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

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### Annenberg Institute for School Reform

- Council for Essential Schools
- Harvard University’s Project Zero
- Small Schools Project
- Chicago Learning Collaborative
- National School Reform Faculty

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### 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

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

Quick Sort Tool

<table>
<thead>
<tr>
<th>Lesson Objective</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students in Each Category</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Notes on Errors, Misconceptions, Gaps, Insights</td>
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ADAPTED FROM: Research for Better Teaching
### Individual Student Display and Analysis Tool

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Not Yet</th>
<th>Notes on Errors, Misconceptions, Gaps, Insights</th>
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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:

<table>
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<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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### Criteria Analysis Data Display Tool

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Criteria for Success</th>
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<tr>
<td></td>
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ADAPTED FROM: Research for Better Teaching
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.

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<thead>
<tr>
<th>Criteria for Which There Were a Number of Not-Yet Performances</th>
<th>Root-Cause Questions</th>
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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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