

BOOT CAMP: USING DATA TO TARGET INSTRUCTION TOOL KIT
Preliminary Activity



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?



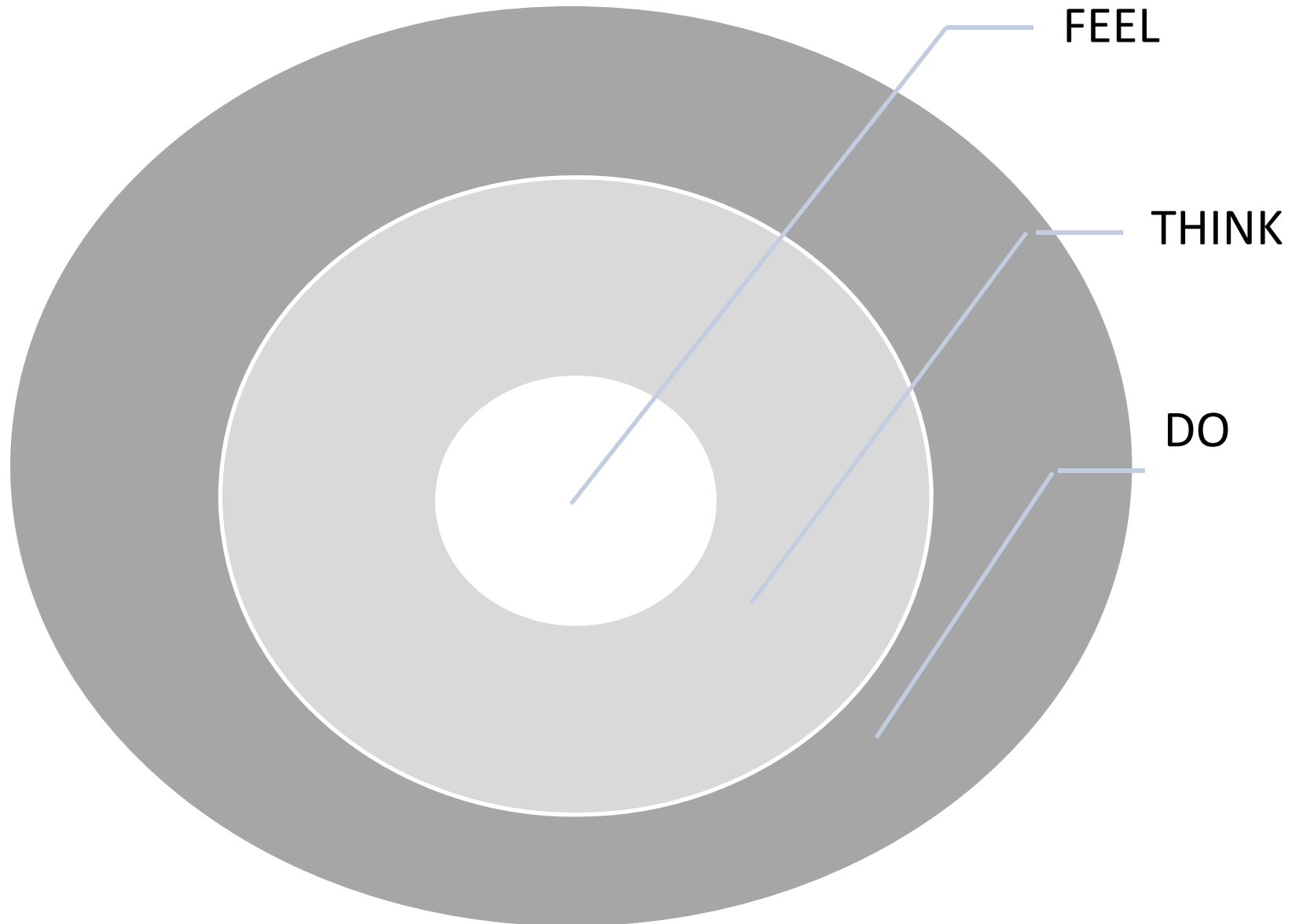
What is one thing on which you feel **well grounded** about using data?

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Setting the Target




Directions: Use the graphic below to identify the learning outcomes you want to gain as a result of participating in this training.

Identify: how you want to **feel** about using data, how you want to **think** about using data, and what you want to **do** about using data.



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Reflection Day

| | |
|---|--|
|  | <p>What are three things about using data that got your attention in this session?</p> |
|  | <p>What are two things that put you more at ease about using data?</p> |
|  | <p>What is one thing about using data that you are going to take back and share with others when you are dismissed??</p> |

SETTING SMART GOAL(S)
Specific, Measurable, Attainable, Relevant, and Time-Specific

Specific: *What do you expect to achieve?* _____

Measurable: *How will you know you have achieved it? How will you measure it? (How many, how much, what measure?)* _____

Attainable *Is this a goal that can be reached with the resources available and a full commitment and effort?* _____

Relevant: *How does this fit into the overarching goal of improving teaching and learning, and improving student outcomes?* _____

Time-Specific: *When will this happen, and by when will the goal be reached?* _____

On the way to this goal, what do you want your students to accomplish.....

| TIMEFRAME | SPECIFIC TARGET | RESOURCES NEEDED | ACTION STEP |
|---------------------------------|------------------------|-------------------------|--------------------|
| <i>This week?</i> | | | |
| <i>This grading period?</i> | | | |
| <i>By the next assessment ?</i> | | | |
| <i>This school year?</i> | | | |

CLASS DATA ANALYSIS WORKSHEET

Teacher: _____ Period or Subject _____

Data Source(s) Reviewed _____

Look at the performance of the overall class. What stands out, either positively or negatively? Was anything surprising about the data?

| Content Cluster, Strand, or Benchmark | What did you notice? | How did this come to be? | What will you do, based on this? |
|---|----------------------|-----------------------------|-------------------------------------|
| | | | |
| | | | |
| | | | |

PROGRESS POINT ANALYSIS

Teacher: _____ Period or Subject _____

Data Source(s) Reviewed _____

Progress Point: _____

Review the student work and assessments...

| What do you expect the students to know or do as a result of the instruction? | What is the actual performance? | Does the performance of any students stand out (positive or negative)? | Based on this information, what will you do? |
|---|---------------------------------|--|--|
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WORKPLAN TEMPLATE

You may use this template to develop a workplan for implementing the high-priority strategies you have identified. Goals should be defined in SMART terms: (Specific, Measurable, Attainable, Relevant, and Time-Specific)

GOAL: _____

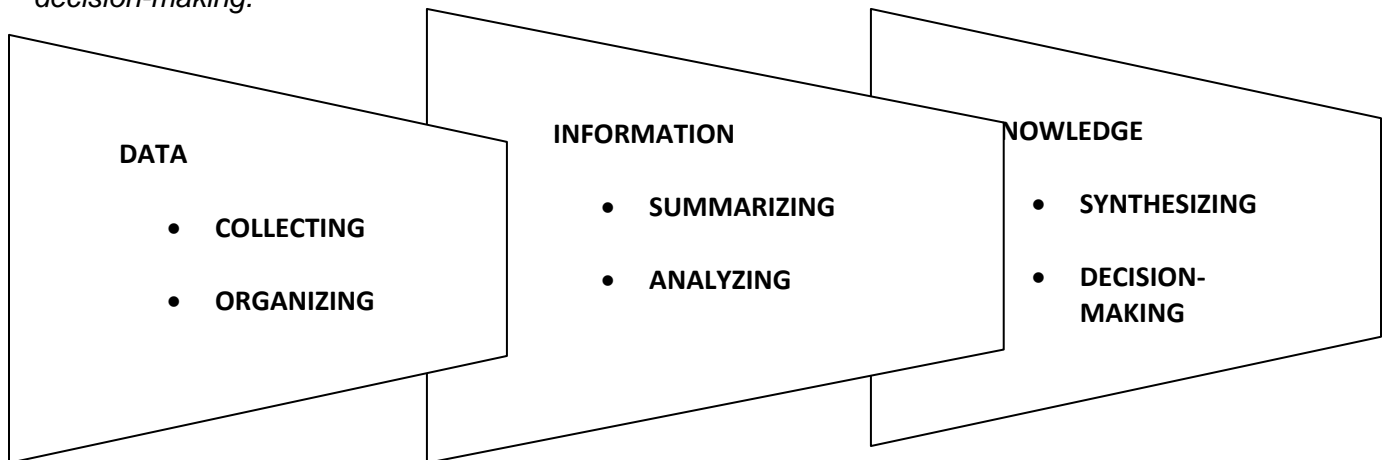
| Action Step/ Strategy <i>What will be done?</i> | Responsibility <i>By whom?</i> | Timeline <i>By when?</i> | Resources <i>What is available? What else is needed?</i> | Barriers <i>What are the potential obstacles? How will these be handled?</i> | Benchmarks/Checkpoints <i>What will be the measure to determine progress and success? How will this be measured? When will this be measured?</i> |
|---|--|------------------------------------|--|--|--|
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Putting Data in Context: The Sense-making Process

Data, in isolation, cannot inform the decision-making process. Data analysis is essentially an inquiry-based process. Asking the right questions helps us organize and make sense of the data.

The graphic below provides a conceptual model for framing the process of moving from data to decision-making.



| <u>DATA</u> <i>Collecting and Organizing the Data:</i> | <u>INFORMATION</u> <i>Summarizing and Analyzing the Data</i> | <u>KNOWLEDGE</u> <i>Synthesizing and Decision-Making</i> |
|--|--|--|
| <i>What do you want to know? What data can help answer this question? What sources are there for relevant data? How can you organize the data to answer the question? What additional information is needed?</i> | <i>What summaries and analyses can help us put the data in context, and extract meaning? What questions are raised by the observed findings? How did the observed data come to be? What confirming or contradictory evidence exists to inform the process?</i> | <i>What is meaningful about the data? What are the implications for consequences and/or possible actions? What decisions can be supported or guided by the data?</i> |

FRAMING THE DIALOGUE WITH THE DATA

WHAT? *What do we know? How does this relate to other information we have? What is the framework in which we can place this information? What else do we need to know in order to understand this?*

SO WHAT? *Why is this important?*

WHO CARES? *What are the real or potential consequences?*

HOW COME? *How did these data come to be?*

NOW WHAT? *What needs to be done about this?*

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PUTTING IT ALL TOGETHER

Data analysis is an inquiry-based process that begins with asking a question. Examples of initial starting questions and possible follow-up questions are provided below and on the next page. You may select one of the questions listed below as a starting point for looking at your data, or you may come up with one that is important to you. You can use the worksheets in your packet to take notes about your observations, findings, and ideas for potential strategies as you go through the data. Use the **Setting SMART Goal(s)** template for framing a plan of action based on your findings.

Some possible starting questions BASED ON THE DATA:

WHAT DO I SEE? Are there **overall increases or decreases** by classroom or instructional group, or by student?
In one or more tested subjects?
By content area cluster/strand?

Are there **patterns of deficiency or success?**
Of improvement or loss?
In one or more tested subjects?
By content area cluster/strand?

Are there students **close to making learning gains?** How close? What are the gaps?

Are there students **close to attaining proficiency?** How close? What are the gaps?

Are there student who **barely attained** learning gains, proficiency, or the bottom of the next achievement level? What are their areas of weakness that could be reinforced?

What is **the biggest weakness** we see in this group?
In one or more tested subjects?
By content area cluster/strand?

Once a target group is identified based on the starting questions, dig deeper. Some possible **follow-up questions** to dig deeper, identify possible factions, and develop action plans and strategies

What is the **biggest weakness** we see in this group?

In one or more tested subjects?

By content area cluster/strand?

What has been **mastered**? By which students?

What needs to be **re-taught**, and to which students?

How can I **group** these students for instruction?

Which students are most **at-risk**?

What are the implications for **instructional planning** for this student or group of students?

What additional information is needed to take effective action?

In moving from data to a plan of action, consider the following:

What do you want to know? Frame the starting question or issue.

What data address the questions? Identify and access relevant sources of data, then dig into the data to address the starting question. Do these data confirm each other, or are there contradictions? What patterns emerge?

How did the data come to be? The data you see are the product of many factors and the results of a process. What factors had an impact on the data you see? What process got you to this point? Where are you with respect to where you need to be?

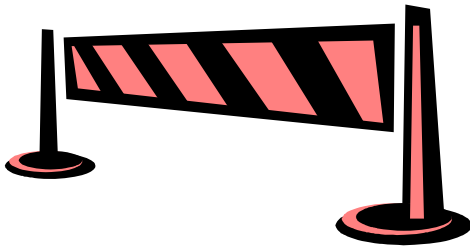
What additional information do we require? What else do you need to know to make sense of the data and form a plan of action to address identified issues? Where can you get this information or resource? Do you need help or technical support? Where can you get it?

What are the implications of these findings for potential action? What needs to change? What are you going to do differently now, based on the findings? What are the action steps, when do they need to take place, and who is responsible for each? What do you expect to happen as a result? When and how will you measure progress? What defines success?

How can you make the data understandable for each audience? Who needs to know this? What do they need to do as a result? Who needs to participate in or support the action plan? How can you share your findings with them?

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Barriers



Strategies

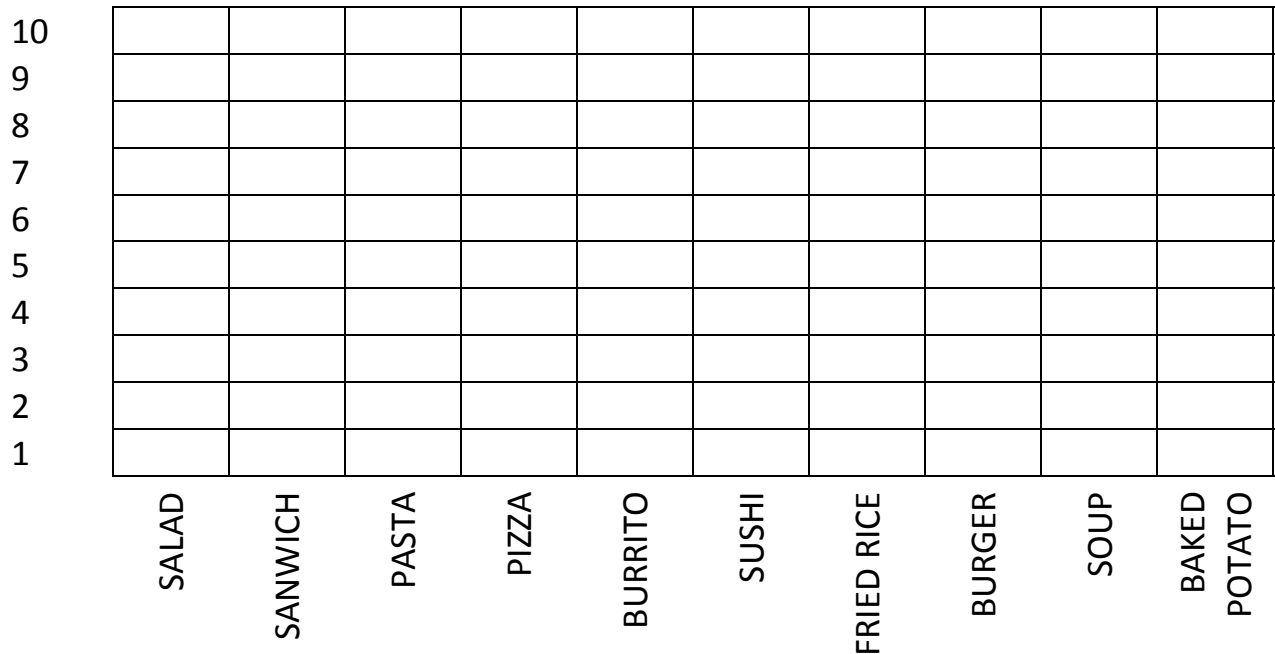


Chow Time! Activity

Below is a list of types of food that you could eat. Rank each item from highest to lowest according to your preferences. Start by assigning the choice you most like a “10” and rank all items, using each rating only once, until you assign a “1” to the item you like least.

| | |
|----------|--------------|
| SALAD | SUSHI |
| SANDWICH | FRIED RICE |
| PASTA | BURGER |
| PIZZA | SOUP |
| BURRITO | BAKED POTATO |

When you are finished, use a colored marker to plot your choices on the chart paper provided, with the FOODS listed across the bottom and the VALUES listed up the left side. You may use the sample chart below to practice on first, if you wish.



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SCOUT AND REPORT



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



Discuss this with your partner to identify commonalities and differences in how you use data and add any useful new ideas or data sources to your list.

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Feedback Form

Directions: Please turn this in before you leave the session.

On a scale of 1 (lowest) to 5 (highest) how would you rate this training overall?

What were you expecting to get from this training?

Was that expectation met?

What was most useful to you about this training?

What was least useful to you about this training?

What would you change about this training?

What additional training would be helpful to you on this topic?