

WELCOME!!!!



I'm glad you're here...

Data Driven Instruction That Works



Presented

by:

Ramon M Dawkins,

“Sizing the Future, Making the Change”

Rules of Engagement...

- How we do what we do...
- Ron Clarke got it right!
- Lucy Caulkins said, “Begin with the end in mind...”

Objective...

- The learner will broaden his/her knowledge of data analysis, prescription, and strategic planning in meeting the needs of diverse learners.

Data Driven Instruction

- Using diagnostics at the school level are made more purposeful using the Plan-Do-Study-Act (PDSA) cycle.
- What is most important about the usefulness of this tool is it provides practical, measurable teacher-student performance indicators.
- Begin slowly, in a focused manner, with the end in mind.

Data Driven Instruction

Plan

investigations that include all instructional leaders, teachers and students.

(Data Analysis, Performance Analysis, Intervention Prescription, Celebration)

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Do

Align the instructional focus based on data findings.

Align resources based on prescriptive needs

Align the instructional timeline for at-grade level instruction

Intensify the pull-out/push-in component.

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Check

Review the results of the actions on an ongoing basis, assess proficiency, momentum, and predictability.

This is the monitoring piece.

Inspect what you expect.

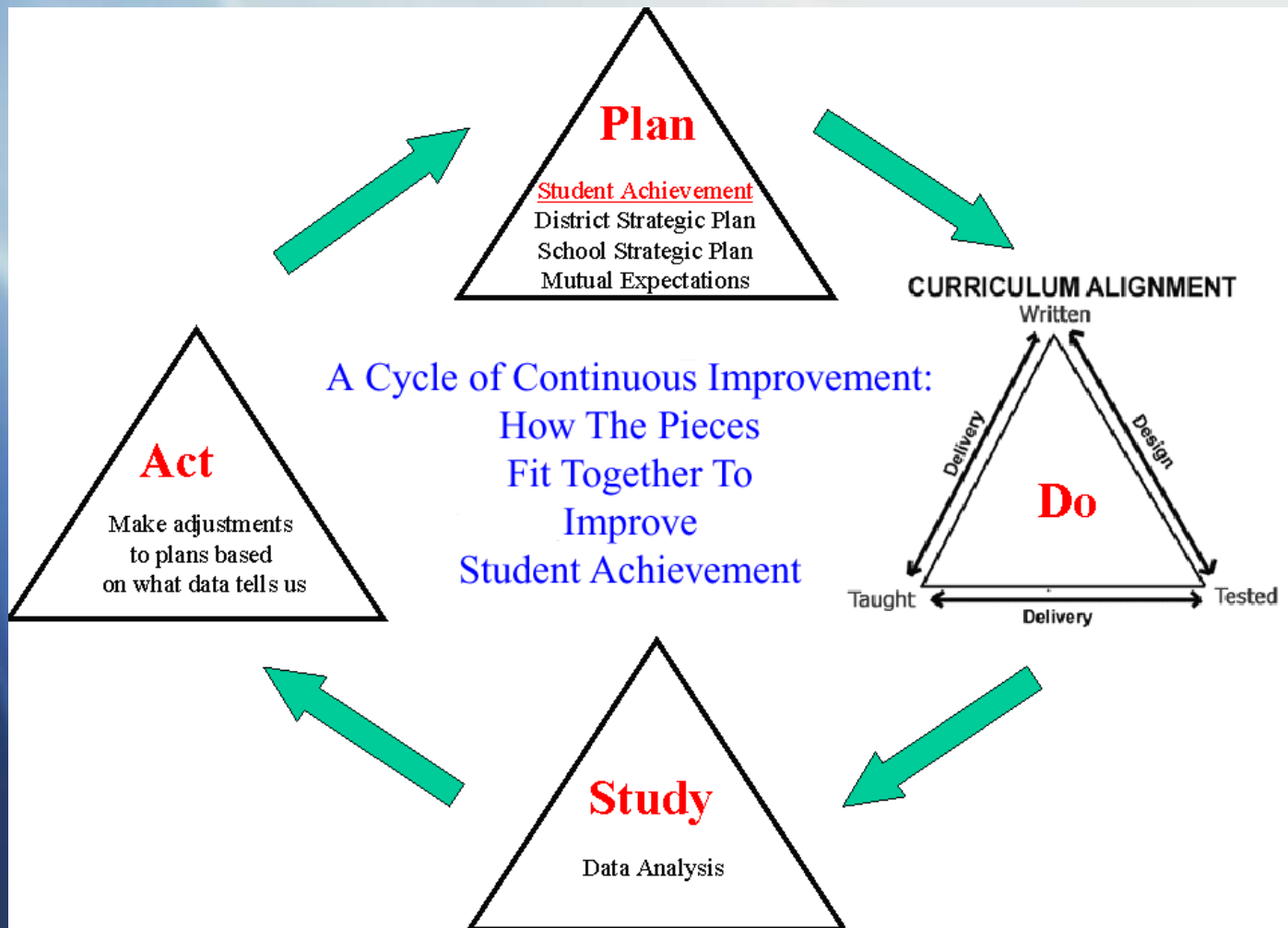
Data Driven Instruction **Act**

by providing focused daily instruction, tutorials and enrichment activities.

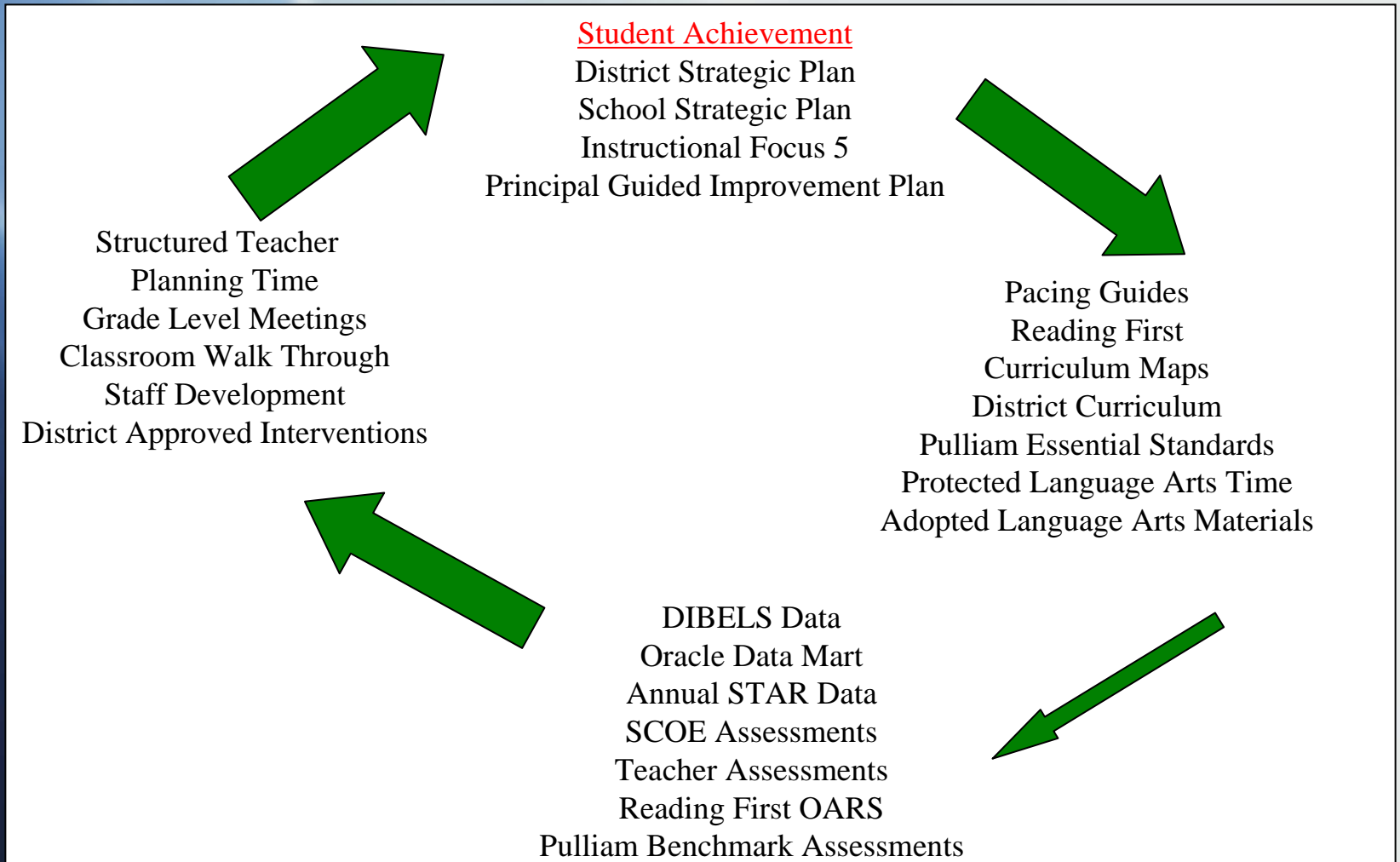
Communication is key. Use clear, concise directions and explanations that prompt higher order reasoning.

The real question is how do teachers deliver rigorous curricula that prompts Webb and Bloom's higher order reasoning in the authentically engaged learner?

8 Step Overview



8 Step Detail



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❑ Leadership Review

- Leadership should review the results of VOYAGER diagnostics immediately.
- Triangulate findings with other school resource findings including Comprehension Monitoring Resources, Fluency Drills, DIBELS, and teacher observation.

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- Some schools may elect to review Davenport and Anderson's 2002 publication, "*Closing the Achievement Gap*" as a guidepost.
- Remember, we are not simply concerned with how well a student performs. Look for areas of strength, weakness and sustainability.
- Keep this as your focus realizing this is just a snapshot of one moment in time.

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Leadership Shares With Team Leaders

- Sharing the diagnostics is like sharing a photo with one's family.

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- Disaggregate the data, establish the instructional focus, review an appropriate timeline, establish appropriate classroom configurations.
- Mastery, System, Bubble, Reteach, and Foundation
- Group students for enrichment, maintenance and remediation as appropriate for the learner.

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□ Team Leaders Facilitate Learning Communities With Teachers and Support Staff

- Teachers can make data analysis results real for students through instruction on three levels-- whole group, small group and individual.
- Most students need whole group and focused skill group instruction.
- Whole group instruction follows the instructional focus, attempting mastery as much a possible. This prevents gaps in the learning.

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Determine through triangulation where to focus small group instruction and do this during the second or third dose of reading (integrated learning systems, skills groups, tutorials, etc.).

Construct a Struggling Readers Chart.

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- Promote use of findings that bring them alive in the classroom but not during the core reading instruction times where the focus is at grade level higher order reasoning, but rather during the second or third doses of instruction in small group settings where targeted skills instruction is most useful and purposeful.

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Teacher As Investigator

Teachers are encouraged to conduct an item and/or distracter analysis. This process includes reviewing choices made by the students.

Teachers should first seek the appropriate standard, then the benchmark that is the objective of the test item under study.

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Where are the erroneous choices being made and by whom?

Why are students choosing this incorrect response?

Look for correlations between diagnostics and other indicators already a part of the classroom's daily routine.

Where are the common barriers?



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How can the teacher change one's own behavior to better impact the identified area of student weakness?

What can one do differently to make a difference in instructional practices?



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- What strategies can be employed to change the student's behavior during post-instructional performance? Check to affirm the impact of interventions regularly.

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□ Reflection

- Take time to breathe and recall what you have done. Reassess and modify as appropriate. Remember, the target moves and taking time to reflect will enable you to keep it in focus.

Diagnostics are a tool among many that schools can use to diagnose student weaknesses and strengths.

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They should be used in conjunction with other school-based resources.

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- The point is, schools have to make choices. Moving from data analysis to data synthesis allows educators to differentiate instruction for students.
- Looking at the data from different angles helps educators to make choices that are best for those we serve, the students.

Courage is fear holding on a minute longer.

George Patton

QuickTime™ and a
DV/DVCPRO - NTSC decompressor
are needed to see this picture.

Marianne Williamson, (1992). A Return to Love

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Thanks for being here...



■ **Seize The Future....**

Make the Change.....

Ramon M. Dawkins, 2005