



## Student Data and Reflective Practice to Drive Instruction

CEESA Conference  
Budapest, Hungary  
Friday, March 18, 2011  
Dr. Fran Prolman



---

---

---

---

---

---

---

---

## Objectives

- to expand your data analysis repertoire beyond standardized test scores
- to use data as a way to expand your reflective practice
- to connect reflective practice and data analysis to the improvement of student achievement



---

---

---

---

---

---

---

---

## Essential Question

How can the study of student data and student work focus our instruction, strengthen our professional learning community and increase student achievement?



---

---

---

---

---

---

---

---

## Itinerary

**1:15-2:15:** Framing the Learning:  
What are data?

**2:30-3:30:** The Plan-Teach-  
Reflect Cycle: LASW and the skills of  
Criteria and Error Analysis

**3:45-4:45:** Adapting Instruction

The Educator © 2016

---

---

---

---

---

---

---

---

Annenberg Institute  
for School Reform

Council for  
Essential  
Schools

Harvard  
University's  
Project Zero

Small Schools  
Project

Chicago  
Learning  
Collaborative

National School  
Reform Faculty

The Educator © 2016

---

---

---

---

---

---

---

---

## The New York Times Science Study

Heart surgeons in Maine, New  
Hampshire and Vermont

The Educator © 2016

---

---

---

---

---


---

---

---

# Connections to Professional Learning Communities

Collegial structures and sharing expertise



---

---

---

---


---

---

---

**PLCs = Norms** + Common Goals + Shared Beliefs

ADAPTED FROM: Research for Better Teaching



---

---

---

---

---


---

---

## Beliefs about Looking at Student Work

Beliefs:

- Students' work in schools is serious work
- Students' work is key data about the life of the school
- The work of children and adults should be public



---

---

---

---

---

---

---

## Purposes For Looking at Student Work

### Purposes:

- Professional Development
- Accountability (determining the effectiveness of curriculum and instruction) and setting standards
- Reflecting on student learning and development



---

---

---

---

---

---

---

---

## Protocols To Follow

Steps to take

Reflective and Probing Questions

Instructional Modifications

Data analysis for next steps



---

---

---

---

---

---

---

---

## Let's Practice !

(LASW)



---

---

---

---

---

---

---

---

Using MAP, Additional Data Sources, Looking at Student Work and Instructional Strategies to Improve Learning

## Plan-Teach-Reflect



---

---

---

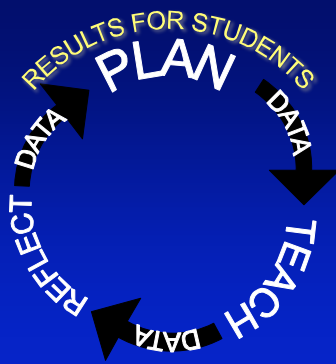
---

---

---

---

---



ADAPTED FROM: Research for Better Teaching

---

---

---

---

---

---

---

---

## Quick Sort Tool

	Lesson Objective		
	Exceeds	Meets	Not Yet
Number of Students in Each Category			
Notes on Errors, Misconceptions, Gaps, Insights			



ADAPTED FROM: Research for Better Teaching

---

---

---

---

---

---

---

---

## Individual Student Display and Analysis Tool

Student Name	Exceeds	Meets	Not Yet	Notes on Errors, Misconceptions, Gaps, Insights

 © 2010

---

---

---

---

---

---

---

---

---

---

## Criteria Analysis

Name:

Grade and Subject:

Date of lesson:

Objective for the lesson: *By the end of the lesson students will be able to ...*

Formative assessment (product or performance):

Criteria for success for the formative assessment work collected includes:

A	
B	
C	
D	
E	

 © 2010

ADAPTED FROM: Research for Better Teaching

---

---

---

---

---

---

---

---

---

---

## Criteria Analysis Data Display Tool

Student Name	Criteria for Success				
	A	B	C	D	E

 © 2010

---

---

---

---

---

---

---

---

---

---

## Criteria Analysis: Analysis of Data Display

Name:

1. Based on your data display, what patterns emerged?
  - By criterion
  - By student
  - By groups of students
2. Identify the criteria for which there were a significant number of not-yet performances and formulate root-cause questions that will help you to reflect on the instructional issues and strategies for reteaching.

Criteria for Which There Were a Number of Not-Yet Performances	Root-Cause Questions

 © 2010

ADAPTED FROM: Research for Better Teaching

---

---

---

---

---

---

---

---

---

---

## Summary

Ways that I can use this in my position...

Structures that support this at my school...

My next steps are...

 © 2010

---

---

---

---

---

---

---

---

---

---

**True Educator**

*Professional Development for True Success in Education*

**Fran Prolman, Ed.D**

*President  
Senior Consultant*

Phone: 703.759.1059  
FAX: 703.759.1060  
P.O. Box 563, Great Falls, VA 22066  
fran@trueeducator.com

 © 2010

---

---

---

---

---

---

---

---

---

---