

REIMAGINING EDUCATION DURING COVID-19 and BEYOND

# Supporting Teachers with an Effective Data Analysis Model

2020 Fall Virtual Instructional Leadership Conference  
October 6-7, 2020

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# Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section on your screen and at [www.gadoe.org/sdeevents](http://www.gadoe.org/sdeevents)
- **Questions:** Use the question box to type questions or comments throughout the presentation
- **Feedback:** We ask all participants complete the pop-up feedback survey after the close of the session
- **Recording:** A link to the session recording and certificate of attendance will be emailed in 24-hours
- **On Demand:** All sessions will be available on-demand following the conference on the [SDE Events and Conference webpage](#)

# In the Trenches...



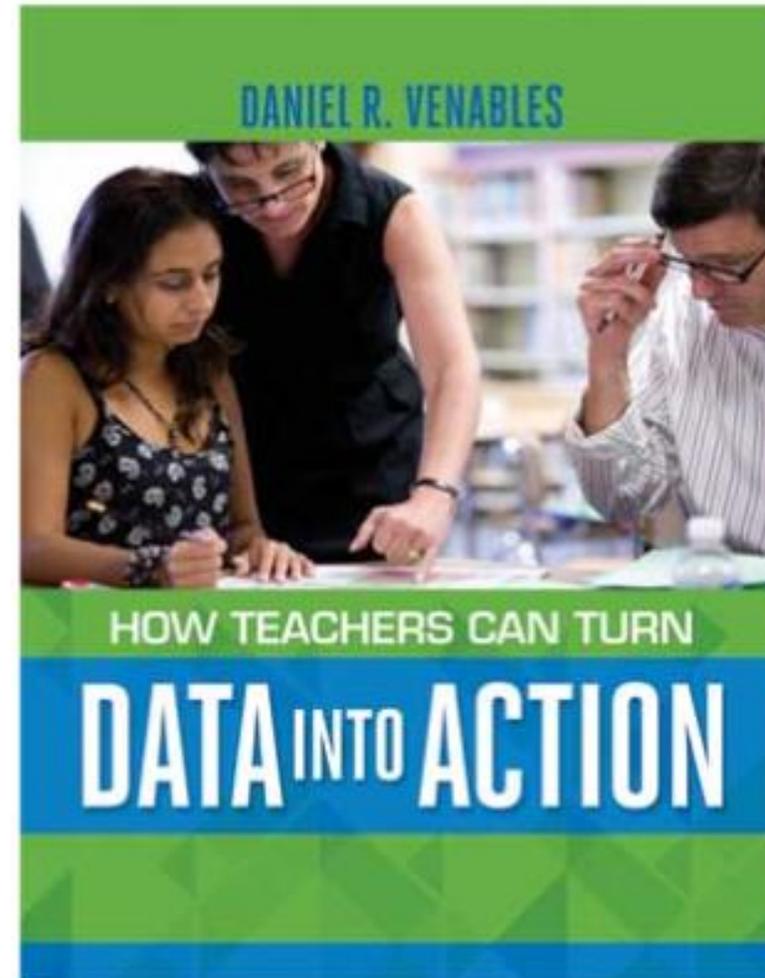
Teachers are in the trenches every day! They need a **friendly, systematic** and **efficient** plan to engage in the process of reviewing and responding to data.

Data is **messy...confusing...time-consuming** and sometimes just plain **scary!**

**Welcome.....**

**Resource: How Teachers Can Turn Data into Action**

**Daniel R. Venables  
(2014)**



# Session Norms

- Remain engaged in learning.
- Respectfully share opinions.
- Ask questions for clarification to avoid making assumptions.

# Before we begin...where are you?



# Poll: Where Am I In The Data Team Process?

- I know how to analyze data to determine next steps and lead others.
- I know how to use a data process to analyze numbers to determine needs.
- I know how to compare data to see a difference in numbers.
- I can see the difference in data numbers, but unsure of what to do next.

# Learning Intentions

**Participants will understand how to guide teacher teams to:**

- Identify critical gaps in learning and the corresponding instructional gaps
- Collaborate on evidence-based solutions and develop a goal-driven action plan
- Evaluate the plan's effectiveness after implementation and determine the next course of action

# Success Criteria

**Participants will be able to facilitate teams to:**

- Review existing data and formulate exploratory questions about the implied problem
- Triangulate the data
- Identify and prioritize learning and instructional gaps
- Conduct evidenced-based strategy search
- Develop data-driven action plans
- Evaluate the success of the plan and determine next steps

# Data Literacy

- **Formative** – informs student understanding and allows opportunity to adjust instruction
- **Summative** – evaluates prior teaching/learning

Note: The way an assessment is used determines the type of assessment. An assessment may be both formative and summative.

# Sources of Data



## MACRODATA

### Student scores on:

- End-of-the-course/End of Grade assessments
- Common formative assessments
- Grades on projects
- District assessments
- PSAT, SAT, and ACT
- Advanced Placement (AP) exams
- DIBELS or other reading inventories
- Subject placement exams
- Computer-based modules
- Unit pre-tests

## MICRODATA

### Student performance:

- On quizzes and warm-up questions
- During guided practice
- During group work
- During independent practice
- On homework assignments
- On writing assignments

### Student responses to:

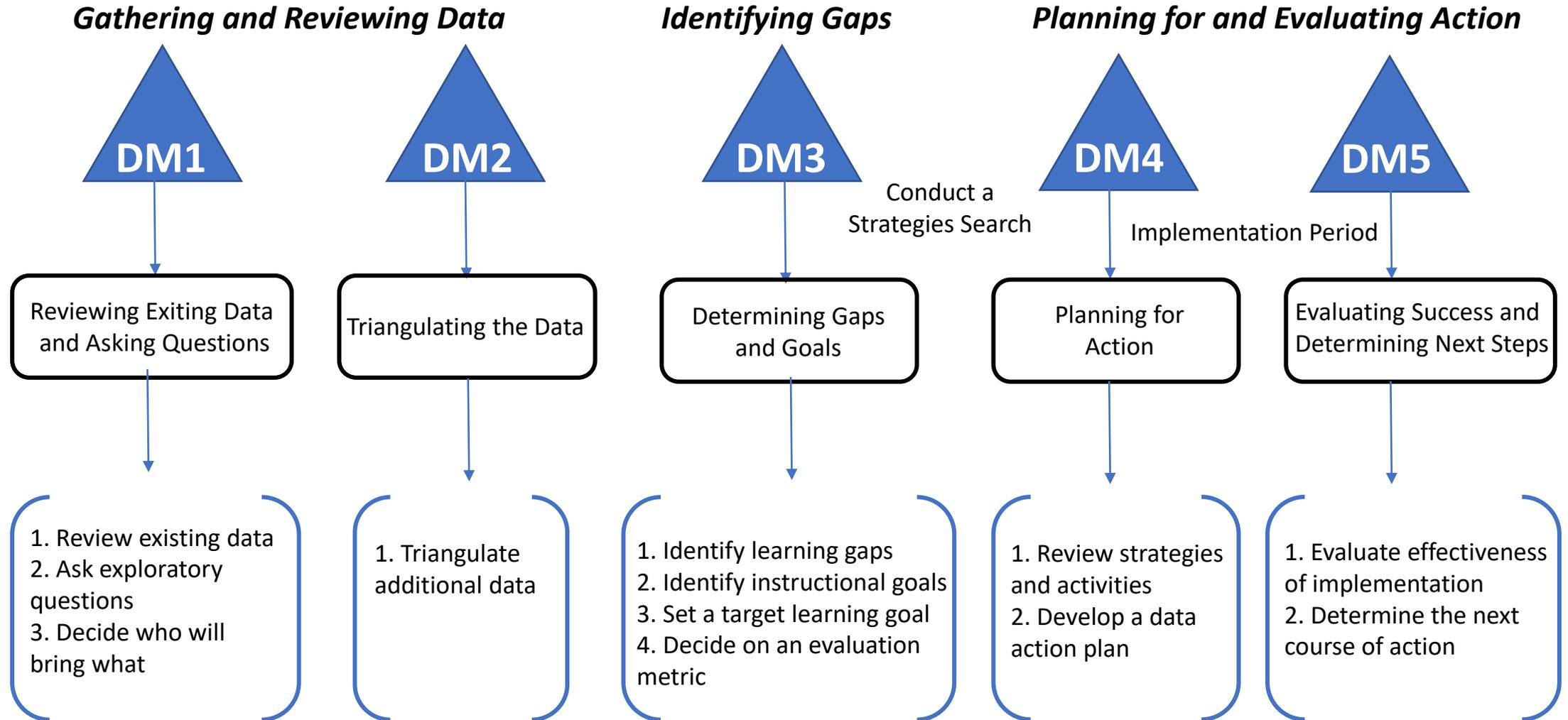
- Teacher questions during lessons
- Checks for understanding
- Ticket-out-of-the-door responses

### Student:

- Questions during lessons
- Explanations at the board
- Posters
- Notebooks
- Portfolios
- Reflections in journals

# Data Action Model

## Schedule of Data Meetings Using Data on Taught Topics



# SCHEDULE OF MEETINGS USING DATA ON TAUGHT TOPICS

Data Meeting 1	Reviewing existing data and asking questions	<ol style="list-style-type: none"><li>1. Review existing data.</li><li>2. Ask Exploratory Questions.</li><li>3. Decide who will bring what.</li></ol>
Data Meeting 2	Triangulation the data	<ol style="list-style-type: none"><li>1. Triangulate the data.</li></ol>
Data Meeting 3	Determining gaps and goals	<ol style="list-style-type: none"><li>1. Identify learning gaps.</li><li>2. Identify instructional gaps.</li><li>3. Set a Target Learning Goal.</li><li>4. Decide on an evaluation metric.</li></ol>
Data Meeting 4	Planning for action	Conduct a Strategies search; then <ol style="list-style-type: none"><li>1. Review strategies and activities.</li><li>2. Develop a Data Action Plan.</li></ol>
PLC Meeting 1 - 4	Implementation period (four weeks)	<ol style="list-style-type: none"><li>1. Look at student and teacher work; troubleshoot obstacles, look at texts, research.</li></ol>
Data Meeting 5	Evaluating success and determining next steps	<ol style="list-style-type: none"><li>1. Evaluate effectiveness of implementation.</li><li>2. Determine the next course of action.</li></ol>

# Sample Schedule – Elementary

	August	September	October	November	December
MAP Pre-Mid-Post	<b>Aug 17-28</b> Grades 3-5 (ELA, M)	<b>Sept 2-9</b> K-2 (ELA, M)		<b>Nov 16-20</b> Grades 3-5 (ELA, M)	<b>Dec 2 – 9</b> Grades K-2 (ELA, M)
Research Simulation Tasks/Formative Writing Assessments (i.e. Write Score, GCA Writing Assessments, etc.)	<b>Aug 25-28</b> Grades 3-5 (Info Writing)				<b>Dec 3-10</b> Grades 3-5 (Info Writing)
K-5 iReady Reading & Math Benchmark Formative Assessments			<b>October 5-7</b>		<b>December 7-11</b>
<b>Teacher Work Days -1/2 Day Data &amp; Planning PL Days (Assessment Analysis, PL &amp; Planning)</b> K – GKIDS Baseline & Ongoing data, Fluency Assessments, Portfolio, 1 – 2 MAP, iReady, Fluency/Retelling Assessments, Reading Portfolio, Formative Assessments 3 – 5 MAP, iReady, Guided Reading Fluency/Comprehension Assessments Classroom Assessments	<b>Data Collection Period</b>	<b>Sept 8-11</b> Title I ½ Day Grades 3-5 <b>Combined Data Meetings 1-4</b> <ul style="list-style-type: none"> <li>Review pretest data</li> <li>Identify learning gaps implicated               <ul style="list-style-type: none"> <li>Research effective strategies</li> </ul> </li> <li>Create short term action plan</li> </ul>	<b>Oct 12</b> (Planning Day) Grades K-2 ½ Day <b>Combined Data Meetings 1-4</b> (see activities in September)  Data Collection Period Grades 3-5 DA Meeting 5/Action Plan Checks (ongoing)	Data Collection Period Grades K-5 Data Meeting 5/Action Plan Checks (ongoing)	<b>Dec 15 - Jan 4</b> Title I ½ Day Grades 3-5 <b>Combined Data Meetings 1-4</b> <ul style="list-style-type: none"> <li>Review and triangulate data</li> <li>Identify learning gaps implicated               <ul style="list-style-type: none"> <li>Research effective strategies</li> </ul> </li> <li>Create short term action plan</li> </ul>

# Fundamental Beliefs About Data

- Assessment data should be used to identify students who are or are not experiencing academic success.
- Data should be used to verify assumptions about the causes of student behavior and performance.
- School proposed changes should be supported by data.
- Data from student assessments should be used to set instructional targets and goals.
- Conducting self-assessments will continuously improve performance.

# Data Meeting 1 - Review Data & Ask Questions

Notice and Wonder

1. Review existing data.
2. Ask "Exploratory Questions".
3. Determine additional data or artifacts needed to study the "Exploratory Questions".
4. Decide who will bring what.

# Exploratory Questions

## Exploratory questions:

- 1) require more information to answer
- 2) often reveal root causes and clearly identify gaps in learning
- 3) connect to instruction
- 4) born from "I wonder" statements

**Wonder:** I wonder why our 8th grade students are performing poorly on quadratic inequalities.

**Question:** How are we presently teaching quadratic inequalities and how much time do we spend? Is the student's practice aligned with the assessment format?

# Exploratory Questions



Now you try...7th Grade ELA Mid-Year Assessment

Wonder: I wonder why students did better in the RL – Literary Reading strand than on the RI – Informational Reading strand.

Task: In the Question Box, enter an "exploratory question" aligned with learning more about the "wonder" statement above.

Hint: Remember to focus on the learning and not the students.

# Poll

Success Criteria: Review existing data and formulate exploratory questions about the implied problem

- **Beginning** - little to no understanding
- **Developing** – some understanding but not able to apply
- **Proficient** – able to apply my learning
- **Exemplary** – able to lead others in this learning

# Data Meeting 2 – Triangulate the Data



Assessment

Georgia Department of Education  
Georgia Standards of Excellence Framework  
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## STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them. Students make sense of real-world fraction and decimal problem situations by representing the context in tactile and/or virtual manipulatives, visual, or algebraic models.
2. Reason abstractly and quantitatively. Students will apply the constructs of multiplication, division, addition, and subtraction of rational numbers to solve application problems.
3. Construct viable arguments and critique the reasoning of others. Students construct and critique arguments regarding the portion of a whole as represented in the context of real-world situations. Students explain why they do not always get a smaller number when dividing with fractions and decimals. Students have to reason the steps in modeling division of fractions.



Achievement Level Descriptors  
for  
Grade 8 Science

### K-8 ELA Standards Progression

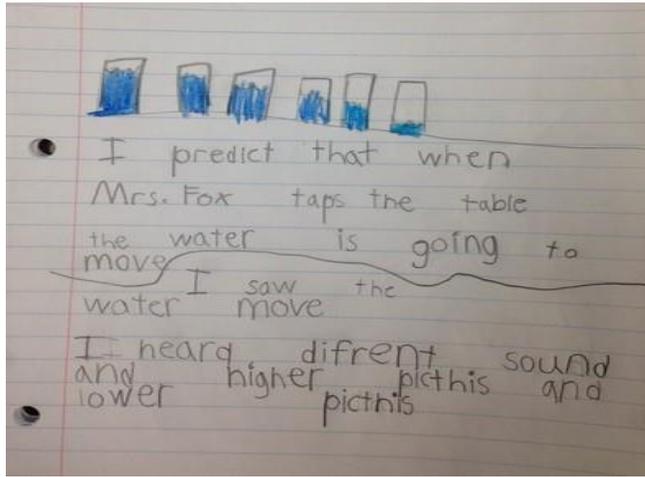
Reading Literacy	Writing	Speaking and Listening	Language	Thinking	Research
<p><b>Anchor Standard: 1</b> Read and comprehend texts in order to build knowledge and skills about the world and oneself.</p> <p><b>Anchor Standard: 2</b> Analyze how major characters in texts interact to develop their own personalities and advance the plot or theme.</p> <p><b>Anchor Standard: 3</b> Analyze how and why individuals, events, and issues are presented in diverse media and formats, including digital and visual media.</p> <p><b>Anchor Standard: 4</b> Analyze how different media or formats enhance the communication of ideas and issues.</p>	<p><b>Anchor Standard: 1</b> Write informative/explanatory texts in which they introduce a topic, analyze a topic or issue, and provide relevant data and supporting details.</p> <p><b>Anchor Standard: 2</b> Write narratives in which they recount a sequence of events, describe a character, setting, or event, and establish a relationship between the events.</p> <p><b>Anchor Standard: 3</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Anchor Standard: 4</b> Write informative/explanatory texts in which they introduce a topic, analyze a topic or issue, and provide relevant data and supporting details.</p>	<p><b>Anchor Standard: 1</b> Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>Anchor Standard: 2</b> Analyze a speaker's main message and supporting ideas and evaluate how well the message is supported by relevant data.</p> <p><b>Anchor Standard: 3</b> Analyze a speaker's main message and supporting ideas and evaluate how well the message is supported by relevant data.</p>	<p><b>Anchor Standard: 1</b> Demonstrate understanding of language conventions for school settings.</p> <p><b>Anchor Standard: 2</b> Demonstrate understanding of language conventions for school settings.</p> <p><b>Anchor Standard: 3</b> Demonstrate understanding of language conventions for school settings.</p>	<p><b>Anchor Standard: 1</b> Analyze a speaker's main message and supporting ideas and evaluate how well the message is supported by relevant data.</p> <p><b>Anchor Standard: 2</b> Analyze a speaker's main message and supporting ideas and evaluate how well the message is supported by relevant data.</p>	<p><b>Anchor Standard: 1</b> Gather relevant information from multiple print and digital sources, assess the credibility of each source, and integrate the information into the text.</p> <p><b>Anchor Standard: 2</b> Analyze a speaker's main message and supporting ideas and evaluate how well the message is supported by relevant data.</p>

Curriculum

Instruction

GEORGIA PLAN TEMPLATE 2014-2015

Grade Level:	Year:								
State Target Standards and Skills									
<table border="1"> <tr><td>Language Arts</td></tr> <tr><td>Math</td></tr> <tr><td>Social Studies</td></tr> <tr><td>Science</td></tr> <tr><td>Art</td></tr> <tr><td>Physical Education</td></tr> <tr><td>Health</td></tr> <tr><td>World Languages</td></tr> </table>	Language Arts	Math	Social Studies	Science	Art	Physical Education	Health	World Languages	
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**Student Work**



**Conversations**



**Observations**

# Additional Data and Artifacts to Use When Answering Exploratory Questions

## ADDITIONAL DATA REPORTS

- Item analysis of a test
- Teacher summary report
- School summary report
- Department summary report
- Student summary report by teacher
- Student summary report by subgroups (gender, race, grade level, EL, ED and SWD)
- District summary reports

## TEACHER WORK ARTIFACTS

- Curriculum maps
- State/GSE standards
- Lesson and unit plans
- Tests and quizzes
- Warm-ups
- Teacher calendar/timeline
- Rubrics
- Portfolios requirements
- Writing assignments
- Labs
- Activities and games
- Homework assignments
- Reading assignments
- Teacher grade book

## STUDENT WORK ARTIFACTS

- Writing samples
- Corrected tests and quizzes
- Student portfolios



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# Identifying Instructional & Learning Gaps Example

**GAPS**

Identifying Instructional and Learning Gaps

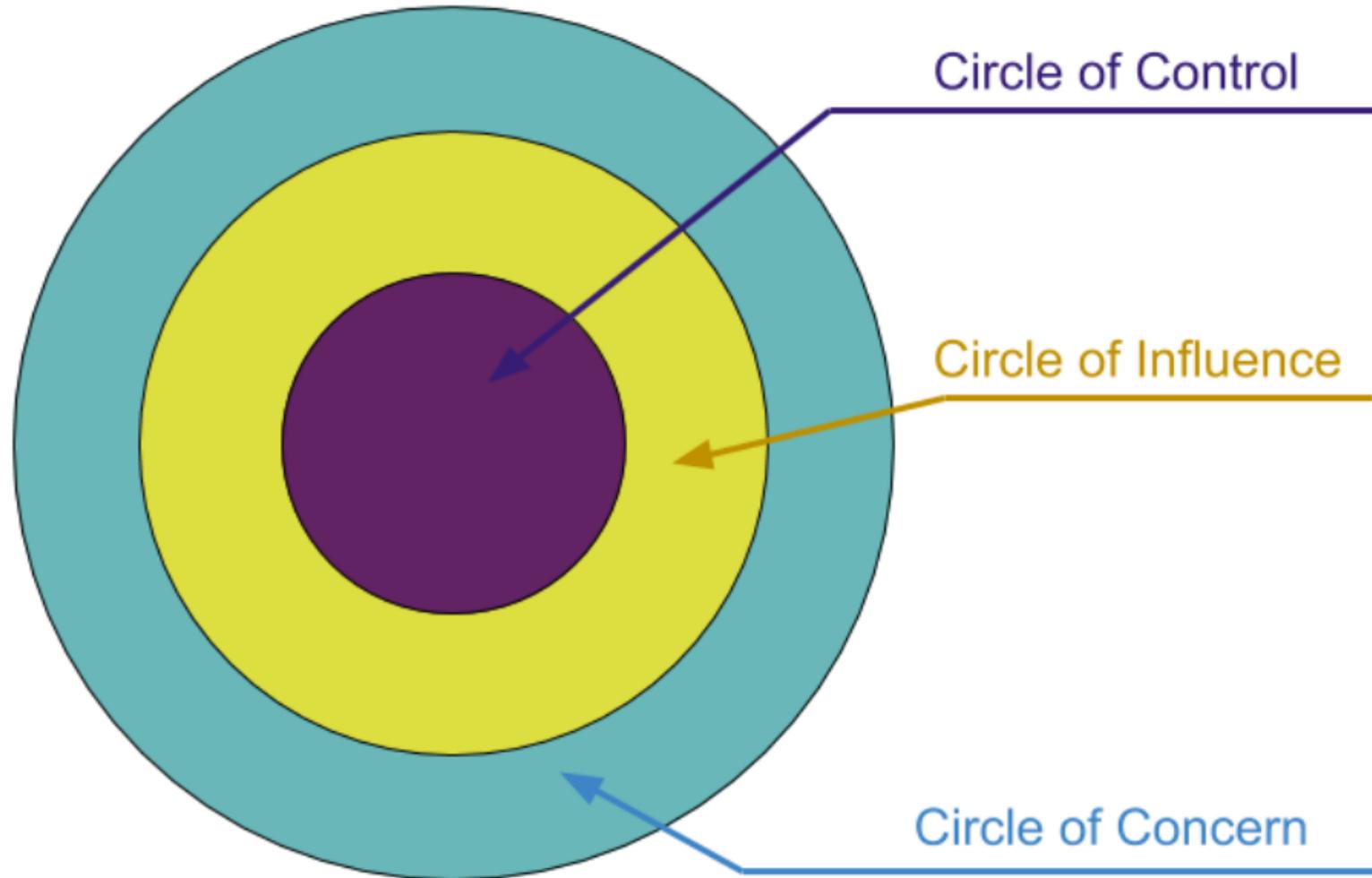
**Exploratory Questions:**  
Why did students perform poorly on RI-Informational Reading items?

- Are we practicing and assessing in the same manner that students must perform on the ELA GMAS? How can we lighten the alignment between instruction and GMAS assessment format?
- Are we spending too much time on reading skills rather than authentic reading activities?
- How are we teaching to the RI standards/strands?
- Are the classroom resources reflective of "on grade level" expectations?
- How are we preparing students for text-based writing?
- What precisely are the students experiencing difficulty with regard to RI standards?
- How are we differentiating instruction on RI standards and how can we do better?

Source	Concerns
1. Lesson Plans	Too few practice opportunities
2. Data	Drawing/Evaluating an argument & claims - <u>sound</u> , <u>relevant</u> and <u>sufficient</u>
3. Teachers	Parents not requiring HW completion
4. Writing	Little use of evidence from text
5. Vocab Quiz	Incorrect Usage
6. Journals	Too little detail and too much copying

# Key to Success!

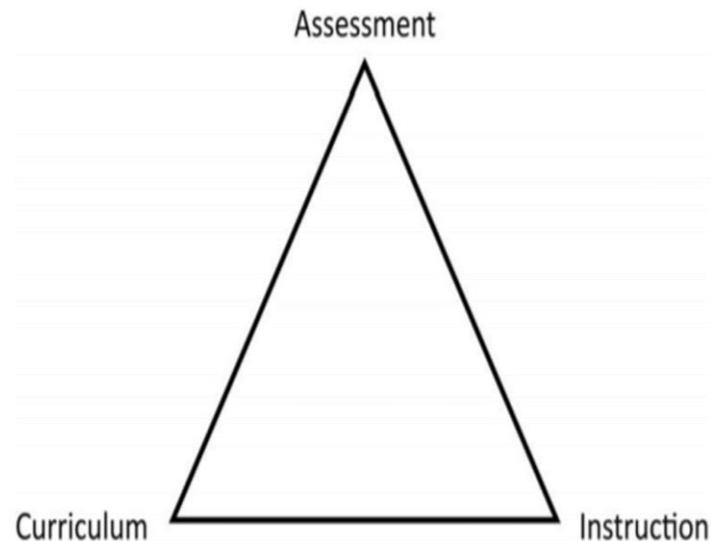
Focus upon the things you can influence and/or control!



# Triangulation Example

Notice – Students are not scoring well when assessed on opinion vs fact.

Wondering - In what specific ways are we currently instructing students to identify key ideas from the text that are separate from their opinions?



# Triangulation Example - Curriculum

## Social Studies

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (GSE)  
<https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-7th-Grade-Georgia-Standards.pdf>

## ELA

- Cites significant and relevant textual evidence to support a complete analysis of what the text says explicitly as well as complex inferences drawn from the text. (DOE ALDs) <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-ALD.aspx>

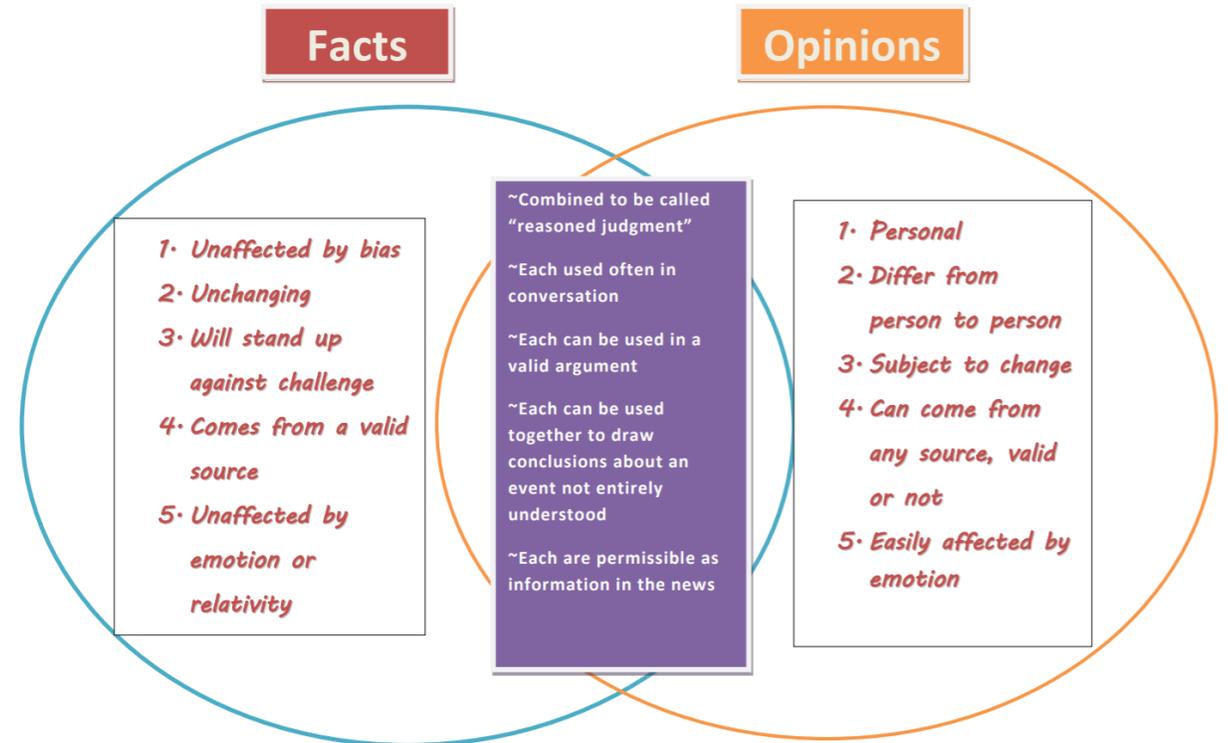
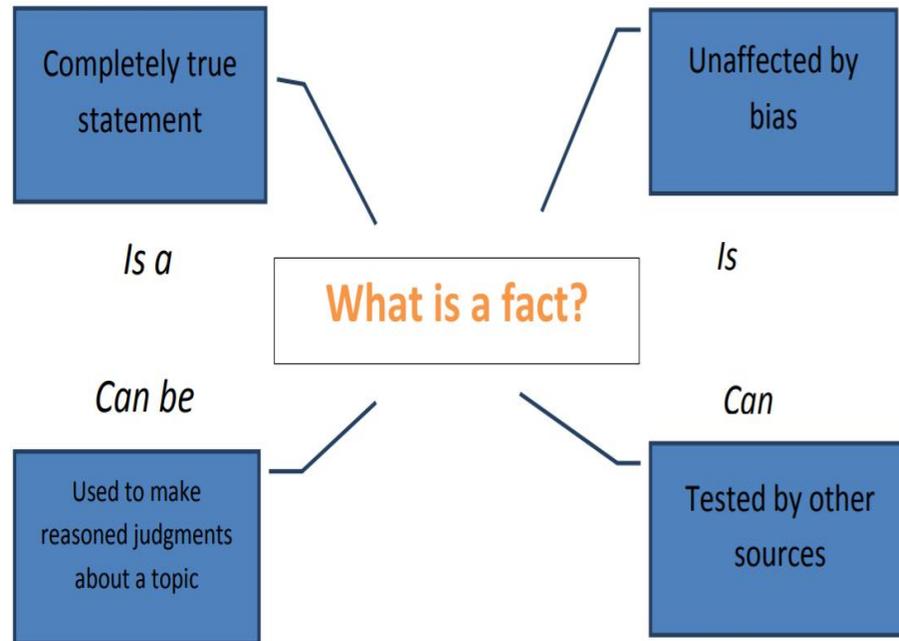
# Triangulation Example (Assessment)

When you want to hang the American flag over the middle of a street, suspend it vertically with the blue field, called the union, to the north and east-west street. When the flag is displayed with another banner from crossed staffs, the American flag is on the right. Place the staff of the American flag in front of the other staff. Raise the flag quickly and lower it slowly and respectfully. When flying the flag at half-mast, hoist it to the top of the pole for a moment before lowering it to mid-pole. When flying the American flag with banners from states or cities, raise the nation's banner first and lower it last. Never allow the flag to touch the ground.

What is the main idea of this passage?

- a. The Flag should be flown differently depending on the circumstances.
- b. The Flag has fifty stars on it.
- c. Flying the Flag inappropriately is against the law.
- d. Citizens like to fly the flag for many different occasions.

# Triangulation Example (Instruction)



# Instructional Resources

## 7th Grade Curriculum Map

 [Seventh Grade Curriculum Map](#)

<https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-Grade-7.aspx>

## Sample Units

 Unit 1: Connecting Themes

 Unit 2: Southwest Asia Today  Source Set

 Unit 3: Impact of the Environment and Economy on Southwest Asia

 Unit 4: Origins of Modern Southwest Asia  Source Set

 Unit 5: Southern and Eastern Asia Today  Source Set

 Unit 6: Impact of the Environment and Economy on Southern and Eastern Asia  Source Set

 Unit 7: Historical Background of Southern and Eastern Asia

 Unit 8: Africa Today

 Unit 9: Impact of the Environment and Economy on Africa  Source Set

 Unit 10: Connecting Africa's Past with Africa's Present  Source Set

## Sample Instructional Activities/Assessments

### Environmental Issues on Southeast Asia In N' Out

**Description:**

1. Students will need copies of the article found on the following website to complete this activity.  
[https://www.faiobserver.com/region/central\\_south\\_asia/environmental-issues-southeast-asia/](https://www.faiobserver.com/region/central_south_asia/environmental-issues-southeast-asia/)
2. Using the directions below for the activity, students will read the article (found from downloading the document above) to consider the influences and contributions that the environment has on Southern Asia.

**GSE Standards and Elements**

- **SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia.**
  - a. Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers.
  - b. Explain the causes and effects of air pollution and flooding in India and China.

**Literacy Standards:**

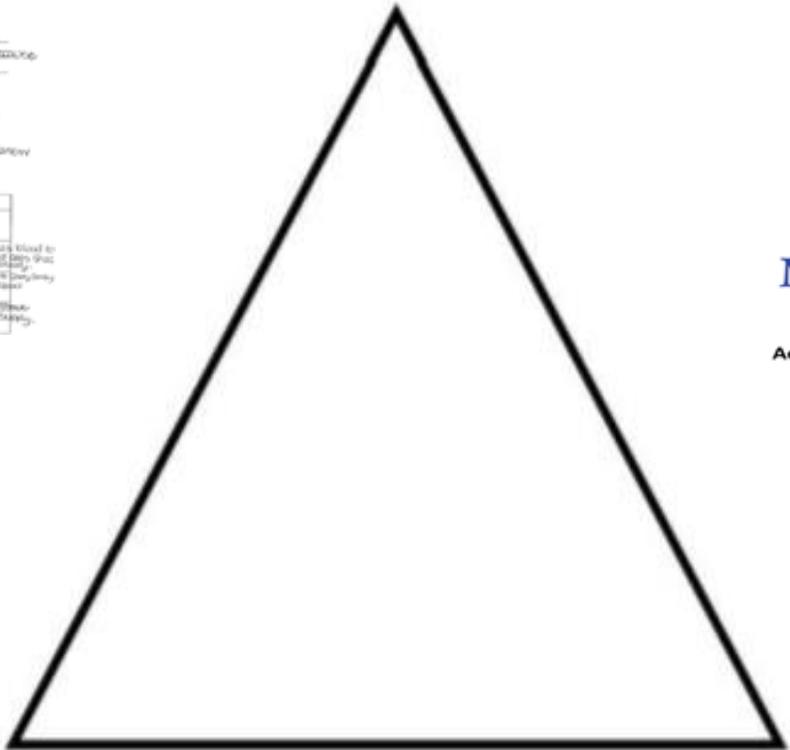
L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

L6-8RHSS6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

# Data Meeting 2: Triangulate the Data



Assessment



Curriculum

Instruction



Achievement Level Descriptors  
for  
Grade 8 Science

Georgia Department of Education  
Georgia Standards of Excellence Framework  
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**STANDARDS FOR MATHEMATICAL PRACTICE**

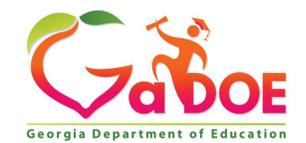
1. Make sense of problems and persevere in solving them. Students make sense of real-world and mathematical problems by representing them in various ways, such as using diagrams, tables, graphs, or equations.
2. Reason abstractly and quantitatively. Students will apply the concepts of multiplication, division, addition, and subtraction of rational numbers to solve application problems.
3. Construct viable arguments and critique the reasoning of others. Students construct and critique arguments regarding the portion of a whole as represented in the context of real-world situations. Students explain why they do not always get a smaller number when dividing with fractions and decimals. Students have to reason the steps in modeling division of fractions.

**K-8 ELA Standards Progression**

Reading Literacy	Writing	Speaking and Listening	Language	Thinking	Research
<p><b>Anchor Standard 1: Reading</b></p> <p>Anchor Standard 1: Reading</p> <p>Anchor Standard 1: Reading</p> <p>Anchor Standard 1: Reading</p> <p>Anchor Standard 1: Reading</p>	<p><b>Anchor Standard 2: Writing</b></p> <p>Anchor Standard 2: Writing</p> <p>Anchor Standard 2: Writing</p> <p>Anchor Standard 2: Writing</p> <p>Anchor Standard 2: Writing</p>	<p><b>Anchor Standard 3: Speaking and Listening</b></p> <p>Anchor Standard 3: Speaking and Listening</p>	<p><b>Anchor Standard 4: Language</b></p> <p>Anchor Standard 4: Language</p> <p>Anchor Standard 4: Language</p> <p>Anchor Standard 4: Language</p> <p>Anchor Standard 4: Language</p>	<p><b>Anchor Standard 5: Thinking</b></p> <p>Anchor Standard 5: Thinking</p> <p>Anchor Standard 5: Thinking</p> <p>Anchor Standard 5: Thinking</p> <p>Anchor Standard 5: Thinking</p>	<p><b>Anchor Standard 6: Research</b></p> <p>Anchor Standard 6: Research</p> <p>Anchor Standard 6: Research</p> <p>Anchor Standard 6: Research</p> <p>Anchor Standard 6: Research</p>

GEORGIA MILESTONES TEST PLAN

Grade Level	Test at
Grade 8	End of Year
Main Target Standards and Skills	
Reading	
Writing	
Speaking and Listening	
Language	
Thinking	
Research	



# Putting the Pieces Together – What's Missing?

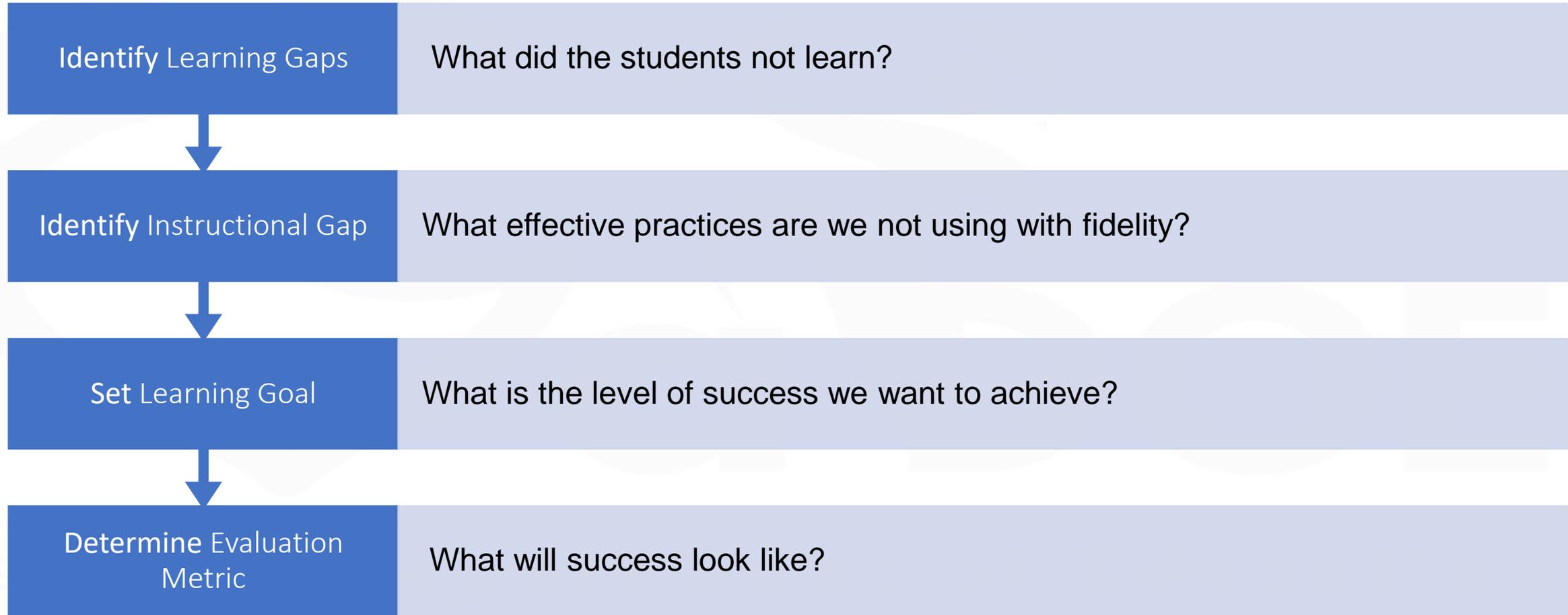


# Poll

## Success Criteria: Triangulate the data

- **Beginning** - little to no understanding
- **Developing** - some understanding but not able to apply
- **Proficient** - able to apply my learning
- **Exemplary** - able to lead others in this learning

# Data Meeting 3 – Determine Gaps & Goals



# Determine Evaluation Metric

Once the learning goal is set, the final task for the teacher team is to decide how to measure if the goal was met. The teacher team must decide on an evaluation metric for their goal **before** they begin to accomplish it. The evaluation metric can be written, oral or digital in format. Some commonly used evaluation metric sources include a:

- teacher-designed or textbook test
- single portion of a standardized or common assessment
- quiz or mini e-quiz such as a polls
- team or individual culminating project or presentation

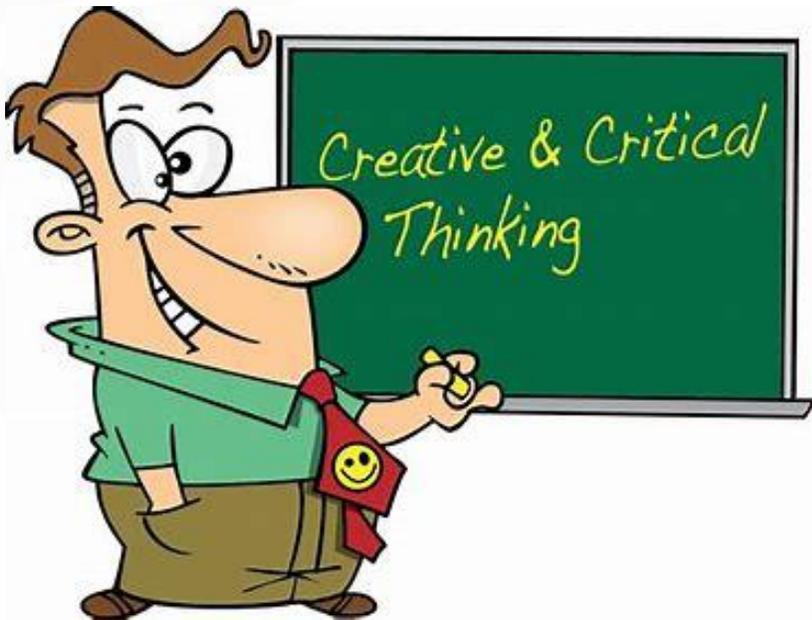


**Goal:** The % of 7th grade students meeting or exceeding the standard to demonstrate the understanding of operations with fractions will increase by 30 percent.

## Evaluation Metric

Data Source	Metric of Success
Culminating Performance Task	70% of students scoring level 3 on rubric
Specific items on unit assessment	70% of students would respond with 70/80% accuracy based on total number of items for skill

# Determine Evaluation Metric

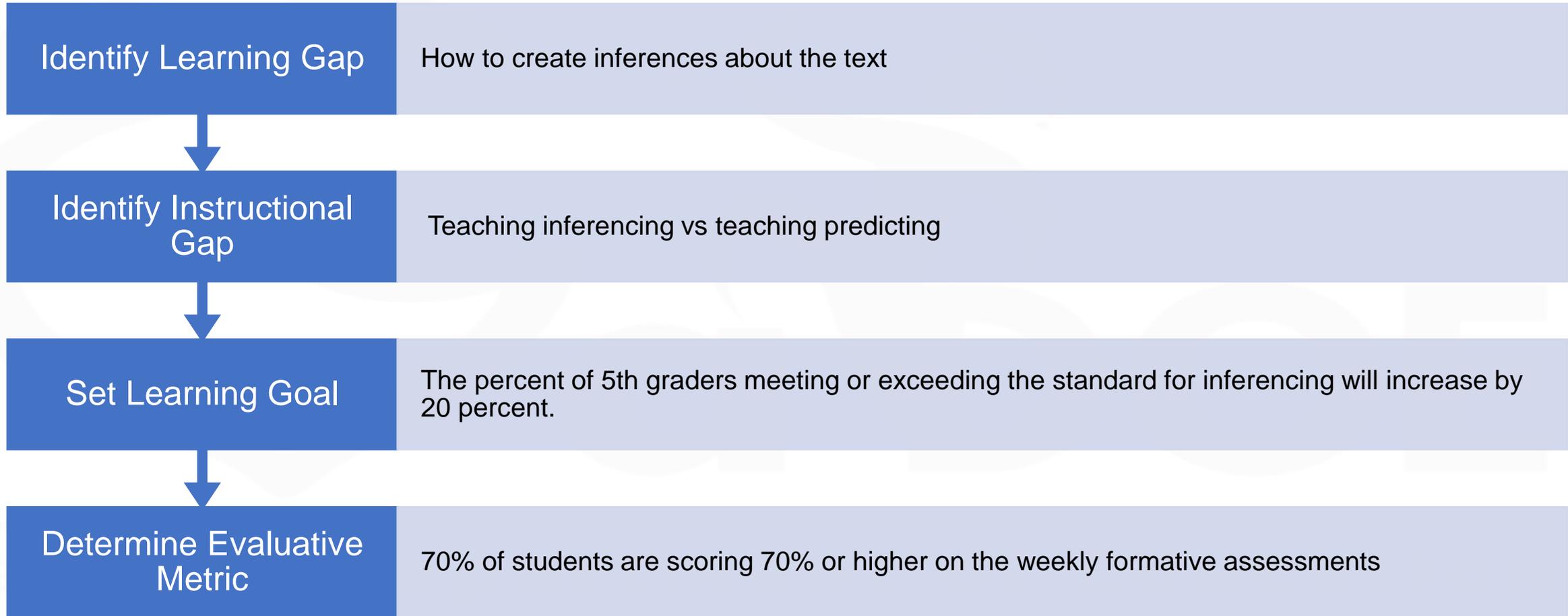


Remember, the point of the evaluation metric is to determine if the learning goal has been achieved.

Evaluation metrics can appear in many different forms, but they must be specific.

# Example

## Data Meeting 3 – Determine Gaps & Goals



# Success Criteria: Determine an Evaluation Metric to assess success

- **Beginning** - little to no understanding
- **Developing** - some understanding but not able to apply
- **Proficient** - able to apply my learning
- **Exemplary** - able to lead others in this learning

# SCHEDULE OF MEETINGS USING DATA ON TAUGHT TOPICS

<b>Data Meeting 1</b> 	<b>Reviewing existing data and asking questions</b>	<ol style="list-style-type: none"><li>1. Review existing data.</li><li>2. Ask Exploratory Questions.</li><li>3. Decide who will bring what.</li></ol>
<b>Data Meeting 2</b> 	<b>Triangulation the data</b>	<ol style="list-style-type: none"><li>1. Triangulate the data.</li></ol>
<b>Data Meeting 3</b> 	<b>Determining gaps and goals</b>	<ol style="list-style-type: none"><li>1. Identify learning gaps.</li><li>2. Identify instructional gaps.</li><li>3. Set a Target Learning Goal.</li><li>4. Decide on an evaluation metric.</li></ol>
<b>Data Meeting 4</b>	<b>Planning for action</b>	Conduct a Strategies search; then <ol style="list-style-type: none"><li>1. Review strategies and activities.</li><li>2. Develop a Data Action Plan.</li></ol>
<b>PLC Meeting 1 - 4</b>	<b>Implementation period (four weeks)</b>	<ol style="list-style-type: none"><li>1. Look at student and teacher work; troubleshoot obstacles, look at texts, research.</li></ol>
<b>Data Meeting 5</b>	<b>Evaluating success and determining next steps</b>	<ol style="list-style-type: none"><li>1. Evaluate effectiveness of implementation.</li><li>2. Determine the next course of action.</li></ol>

# Data Meeting 4 – Planning for Action

Conduct a Strategy Search; then...

1. Review strategies to identify which ones have greatest impact on learning (See Planning Protocol Rubric)
2. Develop a Data Action Plan

# Eclectic Study Leads to Better Selection of High Impact Strategies

Marzano's (Nine) High-Yield Instructional Strategies  
By Robert J. Marzano

Adapted from the book: Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement

High Yield Instructional Strategies	What the Research says:	How it looks in the classroom
Identifying similarities and differences (Yields a 45 percentile gain)	Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations	Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect, compare and contrast organizers
Summarizing and note taking (Yields a 34 percentile gain)	Students should learn to eliminate unnecessary information, substitute some information, keep important information, write, rewrite, and analyze information. Students should be encouraged to put some information into own words.	Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams, etc.
		QAR (Question/Answer/Relationship) stretch, affinity diagrams, Frayer model (below)

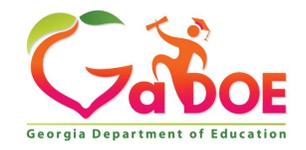
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### Hattie's Effect Size at Each Phase of Learning

Surface Learning	Deep Learning	Transfer of Learning
<b>Wide Reading (.42)</b> *Read, Process, Share Books Articles Web Sites Magazines Newspapers	<b>Questioning (.48)</b> Why How Reflective Questions – which is best Cold Call Think/Pair/Share, Write/Pair/Share Pose, Pause, Pounce, Bounce Four Corners	<b>Extended Writing (.44)</b> Writing in response to text Argumentative essay Informative/Explanatory essay
<b>Direct Instruction (.59)</b> Identify learning outcomes Understand success Understand expectations/Goals	<b>Concept Mapping (.60)</b> Graphic representation Summarizing main idea Synthesizing major ideas, themes, relationships	<b>Peer Tutoring (.55)</b> Teacher formed pairs Structured approach Mastery level matches student Assessment of new learning Reward for new learning
<b>Strategy (.60)</b> Important and words organizing Book Reading strategies Practice using diagrams Independent practice reading and writing	<b>Close Reading (.63)</b> Purpose and modeling Analysis of text to determine meaning Collaborative conversations Independent reading Transfer of learning	<b>Problem Solving (.61)</b> Defining a problem Identifying alternative solutions (creating hypothesis) Uncover issues related to the problem Design an intervention plan Evaluate the outcome
	<b>Self-Questioning (.64)</b> Provide questions that readers can use to guide reading Model pausing and questioning Model types of questions	<b>Synthesizing across texts (.63)</b> Merging new information with prior information to create deeper meaning or new perspective Read, Investigate, and Write Questioning, doubting, seeking resolution



# PLANNING PROTOCOL RUBRIC DM4

DIMENSION	1	2	3	4
<b>Alignment to Standards</b>	Briefly or not at all aligned	Somewhat aligned	Mostly aligned	Completely aligned
<b>Impact on Learning</b>	Low impact	Medium-low impact	Medium-high impact	High Impact
<b>Student Engagement</b>	Low student engagement likely	Moderate engagement for some students	Moderate engagement for most students	High engagement for most students
<b>Depth of Knowledge</b>	Recall	Skill/concept	Strategic reasoning	Extended reasoning
<b>Technology Integration</b>	Opportunities to integrate technology overlooked	Use of some technology	Effective and prominent use of technology	Effective and innovative use of technology
<b>Teacher Friendliness</b>		High maintenance (lots of materials and prep work)	Low maintenance (few materials and/or little prep work)	
<b>Rigor and Relevance</b>	Teacher works	Students work	Students think	Students think and work

# Poll

## Success Criteria: Conduct evidenced-based strategy search

- **Beginning** - little to no understanding
- **Developing** - some understanding but not able to apply
- **Proficient** - able to apply my learning
- **Exemplary** - able to lead others in this learning

# ACTION PLAN TRACKING SHEET DM 4 (Teacher Level)

## GOAL:

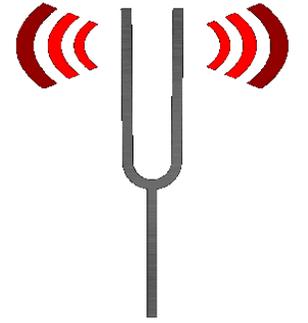
<b>Instructional Tactic:</b> (be specific) What will be done?	<b>Tactic Method</b> Specifically how will it be done?	<b>Action Party</b> Who will do it?	<b>Frequency</b> How often will this task be done?	<b>Completion Date</b>	<b>Verifying Artifacts</b> Which artifacts will serve as evidence that the instructional tactic has been implemented?
<b>Evaluation Metric</b>					

# Example: ACTION PLAN TRACKING SHEET DM 4 (Teacher Level)

**GOAL:** 85% of teachers will implement gradual release with fidelity

<b>Instructional Tactic:</b> (be specific) What will be done?	<b>Tactic Method</b> Specifically how will it be done?	<b>Action Party</b> Who will do it?	<b>Frequency</b> How often will this task be done?	<b>Completion Date</b>	<b>Verifying Artifacts</b> Which artifacts will serve as evidence that the instructional tactic has been implemented?
Teachers will plan lesson using instructional strategy – gradual release	Math and Reading lessons will be broken into the specific components	3rd – 5th grade teachers	3 days a week	Feb 22	Lesson Plans and Collaborative Minutes
Teachers will model gradual release lessons in collabs	One teacher will model, and others will provide feedback	Grade level chairs will lead and then one person will follow at the beginning of each collab	2 days a week	Mar 16	Collaborative minutes and video lessons
Teachers will complete peer obs	Checklist will be used for feedback	3rd-5th grade teachers	Once observation per person for first round	March 30	Checklist, Feedback
<b>Evaluation Metric</b>	85% of teachers will score level 4 on implementation rubric				

# PLC Meeting 1-4: Implementation Cycle



## Action Research at Its Best!

1. Looking at Teacher Work
2. Looking at Student Work
  - a) Tuning Protocol  
[\(https://www.schoolreforminitiative.org/download/tuning-protocol/\)](https://www.schoolreforminitiative.org/download/tuning-protocol/)
  - b) Notice and Wonder Protocol

# Poll

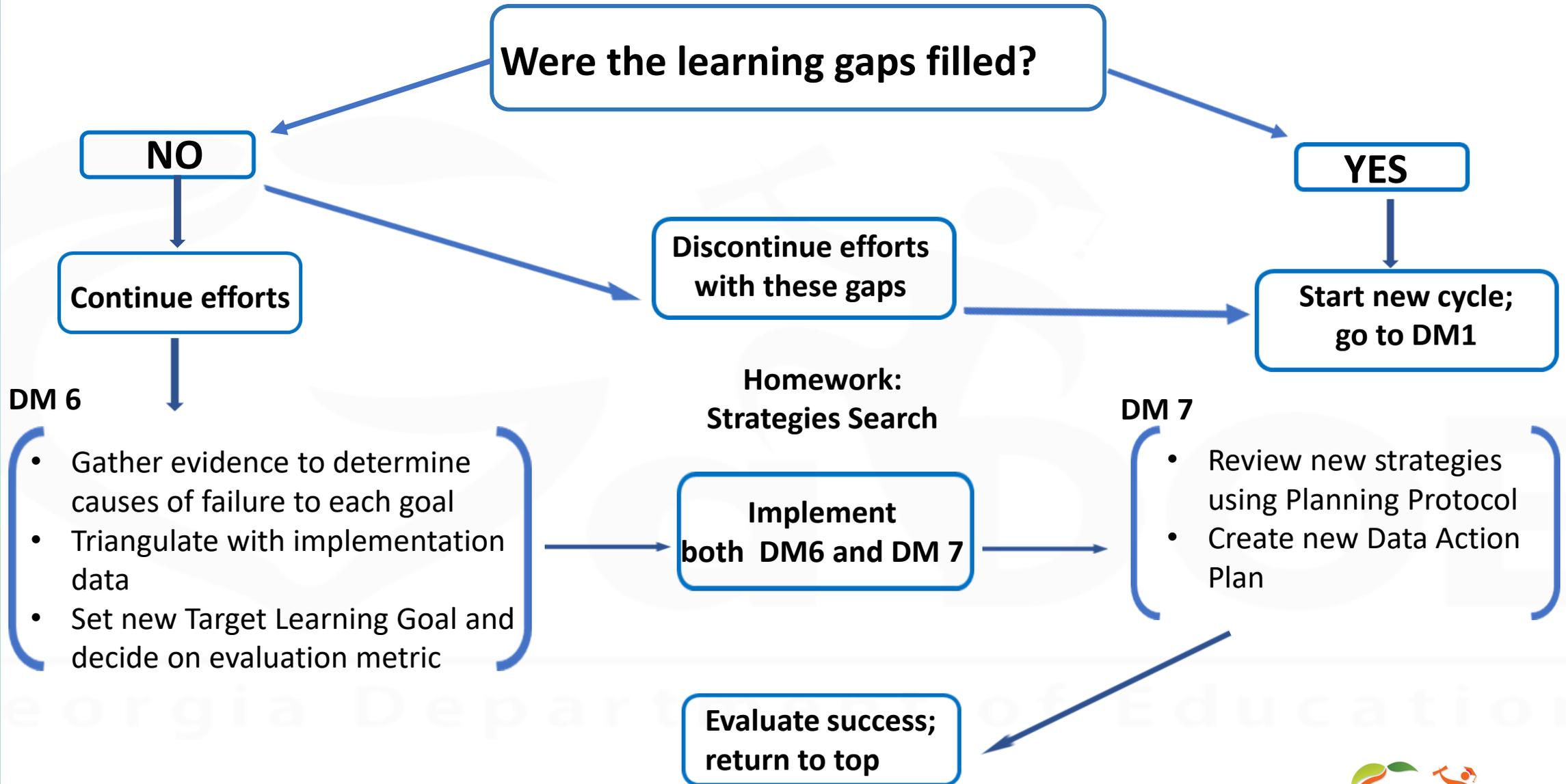
## Success Criteria: Develop data-driven action plans

- **Beginning** - little to no understanding
- **Developing** – some understanding but not able to apply
- **Proficient** – able to apply my learning
- **Exemplary** – able to lead others in this learning

# Data Meeting 5 – Evaluating Success & Determining Next Steps

1. Evaluate the Success of Plan
2. Determine Next Steps

# Flowchart to Determine Next Course of Action DM5



# Poll

## Success Criteria: Evaluate the success of the plan and determine next steps

- **Beginning** - little to no understanding
- **Developing** - some understanding but not able to apply
- **Proficient** - able to apply my learning
- **Exemplary** - able to lead others in this learning

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# In Summary....Success Criteria

Participants will be able to facilitate teams to:

- Review existing data and formulate exploratory questions about the implied problem
- Triangulate the data
- Identify and prioritize learning and instructional gaps
- Conduct evidenced-based strategy search
- Develop data-driven action plans
- Evaluate the success of the plan and determine next steps

# After I self-reflect, what do I do next?

My Reflection	My Possible Next Steps
<b>I know how to analyze data to determine next steps and lead others in the process.</b>	Use data process with leadership team and teach them how to lead data teams in their content areas.
<b>I know how to use a data process to analyze numbers to determine needs.</b>	Begin small. Lead your admin team (P, AP, coaches) through the process of analyzing data then create an action plan for the area that you are analyzing. Next, admin team works together to lead the leadership team through the same process.
<b>I know how to compare data to see a difference in the numbers.</b>	Complete a root cause process to determine exact need. Begin researching possible instructional strategies to address need. Create an action plan.
<b>I can see the difference in data numbers, but I am unsure of what those numbers are telling me to do.</b>	Begin with Meeting 1 of the data team process to start the dialogue about what the data is telling you.

# Session Feedback

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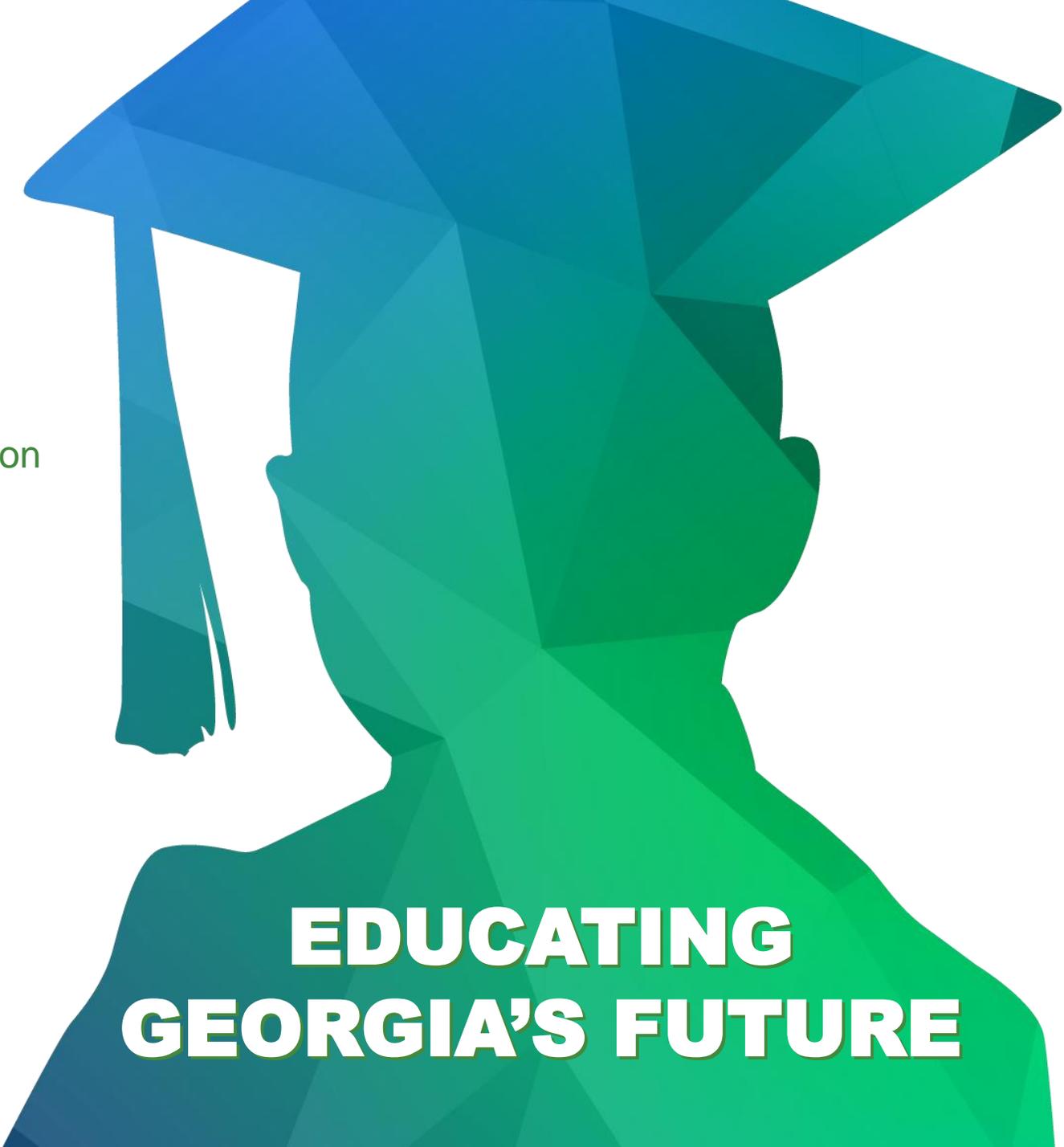
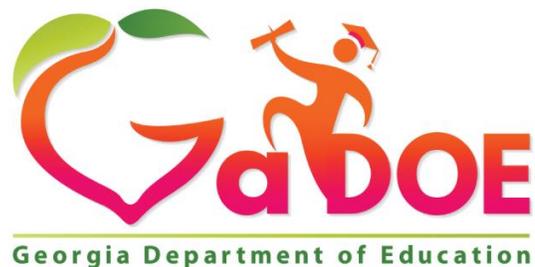
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