



## INSTRUCTIONAL MEDIA CENTER

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# Data-driven Resources

Unleash the power of data. *Compiled 19 February 2007 by ask.*

## Films

Exciting Teachers & Improving Student Achievement with Standards-Based Assessment Data. Sandy Sanford.  
<http://www.paec.org/teacher2teacher/excitingteachers.html>.

Course Description: In this session, the presenter will explain how proven processes and forward thinking in Riverside County California have resulted in innovative and dynamic approaches to the use of standards-based data by teachers for improving student achievement. The presentation starts with a brief description of how Riverside County schools have evolved from simple data compilers to effective users of data for systematically driving instructional improvement. The presenter interacts with teachers to show them how to distinguish between data that Judges and data that Informs—and how best to use both. Various formats and types of assessment data will be explored in light of the effects of the standards-based movement. Techniques will be explained that give teachers ownership of assessment data and convert the data from abstract numbers to valuable, teacher-friendly information. The presentation concludes with a step-by-step simulation of the WHAT process (Why and How Analysis for Teaching)—a powerful teaching tool that not only identifies weak standards ("weak" with respect to student achievement) but also leads teachers to "Why" the students are not mastering the standards and "How" an intervention might be designed to fix the problem.

Turning Data Into Information. John Snodgrass. <http://www.paec.org/teacher2teacher/turningdataintoinformation.html>  
GSE 800 SNO

Course Description: Educators work with sets of data every day. Teachers look at daily classroom assessment scores to determine whether the class moves on to the next objective or not. Counselors compare local student scores on standardized tests with other districts and with national results. Administrators examine the number of daily absences for students and staff. More informed decisions result from organizing, summarizing, and interpreting the numerical data that confront the people who provide all the services a school district provides. This enterprise – organizing, summarizing, and interpreting numerical data – is an exercise in descriptive statistics. Graphs aid understanding by presenting an overall pattern that one can visually assess. In this course, participants look at a handful of data distributions, focusing on stem-and-leaf plots and dot plots to display and interpret data. The presenter demonstrates how a classroom teacher can quickly examine daily classroom assessment scores to determine whether "any child is being left behind." The strategies are so user-friendly that teachers will learn how to prepare students to examine their own grades.

## Books and Documents

Failure is not an option : six principles that guide student achievement in high-performing schools. Blankstein, Alan M.  
GSE 100 BLA c.4

Building on a foundation that identifies courageous school leadership and the professional learning community as the center of effective school reform, this book offers six guiding principles for creating and sustaining high-performing schools: 1) Common mission, vision, values, and goals; 2) Systems for prevention and intervention; 3) Collaborative teaming for teaching and learning; 4) Data driven decision making and continuous improvement; 5) Active engagement from family and community; 6) Building sustainable leadership capacity. This book also provides dual perspectives on the critical issues: how implementation looks when it's done right as well as when things go wrong.

Monitoring school quality : An indicators report. Mayer, Daniel P. GSE 800 MAY

This report explores why some schools may be better than others at helping students learn. The report: reviews literature on school quality, identifies where national indicator data are currently available and reliable, and assesses the current status of schools by critiquing national indicator data. It indicates that school quality affects student learning through the training and talent of the teaching force, what goes on in the classrooms, and the overall culture of the school.

Using research and reason in education : how teachers can use scientifically based research to make curricular and instructional decisions. Stanovich, Paula J. GSE 800 STA

Provides guidance on how to recognize scientifically based instructional strategies, and how to use the concepts of research in the classroom. This publication explains that evidence of instructional effectiveness can come from any of the following sources: 1) formal testing, 2) published findings of research-based evidence, and/or 3) proof of reason-based practice. This publication offers a primer for those skills that will allow teachers to become independent evaluators of educational research.

NCLB Impact brief 2005. Cronin, John. Full report at [http://www.nea.org/assets/research/national/NCLBImpact\\_2005\\_Study.pdf](http://www.nea.org/assets/research/national/NCLBImpact_2005_Study.pdf)

A scientifically-based of the impact of NCLB on student achievement and growth. Brief version GSE 800 CRO

## Computer Tools

Data feedback : Tools for improved student learning. Colorado Department of Education. GSE 300 DAT

This document is a reflection of Colorado educators who have recommended or brought to our (CDE's) attention the diverse feedback tools they use, or want to use. This is a sampler from your colleagues...not an endorsement from the Colorado Department of Education.

TimerData. GSE 300 TIM.

A data collection device that allows you to analyze time usage in almost any observational environment; a powerful scripting device that creates a time referenced narrative log; and a reporting tool that can easily accommodate almost any formalized assessment structure.