ACHIEVEMENT COACH SUMMER INSTITUTE 2016
Using Assessment Data to Drive Instruction Pacing Guide

Vision:
Educators will participate in collaborative team-based protocols that provide environments and tools for analyzing data, discussing areas of improvement and potential solutions, and then creating concrete and actionable next steps to solve problems and achieve intended outcomes.

Session Objectives:
Apply concepts from today's presentation in planning concrete steps toward…

- understanding what data is useful in driving instruction to improve student achievement.
- identifying trends from data to make informed educational decisions.
- creating next steps and goals that are data-driven, actionable, and measurable.
- consistently reflecting and revising as part of the cycle of teaching and learning.

Sample of Training Activities:
- Use sample data sets and actual live data to identify trends, themes, and areas of further inquiry to be further discussed with the collaborative team.
- Learn and practice protocols associated with highly productive conversations used to effectively analyze data with the goal of improving student learning.
- Define collaborative teams and identify size, structure, and compositions that are well suited for different types of analysis, dialogue, and action planning.
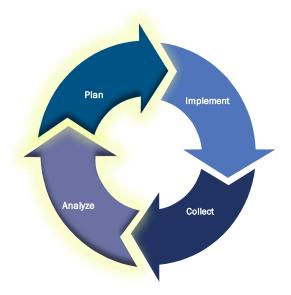
Assessment:
- Effectively analyze data while using a protocol
- Develop actionable next steps for use in the classroom for each data set
- Respond to reflection questions indicating how the new knowledge can be practically applied

Tools and Resources Provided:
- Comprehensive PowerPoint
- Concept Overview Documents
- Sample Data Sets
- Sample Discussion Protocols and Examples of Quality Feedback
- Action Planning Template
- Blended Online Learning Modules
- Collaborative Teachers' Toolkit

Take-Home Message:
In order to impact student learning, educators must use the analysis of data to make informed, actionable decisions on curriculum and instruction.

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Agenda				
Time	Slide	Min	Description of Instruction/Activity	Materials Needed
9:00 (0)	1-2	4	**Introduction of Achievement Coaches** We All Use Data: ● Draw participant's attention to the global use of Data ○ Do you use data to make informed decisions? ● How We Use Data in Real Life(consumer reports, Kelley blue book, movie ratings, etc.) ● After viewing video, have tables discuss what data points they noticed, did they have enough data to make an informed decision, and what other data may be needed to make a decision? ● Brief share out	*Youtube Video* on Solar Energy - embedded in the presentation
	3-7	5	● Review of norms, session objectives ● What participants should have with them ● Introduction to the Monitoring Cycle as it connects all three modules	None
	8-10	5	● Introduction to Monitoring Cycles as it pertains to data ● Discussion of different types of assessment data ● Building Effective Assessment module	None
9:15 (15)	11-13	8	**Sorting categories of data (Affinity Protocol)** ● Define types of assessments ● Identify assessments utilized in the classroom ● Separate in Venn (qualitative/quantitative) ● Participants share out assessments that fall into specific areas of the Venn Data Overload ● Participants are identifying the most essential assessment type for their discipline. ○ Spark Conversation among participants	Post-It Notes *Venn Diagram is Visualized* by the Participants: no actual Venn Diagram provided
	14	2	**Protocols** ● Define for participants the term protocol ● Establish the types of protocols to be explored during the module	None

	15-17	3	**Display Monitoring Cycle** ● Where formative assessment fits in the Monitoring Cycle ● Formative assessment data is embedded in the entire process of the cycle **Formative Assessment Data** ● Teacher use of formative data to enhance the learning, not to assign scores ● Students use to regulate their own learning	None
	18-21	25	**Turning Data Into Actionable Information Protocol** ● Using formative data participants will go through the steps of analyzing / discussing / evaluating / acting on steps towards improved instructional approaches ● Take participants through one step at a time Get It, Read It, Talk It ● Identify instructional strengths and weaknesses as observed from provided formative assessment Use It ● As a small group, discuss possible action steps to address deficits or further enrichment to increase instruction ● Share out findings with whole group Review It	Mock set of data Exit tickets/Read 180 print out Data analysis Protocol worksheet
	22	5	**Closure Activity** ● Create an environment supportive of participant reflection ● Facilitate the group by asking specific questions at each change of partnerships Next Steps; Closure Activity: Inner/Outer Circle	*Room Space* - Ensure there is enough room to perform activity as planned
10:00 (60)	23-24	1	**Introduction** SGO within the Monitoring Cycle	None
	25-26	4	**SGO Assessment Data** ● Defining for participants the SGO essentials for educators / evaluators / students **SGO Process** ● Review the 5 steps of SGO process established by the DOE ● Click through the animations	None

| | 27-28 | 5 | **Understanding Root Causes**
● Overview of 5 Why Protocol
● Explanation on the importance of looking at problem statement - What is the most important trend that I notice?
    a. Create the problem statement - based on observed trends
● Why questioning: Make the statement that there are two essential points to be addressed when asking WHY - Circles of Influence and Restate process
    ○ After identifying the "Root Cause" state what actions need to take place to address
● Model protocol using examples-real life / education
● Click through Animations
Protocol Instruction
● Review the directions to successfully apply the 5 Whys for Root Cause Analysis
● Make the point that it may be necessary to ask more than 5 whys. | 5 Why protocol handout |
| 10:10
(70) | 29 | 30 | **5 Why Protocol Activity**
● In groups, participants follow steps for the 5 Why Protocol. (Coaches monitor and help groups).
● Review Data: Begin by giving participants 2 minutes to review presented data.
● Create the problem statement - based on observed trends
● Why questioning to identifying root cause
● State what actions need to take place to address root cause. | 5 Why protocol handout |

10:40 (100)	30-32	10	**SGO Process** ● Reiterate the past root cause established from the previous slide-state to the participants that in order to be actionable in our next steps that a SMART goal should be created ● SMART Goals Introduced - Review acronym. Ask participants to identify the SMART goal post it - then have them turn and talk to identify the specific parts that make it "SMART". Participants Create a SMART Goal based on the sample data used to find the root cause with guidance. They are encouraged to use their own data moving forward and to consider asking participants of turn-key presentations to do so. ● Deepen participants knowledge of the SGO by creating SMART goal development.	Post-It notes or index cards
10:50 (110)	33-35	10	**SMART SGOs** ● Present participants the SMART SGO slide ● Setting a rigorous yet attainable SGO ● After reviewing your data collected towards your SGO at the midway point, consider finding the root cause and creating a SMART Goal to increase student growth in a specific skill. This SMART goal can then be used when cooperatively creating future SGOs to make them more meaningful and teacher oriented. ● How SMART: Setting a SMART SGO is ambitious ● Review steps performed when creating an SGO ● Be on The LOOK OUT: Present participants with resources now available to create meaningful and brilliant SGOs	Sample updated SGO to include PARCC rather than NJ ASK for participants to review steps 1-3 in the SGO process
11:00 (120)	36-37	2	**Introduction** ● Recognize the various perspectives associated with using PARCC Data- everyone plays a key role in ensuring that students master the standards in their learning careers ● Where PARCC fits in the monitoring cycle ● Draw participant's attention to the "Collect" portion to where the PARCC Assessment data falls, then bring participants through each stage	None

	38	4	**Video -** How PARCC Results Can Help You followed by group discussion ● Present Video: How Will PARCC Results Help You as a Teacher? ● Present Reflection Question - Turn and Talk Opportunity	*Video Link* (embedded)
	39-40	6	**PARCC Data Pyramid** Walk participants through the different details associated with PARCC Assessment-focus for today remains with "Item Analysis" ● Offer resource links ● Provide a personal anecdote for Lit / Math Tables- suggest participants to take the time to explore on their own ● Review provided code, which increases resource availability-it is free! Types of PARCC Data and what we will be looking at today	Links embedded Stress value of resources to be explored

11:10 (130)	41-49	30	**Data Driven Dialogue - Instruction and Use**
			● Phase 1 - Prediction
			  ○ Talk group through the process of looking at presented graphs and results
			  ○ Make sure all individuals are clear on the key present on the data sheet
			● Phase 2 - Visual
			  ○ Give examples of markings made on the spreadsheet
			● Phase 3 - Observations
			  ○ Example of observation process provided to participants
			● Phase 4 - Inferences
			  ○ Working in a group, begin thinking about the possible explanations of the data results
			  Example given to participants prior to asking them to make their own inferences-asking yourself the question - Is the curriculum appropriate reflecting the method the standard is addressed? Am I as an educator most effectively addressing this standard?
				Data Driven Dialogue packet
				
				Post its / Highlighters
				
				Sample data posters
				
				Participants will bring their own data, evidence statement analysis and report, released items, and evidence statements

11:40 (160)	50	5	Action plan from resource packet to develop Next Steps ● Create concrete steps that will impact teaching and learning. Allow participants to turn and talk following all the gained insights from today - What is your goal?	Action plan template
	51-54	6	**Closing thoughts and moving forward** ● Doing the work with collaborative teams **Collaborative Teams** ● Effective partnerships identified ● Where are we within the Monitoring Cycle, are you choosing the most effective partnership to address the concern?	(If time permits) Can use post-it and a T-Chart at the tables Effective partnership charts
	55-57	4	Setting a SMART goal	Team Goal Setting Plan
	58	8	**Creating additional SMART goals / Gallery Walk** ● Identify the most effective partnership to assist in completing identified SMART goal ● Bring attention to several SMART goals created by participants	Post Its Effective partnership identification posters
12:00 (180)		180	**Thank You/DOE Survey LINK**	