BUILDING EDUCATORS’ CAPACITY FOR USING DATA TO IMPROVE STUDENT ACHIEVEMENT

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Implementation and Support Strategies

ESSENTIAL QUESTIONS:
• What do all students need to know and be able to do?
• What do we want each student to learn?
• How will we know when each student has learned it?
• How will we respond when a student experiences difficulty in learning? (DuFour, 2004)

CREATE A FRAMEWORK for effectively using data to make instructional decisions. This framework should include:
• A data system that incorporates data from various sources;
• A data team in schools to encourage the use and interpretation of data;
• Collaborative discussion sessions among teachers about data use and student achievement.

Implementation Plan/Requirements

ULBESD WILL:
• Provide workshops/training in
  • Strand 2: using data in districts and schools: principles of DMR, cause/effect data, data analysis tools (1-2 days)
  • Data teams: the formal data team structure and process (1 day)
  • Strand 3: assessment primer, summative/formative assessment, using standardized test data, etc. (1-2 days)
  • Effective coaching and facilitation workshops
  • Other training as needed/requested: Power/core strand, unpacking standards, common formative assessments
• Provide on-site coaching, facilitation, feedback, consultation; ESD will meet jointly with administrators or administrator/teacher leader teams on a regularly scheduled basis to share progress, problem-solve, determine next steps and identify common training/support needs
• Provide some support for substitute reimbursement (up to $180 per day) for teacher release to attend trainings, team meetings, planning sessions
• Monitor and manage grant funds allocated to this process
• Submit ESD required deliverables to ODE/OR Data Project

PHILOMATH SD WILL:
• Complete required surveys (SISc, 3DME, Knowledge Survey) in accordance with the grant deadlines; complete required activity logs from team meetings
• Identify building level leadership teams who will lead the data-driven decision-making process in their buildings/district
• Meet regularly with ESD staff for planning and support
• Participate in data workshops and training
• Participate in regional “data coach teams” meetings
• Implement data teams in all buildings in the district by the end of the 2-year data sustainability project

References