Guidelines

2014-15

Purpose: The purpose is to inform instruction and make adjustments resulting in increased student achievement. Data from on-going assessments will be incorporated over the duration of a course to inform instruction.

Data Analysis/Deconstruction

PLC 5 Phase Data Process

“In order for data to have an impact in the educational setting, it must be analyzed, interpreted, and used as a foundation for setting realistic goals.”

-Marsh et al., 2006

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Data Deconstruction

|  |  |  |
| --- | --- | --- |
| Teachers/Grade: | Course/Subject: | Date: |
| Step 1: Collect & Analyze Data | Data Types/Sources: | |
| Step 2: Identify Strengths & Challenges | Student Strengths:  (Where did students do well?) | Student Challenges:  (What presented difficulties?) |
| Why? | Why? |
| Step 3: Set Goals | What challenge(s) should be **prioritized?**  **Rationale:** | Goals:  (SMART Goals, desired student outcomes) |
| Step 4: Implement Instructional Strategies | Action Plan:  (Data Driven Instructional Strategies) | Resources: |
| Step 5: Evaluate Results | Evidence of Growth: | Next Steps: |

**Additional Work Space/Questions:**

SMART goals help improve student achievement. A SMART goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed.

SMART Goals

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 Goals should challenge students to do their best, but they also

need to be achievable.

**Relevant** – significance criteria  
 Goals need to pertain directly to the standard being measured.

**Timeframe** – answers “by when?” criteria  
 Deadlines establish consistent measurement time frame, allowing

revisions to be made at specific points.

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