

CLASSROOM DATA : FROM ANALYSIS TO ACTION

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- It's time that all that hard work paid off
- We teach in light of the data, not in spite of it ~ ? Dennis Fox, LA County Office of Educa
- DRIP Syndrome ~ DuFour
↳ Data Rich / Information Poor
- Difficult but simple work process is not easy but it can be simplified
↳ Need discerning teachers

Using summative trends to...	Lev	Type	
summ d for school focus	District	→ Imposed	↳ Lisa &
summ & form d to align & refine teaching practices	School	→ Controlled	↳ Leigh Angela
	Grade level	→ Collaborative	↳ Name book
	Classroom	→ Action-oriented	↳ in process

↳ form data to teach, assess, & refine

We need it all!

Don't get

- Teachers need focus / actions

- 4 Action Steps

① Prioritize

Ident key standards -
endurance,
leverage,
essential,
assessable

↳ Ident key, ident areas of need, set goals,
use pacing guides
↳ ident key learnings

use standard docs, ident skills, det low strands, re-teach & pro cyclical review

Doug Reeves - Key standards

align current reality to desired results, set course of action, ident areas of need, det where you're looking
resources / map
↳ student-cent SMART

① cont.

use pairing guides (cont.)

↳ look @ coverage vs mastery
continuous assess

use must do / may do approach

② Isolate the Breakdown & Target Instruction

- Break skill or concept into parts

↳ computational, conceptual, problem solving

- Item analysis / Know your assessments & match up to final expectations

③ Know your Students

- Names not numbers

- Find what motivates them

- Provide choice

- Active engagement strat

→ Mac GarageBand program

Marzano - Art & Science of Teaching

④ Monitor as you go

- Intended vs implemented

- Depth vs Breadth

- Conferencing / feedback

part of brain that proc movement is same part that proc learning

relate content to interests, have studs find info

- High energy
- Missing info
- Self-system
- Mild pressure
- Mild control -
versy & comp

Classroom Data: From Analysis to Action

Session Goals...

Learn ways to:

1. Make Data Comprehensible
2. Identify Focus Areas
3. Align Teaching Practices
4. Differentiate Instruction

Action Step #1: *Prioritize*

- Identify Key Learning Objectives
 - Identify Areas of Need
 - Set Achievable Goals
 - Develop, Refine, Use Pacing Guides
-
-
-

Action Step #2: *Isolate the Breakdown and Target the Instruction*

- Break skill or concept into steps and parts
 - Provide practice in various ways
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-
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Action Step #3: *Know Your Students*

- Change numbers into names
 - Find what motivates them
 - Provide choice in knowledge demonstration
 - Active engagement strategies
 - When in doubt ask
-
-
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Action Step #4: *Monitor As You Go*

- Intended vs. Implemented
 - Depth vs. Breadth
 - Conferencing/ Feedback
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-
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Thank You!

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