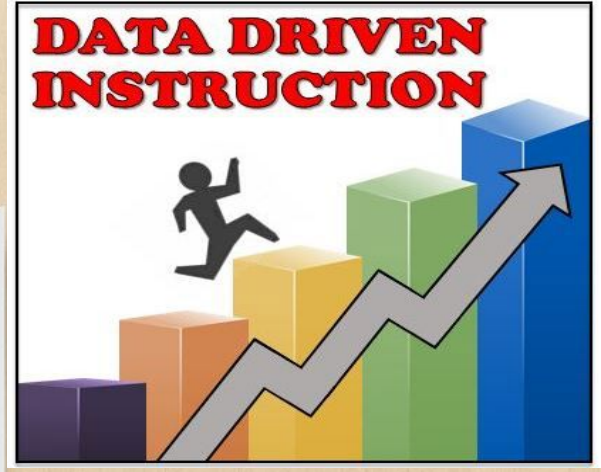
# Plan Smarter:
## Using Data to Drive Instruction




# “Quote Walk”

- Read the quotes posted around the room
- Go to the quote that speaks to you
- Have a short discussion with the other people that went to your quote, sharing why you chose it
- Jot down some thoughts on a post-it note and place the post-it under the quote

"It is a capital mistake to theorize before you have all the evidence. It biases the judgment."
- Sherlock Holmes
(from Sir Arthur Conan Doyle's *A Study in Scarlet*)

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"The mind, once stretched by a new idea, never returns to its original dimensions."
-Ralph Waldo Emerson

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# Norms

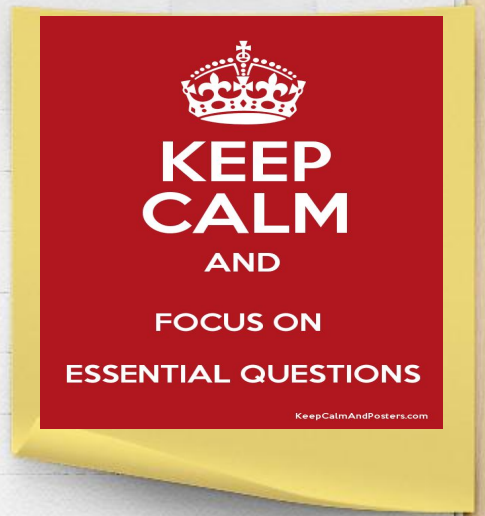
- ✓ Invest in the process with full attention
- ✓ Slow down to think, reflect, and puzzle about things
- ✓ Embrace the possibilities of an idea before passing judgement on it
- ✓ Proceed with conversations which are slow and deliberate and allows us to go deep

## WALT (We are learning to)

- ✓ Analyze and use data to guide instruction and learning
- ✓ Write evidence statements from data collected
- ✓ Analyze the Cycle of Continuous Improvement
- ✓ Select high yield instructional strategies
- ✓ Reflect in PLCs on the implementation and outcomes of selected instructional strategies
- ✓ Use protocol to strengthen data and instructional strategies conversations in PLCs

# Essential Questions

- How do we move from *assessment OF learning* to *assessment FOR learning*?
- Where does assessment fit in the Cycle of Continuous Improvement?
- What assessment data is available in your district?
- How is data used to inform instruction?
- How are the assessments aligned to curriculum and instruction?



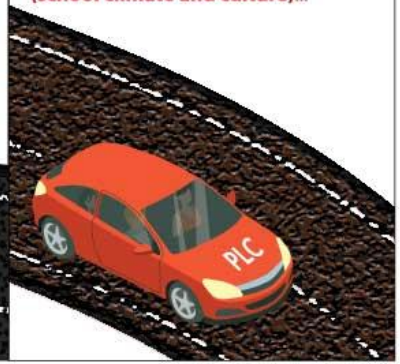
# How do you improve student learning? Use the Connected Action Roadmap (CAR)

**Teachers and principals** are the **drivers** who...

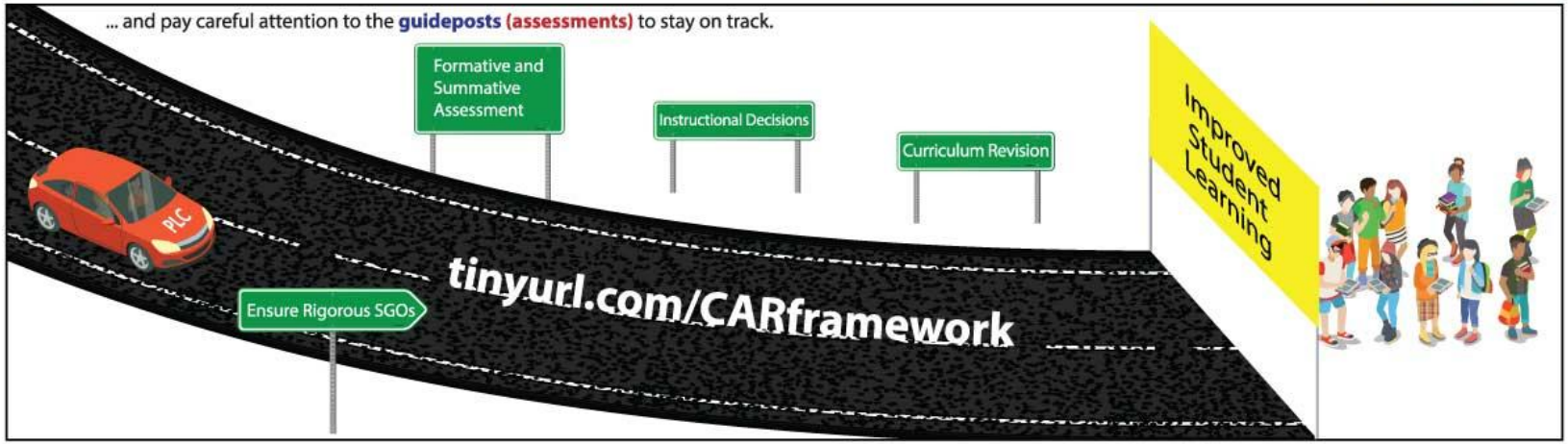
travel together in a **reliable vehicle (Professional Learning Community)** using a...


... **map or GPS (viable curriculum and standards-based instruction)** to plan their route to student learning.

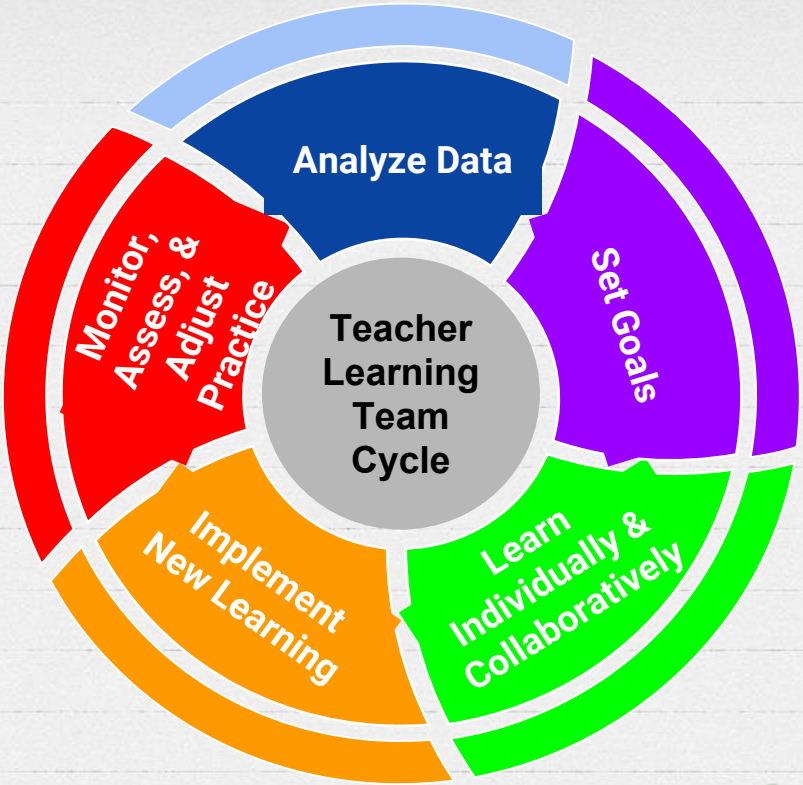

Together, they navigate the **terrain (school climate and culture)**...




... and pay careful attention to the **guideposts (assessments)** to stay on track.



# Teacher learning team cycle




Source: *Becoming a Learning Team: A Guide to a Teacher-Led Cycle of Continuous Improvement*

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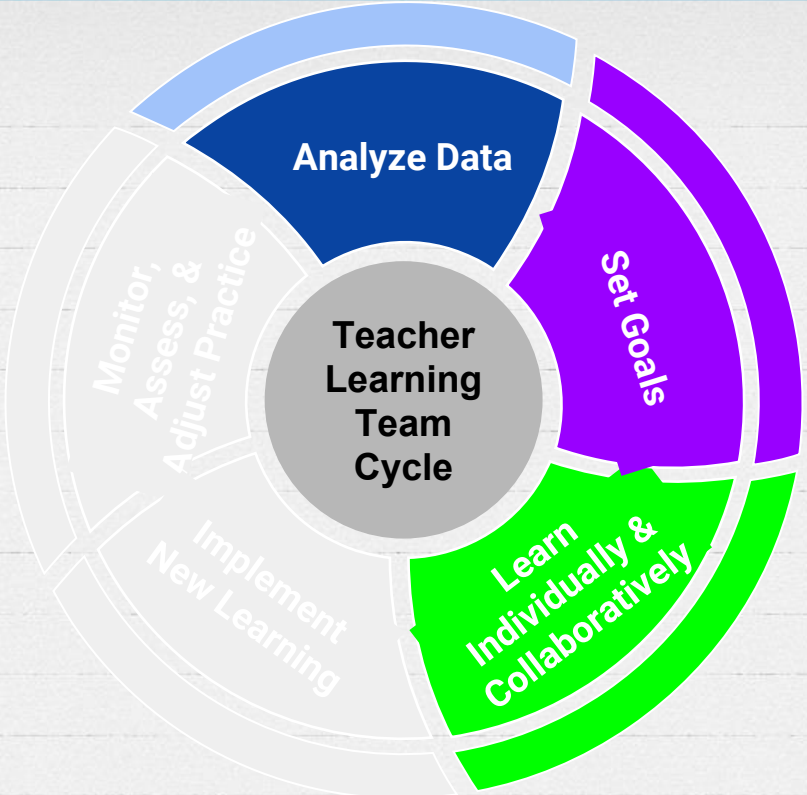
# Teacher learning team cycle




Focus of Today's Discussion

Source: *Becoming a Learning Team: A Guide to a Teacher-Led Cycle of Continuous Improvement*

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# Let's Take a Look at the Data

Analyze Data

# Pre-Assessment Data

| Student | RI 8.1 | 6-8.2. | RI 6-8.3.3 | RH. 6-8.4 |
|---|---|---|---|---|
| | G: 12<br>Y: 6-9<br>R: ≤ 3 | G: 6<br>Y: 3<br>R: 0 | G: ≥ 20<br>Y: 15-19<br>R: ≤ 14 | G: 6<br>Y: 3<br>R: 0 |
| **Total Points Per Standard** | **12** | **6** | **26** | **6** |
| AA | 6 | 3 | 0 | 6 |
| SV | 9 | 0 | 16 | 3 |
| JB | 6 | 6 | 0 | 0 |
| YR | 3 | 3 | 12 | 3 |
| AB | 9 | 0 | 15 | 6 |
| ST | 12 | 6 | 10 | 3 |
| KL | 3 | 0 | 10 | 0 |
| BM | 6 | 6 | 0 | 3 |
| AP | 9 | 3 | 15 | 3 |
| MM | 3 | 6 | 8 | 0 |
| RA | 0 | 3 | 0 | 3 |
| SR | 3 | 3 | 0 | 0 |
| LM | 3 | 3 | 0 | 3 |
| YO | 0 | 3 | 0 | 3 |
| **Class Average** | | | | |

# Mid-Assessment Data

**Social Studies – Formative Assessment Data Analysis (8-Pd X) -INT.**

**KEY: GREEN-*Proficient*; YELLOW-*Developing*; RED - *Emerging***

| Student | RI 8.1 | 6-8.2. | RI 6-8.3.3 | RH. 6-8.4 |
|---|---|---|---|---|
| | G: 12<br>Y: 6-9<br>R: ≤ 3 | G: 6<br>Y: 3<br>R: 0 | G: ≥ 20<br>Y: 15-19<br>R: ≤ 14 | G: 6<br>Y: 3<br>R: 0 |
| **Total Points Per Standard** | **12** | **6** | **26** | **6** |
| AA | 6 | 6 | 15 | 6 |
| SV | 12 | 3 | 20 | 6 |
| JB | 12 | 6 | 10 | 0 |
| YR | 6 | 3 | 20 | 3 |
| AB | 9 | 6 | 15 | 6 |
| ST | 12 | 3 | 17 | 6 |
| KL | 6 | 6 | 15 | 0 |
| BM | 6 | 6 | 6 | 3 |
| AP | 9 | 3 | 22 | 6 |
| MM | 6 | 6 | 12 | 3 |
| RA | 3 | 3 | 6 | 3 |
| SR | 3 | 3 | 10 | 0 |
| LM | 9 | 6 | 16 | 6 |
| YO | 0 | 3 | 10 | 3 |
| **Class Average** | | | | |

# Creating an Evidence Statement

When creating your evidence statement, keep the following in mind:

- ➔ Different eyes see the data differently
- ➔ Go with what the data says, not what you assume

**Examples:** *(Based on mid-assessment)*

1. All students attempted the essay question.
2. 57% of the students are at least at the developing stage in RI 6-8.3.

Analyze Data

# Looking at Data Protocol

## Step 1: Getting Started

- Choose a facilitator
- Review norms
- Educator providing data (or facilitator) gives brief statement about the data, without drawing any conclusions (what was the assessment, what is the population of students, etc.)

## Step 2: Describing Data

- Group members describe the data but avoid making judgements
- If judgements arise, facilitator asks the person to describe the evidence on which judgement is based
- Observations can be listed on a piece of paper in the form of Evidence Statements

## Step 3: Interpreting Data

- Facilitator asks" What does the data suggest?" and "What are the assumptions we make about students and their learning?"
- Try to find as many interpretations as possible; evaluate each against the kind and quality of evidence
- Infer: What is being worked on and why?
- Ask questions to help you understand everyone's interpretation

# SMART Goals

## Specific

What will students and teachers achieve?

## Measurable

How will it be measured?

## Attainable

Are the goals realistic for students?

## Results-oriented

Are the goals oriented toward clear outcomes?

## Time-bound

Do we know when students will be expected to demonstrate attainment of goals?


Set Goals

# Sample **SMART** Goal

By the end of the 3rd marking period, 8th grade social studies students will show at least 75% mastery on the vocabulary component of the common summative assessment.

Set Goals

# Creating SMART Goals: Tree Diagram Protocol

Step 1: What is the ultimate improvement we want to see in student skills, competencies, performance?

Step 2: What are the standards and objectives that are weak areas for students?

Step 3: What tools will we use to determine where students are and whether they are improving?

Step 4: What are the attainable levels (targets) we would like to see?

Step 5: What is our strategic/specific, measurable, attainable, results-based, time-bound (SMART) goal?

# Choosing a Learning Strategy

### Mastery Strategies

- Focus on increasing students' abilities to remember and summarize
- Provide clear sequence, speedy feedback and a strong sense of expanding competence and measurable success

### Interpersonal Strategies

- Foster students' need to relate personally to what they are learning
- Use teams, partnerships, and coaching to motivate students
- Emphasize drive for membership and relationships

### Understanding Strategies

- Evoke and develop students' capacities to reason and use evidence and logic
- Arouse curiosity through mysteries, problems, clues, and opportunities to analyze and debate

### Self-Expressive Strategies

- Highlights students' abilities to imagine and create
- Use imagery, metaphor, pattern, and what if's
- Motivate students' drive toward individuality and originality

### Four-Style Strategies

- Engage all four styles simultaneously, encouraging students to develop a balanced and dynamic approach to learning

# KASAB

## Knowledge

Understand the grade-specific standards and problem-solving strategies

## Attitude

Belief that all students will be successful

## Skills

Use new knowledge and student work to inform instruction

## Aspiration

Expect all students to be successful

## Behavior

Teachers and students apply grade and standard-specific problem solving strategies


Learn Individually and Collaboratively

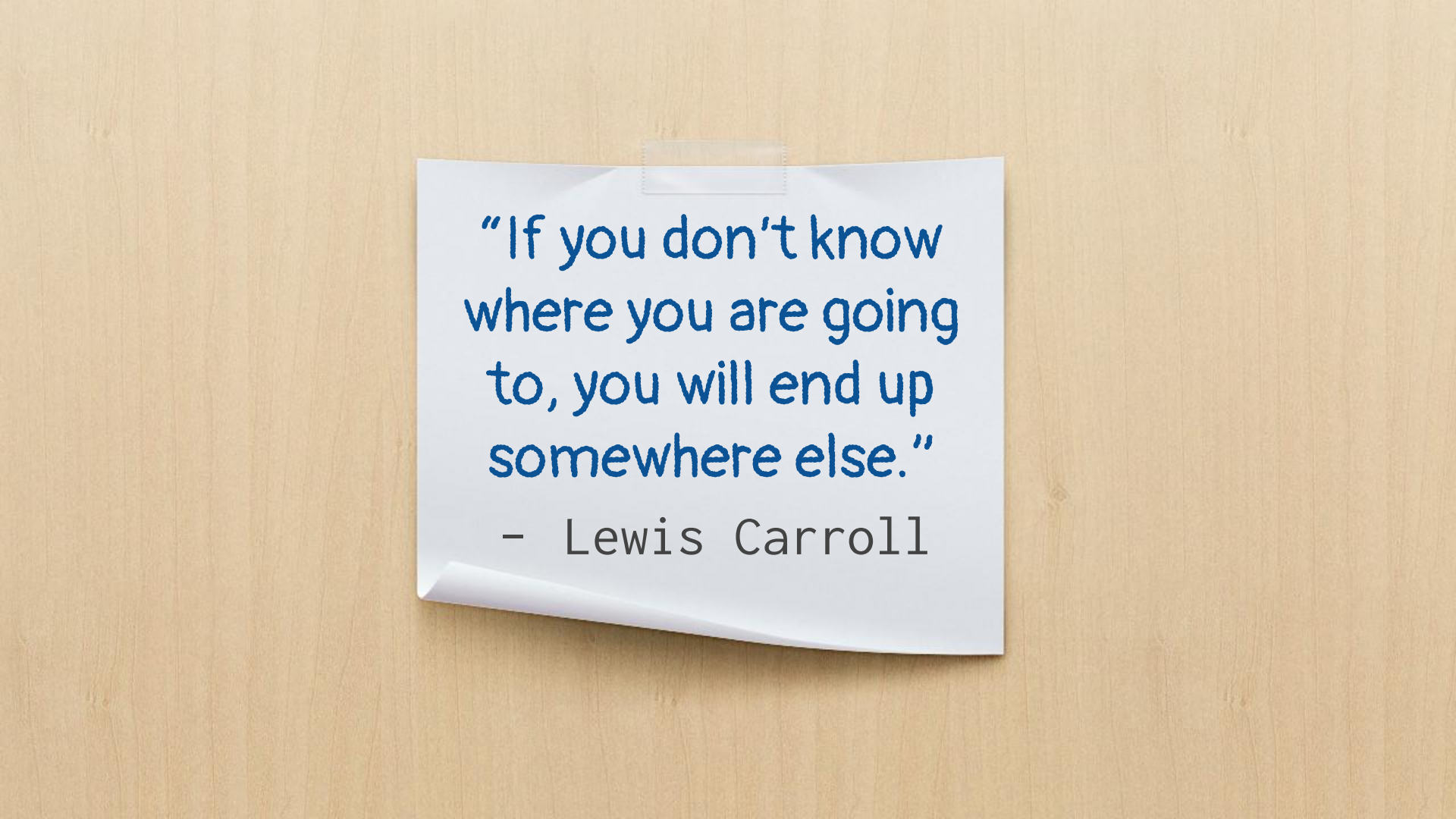
| Levels of Use | Typical Behaviors | Support |
|---|---|---|
| VI. Renewal | The user is seeking more effective alternatives to the established use of innovation. | |
| V. Integration | The user is making deliberate efforts to coordinate with others in using the innovation. | |
| IVB. Refinement | The user is making changes to increase outcomes. | |
| IVA. Routine | The user is making few or no changes and has an established pattern of use. | |
| III. Mechanical | The user is making changes to better organize use of the innovation. | |
| II. Preparation | The user has definite plans to begin using the innovation. | |
| I. Orientation | The user is taking the initiative to learn more about the innovation. | |
| 0. Non-Use | The user has no interest, is taking no action. | |

Once you've chosen a learning strategy and created a KASAB goal, measure your progress towards full implementation.

KASAB Analysis Protocol

# Windowpane Reflection

| Fact | Question |
| --- | --- |
| Write one fact that you know now that you didn't know before. | Write one question you still have about using data to drive instruction. |
| **Aha!** | **Action** |
| Write one or more new ideas you have. | Write what action(s) you will take as a result of these new discoveries. |


“If you don’t know where you are going to, you will end up somewhere else.”
- Lewis Carroll

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Questions?
Comments?
Let us know!


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