nYf l ' kmj ] q ' a ] e k ' Yf \ ' Y \ \ k ' l ' ] e ' l g ' l ' ] ' b ] k l ' column of the [Tool for Creating Our Practical Measure table](#)

## Example from the field

A team of three high school language arts teachers and a researcher collaborated with the goal of creating more caring and inclusive classroom environments. To determine if the new daily routine they created made progress towards their goals, they developed a student survey as a practical measure. Every couple of weeks, teachers distributed the brief digital survey to students at the end of class to learn about students' experiences within their classrooms related to the new routine. Students spent 1-2 minutes completing the survey, agreeing or disagreeing with statements such as, "Today the

routine made me feel like I matter in this classroom." The team then met to review and discuss the student survey data. Analyzing the practical measure data together provided opportunities for teachers to investigate their teaching practice and to problem-solve together as they worked toward the shared goal of cultivating caring classroom communities. The team used l ' ] \ ' Y l Y ' l g ' \ ] l ] j e f ] ' e g \ a ] Y l a f k ' l g ' l ' ] ' routine to support more caring and inclusive [ d'kkjgge k&A ' Y \ \ a g f \$ l ' ] ' l ] Y e ' j ] P f ] \ ' the practical measure through revising, adding, or removing survey items based on their data discussions.

# Additional Reading

Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015).

Harvard Education  
Press.

Penuel, W. R., & Potvin, A. S. (2021). Design-Based  
Implementation Research to support inquiry  
learning. In C. Chinn, R. Duncan, S. Goldman, & M.

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# Works Cited



## Commitments to Equity and Wellness

Collaboratively designing research, curriculum, and shared experiences with an orientation towards equity necessitates procedures that can ensure that all voices are elevated, respected, and accounted for. Developing a practical measure collaboratively ensures that systems perspectives of all partners. Distributing a practical measure, such as a survey, to people impacted by the design or change idea

ensures that their experiences are centered in the design and iteration. Analyzing data collaboratively ensures that all worldviews when making sense of data and translating results into action. This process provides an opportunity to cultivate care and community amongst the collaborators through relationships to the feedback being received.