Examining how we think about student data

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Agenda

- Welcome and Introductions
- Introducing Data Literacy
- Data Review
- Data Inventory
- Debrief

Objectives

Participants will

- Understand the role our data literacy plays in student learning
- Examine the data available to us and their individual purposes
- Review and interpret various forms of data
- Discuss implications of data findings

Welcome and Introductions

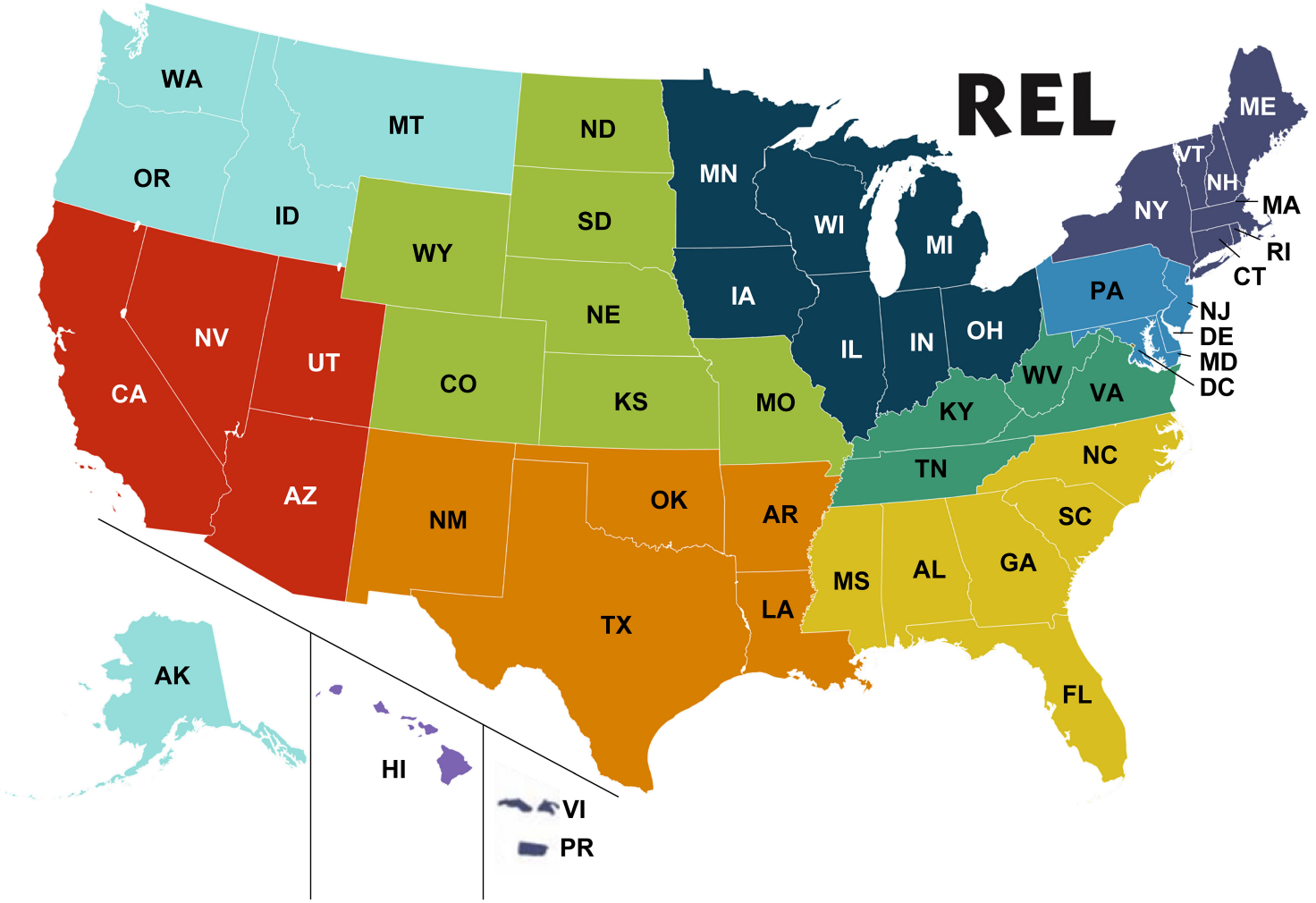
Introduce yourself

Please tell us:

- Name
- Title
- Organization/project affiliated with
- One thing you hope to learn today
- Where do you fall on the squirrel scale today?

Regional Educational Laboratories Midwest

Regional Educational Laboratories



- Appalachia
- Central
- Mid-Atlantic
- Midwest
- NE & Islands
- NW
- Pacific*
- SE
- SW
- West

* The Pacific Region contains Hawaii, pictured on the map, and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau, not pictured on the map.

Types of support REL Midwest offers

- **Applied research studies** that address partnerships' research questions
- **Events** that support the dissemination and understanding of existing research
- **Workshops** that support the use of data and research
- **Coaching** that supports the use of data and research
- **Technical support** such as survey, interview or observation protocol development, literature reviews, or tool development
- **Reviews of studies and interventions** to determine level of evidence to support ESSA implementation
- **Ask-A-REL** annotated bibliographies produced in response to stakeholder questions

REL Midwest States

Midwest Career Readiness Research Alliance

Goal: Support high school graduation rates in the state of Minnesota

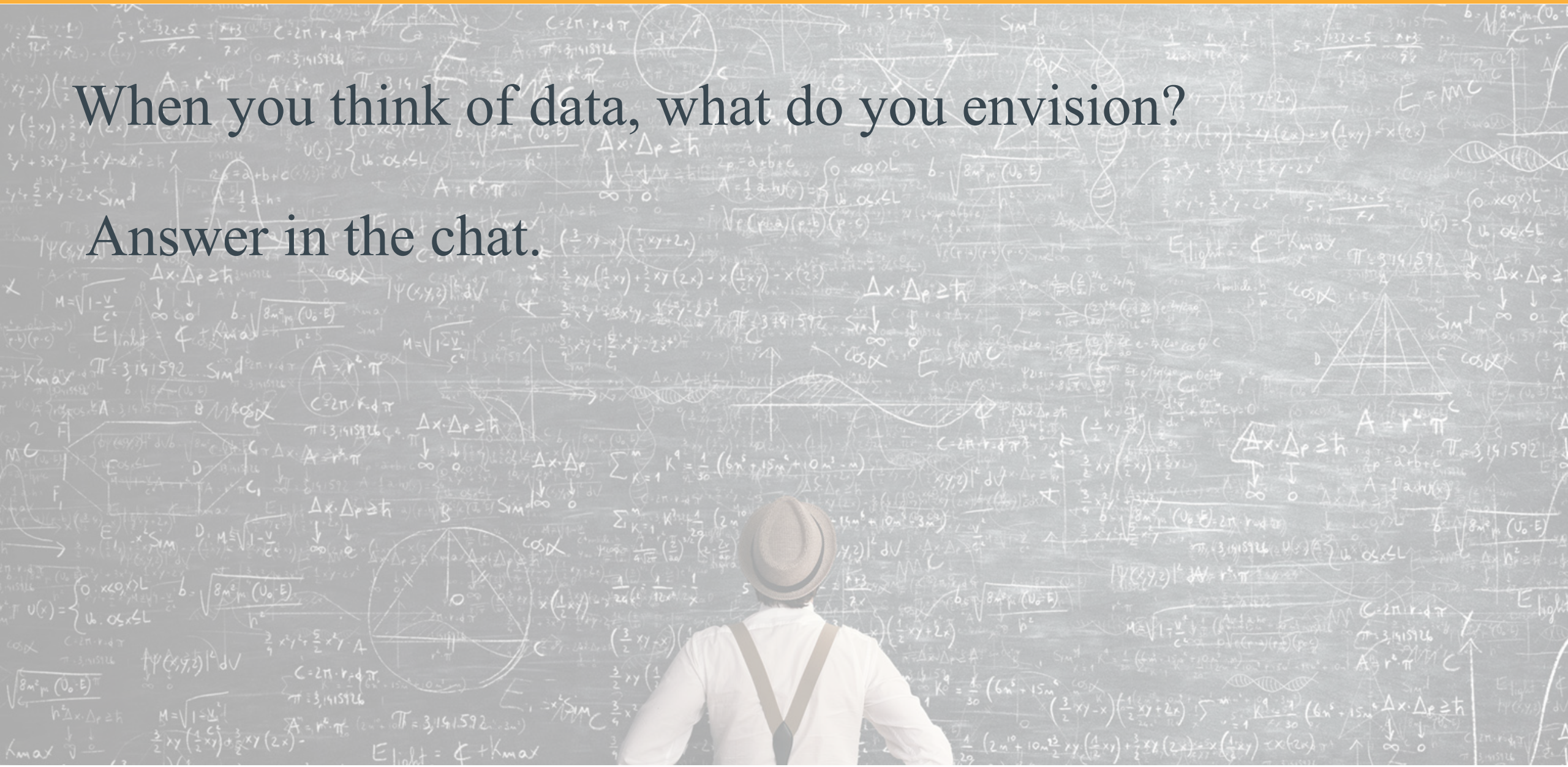
How have we done this work?

- Networked improvement communities
- Research on credit recovery strategies
- Documentaries on our projects
- Webinars for competency-based education strategies

Data and data literacy

When you think of data, what do you envision?

Answer in the chat.

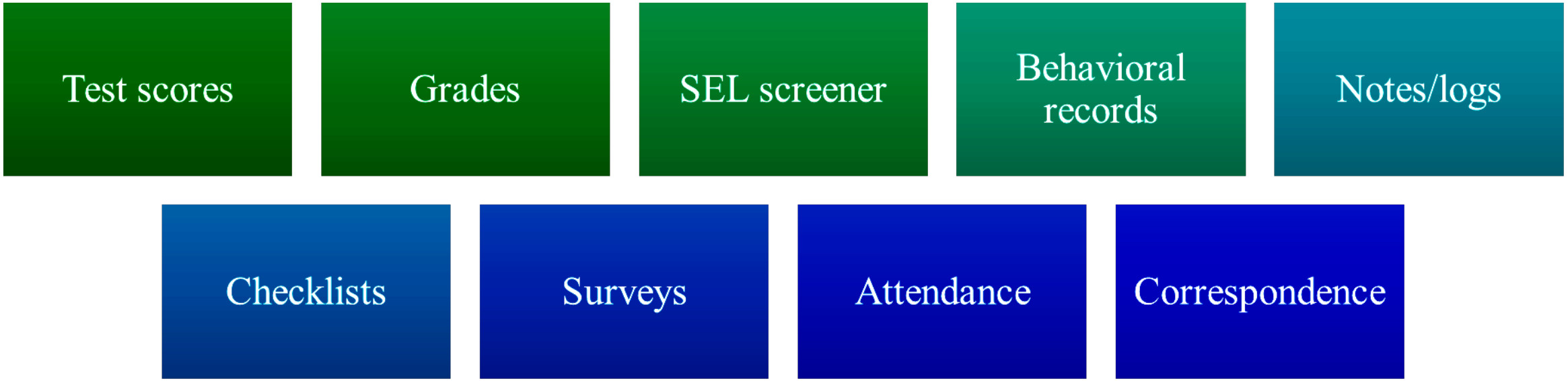


Data Literacy

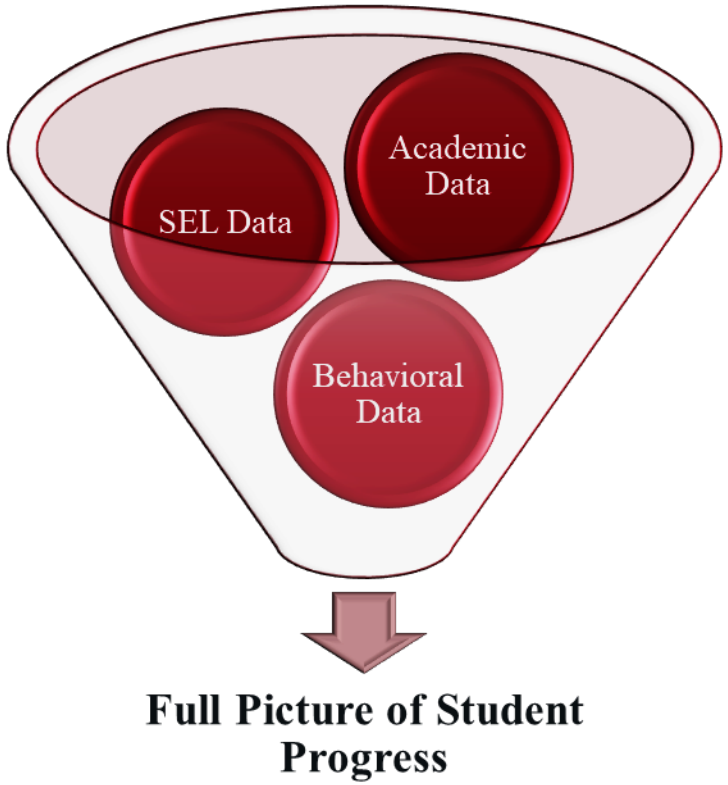
"The ability to transform information into actional instructional knowledge and practices by collecting, analyzing, and interpreting all types of data (assessment, school climate, behavioral, snapshot, longitudinal, moment-to-moment, etc.) to help determine instructional steps"

(Mandinach & Gummer, 2016, p. 367)

What can be data?



Painting the full picture



Breakout Groups!

Breakout Groups Agenda

1. Student vignettes – Identifying data and data sources (40 minutes)
   a) As a group complete the questions in the google doc: (Link)
   b) Come back for group reflection

2. Data inventory – What data do you have? (35 minutes)
   a) As a group populate the data inventory document: (Link)
   b) Reflection on data use, gaps in data collected, duplication of data
   c) Come back for full group share out.

3. Next steps discussion

Group 1: Welcome and Keep
Dan Frederking

Group 2: System of Care
Jameela Conway-Turner

Welcome back!

Closing and survey

See you in January to work with your data!

The Presenters

Dominique Bradley

REL Midwest

Jameela Conway-Turner

REL Midwest

Dan Frederking

REL Midwest

References

Mandinach, E. B., & Gummer, E. S. (2016). What does it mean for teachers to be data literate: Laying out the skills, knowledge, and dispositions. *Teaching and Teacher Education, 60,* 366-376.