



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



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 New York Times Science Study

Heart surgeons in Maine, New
Hampshire and Vermont




Connections to Professional Learning Communities

Collegial structures and sharing expertise



PLCs = Norms + Common Goals + Shared Beliefs


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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 !

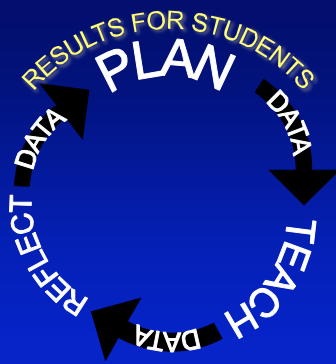
(LASW)



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

Plan-Teach-Reflect





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Quick Sort Tool

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



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Individual Student Display and Analysis Tool

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

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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	

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Criteria Analysis Data Display Tool

Student Name	Criteria for Success				
	A	B	C	D	E

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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

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Summary

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

Structures that support this at my school...

My next steps are...

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