



"On the plus side it's something for your PLC to chew on."

Using Data to Inform Instruction and Grow Student Achievement

Course Rationale:

Teachers currently work in an environment where data is a central focus, yet too many educators think of data as merely test scores, most commonly standardized or diagnostic test scores such as MCAS or DIBELS. Teachers and instructional leaders need to expand that focus to see data as the test questions themselves, samples of student work, patterns in student achievement, formative assessments, and more. Once data is harvested, educators often struggle with implementing curricular, instructional, or pedagogical change. Despite a teacher evaluation rubric in Massachusetts that demands "adjustment to practice," (1 – B – 2), teachers struggle to find the time and resources to fatten their repertoires. How, then do instructional leaders build a culture of psychological safety that allows teachers to say, "I need more tools in my toolbox"? How do we help teachers to best differentiate, including using tiered instruction models at all levels? How do we help classroom teachers find the right instructional models to maximize time for both teaching new material and remediating with students who struggle? These concerns are very real, despite educators' frequent use of the word data.

Course Objectives:

Public school teachers in Massachusetts will

- learn to define the term "data" more broadly
- see how, in addition to standardized and diagnostic testing, teachers can use student work, formative assessments, test questions themselves, and patterns of achievement (or lack of achievement) to best drive instruction
- fatten their curricular and instructional repertoires so that they are best able to use all data to drive instruction
- understand how progress monitoring helps to gauge student growth and interventions
- adjust their practice in real time as a result of both informal and formally embedded formative assessments.
- build capacity to better structure their classrooms and work in team, PLC, or department settings to increase their instructional repertoires
- leave this course prepared to make *adjustments to their practices*.

Classes: St. Mary's School, Main St., Shrewsbury

Jan.18, Feb. 1 & 15, Mar. 1—4:00-6:00. Remainder of course is online to be completed during Spring Semester. \$700 tuition includes all fees, course materials, and 3 graduate credits (67.5 PDPs) from Worcester State University. Additional \$25 non-refundable registration fee secures place in class.

For information or registration, contact:

abrunell@worcester.edu