Course Title:

Using Data to Inform Instruction and Grow Student Achievement
Worcester State University and Brunell and Cavanaugh Consultants

Instructors: Arthur Brunell BA, MA & Carol Cavanaugh, BA, MAT, PhD

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Spring Semester: June 26 & 27, 2017 (8:00-12:00, St. Mary's School, Shrewsbury) and online during July

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 (achievement and growth) 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 assessment results, student feedback, and more. Once data is harvested, educators often struggle with implementing curricular, instructional, or pedagogical changes. Despite a teacher evaluation rubric in Massachusetts that demands "adjustment to practice," (I – 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, that is, teachers will see how, in addition to standardized and diagnostic testing, they can use student work and student behaviors, formative assessments, test questions themselves, and patterns of achievement (or lack of achievement) to best drive instruction. At the heart of this course is fattening teachers' curricular and instructional repertoires so that they are best able to *use* this data to drive instruction. Teachers will see how to adjust their practice in real time as a result of both informal and formally embedded formative assessments. Teachers will build capacity to better structure their classrooms and work in team or department settings to increase their instructional repertoires. Ultimately, teachers in all disciplines will leave this course prepared to *adjust their practices* and *work in professional learning communties* to increase student achievement.

Public school teachers in Massachusetts will

1. Learn to define more broadly the term data; that is, teachers will see how, in addition to standardized and diagnostic testing, they can use student work, formative assessments, test questions themselves, and patterns of achievement (or lack of achievement) to best drive instruction.

2. Understand the differences between and disparate uses of quantitative and qualitative data.

3. Become expert in different kinds of assessment as well as in using triangulated or multiple forms of assessment to inform instruction.

4. Learn to read data and translate that information into high quality instruction, especially within the construct of a professional learning community

5. Model and explain tiered instruction and scaffolding.

6. Make adjustments to practice in real time.

7. Use a cycle of assessment and adjustment throughout the school year.

8. Keep achievement data on their students.

This is a HYBRID course with some online work/activity/collaboration.

Teachers will earn 3 graduate credits and 67.5 PDPs for this course.

**$700 tuition includes all fees except additional $25
non-refundable registration fee which secures place in class.**

To enroll, contact Arthur Brunell at **abrunell@worcester.edu**