


**WARM UP**

Find the Preliminary Activity sheet in your "Boot Camp Tool Kit" and answer the following:

What is one thing about understanding how to use data that you want add to your "bag of tricks" as a result of this session?

What is one thing that you find challenging about using data?

What is one thing on which you feel well grounded about using data?




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**Using Data to Target Instruction**

**BOOT CAMP**

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**Alright, Recruits: It's Reveille**

When the music plays, it's time to get up and boogie-woogie around the room.

When the music stops the first time, make eye contact with another recruit, salute, and then share what you want to add to your bag of tricks.

When the music stops the second time, make eye contact with a different recruit, salute, and then share your challenge.

When the music stops the third time, make eye contact with a different recruit, salute, and then share one thing about which you feel well grounded.




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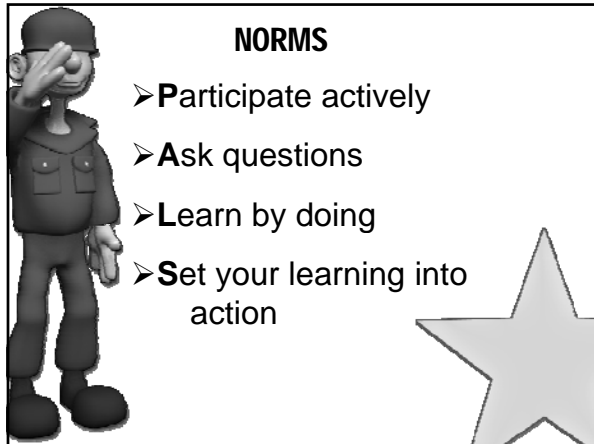
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**NORMS**

- Participate actively
- Ask questions
- Learn by doing
- Set your learning into action

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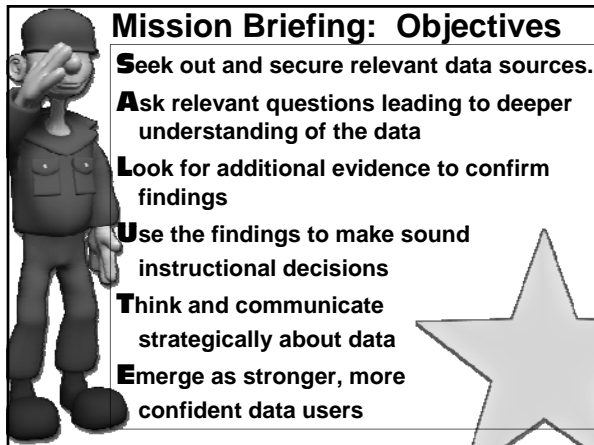
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**Mission Briefing: Objectives**

- S**eek out and secure relevant data sources.
- A**sk relevant questions leading to deeper understanding of the data
- L**ook for additional evidence to confirm findings
- U**se the findings to make sound instructional decisions
- T**hink and communicate strategically about data
- E**merge as stronger, more confident data users

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**Agenda**

- Mission Briefing (Objectives)
- Regulations (Norms)
- Assumptions and Beliefs
- Identifying Mission Targets
- Reconnaissance: Where are the Data?
- Search and Retrieval: Getting the Data
- Report: Sharing the Findings
- The Battle Plan:
  - Strategy, Tactics, and Resources
- Deployment
- Debrief

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What can data tell us?

Data can...  
provide feedback on the past  
provide a basis to begin planning for the future



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**Status Check**

- Participants are familiar with the different testing programs at their grade levels**
- Participants have basic computer skills (internet, e-mail, Word, and EXCEL)**
- Participants want to become more effective in using data to identify instructional needs and link data to instruction**
- Participants want to increase their skills in assessing instructional outcomes**



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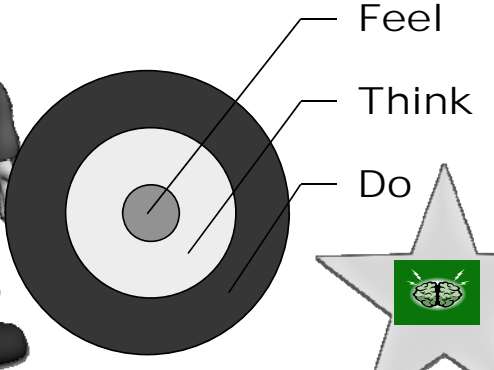
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**Setting the Target**



- Feel
- Think
- Do



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“Data is relationships...the more things you have to connect together, the more powerful it is.”

*Tim Berners-Lee, inventor of the World Wide Web*

From the TED talk available at:  
[http://www.ted.com/talks/lang/eng/tim\\_berniers\\_lee\\_on\\_the\\_next\\_web.html](http://www.ted.com/talks/lang/eng/tim_berniers_lee_on_the_next_web.html)




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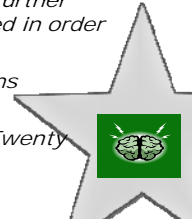


### A Challenge

Look at the “*An Unusual Incident*” data sheet. Review the data.  
 Your challenge is to identify the actual event on which these data are based.

*First, think about what further information you will need in order to identify the event.*

*Then formulate questions that can be answered with “Yes” or “No” in Twenty Questions style.*




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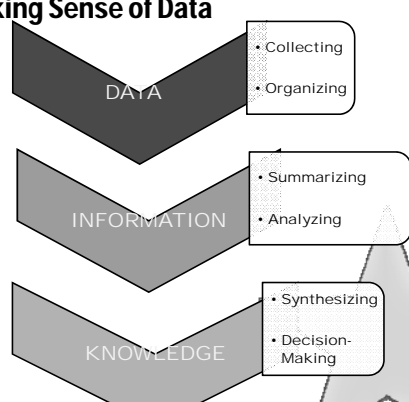
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### Making Sense of Data



**DATA**

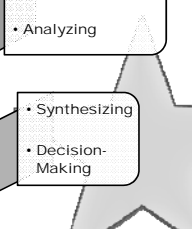
- Collecting
- Organizing

**INFORMATION**

- Summarizing
- Analyzing

**KNOWLEDGE**

- Synthesizing
- Decision-Making




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*"Teaching cannot improve until we substantially improve our knowledge and our ability to use data."*

Adam Urbanski,  
Vice President  
American Federation  
of Teachers



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**ACTIVITY: Obstacle Course**

**Solo:**  
Work independently to identify barriers that you encounter in trying to use data to make decisions about students, teaching, and learning



**Team:**  
Discuss this with your partner to identify strategies to overcome or work around these obstacles.



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**What does the research say about the use of data?**

Factors:  
Accessibility  
Quality  
Timeliness  
Time  
Pressures  
Knowledge  
School culture



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**Question:**

If you are not using data to make decisions about your students, then.... what are you using instead?



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**ACTIVITY: Scout and Report**

**Scout:**  
Work independently to identify three ways in which you use data to make decisions about students, teaching, and learning, and the sources of data that you use for each one.



**Report:**  
Discuss this with your partner to identify commonalities and differences in how you use data.



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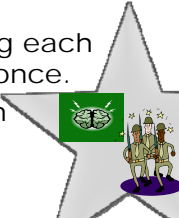


**Mess Hall**

Find the "Chow Time!" handout in your packet.

Rank each item on the list of foods from the one you like most (10) to the one you like least (1).

Rank all items, using each rating number only once.

Plot your choices on the class chart.



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**ACTIVITY: Eye Spy**



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**Where to "Scout" out the data...**

- On the students
- On your own test results
- Prior history
- Comparable data
- Current results



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**Scouting Out the Data**

- School and Grade Level Results  
<http://osi.dadeschools.net/>
- <http://fcats.fldoe.org/mediapackets/2009/default.asp>
- Class and Student Results
- SPI
- Interim Assessment Results
- Edusoft
- FAIR Results
- PMRN



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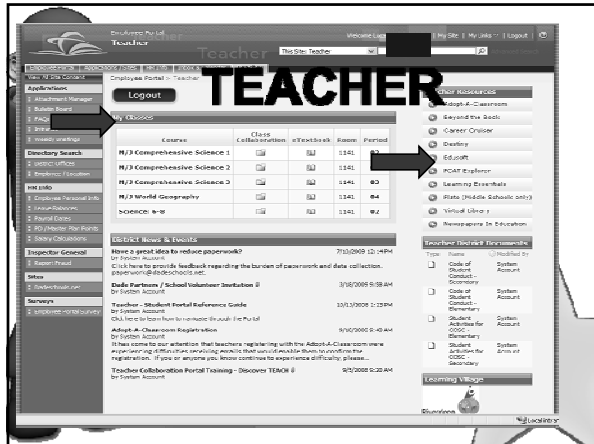
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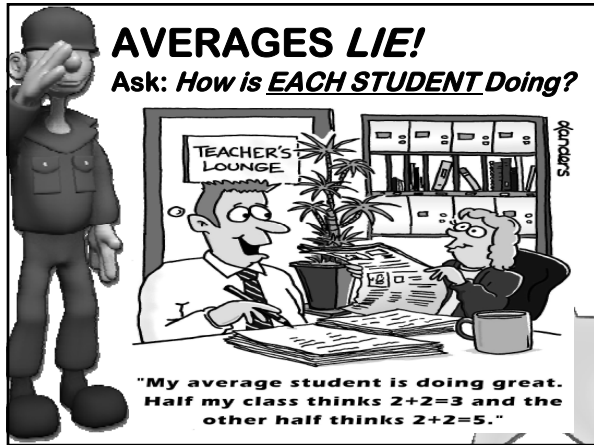
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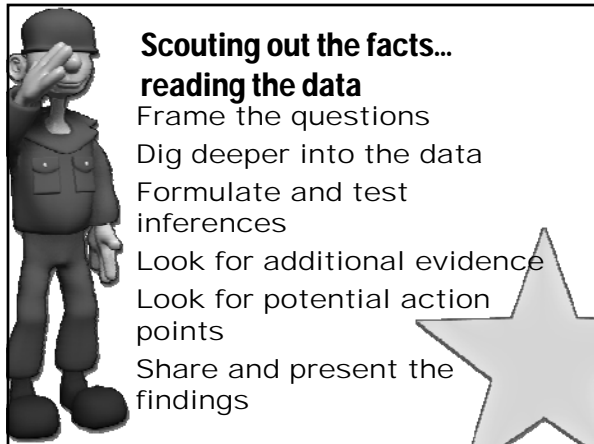
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**DATA OBSERVATION WORKSHEET**

Data Source(s) Reviewed \_\_\_\_\_

Level of Review: (Circle) School wide, Grade Level, Subject, Classroom (Teacher),  
Content Cluster/Strand, Standard/Benchmark, Student Group/ Individual Student

Data Element	Main Issue(s) Noted	Additional Notes	Confirming or Contradictory Data (Source)


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**Look at the Raw Data for Yourself!**



"Sorry, we don't serve raw data - how would you like us to cook the numbers?"


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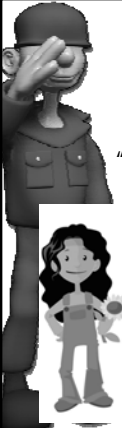
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**Targeting Instruction to Meet Student Needs:**  
*The Essential Question*

"WHICH STUDENTS?" not  
"HOW MANY STUDENTS?"


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**What are the data pointing to?**



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**Data Become Meaningful  
In Context**



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**ACTIVITY: Data Search**

*Log into your chosen data source (MDCPS portal, PMRN, Edusoft, etc.).*

*Explore the available reports.*

*Identify at least two (2) potential areas of concern based on your data.*

*Take notes using the Data Observation sheet of your choice.*

*Think about a possible cause for each and a potential action for each.*

*Share and discuss with your elbow partner.*



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## The Critical Questions

***What evidence do we have that what we're doing is working?  
and  
How will we respond when we find out that what we're doing is not working?***

DATA-DRIVEN TEACHERS,  
a White Paper by  
**Dr. Scott McLeod, Director  
School Technology Leadership  
Initiative, University of Minnesota**




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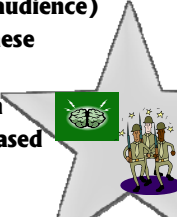
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## Debriefing the Data The "Data Chat"

***What?*** (What is meaningful about the data and the findings?)  
***So What?*** (Why is this important?)  
***Who cares?*** (Who is the audience)  
***How Come?*** (How did these results come to be?)  
***Now What?*** (What action is implied or required, based on the evidence?)




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## Data Should Lead to Action

Or...Why weigh the pig if you're not going to feed it?




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**ACTIVITY:**  
Building a Work Plan

Based on the issues noted in your data, select at least one area to address. Use the Work Plan Template to set out:

- Action Step(s)*
- Responsibilities*
- Timelines*
- Resources*
- Barriers (and strategies to address them)*
- Benchmarks/Checkpoints*




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**Resources for Data Analysis Information**

[http://www.norman.k12.ok.us/090/index\\_files/page0009.htm](http://www.norman.k12.ok.us/090/index_files/page0009.htm)

[http://www.nsrffharmony.org/protocol/doc/data\\_driven\\_dialogue.pdf](http://www.nsrffharmony.org/protocol/doc/data_driven_dialogue.pdf)




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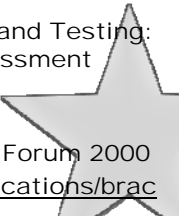
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**Assessment Literacy Resources**

"What Teachers Need to Know About Assessment"  
National Education Association  
2002  
<http://echo.edres.org:8080/nea/teachers.pdf>

"Thinking About Tests and Testing: A Short Primer on Assessment Literacy"  
Gerald W. Bracey  
American Youth Policy Forum 2000  
<http://www.aypf.org/publications/braceyrep.pdf>




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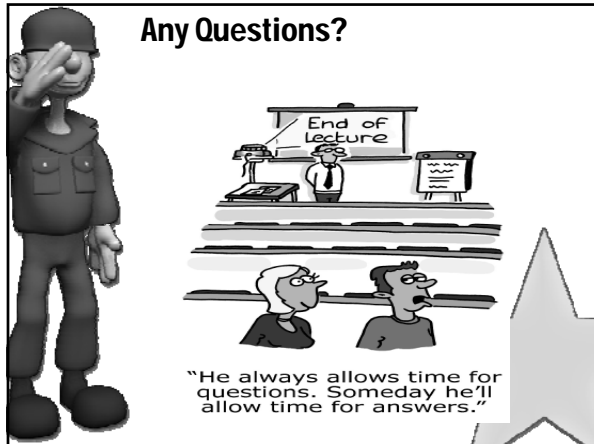
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**Any Questions?**



"He always allows time for questions. Someday he'll allow time for answers."

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**Final Commands...**



**3** Things that made you pay close **ATTENTION!**

**2** Things that made you feel **AT EASE!**

**1** Question you still have as you are **DISMISSED!**

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**CONTACT INFORMATION**



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