

## Using Data to Guide Instruction

July 17, 2020  
2:00–3:30 p.m. MDT

### Facilitators

Hella Bel Hadj Amor and Jacob Williams, REL Northwest at Education Northwest

### Goal

To reinforce teachers' understanding of collecting and using student performance data to guide their instructional design

### Objectives

- Understand the best uses for each type of data
- Become familiar with how to collect the most appropriate data in the most efficient way
- Engage with the steps to take to analyze and interpret the data once collected

### References

Bocala, C., Henry, S. F., Mundry, S., & Morgan, C. (2014). Practitioner data use in schools: Workshop toolkit (REL 2015–043). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory, Northeast & Islands.  
<https://files.eric.ed.gov/fulltext/ED551402.pdf>

Renaissance Learning Inc. (2016). *Key report samples: STAR assessments*. Retrieved June 23, 2020, from  
[https://www.orcsd.org/UserFiles/Servers/Server\\_538005/File/Curriculum/Teachers/Assessment/R0053249615EE616.pdf](https://www.orcsd.org/UserFiles/Servers/Server_538005/File/Curriculum/Teachers/Assessment/R0053249615EE616.pdf)

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Time	Content	Goals and objectives	Activities and resources
2:00–2:10	Introduction	Introduce REL context and present session goals and objectives	Slides 1–4
2:10–2:20	Why we use data	Understand the purpose of the work	Slides 5–13
2:20–2:30	Standardized vs. formative data: Overview and best uses for each	Understand the different types of available data and what information they convey	Slides 14–21
2:30–2:35	Overview of inquiry cycle	Become familiar with the steps in a data inquiry cycle and the purpose of the process	Slides 22–24  <u>Source for cycle:</u> Bocala, Henry, Mundry, & Morgan, 2014
2:35–3:10	Collecting the most appropriate data most efficiently	Practice the first two steps in the data inquiry cycle: <ol style="list-style-type: none"> <li>1. Seeking information</li> <li>2. Accessing and gathering data</li> </ol>	Slides 25–30  Handouts: <ul style="list-style-type: none"> <li>• Note-taking sheet adapted from Bocala et al. (2014) and approved under 5.1.A13.2 (Attachment 7 Notes (1) 01-21-20.docx)</li> <li>• Sample data <ul style="list-style-type: none"> <li>○ Attachment 3</li> <li>○ Renaissance Learning Inc. (2016), pp. 8, 14</li> <li>○ <a href="https://secure.istation.com/Help/Reports/Reading_Classroom_Report.htm">https://secure.istation.com/Help/Reports/Reading_Classroom_Report.htm</a></li> </ul> </li> </ul>
3:10–3:25	Next steps in the cycle	Get an overview of the remaining steps in the data inquiry cycle	Slides 31–49  Activities: <ul style="list-style-type: none"> <li>• Individual reflection using sample data and note-taking sheet, group share-outs</li> </ul> Handouts: <ul style="list-style-type: none"> <li>• Same as above</li> </ul>
3:25–3:30	Closing	Review session outcomes and next steps	Slides 50–53