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

.

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

**A SMART goal is**:

Specific – detailed outcome criteria
 The goal should state the exact level of performance expected.

Measurable – measurement criteria
 To achieve objectives, educators must be able to

**A SMART goal is**:

**Specific** – detailed outcome criteria
 The goal should state the exact level of performance expected.

**Measurable** – measurement criteria
 To achieve objectives, educators must be able to observe and

 measure student progress.

**Attainable** – realistic criteria
 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.

 observe and measure student progress.

Attainable – realistic criteria
 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 frames, allowing revisions to be made at

 specific points.

**References:**

Marsh, Julie, John Pane, and Laura Hamilton. "Making Sense of Data-Driven Decision Making in Education." RAND Research,

 1 Jan. 2006. Web. 18 Dec. 2014.

 <http://www.rand.org/content/dam/rand/pubs/occasional\_papers/2006/RAND\_OP170.pdf>.

"November 2-3, 2011 NTI: Data Driven Instruction - Turning Analysis into Action." *November 2-3, 2011 NTI:*

 *Data Driven Instruction*. Web. 18 Dec. 2014.

 <https://www.engageny.org/resource/november-2011-nti-data-driven-instruction-turning-analysis-action>.

Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass, 2010. Print.

"Section 5. Collecting and Analyzing Data." *Chapter 37. Operations in Evaluating Community Interventions*.

 Web. 18 Dec. 2014.

 <http://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/collect-analyze-

 data/main>.

Web. 18 Dec. 2014. <http://schoolreforminitiative.org/doc/data\_driven\_dialogue.pdf>.

Web. 18 Dec. 2014. <http://www.unh.edu/hr/sites/unh.edu.hr/files/pdfs/SMART-Goals.pdf>.