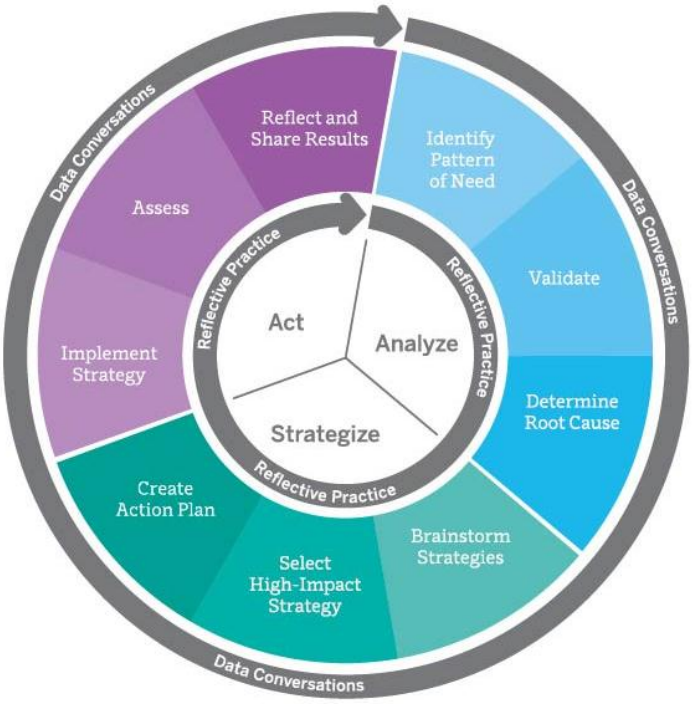
RHODE ISLAND
BOARD OF EDUCATION

Day 6: 201 Participant Resources

Data Use Professional Development Series
Rhode Island Department of Education



www.ride.ri.gov

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Implementation Progress: Cycle of Inquiry

Analyze

The following is a list of possible data sources related to your implementation progress. Analyze your implementation progress using the Cycle of Inquiry with one or more of these data sources.

- Data Conversation Log
- Turnkey Log
- Survey data
- Reflection data
- Meeting notes
- Agendas
- Observations

Data Source

_____

Pattern of Need

After analyzing the data source(s) what evidence-based Pattern of Need can you identify?

_____

Potential Actionable Cause

What is a Potential Actionable Cause for the Pattern of Need above?

_____

Strategize

Brainstorm strategies that could be implemented to address this Pattern of Need.

_____

_____

_____

Action Plan

Create an action plan using one or more of the brainstormed strategies.

Plan
Who will be leading and/or participating?
When? Where? How long?
What resources will you need?
What data will you collect? How will you assess?

Act

After implementing Action Plan: Assessment results
Next Steps

Exercise 2.10: Article Synopses

Synopsis 1

Sincere Smiling Promotes Longevity

Date: 20 Feb 2010

Retrieved http://www.worldhealth.net/news/sincere-smiling-promotes-longevity/

- The researchers asked scientists (trained to analyze smiles) to review vintage photographs of 230 major league baseball players from the 1952 season.
- "Duchenne smilers," who engage muscles both near the corners of the mouth and around the eyes, are known as genuine smilers.
- Duchenne smilers tended to live the longest, followed by non-Duchenne smilers. In fact, 70% of Duchenne smilers lived to age 80, as compared to 50% of non-smilers who survived to that age.

Synopsis 2

Facebook Use Leads to Worse Grades in College

Jeremy Hsu

Date: 13 April 2009

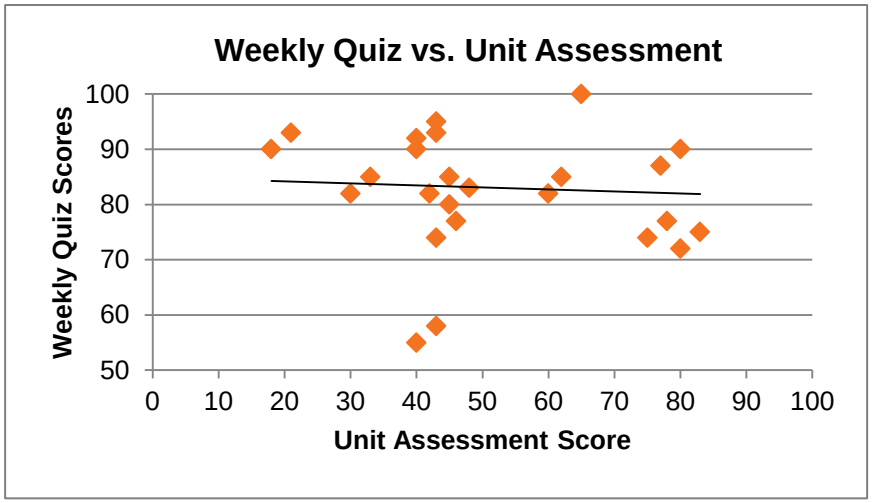
Retrieved http://www.livescience.com/3495-facebook-users-worse-grades-college.html

- Facebook users had average GPAs of 3.0–3.6.
- Facebook users studied 1-5 hours per week.
- Non-Facebook users had average GPAs of 3.5–4.0.
- Non-Facebook users studied 11-15 hours or more per week
- This raises questions as to how students spend their time outside of class.

Exercise 2.10: Sample Data Graphs

Sample Graph 1

Before a data meeting, Mrs. Smith averaged the scores of a recent unit test against the averages of weekly quizzes (from the same unit). Her graph is below.



What does this graph represent? Which two sources are being compared?

What do you notice?

If there were a strong correlation between student performance on the quizzes and the unit assessments, what would the graph look like?

What is the next question that Mrs. Smith needs to ask?

Why might the scores show a weak correlation?

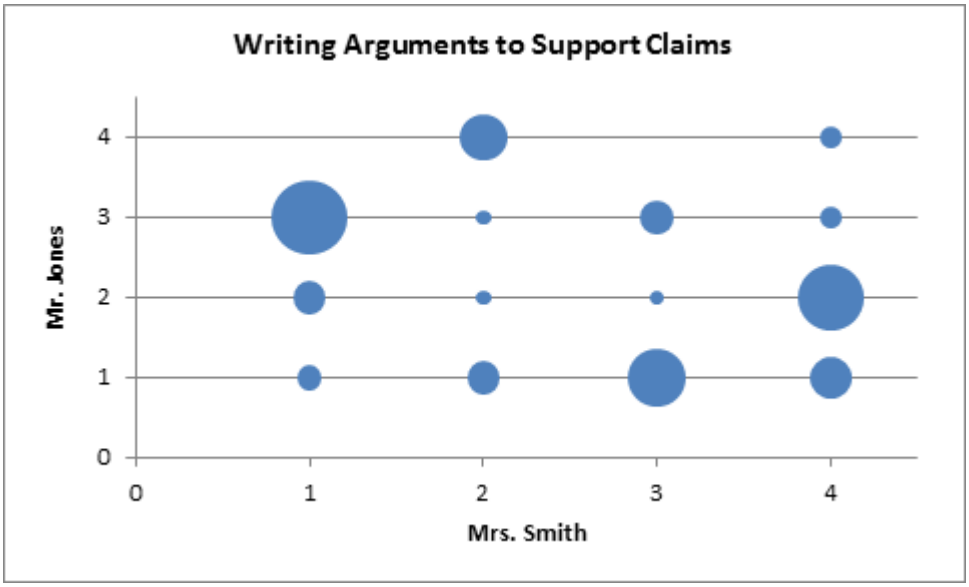
For each of the possible causes, what next questions would you ask to inform your practice?

Sample Graph 2

Mrs. Smith, a science teacher, and Mr. Jones, a social studies teacher, teach the same students. They graphed the students' scores from a recently administered CCSS-aligned assessment onto a scatterplot. The standard measured on the assessment was:

WHST.1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Each essay was graded on a 4-point rubric. Each bubble represents a cluster of students: smaller bubbles represent clusters with fewer students; larger bubbles represent clusters with more students. Mrs. Smith and Mr. Jones thought they would see results that were highly correlated.



What does this graph depict? What do the bubbles represent? What does the size of the bubble mean?

What do you notice?

What is being correlated?

How would you describe the correlation? Is there a causal relationship?

What are the teachers' next steps in this process?

How can you frame a Data Conversation around this information?

Triangulation Scenarios Worksheet

Scenario	Validate? (Yes/No)	Why/Why not?	Possible Data Sources
A high school is developing recommendations for individual students to be nominated to take the Advanced Placement English course. To do so, they decide to recommend any student who earned an A in English the previous year.			
A Grade 3 teacher developed a reading comprehension assessment and administered it to her students. She was surprised to find that only 40% demonstrated proficiency on the assessment.			
A social studies teacher spends 45 minutes reviewing the similarities and differences between the Articles of Confederation and the Constitution. For the exit ticket, he passes out slips of paper with the two statements, one of which was true and the other false. Students were asked to identify the factual statement. Ninety percent of the students correctly identified the true statement as fact.			

A group of Grade 5 teachers are deciding on the area of focus for next year's intervention block. In reviewing the NECAP scores from the last two years, they notice a Pattern of Need in Functions and Algebra, and they reach consensus to focus on this content strand in next year's intervention block.			
Grade 3 teachers use DIBELS data to create reading groups for a unit of study scheduled to last 8 weeks.			

Template: Triangulating Data Sources

This template may be used as a guide when engaging in the process of validating a Pattern of Need.

- How would this template help you refine your Potential Actionable Cause for a Pattern of Need?
- How does this process relate to your Data Inventory?

Original Data Set: Pattern of Need:	Possible Actionable Cause:	Questions:
Data Source #1: Pattern of Need:	Refined Possible Actionable Cause:	Questions:
Data Source #2: Pattern of Need:	Refined Possible Actionable Cause:	Questions:
Data Source #3: Pattern of Need:	Refined Possible Actionable Cause:	Questions:

Exercise 3.3: Sample Scenario for Effort/Impact

Math teachers Mrs. Swanson and Mr. Monroe get together after their most recent unit assessment. They examine the results and quickly identify a Pattern of Need.

Identify a Pattern of Need

40 out of 62 students scored a 1 or 2 out of 4 on questions dealing with multi-step problems.

Identify a Root Cause (through the fishbone analysis)

The problem-solving process is not granular enough; what the students think of as one step can be many more.

Identify Potential Strategies

- Introduce a step-by-step problem-solving procedure.
- Create anchor charts to support the use of the problem-solving procedure.
- Find a special math program to add to student tablets.
- Create a graphic organizer to break down the steps of the problem-solving process.
- Have students explain each step in writing.
- Create a cross-grade peer-tutoring program with an emphasis on problem solving.
- Focus lesson on one step of the problem-solving process and conduct repeated practice on that step.
- Adjust all Do Now problems to be multi-step problems.
- Send at-home assignments for parents to work on multi-step problems with students.

- Have students highlight key words in problems.
- Review exemplars as a class.
- Send struggling students to Math Coach for intervention.

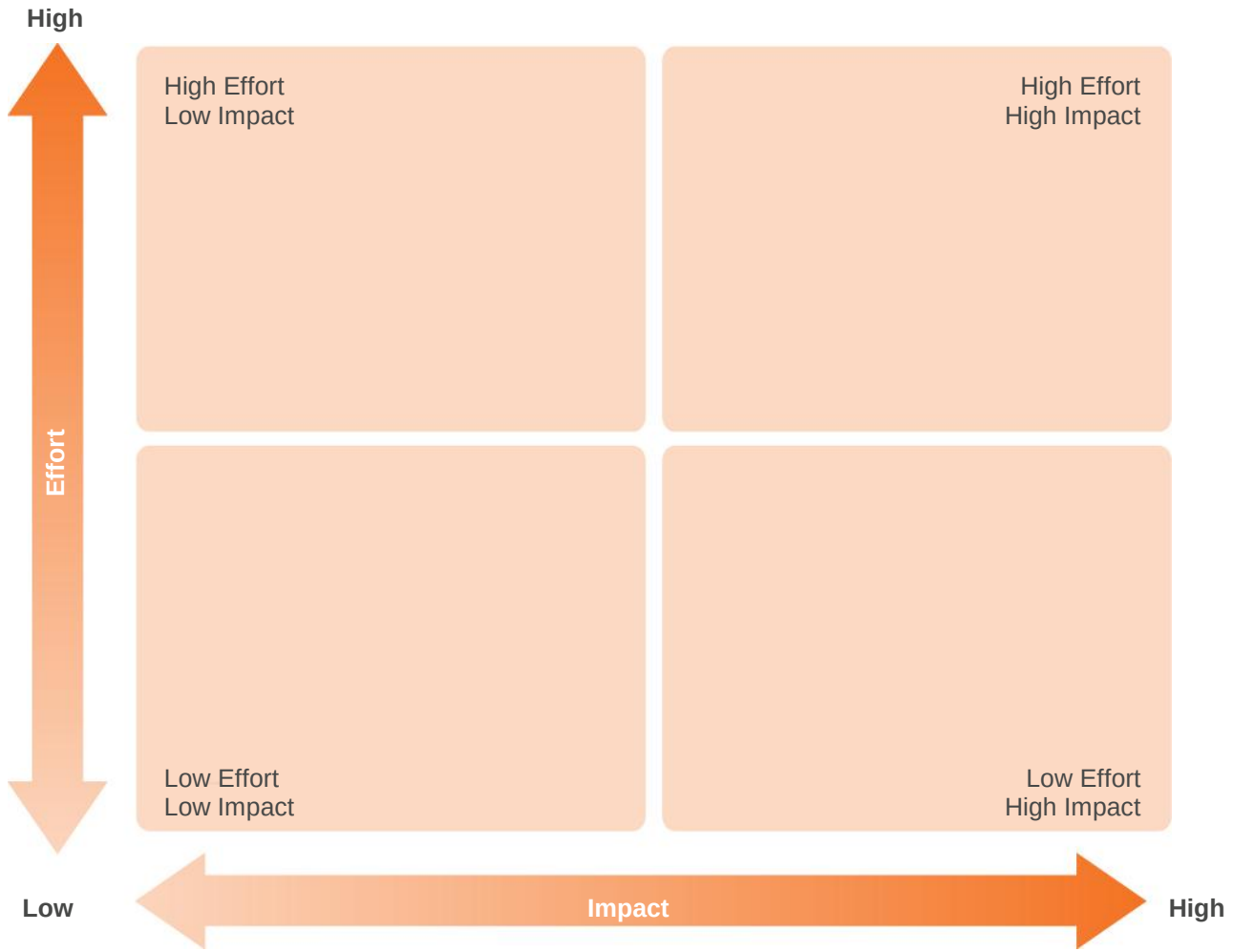
Identify the potential strategies that are most actionable

- Create anchor charts to support the use of the problem-solving procedure.
- Create graphic organizer to break down the steps of the problem-solving process.
- Have students explain each step in writing.
- Focus lesson on one step of the problem-solving process and conduct repeated practice on that step.

Discussion Questions for mapping potential causes to the Effort/Impact Matrix

- Where might the first strategy belong on the matrix? Why? (Note: Same question for strategies 2-4. Encourage discussion and divergent thinking. The process of discussing where potential strategies fit into the matrix is essential. It can surface important issues.)
- Now that we've placed the different strategies on the matrix, which would be the most valuable to pursue? Why? (Note: There is no "right" answer to this question. Important considerations are school and district goals, available resources, etc. The answer will be situational.)
- How does this process guide the rest of the Cycle of Inquiry?
- How have we refined our initial hypothesis?
- For what kinds of decisions would this protocol be appropriate?

Effort/Impact Matrix



Exercise 2.8: Data Analysis Questions

Data Set_____

	What questions can you ask of this data set?	Why is this question important to ask?
1		
2		
3		
4		
	What questions can you ask of all data sources?	Why is this question important to ask?
5		
6		
7		
8		

Exercise 2.9: Data Questioning Protocol

Instructions

Using a colleague's data set, record questions and answers to two kinds of data analysis questions: those that can be asked of all data sources, and those that are pertinent to a specific data set. After applying the questions to the colleague's data set and recording the results, identify a Pattern of Need and a Potential Actionable Cause. Please cover up student information before passing the data set to a colleague.

Questions that can be asked of all Data Sources:

Question	Answer
Question	Answer
Question	Answer
Question	Answer

Questions that can be asked of my colleague's Data Set:

Question	Answer
Question	Answer
Question	Answer
Question	Answer

Pattern of Need

Potential Actionable Cause

Additional questions for my colleague regarding this data set

Suggested next steps

Exercise 2.9: Data Conversation Reflection Sheet

Instructions

Upon completion of the Data Conversations that took place between you and your colleague, answer the following reflection questions.

How did having a colleague analyze your data set alter your thinking? Did it reveal anything new?

Which questions helped you and your colleague dig deeper into the data sets?

How will this experience impact your data analysis practice in the future?

Exercise 3.6: Assessment Descriptions

Norm-referenced Assessments When the results of a standardized or a pre-made assessment are reported in the form of a percentile rank, the assessment has been normed. This occurs when a representative pool of students takes the assessment before the assessment is widely administered. These scores are distributed evenly along a bell curve, creating a “normal” group of students. Students’ performances are compared with the performance of the “normal” group.
Criterion-referenced Assessments Criterion-referenced assessments are designed to measure a student’s level of mastery on a set of criteria, such as the Rhode Island state standards on the NECAP. Used to inform instruction and measure outcomes, criterion-referenced tests (CRTs) can be educator-, district-, or state-designed. CRTs are frequently used at the state level as end-of-course exams and year-end mastery assessments. A variety of item types can be used to assess students’ knowledge, skills, and abilities when using a CRT.
Universal Screeners Universal screeners are usually administered three times yearly to proactively identify those students who may be at risk of failure. Screeners are typically short, targeted on specific skills, and designed to identify or predict students who may be at risk. Once the level of risk is determined by the screener, appropriate interventions can be implemented and monitored.
Common Assessments or Tasks Common assessments are given at specific points in the school year. They are assessments that are collaboratively designed by grade-level or course teams and evaluate the knowledge of students as they progress through the curriculum. The design tends to mirror district and state assessments.
Formative Classroom Assessments Classroom formative assessment is a set of practices and strategies that enable educators to gather evidence about student learning and make immediate alterations to their instructional practice. This evidence is also used as a feedback mechanism for students to improve their own learning.
Summative Classroom Assessments Summative classroom assessments are given periodically to gather evidence about student learning at a particular point in time. Summative classroom assessments are generally used as part of the grading process. Some examples are end-of-unit or chapter tests, end-of-term or semester exams, and essays or research papers.

Portfolio Assessments Portfolios, a collection of individual student work, are generally used to document student learning within a specific, extended time period. While there are two major groups of portfolios used in education, product and process, there are many varieties of portfolio within each category, including Achievement, Assessment, Celebration, Competence, Growth, Performance, Project, and Showcase portfolios. Each portfolio type has specific objectives and meets specific needs.
Performance Tasks These are items or assessments that require students to apply their understanding to complete a demonstration, performance, or product that can be judged on clear performance criteria.

Exercise 3.6: Which Assessment Could Be Used?

Directions: Read each situation. Decide which assessment tool would yield the most meaningful data for the situation. There may be more than one appropriate tool. In the space provided, explain the reason for selecting each assessment.

Assessment Types Formative Classroom Assessment Common Assessment or Task Criterion-Referenced Assessment Summative Classroom Assessment Performance Task Portfolio Assessment Universal Screener Norm-Referenced Assessment
As first-quarter parent report card conferences approach, a teacher wants to prepare her sixth grade students to discuss their writing progress with the parents.
As a critical skill to learning social studies content, a social studies teacher is focusing on improving students' comprehension of informational text. The teacher would like to measure the students' progress during the year and include this as a Student Learning Objective.
A ninth grade geography class has viewed a video about cultural diffusion. Before the teacher links that topic to cultural diasporas, she wants to ensure the students have a firm understanding of cultural diffusion.
It is the beginning of the school year and the first-grade team needs to assess skill levels of students for grouping purposes.

It is the point in the year when the district wants to determine how well students are progressing toward meeting standards.
A teacher has witnessed her 12th grade physics students recall their knowledge readily. Now she wants to see them use that knowledge by creating a model to represent a physics concept.
A sixth grade social studies teacher is approaching the end of a unit on the Civil War and wants to assess student learning as a whole.

Exercise 3.6: Which Assessment Could Be Used?

Directions: Read each situation. Decide which assessment tool would yield the most meaningful data for the situation. There may be more than one choice. In the space provided, explain the reason for selecting each assessment.

Assessment Types Formative Classroom Assessment Common Assessment or Task Criterion-Referenced Assessment Summative Classroom Assessment Performance Task Portfolio Assessment Universal Screener Norm-Referenced Assessment
As first-quarter parent report card conferences approach, a teacher wants to prepare her sixth grade students to discuss their writing progress with the parents.
Portfolio: To show growth over time with a product such as writing, this is a viable choice if they have been using the same rubric to assess the writing.
As a critical skill to learning social studies content, a social studies teacher is focusing on improving students' comprehension of informational text. The teacher would like to measure the students' progress during the year and include this as a Student Learning Objective.
Common Assessment: The district common reading assessment is designed to reflect grade-level proficiency in reading comprehension.
A ninth grade geography class has viewed a video about cultural diffusion. Before the teacher links that topic to cultural diasporas, she wants to ensure the students have a firm understanding of cultural diffusion.
Formative Classroom Assessment: Any type of quick assessment, such as Thumbs Up/Thumbs Down, Think-Pair-Share, Quick Write, etc., where the teacher can see and hear student feedback, helps guide classroom decision-making, making classroom formative assessment a good selection.
It is the beginning of the school year and the first-grade team needs to assess skill levels of students for grouping purposes.
Universal Screener: The team is assessing the entire grade for grouping purposes (during one of the key times of year screeners are given). Additionally, universal screeners expose learning gaps, and some can be quick to administer and easy to score.

A teacher has witnessed her 12th grade physics students recall their knowledge readily. Now she wants to see them use that knowledge by creating a model to represent a physics concept.
Performance: The key here is creating a model. The teacher already knows the students can perform recall tasks and wants them to stretch beyond the basics by using their knowledge in meaningful ways.
It is the point in the year when the district wants to determine how well students are progressing toward meeting standards.
Common Assessment: A district mandate, the common assessment is a measure of student progress toward meeting standards.
A sixth grade social studies teacher is approaching the end of a unit on the Civil War and wants to assess student learning as a whole.
Summative Classroom Assessment: A summative classroom assessment is meant to assess student learning over a particular point in time, either a unit or grading period.

Exercise 3.7: Webb's Depth of Knowledge

Level 1: Recall • Requires recall of fact, information, or procedure • Identify, state, list, define, recognize, use, measure
Level 2: Skill/Concept • Requires engagement in mental processing beyond a habitual response. Students use information/conceptual knowledge to make decisions as to how to approach the problem or activity. • Classify, organize, estimate, compare, infer, summarize
Level 3: Strategic Thinking • Requires reasoning, developing a plan, following a sequence of steps, some complexity, and more than one possible answer • Generalize, draw a conclusion, support, hypothesize, investigate
Level 4: Extended Thinking • Requires an investigation, time to think and process multiple conditions of the problem • Make connections, synthesize, prove, analyze, design, carry out

It's not always about the verb!

Describe one cause of the War of 1812.
Describe the similarities between the War of 1812 and the American Civil War.
Describe the impact the War of 1812 and the American Civil War have had on modern-day America.

Exercise 3.7: Webb's Depth of Knowledge

<table>
<tr><th>Standard</th><th>Question</th><th>DOK</th></tr>
<tr><td>RL.8.2
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</td><td>Which lines from Selection 2 portrays the theme of the poem?
a. “Drowned, but it was wrong: Icarus
Had swum away, coming at last to the city”
b. “They would have answered with a shocked, uncomprehending stare”
c. “Can the genius of the hero fall
To the middle stature of the merely talented”
d. “Constructs small wings and tries to fly
To the lighting fixture on the ceiling”</td><td></td></tr>
<tr><td>RST.9-10.8
Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</td><td>Constructed-Response Item:
In Selection 3, evaluate the claim that time cloaking has practical applications. Be sure to consider how scientists assess the possibilities for future use and what shortcomings might be evident. Cite strong and thorough textual evidence to support your answer.</td><td></td></tr>
<tr><td>06.EE.01
Write and evaluate numerical expressions involving whole-number exponents.</td><td>Consider the following expression:
$2 + 3^2$
Evaluate the expression.</td><td></td></tr>
<tr><td>05.NF.03
Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers (e.g., by using visual fraction models or equations to represent the problem).</td><td>This table shows the number of students in different classes who are in the math club.
Students in Math Club
<table><tr><th>Class</th><th>Boys</th><th>Girls</th></tr><tr><td>Mrs. Smith</td><td>3</td><td>4</td></tr><tr><td>Ms. Jones</td><td>4</td><td>6</td></tr><tr><td>Mr. Brown</td><td>3</td><td>4</td></tr></table>1. What fraction of students in the math club are boys in Mrs. Smith's class?
2. What fraction of the students in the math club are girls?
3. Some more girls joined the math club, but no more boys joined. The number of girls in the math club is now 2/3 of the total number of members. How many more girls joined the math club? Show your work or explain how you know.</td><td></td></tr>
</table>

Exercise 3.7: Webb's Depth of Knowledge Response Guide

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In Selection 3, evaluate the claim that time cloaking has practical applications. Be sure to consider how scientists assess the possibilities for future use and what shortcomings might be evident. Cite strong and thorough textual evidence to support your answer.</td><td>3</td></tr>
<tr><td>06.EE.01
Write and evaluate numerical expressions involving whole-number exponents.</td><td>Look at this expression:
$2 + 3^2$
What is the value of the expression?</td><td>1</td></tr>
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Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers (e.g., by using visual fraction models or equations to represent the problem).</td><td>This table shows the number of students in different classes who are in the math club.
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</table>

Exercise 3.7: Assessment Review

Examine your own assessment and identify the standards assessed and Depth of Knowledge of the questions. Record here.

Standard	Question	DOK
Additional Assessment Item: Create one additional assessment item that aligns with a standard and a specific DOK level. Consider how you might increase the level of rigor on the item.		
Standard	**Question**	**DOK**

Exercise 4.7: Student Goal Setting Sheet

Name: _____Date: _____

What work am I looking at? (test, homework, class work, essay, project, etc.):

_____

Current Score/Grade: _____

What did I do successfully?	What was somewhat challenging?
What did I really struggle with?	What are my questions?

Learning Needed:

_____

_____

_____

Three things I can do to improve for next time:

_____

_____

_____

Exercise 4.7: Student Goal Setting Sheet (Student 1)

Name: *Oliver (2nd grade)* Date: *11/15/13*

What work am I looking at? (test, homework, class work, essay, project, etc.):

Addition Math Facts Test

Current Score/Grade: 10/15

What did I do successfully?	What was somewhat challenging?
• Adding 1s • Adding 2s	• Adding 9s
What did I really struggle with?	**What are my questions?**
• Adding doubles • My time was slow	• How can I go faster?

Learning Needed:

_____

_____

_____

Three things I can do to improve for next time:

_____

_____

_____

Exercise 4.7: Student Goal Setting Sheet (Student 2)

Name: *Casey (7th grade)* Date: *12/15/13*

What work am I looking at? (test, homework, class work, essay, project, etc.):

Unit Test – single variable equations

Current Score/Grade: *7/10*

What did I do successfully?	What was somewhat challenging?
• *I can substitute for x in single variable equations.*	• *I missed square roots on question 8. I forgot that the square root can be a negative number.*
What did I really struggle with?	**What are my questions?**
• *I missed order of operations on question 4. I didn't multiply before adding.* • *I missed dividing by fractions. I forgot to invert my fraction on question 5.*	• *How can I continually remind myself to invert the fraction with dividing?*

Learning Needed:

_____

_____

_____

Three things I can do to improve for next time:

_____

_____

_____

Exercise 4.7: Student Goal Setting Sheet (Student 3)

Name: *Juan (9th grade)* Date: *12/15/13*

What work am I looking at? (test, homework, class work, essay, project, etc.):

Essay on "The Lord of the Flies"

Current Score/Grade: *22/30*

What did I do successfully?	What was somewhat challenging?
• *Stated main idea in first paragraph and restated in conclusion* • *Included thesis statement* • *Capitalized sentences and proper nouns*	• *Didn't state main idea for body paragraphs* • *Didn't provide enough examples or quotes in body paragraphs*
What did I really struggle with?	**What are my questions?**
• *Sentence fragments* • *Didn't use quotations correctly*	• *How do I avoid sentence fragments?*

Learning Needed:

_____

_____

_____

Three things I can do to improve for next time:

_____

_____

_____

Exercise 4.7: Data Conversation Practice Worksheet

Type: (circle) Teacher to Teacher Administrator to Teacher Teacher to Parent Teacher to Student

Before you begin:

What is the purpose of the Data Conversation? _____

What is the first question you will ask (using Positive Presumptions)? _____

Positive Presumptions	Paraphrasing	Data References
Tally	Tally	Tally
Comments/ Notes	Comments/ Notes	Comments/ Notes
Conversation Stoppers		

Strategize 3.5: 9-Grid Matrix

Data Point A:				
	Level 3			
	Level 2			
	Level 1			
		Level 1	**Level 2**	**Level 3**
		Data Point B:		

Strategize 3.5: 12-Grid Matrix

Data Point A:				
	Level 3			
	Level 3			
	Level 2			
	Level 1			
		Level 1	**Level 2**	**Level 3**
		Data Point B:		

Turnkey Plan Worksheet

Analyze: 2.8 Data Analysis Questions and 2.9 Applying Data Analysis Questions

The Team

Who will facilitate this turnkey exercise?

How do educators currently determine what questions to ask when analyzing data?

What practices are currently in place?

What is at stake?

What might people have to let go of in order to engage in this type of questioning? This may include longstanding practices and deeply held, sometimes limiting, beliefs.

What will success look like?

If someone were to walk through your school three years from now, after this piece of the work has taken root, what would they see?

Turnkey Plan Worksheet

Analyze: 2.10 Extended Thinking on Correlation and Causation

The Team

Who will facilitate this set of turnkey exercises?

How do educators currently determine correlation and causation?

What practices are currently in place?

What is at stake?

What might people have to let go of in order to engage in this type of extended thinking on correlation and causation? This may include longstanding practices and deeply held, sometimes limiting, beliefs.

What will success look like?

If someone were to walk through your school three years from now, after this piece of the work has taken root, what would they see?

Turnkey Plan Worksheet

Strategize: 3.3 Effort/Impact

The Team

Who will facilitate this turnkey exercise?

How do educators currently assess effort and impact before taking action?

What practices are currently in place?

What is at stake?

What might people have to let go of in order to engage in this type of prioritization? This may include longstanding practices and deeply held, sometimes limiting, beliefs.

What will success look like?

If someone were to walk through your school three years from now, after this piece of the work has taken root, what would they see?

Turnkey Plan Worksheet

Analyze: 2.11 Triangulation

The Team

Who will facilitate this turnkey exercise?

How do educators currently triangulate data?

What practices are currently in place?

What is at stake?

What might people have to let go of in order to engage in this type of data analysis? This may include longstanding practices and deeply held, sometimes limiting, beliefs.

What will success look like?

If someone were to walk through your school three years from now, after this piece of the work has taken root, what would they see?

Turnkey Plan Worksheet

Strategize: 3.5 Using Two Data Sets to Create Groups for Differentiation

The Team

Who will facilitate this set of turnkey exercises?

How do educators currently create small groups?

What practices are currently in place?

What is at stake?

What might people have to let go of in order to engage in this type of flexible grouping? This may include longstanding practices and deeply held, sometimes limiting, beliefs.

What will success look like?

If someone were to walk through your school three years from now, after this piece of the work has taken root, what would they see?

Turnkey Plan Worksheet

Strategize: 3.6 & 3.7 Assessment Literacy

The Team

Who will facilitate this set of turnkey exercises?

How do educators currently select and evaluate assessments?

What practices are currently in place?

What is at stake?

What might people have to let go of in order to engage in this type of evaluation and selection of assessments? This may include longstanding practices and deeply held, sometimes limiting, beliefs.

What will success look like?

If someone were to walk through your school three years from now, after this piece of the work has taken root, what would they see?

Turnkey Plan Worksheet

Data Conversations: 4.7 Data Conversations with Students

The Team

Who will facilitate this set of turnkey exercises?

How do educators currently engage in Data Conversations with Students?

What practices are currently in place?

What is at stake?

What might people have to let go of in order to engage in Data Conversation with Students? This may include longstanding practices and deeply held, sometimes limiting, beliefs.

What will success look like?

If someone were to walk through your school three years from now, after this piece of the work has taken root, what would they see?

Turnkey Plan

School Name: _____ District Name: _____ Date: _____

Topic	Time Frame	Facilitator	Participants	Location	Expected Outcome	Data Collection
Data Analysis Questions Exercise 2.8 & 2.9 Analyze p. 50						
Correlation/ Causation Exercise 2.10 Analyze p. 60						
Triangulation Exercise 2.11 Analyze p. 71						
Assessment Literacy Exercise 3.6 & 3.7 Strategize p. 38						

Turnkey Plan

School Name: _____ District Name: _____ Date: _____

Topic	Time Frame	Facilitator	Participants	Location	Expected Outcome	Data Collection
Effort/Impact Exercise 3.3 Strategize p. 15						
Data Conversations with Students Exercise 4.7 Data Conversations p. 39						
Types of Small Groups Exercise 3.4 Strategize p. 23						

Using Two Data Sets to Create Groups for Differentiation Exercise 3.5 Strategize p. 29						