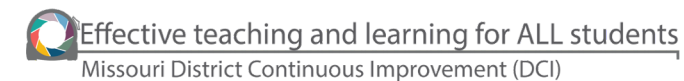


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Deeper Dive into Data-Based Decision Making (DBDM)

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Data Forms

Observational
Formative
Summative

Academic & Behavioral





Data Review

- What data do you currently collect?
- Purpose of the data?
- Who looks at the data?
- How often is the data collected and evaluated?
- What protocols do you have in place to review data?

DBDM Practice Profile

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Data-Based Decision Making Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
1 Educators establish collaborative process for collecting data.	<p>Meet 9/9 criteria</p> <p><i>Collaborative data team process</i></p> <ul style="list-style-type: none"> Establish a data team with members sharing a common interest (content, grade level, etc.) Meet at regularly scheduled predetermined times to collaborate on student data Define and use roles to improve meeting effectiveness and efficiency Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction Use a system for sharing and storing team documents (i.e., agenda, minutes, etc.). Hold team accountable for individual and team review of data <p><i>Data collection process</i></p> <ul style="list-style-type: none"> Collect student data in relation to learning targets Collect data describing instructional processes Organize data in preparation for review and analysis 	<p>7/9 criteria are met</p> <p><i>Collaborative data team process</i></p> <ul style="list-style-type: none"> Establish a data team with members sharing a common interest (content, grade level, etc.) Meet at regularly scheduled predetermined times to collaborate on student data Define and use roles to improve meeting effectiveness and efficiency. Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction <p><i>Data collection process</i></p> <ul style="list-style-type: none"> Collect student data in relation to learning targets Collect data describing instructional processes Organize data in preparation for review and analysis 	<p>4/9 criteria are met</p> <p><i>Collaborative data team process</i></p> <ul style="list-style-type: none"> Establish a data team with members sharing a common interest (content, grade level, etc.) Meet at regularly scheduled predetermined times to collaborate on student data Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction <p><i>Data collection process</i></p> <ul style="list-style-type: none"> Collect student data in relation to learning targets 	<p>Fewer than 4/9 of any of the criteria occur</p>
2 Educators implement a process for examining and interpreting data.	<p>Meet 6/6 criteria</p> <ul style="list-style-type: none"> Use purposeful data analysis system to guide effective data analysis Consistently use protocol for data analysis. Identify a common problem that is related to a learning goal Reflect on how instruction has previously impacted the common problem Predict a link to teacher practice Organize and track the data-informed decisions made by the team in order to be available for future problem-solving discussions 	<p>5/6 criteria are met</p> <ul style="list-style-type: none"> Use purposeful data analysis system to guide effective data analysis Consistently use protocol for data analysis Identify a common problem that is related to a learning goal Reflect on how instruction has previously impacted the common problem Predict a link to teacher practice 	<p>4/6 criteria are met</p> <ul style="list-style-type: none"> Use purposeful data analysis system to guide effective data analysis Consistently use protocol for data analysis Identify a common problem that is related to a learning goal Reflect on how instruction has previously impacted the common problem 	<p>Fewer than 4/6 of any of the criteria occur</p>

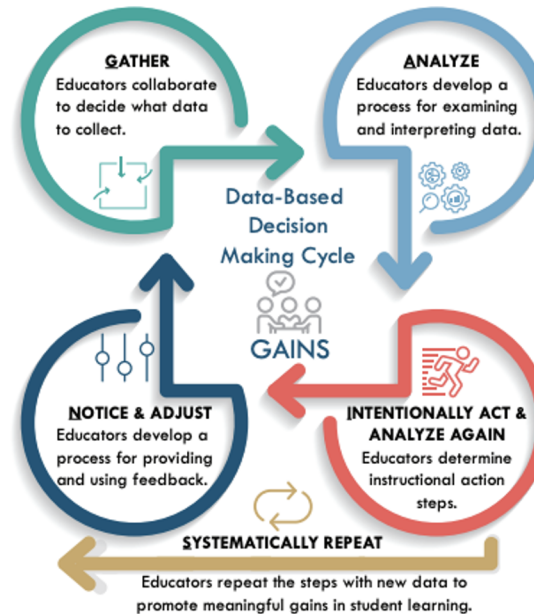
DBDM Practice Profile - cont.

Data-Based Decision Making Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
3 Educators determine instructional action steps.	<p>Meet 5/5 criteria</p> <ul style="list-style-type: none"> • Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis • Design a lesson or set of lessons addressing the learning goal • Schedule and deliver instructional change (lesson or set of lessons) • Collect evidence of learning outlined in the IAP • Outline how engaging students in review of learning data will inform design or delivery of instructional change 	<p>4/5 criteria are met</p> <ul style="list-style-type: none"> • Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis • Design a lesson or set of lessons addressing the learning goal • Schedule and deliver instructional change (lesson or set of lessons) • Collect evidence of learning outlined in the IAP 	<p>3/5 criteria are met.</p> <ul style="list-style-type: none"> • Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis • Design a lesson or set of lessons addressing the learning goal • Schedule and deliver instructional change (lesson or set of lessons) 	<p>Fewer than 3/5 of any of the criteria occur</p>
4 Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.	<p>Meet 7/7criteria</p> <ul style="list-style-type: none"> • Review previously created data analysis system and improve it as necessary to determine instructional impact • Analyze evidence of learning collected during instructional change • Include time in data team meetings to reflect on and discuss what worked, what did not work and why • Determine if/how instructional change targeted student learning goal • Incorporate review of student data into instruction and gain feedback on student learning from students • Schedule time to reflect on the outcome of the instructional change • Adjust instructional action plan to reflect findings 	<p>6/7 criteria are met</p> <ul style="list-style-type: none"> • Review previously created data analysis system and improve it as necessary to determine instructional impact • Analyze evidence of learning collected during instructional change • Include time in data team meetings to reflect on and discuss what worked, what did not work and why • Determine if/how instructional change targeted student learning goal • Incorporate review of student data into instruction and gain feedback on student learning from students • Schedule time to reflect on the outcome of the instructional change 	<p>4/7 criteria are met</p> <ul style="list-style-type: none"> • Review previously created data analysis system and improve it as necessary to determine instructional impact • Analyze evidence of learning collected during instructional change • Include time in data team meetings to reflect on and discuss what worked, what did not work and why • Determine if/how instructional change targeted student learning goal 	<p>Fewer than 4/7 of any of the criteria occur</p>

DBDM Infographic

Data-Based Decision Making

GAINS Process



Purpose

- Emphasizes using data to improve instruction for all students, not only those who are struggling
- Promotes commitment to deep reflection, process, and follow-through
- Relies on evidence of learning (data) to guide collaboration

Benefits

For teachers, benefits include

- insight into what really works,
- awareness of student strengths and misconceptions,
- structure for using student learning data to inform instruction,
- data to inform and improve building-wide instructional goals, and
- improved level of collective efficacy.

For students, benefits include

- improved teaching leading to deeper understanding of content,
- deeper understanding of content, and
- higher rates of success.

Implementation of an effective DBDM process is influenced by teacher skills and knowledge for using data, attitudes and beliefs about data, and collaborative opportunities to discuss data.

(Schildkamp & Poortman 2015)

Guiding Questions

How many students are succeeding in the subject I/we teach?

Within those subjects, what are the areas of strengths and weaknesses?

How can I/we establish and sustain a culture and process for strategic instructional decision making across our building, teams, and classrooms?



(Mike Schmoker, 2003)

Think - Pair - Share

- Read through the criteria of the Essential Function.
- Identify one criteria that you are implementing with fidelity.
- Identify one criteria you believe needs to be strengthened.

- Share with someone you do not currently work with.

- It's all about collaboration! Share in a way that lets others borrow ideas.
- Be ready to share out whole group.

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Essential Function 1

Educators establish collaborative process for collecting data.

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Essential Function 2

Educators implement a process for examining and interpreting data.

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Essential Function 3

Educators determine instructional action steps.

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Essential Function 4

Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.

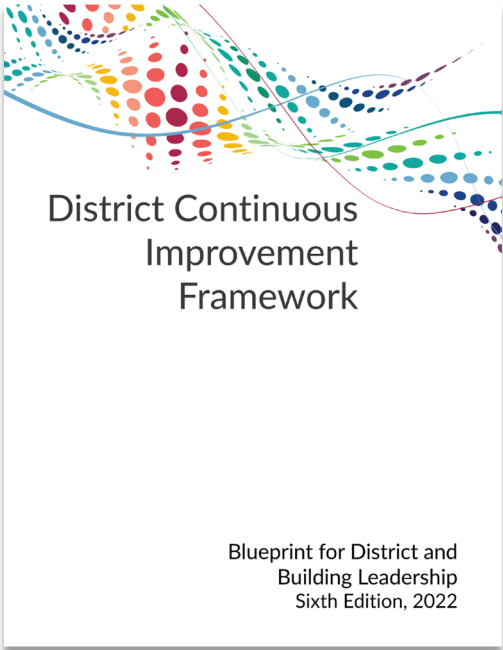
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Challenges?

Questions?

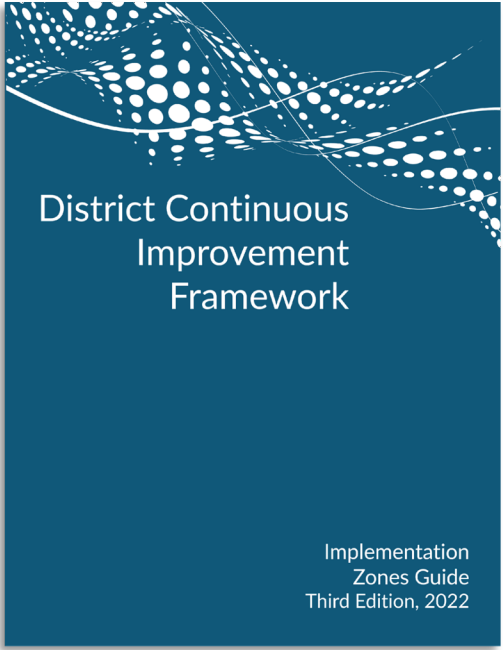
Products

Blueprint for District Leadership



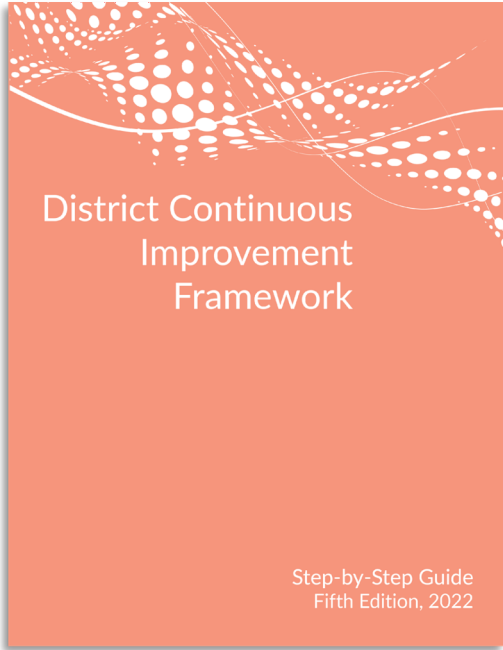
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Implementation Zones Guide



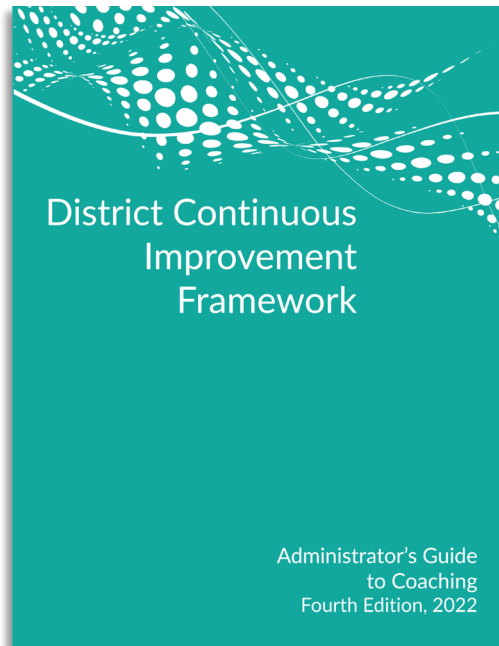
Presentation Title

Step-by-Step



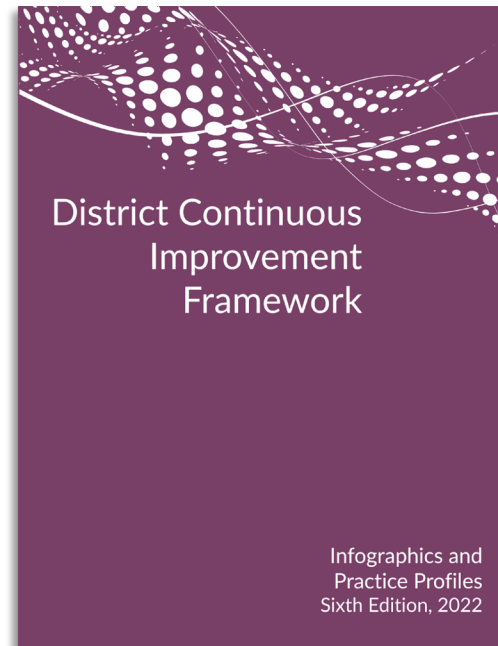
Products

Administrator's Guide to Coaching



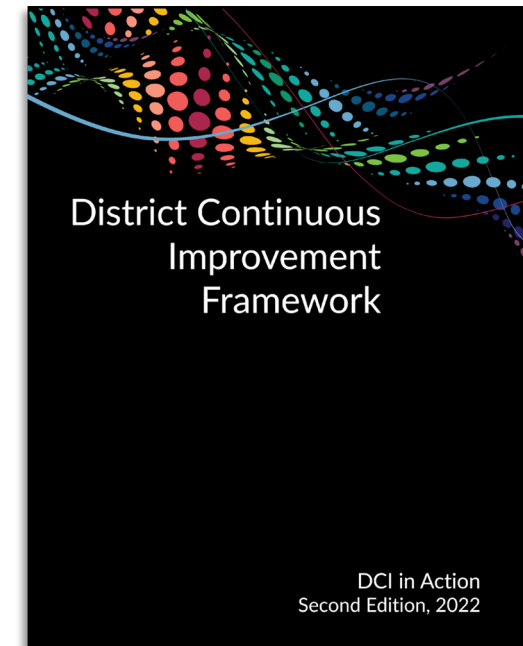
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Infographics and Practice Profiles



Presentation Title

DCI in Action



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Thank you

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