

DCI 2023 SUMMIT READY...SET...ACTION!

## What is the Impact?

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NAU NORTHERN ARIZON

Institute for Human Development



#### Outcomes

#### Participants will:

- Assess how their teams use the data collected
- Identify how instructional decisions are made and how their decisions impact student learning
- Determine when instructional change is needed



Essential Function		Exemplary Implementation	Proficient	<b>Close to Proficient</b> (Skill is emerging, but not yet to proficiency. Coaching is recommended.)	Far from Proficient (Follow-up professional development and coaching an critical.)
4	Educators use and	Meet 7/7criteria.	6/7 criteria are met.	4/7 criteria are met.	Fewer than 4/7
	act upon data by	<ul> <li>Review previously created data analysis</li> </ul>	<ul> <li>Review previously created data</li> </ul>	<ul> <li>Review previously created</li> </ul>	of any of the
	incorporating	system and improve it as necessary to	analysis system and improve it as	data analysis system and	criteria occur.
	teaching and	determine instructional impact.	necessary to determine instructional	improve it as necessary to	
	learning data into	<ul> <li>Analyze evidence of learning collected</li> </ul>	impact.	determine instructional	
	instruction and	during instructional change.	<ul> <li>Analyze evidence of learning</li> </ul>	impact.	
	adjusting	<ul> <li>Include time in data team meetings to</li> </ul>	collected during instructional	<ul> <li>Analyze evidence of learning</li> </ul>	
	instruction	reflect on and discuss what worked, what	change.	collected during instructional	
	accordingly.	did not work and why.	<ul> <li>Include time in data team meetings</li> </ul>	change.	
		<ul> <li>Determine if/how instructional change</li> </ul>	to reflect on and discuss what	<ul> <li>Include time in data team</li> </ul>	
		targeted student learning goal.	worked, what did not work and why.	meetings to reflect on and	
		<ul> <li>Incorporate review of student data into</li> </ul>	<ul> <li>Determine if/how instructional</li> </ul>	discuss what worked, what	
		instruction and gain feedback on student	change targeted student learning	did not work and why.	
		learning from students.	goal.	Determine if/how	
		Schedule time to reflect on the outcome of	Incorporate review of student data	instructional change	
		the instructional change.	into instruction and gain feedback	targeted student learning	
		Adjust instructional action plan to reflect	on student learning from students.	goal.	
		findings.	Schedule time to reflect on the		
			outcome of the instructional change.		



EF 4 and GAINS Step 4	Actions	Roadblocks
Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly = Notice & Adjust	During the instructional plan implementation •Review and use purposeful data analysis system •Reflect on the impact of the instructional change (what worked, what did not work, and why) •Involve students •Adjust instructional action plan	<ul> <li>No system in place to assess instructional impact.</li> <li>Implementation happens, but reflection doesn't.</li> <li>Do all the work, but never know thy impact.</li> <li>Student feedback is difficult to incorporate.</li> <li>This work is hard and takes time.</li> </ul>



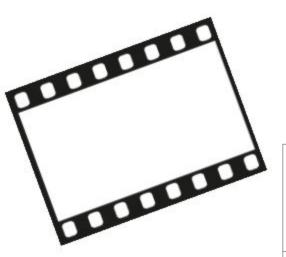
# It's not over yet!

EF 4 and GAINS Step 4	Actions
Educators use	During the instructional
and act upon	plan implementation
data by	<ul> <li>Review and use purposeful</li> </ul>
incorporating	<mark>data analysis system</mark>
teaching and	<ul> <li>Reflect on the impact of</li> </ul>
learning data	the instructional change
into instruction	(what worked, what did not
and adjusting	work, and why)
instruction	<ul> <li>Involve students</li> </ul>
accordingly =	<ul> <li>Adjust instructional action</li> </ul>
Notice & Adjust	plan

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- Review the Data Analysis System (created during Essential Function 2)
- Analysis may occur during and/or after the instructional change has been implemented
- Key is to be intentional





EF 4 and GAINS Step 4	Actions
Educators use and	During the instructional plan
act upon data by	implementation
incorporating	•Review and use purposeful
teaching and	data analysis system
learning data into	<ul> <li>Reflect on the impact of the</li> </ul>
instruction and	instructional change (what
adjusting	worked, what did not work,
instruction	and why)
accordingly =	<ul> <li>Involve students</li> </ul>
Notice & Adjust	<ul> <li>Adjust instructional action</li> </ul>
	plan

Did it work?

 Reflect on impact of the instructional change

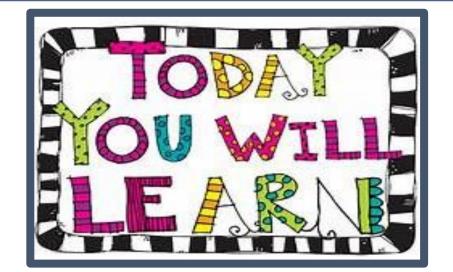
Ask "what does the student work tell you about the impact of the instructional change?"

How will you know if your plan has worked?



# How do the following words/phrases impact discussion when meeting in your data teams?





# Learning Targets



Learning local: represent fractions in a variety of different ways to solve a problem. ex use manipulatives, models, words i standard ratability Success Criteria: √ use different models to represent the fractions explain your thinking using moth language organize your work

# **Success Criteria**

Writing
Our Goal: to write a paragraph with 4 sentences
What are the Success Criteria? (What do we need?)
⊠I can write complete sentences.
☑ I use a capital letter at the beginning of my sentences. ABC
I use the correct punctuation mark at the end of my sentences?!
■ I can write sentences that are related to one another. Set They fit!













### Instruction

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. .





# Proficiency





## **Student Impact**





# Bring students into the process

EF 4 and GAINS	Actions	
Step 4		
Educators use	During the instructional	
and act upon	plan implementation	
data by	<ul> <li>Review and use</li> </ul>	
incorporating	purposeful data analysis	
teaching and	system	
learning data into	<ul> <li>Reflect on the impact of</li> </ul>	
instruction and	the instructional change	
adjusting	(what worked, what did	
instruction	not work, and why)	
accordingly =	<ul> <li>Involve students</li> </ul>	
Notice & Adjust	•Adjust instructional action	
	plan	

Ask students to...

- Chart progress toward the learning goal and reflect on progress.
- Define success criteria.
- Help create assessments.
- Provide feedback through conferencing.
- Review their peers' work together.

#### The teacher can...

- Have conversations with students about what they know and don't know.
- Listen to conversations that students have with each other.
- Ask information-generating questions.





# What are key questions to ask as you dive deeper into the data?





#### Questions must be intentional.

Dive deeper into: where students currently are what students need how do we help close the gap







As you reflect upon our discussions today, how might you rephrase questions, or what are some additional questions that might need to be asked?





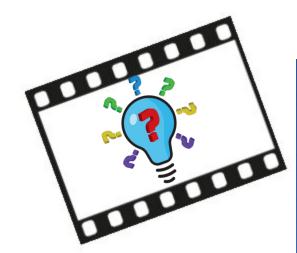


# What are some examples of instructional strategies you have in your "tool box?"











### DCI 2023 SUMMIT **READY...SET...ACTION!**

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Improving educational outcomes for ALL students



#### Thank you!



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Effective teaching and learning for ALL students Missouri District Continuous Improvement (DCI)