

COURSE SYLLABUS

Course: Taking Action with Data

Presenter: Amplify

Credits: CEU

Course Overview

Data can empower all stakeholders, including students, teachers, and families to improve student learning outcomes and provide access to personalized learning experiences for students within whole group and small group instruction. While data can be used purposefully to bridge the divide between standardized instruction and the personalized learning that students deserve, teachers need further development in linking data to standards to personalize learning. In this course, educators will use the Taking Action with Data Framework (TAWD) as their guide.

By the end of the course, you will have the knowledge and skills to use data effectively. To build your understanding, you will complete a data inventory and a data action plan to support all students reaching mastery of the standards and using on-going evidence to personalize learning.

As you take this course, you will:

- Listen to experts.
- Watch an educator go through the Taking Action with Data process.

Learning Objectives

By participating in this course, you will learn to:

1. Understand the importance of using data to personalize learning, become data literate, and understand the Taking Action with Data Framework.
2. Analyze patterns in data.
3. Validate patterns in data.
4. Identify root cause.
5. Brainstorm strategies by aligning to standards and patterns in data.
6. Select high impact strategies and design assessment.
7. Create an action plan and differentiate strategies for classroom implementation.
8. Implement and document strategies.
9. Reflect on strategies, assessments, instructional alignment.
10. Share results to support continued growth.

Course Outcomes

By the end of this course, you will be able to:

1. Incorporate a foundation of data literacy skills to be used in everyday practice.
2. Utilize the Taking Action with Data Framework to identify and analyze patterns in data, to strategize next instructional steps and act by putting an action plan into place.

3. Validate your discovered patterns in data by confirming with multiple data sources.
4. Link data to standards to improve teaching and learning.
5. Engage in data conversations with all stakeholders (colleagues, administration, parents, students, districts) that employ powerful questioning, positive intent, reflective feedback, committed listening and paraphrasing.
6. Design high-quality assessments and lessons aligned to standards and patterns in data.
7. Use best practices and planning for whole group instruction (WGI) and small group instruction (SGI).
8. Effectively reflect both individually and collaboratively on teaching strategies, grouping practices, lesson effectiveness, assessment, and instructional alignment to CCSS.
9. Share individual class and school wide data with stakeholders through data conversations, communities of practice and data displays.
10. Develop plans to sustain professional growth around data practice using the Taking Action with Data Framework.

Course Resources

Included within each unit are readings, resources, and materials available to download, save, and print. Please make sure you access all materials for each unit by clicking on the “Resources” tab to the right of the screen.

Methods of Instruction and Evaluation

- Videos (presentations consisting of interviews and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the course which ask participants to reflect on the course content, their own practice, and next steps for their practice)
- Checks for Understanding (selected-response quizzes to assess understanding)
- Discussion forums (prompts that engage participants in online dialogue with their cohorts)

Academic Honesty

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else’s work as one’s own and includes failing to cite sources for others’ ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Grading Policy (using rubric 1-4 scale system)

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: >2.0

Percentage of Course Credit

Course grade is determined by the following:

- Reflections 40%
- Checks for understanding 60%

In order to complete the requirements of the course, you must complete all course work (e.g. reflections, videos, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

Checks for Understanding & Reflection Rubric

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
Checks for understanding	65% or below	66-79%	80-89%	90-100%
Reflection Question	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the questions posed.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly, but some too briefly.</p>	<p>Participant has included appropriate content from the course content.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has provided rich detail and supporting examples from the course content.</p> <p>Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.</p>

Course Calendar

Unit 1: Introduction to Data

Objectives

In this unit, you will understand the importance of using data to personalize learning, become data literate, and understand the Taking Action with Data Framework.

Outcomes

By the end of this unit, you will identify, understand and use data literacy appropriately in everyday practice.

Readings:

- Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
- Data Quality Campaign. (2011). *Data: The Missing Piece to Improving Student Achievement*. Retrieved May 15, 2014 from <http://www.dataqualitycampaign.org/find-resources/data-the-missing-piece-to-improving-student-achievement/>

Unit 2: Identify Patterns of Need

Objectives

In this unit, you will analyze patterns in data.

Outcomes

By the end of this unit, you will utilize the Taking Action with Data Framework to identify and analyze patterns in data, to strategize next instructional steps and act by putting an action plan into place.

Readings:

- Thompson, R. S. (2006). How to Survive Data Overload. *Principal Leader*, pp. 37-42.

Unit 3: Validate

Objectives

In this unit, you will validate patterns in data.

Outcomes

By the end of this unit, you will validate your discovered patterns in data by confirming with multiple data sources.

Readings:

- Landrigan, C. & Mulligan, T. (2014) *Triangulating: The Importance of Multiple Data Points When Assessing Students*. Retrieved on May 15, 2014 from Choice Literacy <http://www.choiceliteracy.com/articles-detail-view.php?id=525>

Unit 4: Determine Root Cause

Objectives

In this unit, you will validate patterns in data.

Outcomes

By the end of this unit, you will link data to standards to improve teaching and learning.

Readings:

- James-Ward, C., Frey, N., & Fisher, D. (2012). Root Cause Analysis. *Principal Leadership*, pp. 59-61.

Unit 5: Brainstorm Strategies

Objectives

In this unit, you will brainstorm strategies by aligning to standards and patterns in data.

Outcomes

By the end of this unit, you will engage in data conversations with all stakeholders (colleagues, administration, parents, students, districts) that employ powerful questioning, positive intent, reflective feedback, committed listening and paraphrasing.

Readings:

- Delaware Department of Education. (2012). *A Guide to the Shifts in the Common Core State Standards in Mathematics* (Common Core State Standards, Teaching and Learning Branch). Delaware: Dick, J. Retrieved from http://www.doe.k12.de.us/commoncore/math/admintoolkit/Math_Instructional_Shifts_Final.pdf
- Delaware Department of Education. (2012). *A Guide to the Shifts in the ELA Common Core State Standards* (Common Core State Standards, Teaching and Learning Branch). Delaware: Bennett, T. Retrieved from <http://www.doe.k12.de.us/commoncore/ela/files/ELAInstructionalShifts.pdf>

Unit 6: Select High Impact Strategies

Objectives

In this unit, you will select a high-impact strategies and design assessment.

Outcomes

By the end of this unit, you will design high-quality assessments and lessons aligned to CCSS and patterns in data.

Readings:

- Webb, N. (2009). *Webb's Depth of Knowledge Guide: Career and Technical Education Definitions*. Retrieved from http://www.aps.edu/rda/documents/resources/Webbs_DOK_Guide.pdf
- Tomlinson, C. A. (2014, March). The Bridge Between Today's Lesson and Tomorrow's. *Education Leadership*, 71(6), 10-14. Retrieved from ASCD. Retrieved from <http://www.ascd.org/publications/educational-leadership/mar14/vol71/num06/The-Bridge-Between-Today's-Lesson-and-Tomorrow's.aspx>
- Chappuis, J. (2014, March). Thoughtful Assessment with the Learner in Mind. *Education Leadership*, 71(6), 20-26. Retrieved from ASCD. Retrieved from <http://www.ascd.org/publications/educational-leadership/mar14/vol71/num06/Thoughtful-Assessment-with-the-Learner-in-Mind.aspx>

Unit 7: Create an Action Plan

Objectives

In this unit, you will create an action plan and differentiate strategies for classroom implementation.

Outcomes

By the end of this unit, you will use best practices and planning for WG and SG instruction.

Readings:

- The Center for Comprehensive School Reform and Improvement. (2014). *A Teacher's Guide to Differentiating Instruction*. Retrieved May 15, 2014, from http://www.education.com/reference/article/Ref_Teacher_s_Guide/

Unit 8: Implement Strategy

Objectives

In this unit, you will implement and document strategies.

Outcomes

By the end of this unit, you will effectively reflect both individually and collaboratively on teaching strategies, grouping practices, lesson effectiveness, assessment, and instructional alignment to CCSS.

Readings:

- Brodesky, A., Gross, F., McTigue, A., & Palmer, A. (2007, February). Improving Instruction for Students with Learning Needs: A Model for Collaboration. *Education Leadership*, 64(5). Retrieved from ASCD. Retrieved from <http://www.ascd.org/publications/educational-leadership/feb07/vol64/num05/A-Model-for-Collaboration.aspx>
- Belfast Induction and Library Board. (2009). *Strategies for Promoting and Managing Effective Group Work*. Retrieved May 15, 2014 from http://learn.yale-wrexham.net/pluginfile.php/101313/mod_resource/content/0/speaking_and_listening/i_epd_promoting_and_managing_group_work.pdf

Unit 9: Assess

Objectives

In this unit, you will reflect on strategies, assessments, instructional alignment.

Outcomes

- **By the end of this unit**, you will know how to share individual class and school-wide data with stakeholders through data conversations, PLC's and data displays.

Readings:

- Hole, S. & McEntee G.H. (1999, May). Reflection is at the Heart of Practice. *Education Leadership*, 56(8), 34-37. Retrieved from ASCD. Retrieved from <http://www.ascd.org/publications/educational-leadership/may99/vol56/num08/Reflection-Is-at-the-Heart-of-Practice.aspx>
- U.S. Department of Education. (2014). *Delaware and Hawaii Putting Student Data and Teacher Collaboration at the Heart of Instructional Improvement*. Retrieved May 15, 2014, from <http://www.ed.gov/edblogs/progress/2014/01/delaware-and-hawaii-putting-student-data-and-teacher-collaboration-at-the-heart-of-instructional-improvement/>

Unit 10: Reflect and Share Results

Objectives

In this unit, you will share results to support continued growth.

Outcomes

By the end of this unit, you will develop plans to sustain professional growth around data practice using the TADA Framework.

Readings:

- Boston Plan for Excellence. (2010). *Making Data Public Rubric*. Retrieved May 15, 2014, from http://www.bpe.org/files/MakingDataPublicRubric_0.pdf
- RMC Research Corporation. (2009). *Engaging Stakeholders: Including Parents and the Community to Sustain Improved Reading Outcomes* (Under contract ED04CO0041 with the U.S. Department of Education). Arlington, VA. Retrieved from <http://www2.ed.gov/programs/readingfirst/support/stakeholderlores.pdf>

