## Sample Process Agenda

Process agendas are useful tools to guide facilitators both before and during the meeting. Using process agendas encourages thorough planning and provides prompts for addressing salient points during the discussion. Users can edit this sample process agenda based on the specific group involved in the meeting and the amount and complexity of the data the group is analyzing.

**Meeting Title:**

**Meeting Date and Time:**

**Meeting Objectives:**

| Time | Activity | Process and Materials |
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| Before Meeting | **Facilitator Preparation** | 1. Materials: name tents, meeting norms posted in the room, copy of agenda for all, presentation or data handouts, screen, projector, terminology, and definitions. 2. Set-up: room set up in a U or circular shape so everyone can see each other. |
| 9:00 – 9:20  (20 minutes) | **Do Introductions and Review Key Messages**   * Introduce all group members * Review meeting norms (i.e., “ground rules”), decisionmaking rules, and participant roles * Preview the agenda * Review desired outcomes * Present the evaluation question(s) with necessary context | 1. Introduce yourself and welcome everyone to the meeting. 2. Have each team member introduce himself or herself and share his or her role. 3. Conduct a quick review of the meeting norms (i.e., “ground rules”) and the agenda for the day. 4. Clearly identify the objective for the meeting: What is the desired outcome? 5. Share the evaluation question(s) and information to put the data into context: What level of data is the group reviewing (student, district, or state)? What do participants need to know about the data to understand its usefulness and limitations? 6. Define terms you will be using and agree on definitions for the terms in this context. Clarify terms and definitions to support common understanding and meaning. 7. Set boundaries for group work: What are participants meant to accomplish during this meeting? 8. Create and introduce parking lot for other issues that may come up. |

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| Time | Activity | Process and Materials |
| 9:20 – 9:35  (15 minutes) | **Present the Data**   * Display or distribute the data * Describe data attributes * Answer participant questions * Restate the evaluation question(s) | 1. Display or distribute the data in an organized way that the group can aggregate and disaggregate as appropriate (e.g., have a chart to present the aggregated data, but also have the supporting Excel spreadsheet to show the group and discuss). 2. Describe data: What is this data element about? Is it student, district, program, or state level data? What’s the data source? Are the data aggregated or disaggregated? Are there any known limitations to the data? 3. Ask participants if they have any questions about the data. 4. Restate evaluation question: “At the end of the meeting, we want to be able to ….” 5. Consider breaking into pairs or smaller groups of 3 to 4 if the group is large or of varied composition. Some participants will feel more comfortable discussing the data in a smaller group.   Materials: Data (including digital version and hard copies, if applicable), projector and screen, chart paper and markers |
| 9:35 – 9:55  (20 minutes) | **Discuss Observations of the Data**   * Conduct small group discussion * Reconvene in large group discussion * Record observations | 1. Have group participants begin discussing the data in small groups. Remind the group that EVERYONE has a voice.  * Have each group identify a notetaker and a reporter. * Notetaker may use a blank rubric or may record electronically if available.  1. Use guiding questions to help the group observe the data:  * What do you see? * What are your initial thoughts/reactions? * Is this what you expected to see? * What surprises you? * Is there a particular piece of data that catches your attention? * Are you looking for frequencies, outliers, and ranges of values for particular variables? * What are the limitations of these data? * What do these data not tell you?  1. Reconvene in the large group to share key observations.   Materials: projector and screen, chart paper, markers |
| 9:55 – 10:00  (5 minutes) | *Break* |

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| Time | Activity | Process and Materials |
| 10:00 – 10:20  (20 minutes) | **Discuss Interpretations of the Data**   * Conduct large group discussion * Record interpretations | 1. Prompt participants to interpret the data in light of the evaluation questions:  * What answers are you getting from the data for our original evaluation question(s)? How did you arrive at your answers? * What thoughts/assumptions do these data confirm? * Are there any limitations to our conclusions? * Are there any perspectives we haven’t considered? * Do we need additional data to answer your question(s)? What additional data might inform this? Are these data currently being collected OR does this data collection need to begin?  1. Challenge participants to point to specific data to support their claims, assumptions, or interpretations.   Materials: projector and screen |
| 10:20 – 10:40  (20 minutes) | **Discuss Implications of the Data**   * Conduct large group discussion * Record implications | 1. Prompt discussion of implications for participants’ work and next steps:  * So what? Why does this matter? * What did you learn? * What surprised you, if anything? * What are the implications for the work? * Based on what you see, would you suggest we do something different or maintain our current course of action? Why?   Materials: projector and screen |
| 10:40 – 10:55  (15 minutes) | **Determine Next Steps for the Group**   * Conduct large group discussion; next steps * Determine Action Plan * Set next meetings (if relevant) | 1. Determine whether this analysis should result in any programmatic action items, such as changes, additions, or eliminations of programs or activities.  * If yes, identify each of the actions and outline a specific plan to execute a plan, including who is responsible and the timeline. * If action is required, when and how should the group be notified that the action has occurred  (e.g., at the next meeting, via email)?  1. Determine whether this topic warrants additional discussion/check-ins.  * If yes, what is the timeline for the check-ins (weekly, biweekly, monthly, quarterly)?   Materials: projector and screen |
| 10:55 – 11:00  (5 minutes) | **Reflect on the Meeting’s Effectiveness**   * Conduct large group discussion * Record reflections | 1. Prompts participants to reflect on the meeting:  * What went well in this meeting? * What could be improved for next time? |