

DCI 2023 SUMMIT

READY...SET...ACTION!

What is the Impact?

Presenters: Dr. Mary McConnell
Jeff Freeland



Outcomes



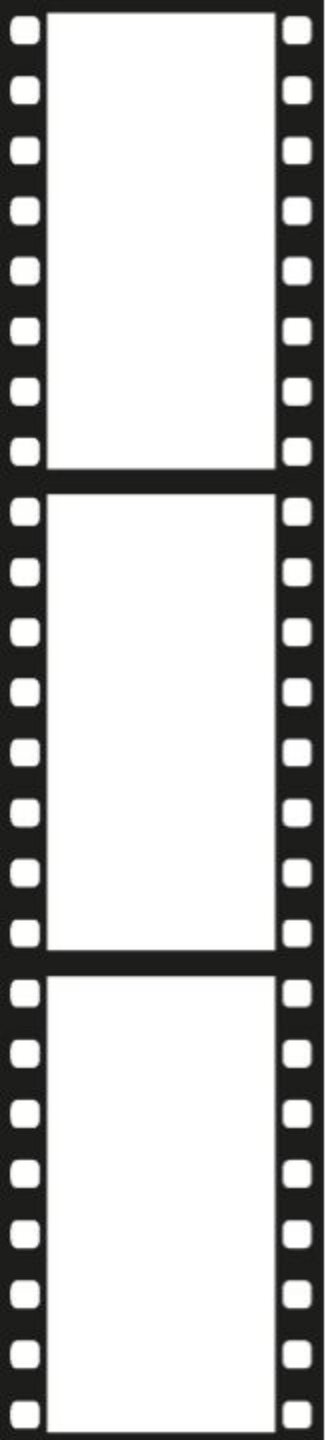
Participants will:

- 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

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Data-Based Decision Making Practice Profile

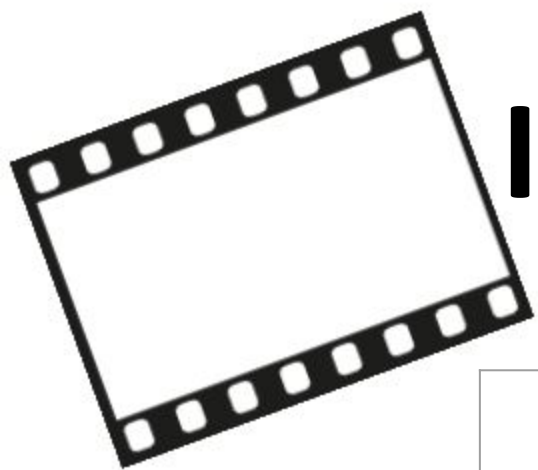
	Essential Function	Exemplary Implementation	Proficient	Close to Proficient <i>(Skill is emerging, but not yet to proficiency. Coaching is recommended.)</i>	Far from Proficient <i>(Follow-up professional development and coaching are critical.)</i>
4	<p>Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.</p>	<p>Meet 7/7 criteria.</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>



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... <ul style="list-style-type: none">•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	No system in place to assess instructional impact. Implementation happens, but reflection doesn't. Do all the work, but never know thy impact. Student feedback is difficult to incorporate. This work is hard and takes time.



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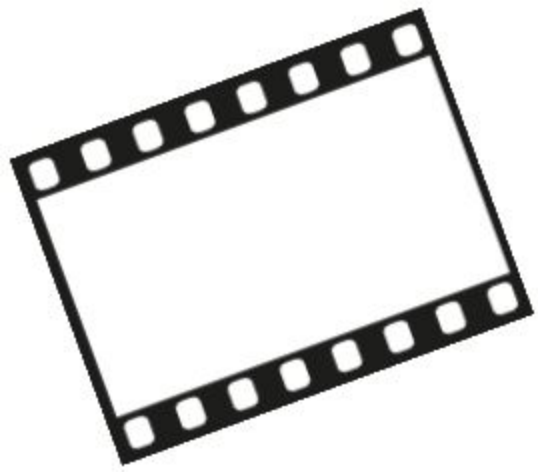
It's not over yet!

EF 4 and GAINS Step 4	Actions
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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



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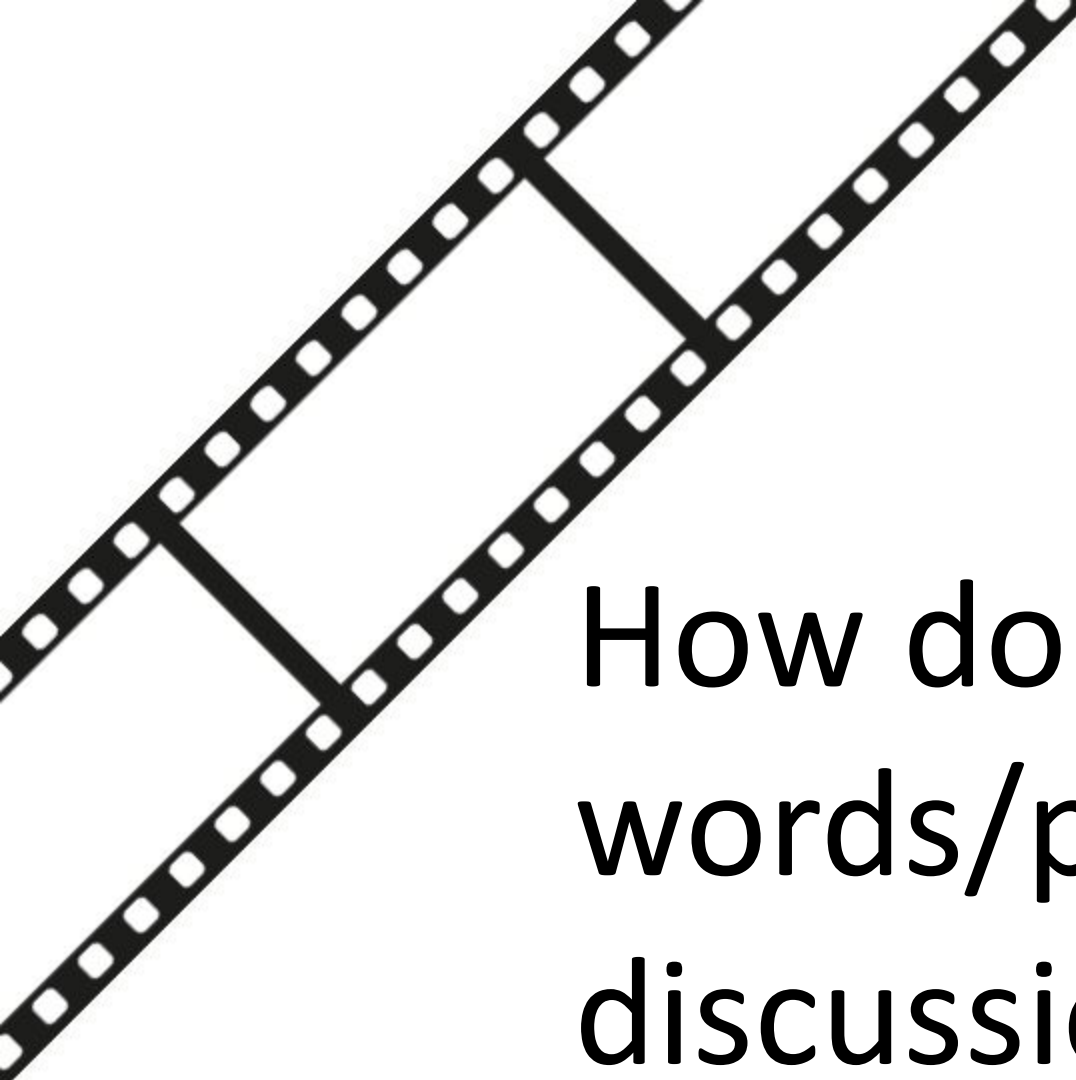
Did it work?

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- 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?



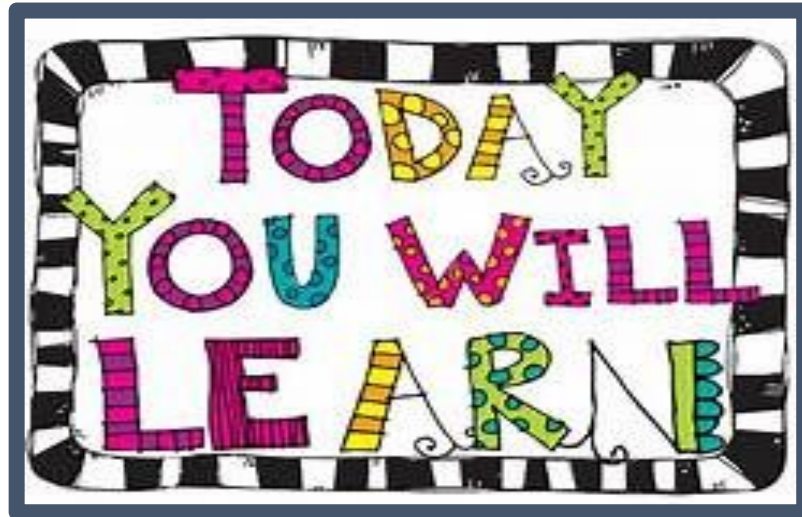
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How do the following words/phrases impact discussion when meeting in your data teams?



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Learning Targets

Crispy Crunch Problem

Learning Goal: represent fractions in a variety of different ways to solve a problem
ex: use manipulatives, models, words, standard notation

Success Criteria:

- ✓ use different models to represent the fractions
- ✓ explain your thinking using math 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. S4 b They fit!

Mrs. Beattie's Classroom

G O A I S



Goals



Instruction

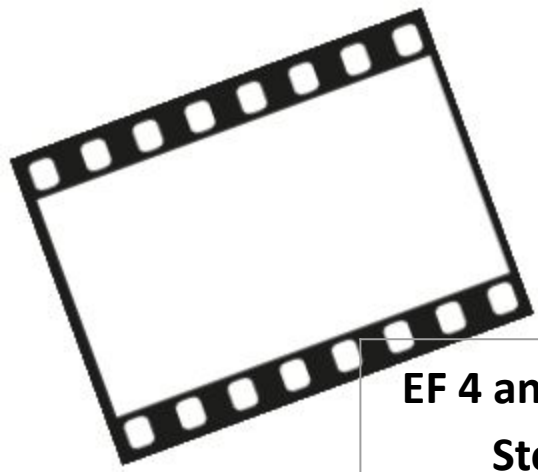


Proficiency

Student Impact



Bring students into the process



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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...

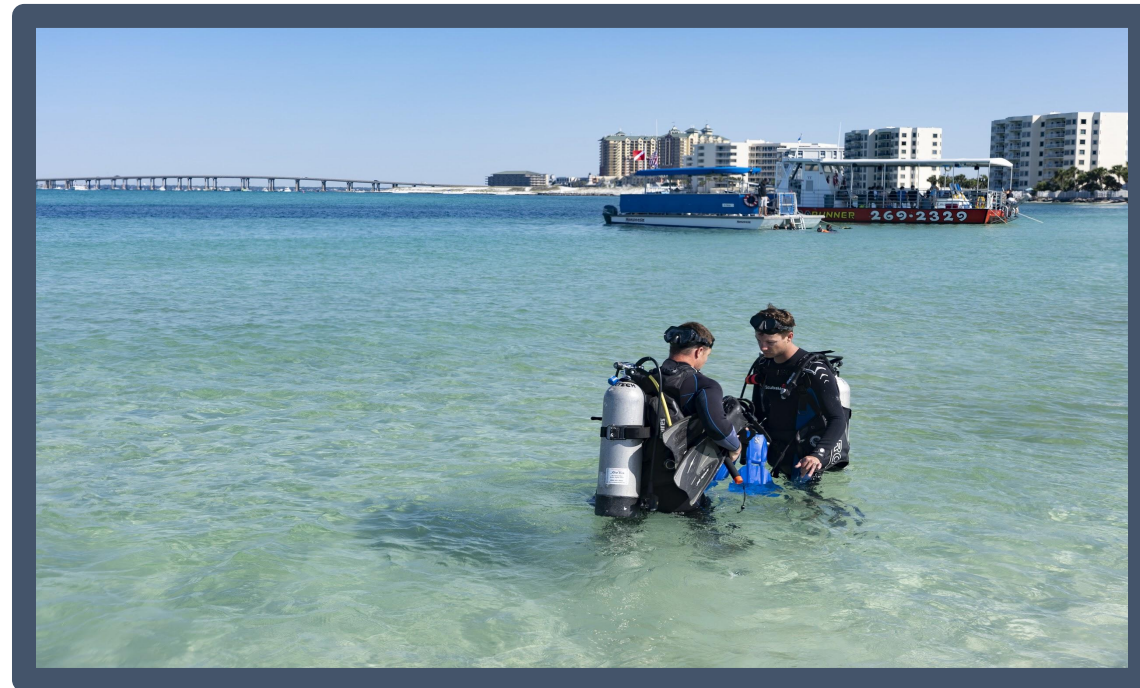
- Have conversations with students about what they know and don't know.
- Listen to conversations that students have with each other.
- Ask information-generating questions.



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



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Questions must be intentional.

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



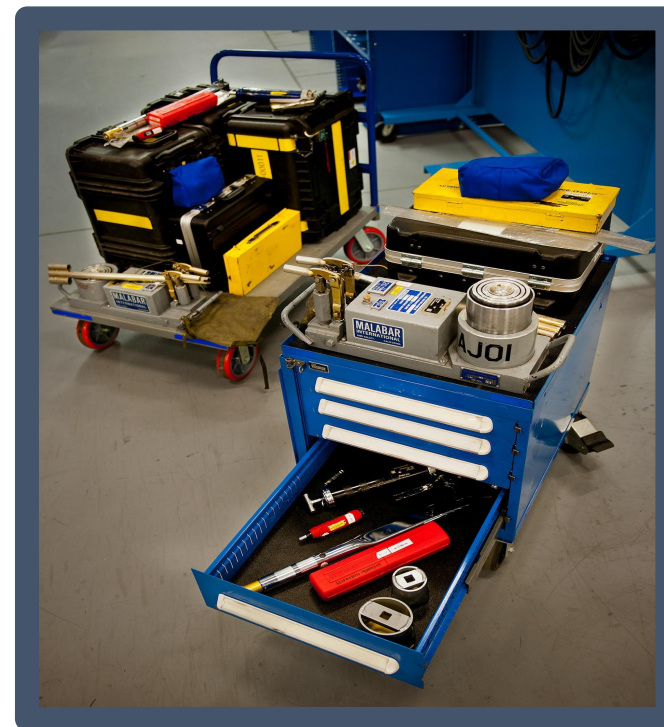
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As you reflect upon our discussions today, how might you rephrase questions, or what are some additional questions that might need to be asked?



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What are some examples of instructional strategies you have in your “tool box?”



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Improving educational
outcomes for ALL students



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Thank you!

