

Data & Instructional Technology Dept



"The data coach has really helped our team understand the standardized test data which has allowed us to use the data as an effective tool in our instruction. It has been extremely useful when differentiating lessons to have the data really broken down for our team. It has also been very helpful to have someone transform ways to infuse technology into our lessons and/or projects. I believe it helps engage our students more and prepares them for their future which will be encompass the use of technology."

"I have been able to utilize technology more this school year than in past years. Having a full-time person in the building to discuss a curriculum idea/lesson with has been the technology into a project or activity. My data coach can simply have a topic and within days I have a list of ideas, websites, links to pick from. In addition, she has helped sign-up times to meet one-on-one and/or come into my classroom to help with implementation of the technology. I have also been able to take more risks this year in regard to technology knowing that a person is on hand in the building daily to provide assistance if/when I encounter a problem. My students have greatly benefited as a result."

Data & Instructional Coach Goals

- Providing opportunities for Student "Driver Learning"
- Encouraging climate of growth and transparency
- Consulting with data to drive instruction
- Focusing on Student support & achievement
- Enhancing Technology
- Using data to enhance current data systems
- Delivering meaningful and continuous staff development

"The data and tech coach has had an overwhelmingly positive effect on my school. She is a great coach and has been instrumental in the success of my school. She has helped me understand the data and how to use it to improve my instruction. She has also helped me understand the importance of technology in the classroom and how to use it to enhance my instruction. She has been a great support and has helped me to achieve my goals. I am grateful for her help and support."

"I am a better teacher because of the time spent with our Data Coach. I can use the data in a more meaningful, valuable, and purposeful way."

"She's helpful, available and has great ideas for how to make things better. Also, she always shows up when she says and does anything needed. Amazing!!"

Background

- Data Accessibility
- Data
- Instructional Technology

Our data & technology coach has proven to be an invaluable asset to our school. Not only has she taken some of the technology questions that classroom teachers have off my to-do list, she has also taught me new skills to use with my classes and in preparing for lessons. We've already collaborated on one major project with a whole grade level, and I can't wait to work with her more next year.

"From the moment the Data Coach came to our school, he has also publicly that he would love to help with implementing technology in the classroom and assisting the students with their tech projects. I asked him to come in and help with a new literacy activity that involved the students' researching, themselves reading passages and emailing them to me so that I may monitor their progress more often. He set up all the tools to ensure that they would work properly. I instructed the class worked with them individually, fixed any technological problems that arose and checked in later to be sure that everything worked and this is just one example -- having support like this makes it so much easier to implement new initiatives and raises current projects to the next level!"

Instructional Technology

- Teacher with Current Code
- Instructional Technology
- Communication
- Instructional Technology
- Instructional Technology

Professional Development

- Staff Technology Survey
- SMART Interactive Projects
- Staff and Student Devices

Instructional Technology



Instructional Technology



"With the implementation of our Data Coach, teachers have had the opportunity to collaborate with our coach and create projects for our kindergarten-age students. This has transitioned their classroom learning to a digital tool (the iPad) and produce a meaningful piece of work. It is only with the assistance and facilitation of our data coach that these experiences have been made possible."

The Data/Instructional Technology Coach position is important/appreciated as a full-time certified position in each building because data coaches are an invaluable resource for educators. Based on previous experiences, the data coach is not just a problem solver but they also reduce the likelihood of problematic situations in our school. Our data coach is excellent at getting us the "how" when it pertains to new and existing programs used to assist student learning. Our data coach is excellent at analyzing situations, identifying helpful plans of action and respectfully communicating that information to the staff.



Background

- Job Responsibilities
- Examples
 - Data
 - Instructional Technology

Data Related Experiences

- Data Meetings
 - Variety of data (MAP, ISAT, FF, Discipline, instructional data)
- Identifying Growth
- Creating Data Driven Instruction
- Fast Forward

Student Progress Report (Text Format)

Northwest Evaluation Association
Partnering to help all kids learn®

NWEA Sample District 2
Student Progress Report for Aunspaugh, Darwin N.
Three Sisters Elementary School
Growth is measured from Fall to Spring
Student ID: SF06000494

Mathematics							Reading ²⁴ ²³ ¹⁵								
Term/ Year	Grade	Student Score Range	Dist Avg RIT	Norm Group Avg	Student Growth	Typical Growth	Student %ile Range	Term/ Year	Grade	Student Score Range	Dist Avg RIT	Norm Group Avg	Student Growth	Typical Growth	Student %ile Range
FA09	4	206-212-215	202	204			67-73-81	FA09	4	206-211-214	199	200			72-78-85
SP09	3	206-209-212	200	202	21	11	62-72-80	SP09	3	212-216-219	197	199	5	6	84-91-95
FA08	3	185-188-192	186	192			29-37-50	FA08	3	206-211-214	185	192			90-94-95
SP08	2	194-197-200	190	191	13	13	61-70-79	SP08	2	212-216-219	186	190	20	9	97-98-99
WI08	2	191-194-197	182	187			67-76-83	WI08	2	203-204-207	179	186			87-92-95
FA07	2	181-184-187	171	180			60-70-78	FA07	2	192-196-199	170	180			82-89-93
SP07	1	185-188-191	174	177	15	13	75-82-89	SP07	1	185-188-191	168	172	7	5	89-95-98
FA06	1	170-173-176	159	163			71-79-86	FA06	1	178-181-185	158	160			95-97-99

Mathematics Goals Performance – Fall 2009-2010

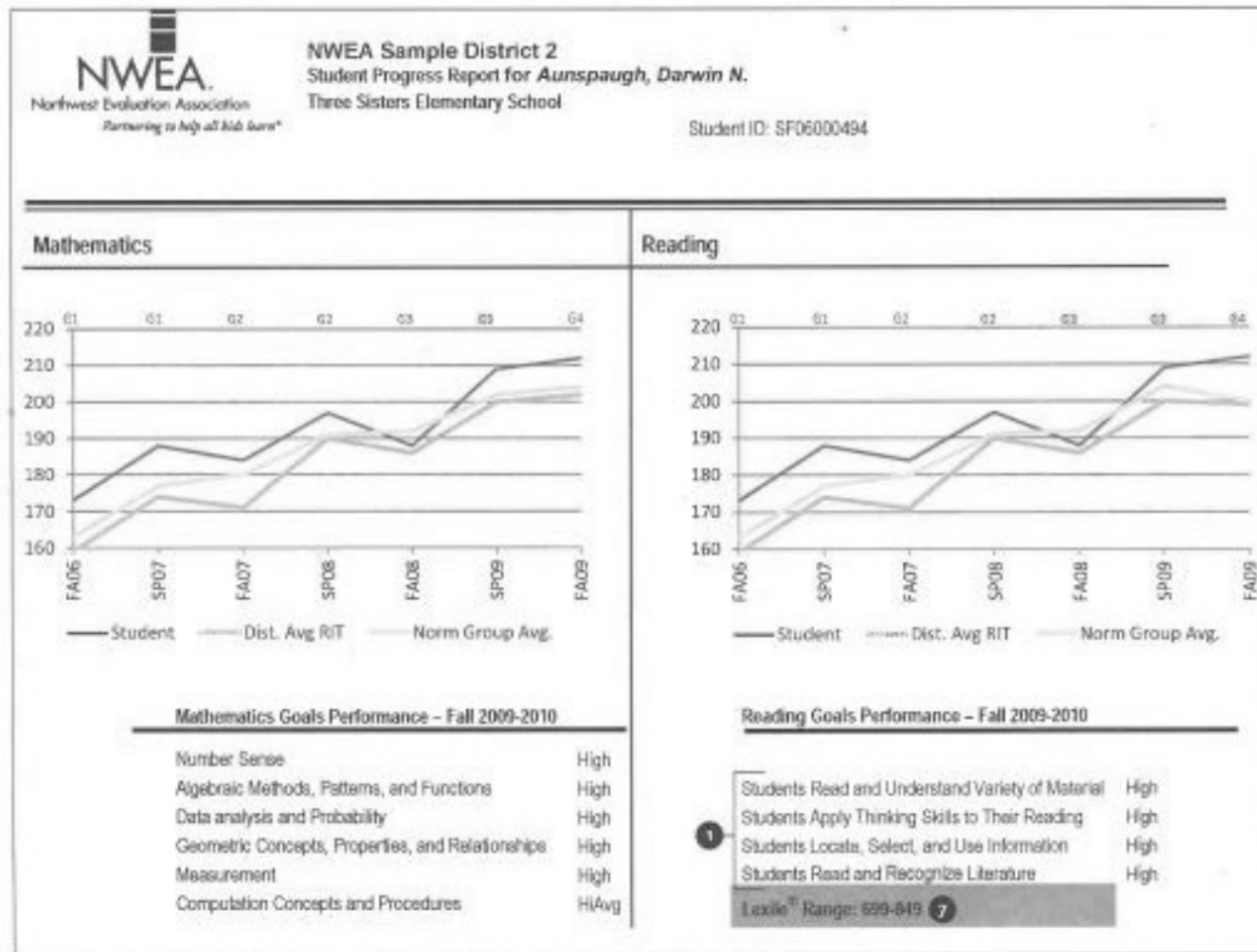
Number Sense	High
Algebraic Methods, Patterns, and Functions	High
Data analysis and Probability	High
Geometric Concepts, Properties, and Relationships	High
Measurement	High
Computation Concepts and Procedures	HAvg

Reading Goals Performance – Fall 2009-2010

1	Students Read and Understand Variety of Material	High
	Students Apply Thinking Skills to Their Reading	High
	Students Locate, Select, and Use Information	High
	Students Read and Recognize Literature	High
	Lexile® Range: 699-849 ⁷	

MAP Student Progress Report

Student Progress Report (Graph Format)



Student MAP Graph Report

Teacher Report - Reading Fall 2011

1 Goal Performance

School: Eastland Junior High (NWEA Sample District)
Class: 66 Farmer Read Period3
Teacher: Farmer, Farmer
Test: Reading Goals Survey 6+ IN Version 2

Student ID	Name	Grd	2 Test Type	Test Date	3 RIT	4 Std Err	5 RIT Range	6 %ile	7 %ile Range	8 Lexile® Range	Word Recog / Fluency / Vocab	Reading Comp	Literary Response & Analysis
12341585	Elizabeth, M. E.	7	S/G	Aug 26	207	3.3	204-210	27	21-36	633-763	200-211	208-222	186-208
12340037	Gary, J. H. J.	7	S/G	Aug 26	215	3.3	212-218	47	39-56	789-919	214-226	207-219	207-218
12340217	Courtney, K. N. J.	7	S/G	Aug 26	216	3.2	213-219	50	42-59	786-936	212-223	202-214	215-226
12341394	Skyler, L. E. D.	7	S/G	Aug 26	216	3.2	213-219	50	42-62	794-944	202-215	215-226	214-225
12341045	Lorian, D. L. R.	7	S/G	Aug 26	216	3.3	213-219	50	39-59	781-931	210-221	217-230	203-214
12340421	Nathan, T. I. A.	7	S/G	Aug 26	217	3.8	213-221	53	42-62	801-951	215-229	200-212	218-229
12340249	Allison, B. Y. M.	7	S/G	Aug 26	218	3.2	215-221	56	47-68	833-983	212-223	215-227	212-223
12340683	Darius, M. L. A.	7	S/G	Aug 26	220	3.3	217-223	62	53-74	865-1015	218-229	213-225	213-224
12340194	Eb'Von, B. Y. E.	7	S/G	Aug 26	221	3.3	218-224	65	56-76	860-1030	221-233	214-226	211-223
12340506	Alejandra, R. T. L.	7	S/G	Aug 26	221	3.2	218-224	65	56-76	884-1034	218-229	219-230	211-222
12340908	Adolphus, G. T. J.	7	S/G	Aug 26	221	3.3	218-224	65	53-74	875-1025	214-226	211-222	220-232
12340558	Rachel, D. N. B.	7	S/G	Aug 26	221	3.3	218-224	65	53-74	872-1022	213-225	213-225	218-230
12341062	Montio, K. I. A.	7	S/G	Aug 26	222	3.3	219-225	68	59-76	894-1044	217-228	221-233	211-222
12340473	Jordan, N. R. N.	7	S/G	Aug 26	224	3.3	221-227	74	65-84	940-1090	216-227	225-237	218-227
12340732	Donnalisha, Z. Y. S.	7	S/G	Aug 26	224	3.2	221-227	74	65-84	940-1090	217-228	213-225	225-238
12340024	Lavonna, M. A. T.	7	S/G	Aug 26	225	3.3	223-229	79	71-87	977-1127	220-239	219-231	217-228
12340981	Keitha, L. N. T.	7	S/G	Aug 26	227	3.3	224-230	81	74-89	994-1144	223-235	218-229	224-238
12340470	Robert, G. Y. R.	7	S/G	Aug 26	227	3.3	224-230	81	74-87	985-1135	226-239	221-232	216-228
12340046	Tabitha, B. Y. L.	7	S/G	Aug 26	237	3.5	234-241	98	93-98	1187-1317	224-236	243-264	228-240

Totals For: Reading Goals Survey 6+ IN Version 2

Students:	19		
9 Mean RIT:	220.8	Mean:	221.5 221.7 220.0
Std Dev:	6.3	Std Dev:	7.2 10.1 7.6
11 Median RIT:	221	Median:	222 220 221

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MAP Teacher Report

MAP Teacher Report a closer look

Norm = 207.1

Students	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	Literature	Informational Text	Foundations / Vocabulary	
Student 1	5	S/G	Aug 27	192	3.3	189-195	14	9-20	357-507	192-203	188-200	177-189	At risk
Student 2	5	S/G	Aug 27	200	3.3	197-203	31	24-39	501-651	200-211	186-198	197-208	
Student 3	5	S/G	Aug 31	200	3.3	197-203	31	24-41	501-651	199-211	186-199	197-209	
	5	S/G	Aug 27	202	3.3	199-205	36	26-44	537-687	200-211	194-206	194-205	
	5	S/G	Aug 27	203	3.4	200-206	39	28-47	555-705	201-212	196-207	194-206	
	5	S/G	Aug 27	204	3.4	201-207	41	33-53	573-723	202-213	198-210	195-207	
	5	S/G	Aug 27	210	3.4	207-213	58	50-69	681-831	208-220	207-219	198-210	On the bubble
	5	S/G	Aug 27	210	3.4	207-213	58	50-69	681-831	213-225	199-212	200-212	
	5	S/G	Aug 31	212	3.4	209-215	63	53-71	717-867	208-220	200-212	209-221	
	5	S/G	Aug 27	214	3.3	211-217	69	61-76	753-903	211-222	212-223	202-214	
	5	S/G	Aug 31	214	3.3	211-217	69	58-76	753-903	219-232	201-213	202-214	
	5	S/G	Aug 27	215	3.3	212-218	71	61-78	771-921	205-216	209-220	212-224	
	5	S/G	Aug 27	215	3.3	212-218	71	63-80	771-921	206-217	214-225	209-220	
	5	S/G	Sep 7	215	3.6	211-219	71	61-78	771-921	207-219	207-219	211-224	
	5	S/G	Aug 27	216	3.4	213-219	73	63-80	789-939	210-222	211-223	208-220	
	5	S/G	Sep 7	217	3.3	214-220	76	69-82	807-957	210-221	219-231	203-216	
	5	S/G	Aug 27	219	3.4	216-222	80	73-85	843-993	206-219	207-220	224-237	
	5	S/G	Aug 27	219	3.3	216-222	80	71-85	843-993	212-223	208-220	219-231	
	5	S/G	Aug 27	221	3.3	218-224	84	78-88	879-1029	214-225	216-227	217-229	
	5	S/G	Aug 27	223	3.3	220-226	87	82-92	915-1065	218-229	215-227	220-231	
	5	S/G	Aug 27	224	3.4	221-227	88	82-92	933-1083	212-224	224-236	217-228	
	5	S/G	Aug 27	225	3.4	222-228	90	85-93	951-1101	227-239	210-222	220-232	
	5	S/G	Aug 27	225	3.4	222-228	90	85-94	951-1101	225-237	216-228	215-227	
	5	S/G	Aug 27	226	3.3	223-229	91	87-94	969-1119	220-231	231-245	211-223	
	5	S/G	Aug 27	241	3.3	238-244	99	99-99	1239-1389	233-245	241-253	233-244	Could be gifted. Needs challenge.
	5	S/G	Aug 27	***19	Proctor terminated without option to resume								
	5	S/G	Sep 7	***19	Proctor terminated without option to resume								
5 Common Core V3				Area of greatest strength				Area of greatest weakness					
Students:	25	Knowledge is tightly clustered. Whole group instruction.				Knowledge is diverse. Differentiate instruction							
Valid tests:	25												
Mean RIT:	214.5												
Std Dev:	10.6												
Median RIT:	215												
		Mean:	216.2	213.8	213.3								
		Std Dev:	9.7	13.3	12.2								
		Median:	216	214	215								

Differentiation Analysis

Class Breakdown by Goal Report



Northwest Evaluation Association
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Class Breakdown by Goal for Reading
Three Sisters Elementary School – Fall 2010
Kotifani, Jenisha and TF060054 Kotifani Homeroom 1(A)

The following table shows how the class is broken down by RIT and goal.

Test Name: Reading Survey w/ Goals 2-5 CO V3

11

		<171	171-180	181-190	191-200	201-210	211-220	221 +
Informative Texts				<all students in cell> D. N. Dugaw (181) N. I. Devany (188)	<all students in cell> A. E. Scruggs (197) D. E. Shalfoe (198) T. E. Wolf (201)	<all students in cell> Z. N. Haukebo-Bol (198) J. S. Kucia (207)	<all students in cell> M. M. Vosburg (205) R. Valkier (211) K. S. Dimalanta (220)	<all students in cell> D. W. Alhamzawi (213)
Literary Texts	12	<all students in cell> D. N. Dugaw (181)			<all students in cell> N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) T. E. Wolf (201)	<all students in cell> D. E. Shalfoe (198) M. M. Vosburg (205) J. S. Kucia (207)	<all students in cell> R. Valkier (211) D. W. Alhamzawi (213)	<all students in cell> K. S. Dimalanta (220)
Word Meaning				<all students in cell> D. N. Dugaw (181) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalfoe (198) N. I. Devany (188)	<all students in cell> D. N. Dugaw (181) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalfoe (198) M. M. Vosburg (205)	<all students in cell> T. E. Wolf (201) R. Valkier (211) D. W. Alhamzawi (213)	<all students in cell> J. S. Kucia (207)	<all students in cell> K. S. Dimalanta (220)

Class By RIT Report



Data Wall

Student Goal Setting Worksheet

Student: Mary M. Vosburg

Term Range: Fall 10 – Spring 11

Initial Grade: 5

Students may want to challenge themselves for higher RIT growth than what is typical. The My Goal space can be used to identify that higher goal. Classroom assessment data should also be considered to ensure targeting the correct skill.

Subject	Fall 2010 ³		Winter 2010		Spring 2011		Fall 10 – Spring 11 ¹⁶			
	RIT	%ile ⁶	RIT	%ile	RIT	%ile	Growth Projection	Projected RIT	My Goal	RIT Growth ²³
Reading	211	62	213	60			5	216		
Mathematics	212	53	224	70			8	220		
Language Usage	211	55	205	29			4	215		

Reading

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Stand	RIT Range ⁵		
	Fall 2010	Winter 2010	Spring 2011
Read a Variety of Material	200-213	204-218	
Apply Thinking Skills to Read	209-222	213-227	
Locate / Select / Use Info	<i>196-210</i>	<i>203-217</i>	
Read / Recognize Literature	211-225	204-219	
Lexile® Range ⁷	693-843	738-888	

Student Action Plan: _____

Student Goal Setting



Go For The Growth - MAP Activity

Standards and Students

Grade Level Standard

Subject: Mathematics
Goal Strand: Measurement

[illegible]

Des Cartes Differentiation

Reading: Literature & Informational Text: Craft and Structure: Sequence of Events



DesCartes Statements:

RIT 211-220 Identifies sequential or chronological order in informational text	Students:
RIT 201-210: Identifies sequence of events in informational text (first)	Students:
RIT 191-200: Identifies sequence of events in informational text (first)	Students:
RIT 181-190: - Identifies sequence of events in literary text (last) - Paraphrases sequence of events in literary text	Students:
RIT 171-180: - Identifies sequence of events in literary text (first) - Identifies sequence of events in literary text (second) - Identifies sequence of events in literary text (last) - Identifies a specific event in a literary sequence - Paraphrases sequence of events in literary text - Orders sentences to create a paragraph that makes sense in literary text	Students:
RIT Below 171: - Identifies sequence of events in literary text (first) - Identifies a specific event in a literary sequence	Students:

Higher-Level Activity:

Lesson/Activity:

Resources:

Means of Assessment:

Mid-Level Activity:

Lesson/Activity:

Resources:

Means of Assessment:

Lower-Level Activity:

Lesson/Activity:

Resources:

Means of Assessment:

Instructional Planning Tools

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Data to Instruction Framework

		Content Area	
		Concept	
Overall Score Range		Goal Performance Area	
	Student Groups	Skills from Selected Learning Statements	Student Activities/Instructional Strategies: Assessment:
Above-Score Range RIT Range:			
Middle-Score Range RIT Range:			
Below-Score Range RIT Range:			

Instructional Planning Tools

Lesson Title: Gandhi: Man of Peace

MAP Goal Strand: Informational Text

Content/Common Core Alignment: [CCSS.ELA-Literacy.RH.6-8.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Higher Level- RIT Range: 241-251+	
Students:	Skills/Actions:
Student 18 Student 21 Student 10 Student 25 Student 19 Student 5 Student 8 Student 11 Student 17 Student 6	Interpret Draw Conclusions Paraphrases information on complex informational text Evaluates to make inferences
Middle Level- RIT Range: 221-240	
Students:	Skills/Actions:
Student 4 Student 16 Student 20 Student 9 Student 22 Student 15 Student 2 Student 24 Student 12	Locate information Paraphrase Summarize Describe ideas that are implied in a passage Make inferences about short parts of text
Lower Level- RIT Range: 211-220	
Students:	Skills/Actions:
Student 14 Student 7 Student 13 Student 3 Student 23 Student 1	Locate information Summarize Identify main idea Identify supporting details Re-state information Paraphrase

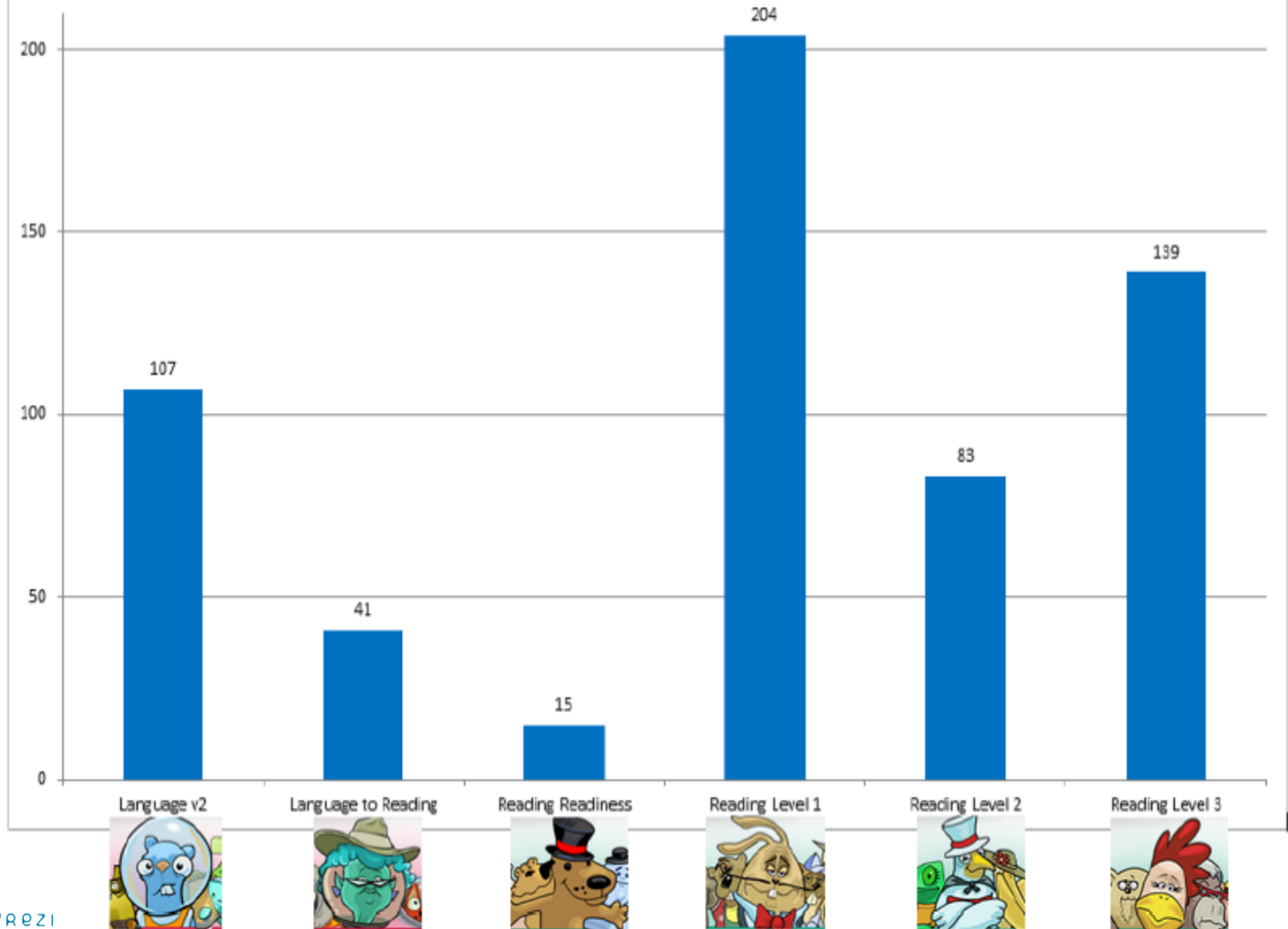
Learning Goal for All:

I can locate and use information from an article to summarize, analyze, and draw conclusions about the life of Gandhi.

Higher-Level
Lesson/Activity: - Students may choose to work in small groups or independently - Students will read the article and work through the set of questions provided
Resources: "Gandhi: A Man of Peace" and Leveled questions (high)
Assessments: - Set of higher-order thinking questions based on Bloom's - Exit Slip paragraph answering the question: <i>Who was Mohandas Gandhi and what made him such an important world figure?</i> - Students must include key details from the article to support their claims.
Mid-Level
Lesson/Activity: - Students may choose to work in small groups or independently - Students will read the article and work through the set of questions provided
Resources: "Gandhi: A Man of Peace" and Leveled questions (mid)
Assessments: - Set of analysis/comprehension questions based on Bloom's - Exit Slip paragraph answering the question: <i>Who was Mohandas Gandhi and what made him such an important world figure?</i> - Students must include key details from the article to support their claims.
Lower-Level
Lesson/Activity: - Students will work in small, guided-reading group to read the Gandhi article together - Individually, students will complete the leveled questions for their group
Resources: "Gandhi: A Man of Peace" and Leveled questions (mid)
Assessments: - Set of understanding/comprehension questions based on Bloom's - Exit Slip paragraph answering the question: <i>Who was Mohandas Gandhi and what made him such an important world figure?</i> - Students must include key details from the article to support their claims.

Instructional Planning Tools

Placement of 2nd Graders in Fast ForWord products



Fast ForWord Progress Monitoring

Implemen 3/11	Implementatio 3/18	Implementatio 4/1/2013	*Interventions - Click Comments for more info	*Red Flag
42%	43%	43%	Moved seat to back of room with partition. Needs frequent monitoring to stay on task.	Coaster
81%	81%	56%	EleBot Strategy introduced by teacher, 1-1	Space Commander
	78%	87%	EleBot Strategy introduced by teacher, 1-1	EleBot
60%	64%	69%	Lacks vocabulary needed to complete synonyms game. Understands the concept of synonyms. Suggestions?	Canine Crew
59%	81%	78%	EleBot Strategy introduced by teacher, 1-1	EleBot
	59%	75%	Set on task goals	Canine Crew
		73%	Use clues at bottom of screen	Sky Gym
69%	77%	79%	Use clues at bottom of screen	Sky Gym
	55%	73%	Set on task goals	Fish Frenzy
45%	47%	63%	Moved seat to back of room with partition. Set 3 behavior goals Had to leave room today. With 1-1 assistance Brandon got 22 correct and 11 incorrect on EleBoit. Brandon needs 1-1 assistance to stay focused.	ALL
64%	66%	81%	Set on task goals	Flying Fish
61%	70%	73%	1-1 intervention on skygym- taught me/joe trick	Space Commander
	54%	64%	1-1 intervention on skygym- taught me/joe trick, focused on verb inflection in elebot	Sky Gym

Fast ForWord

Instructional Technology

- Connection with Common Core
 - Creation
 - Collaboration
 - Communication
 - Critical Thinking
- NETS

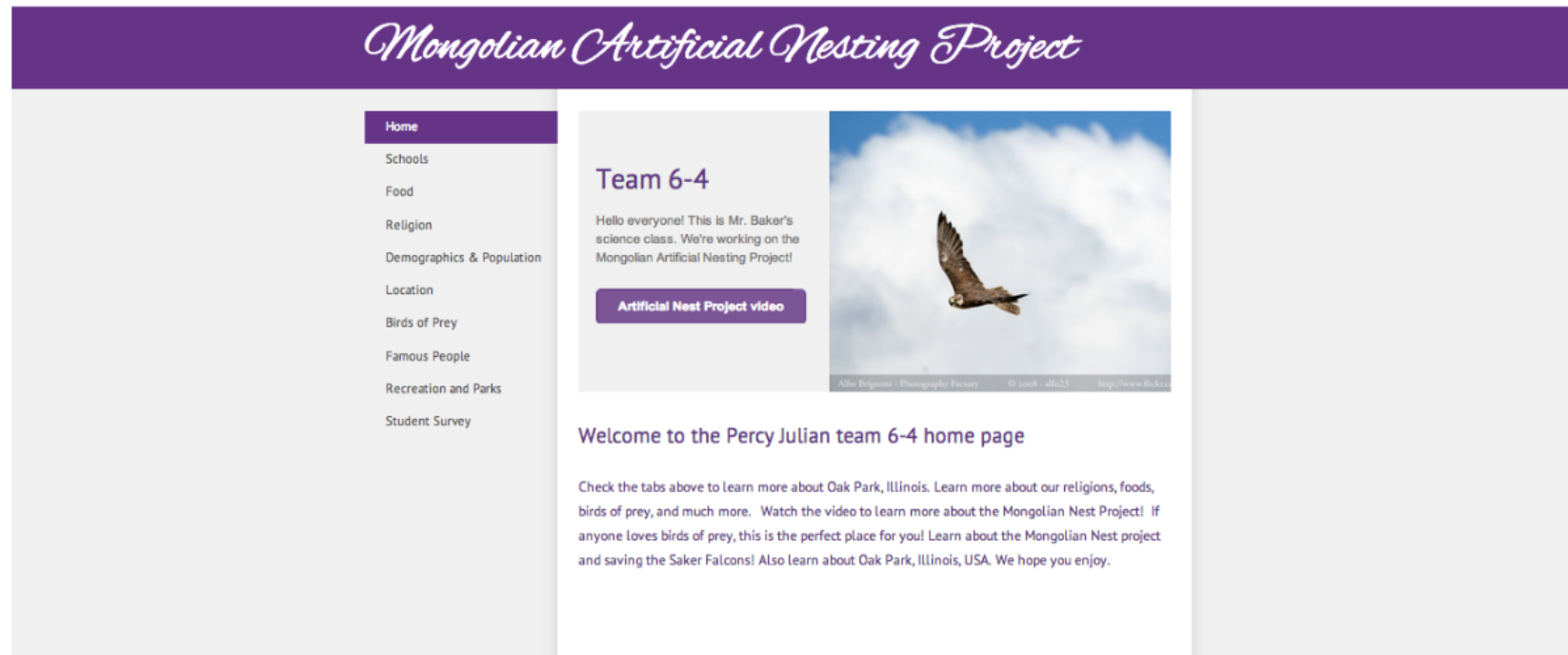
3rd Grade Glogster Project

Science



<http://annamajka.edu.glogster.com/Science-reSearch/>

6th Grade Website Project



<http://mongoliansakerfalcons.weebly.com/>

Google Docs Project



YouTube

iMovie Project



Professional Development

- iPad
- Staff Technology Survey
- SMART Interactive Projectors
- Staff and Student Devices

Instructional Technology Website



 Oak Park Elementary School District 97

About Schools Departments Board of Education Resources Payments Contact Parents Students

Home > Instructional Technology > Teacher iPad Initiative > Getting Started  Travel to School  Directions

Home
Calendar
Staff Contacts
 Teacher iPad Initiative
 Getting Started
 Basic Apps
 iPad FAQs
MacBook Air

Getting Started

- iPad features and functions [Printable PDF](#)
- iPad accessibility for all [Printable PDF](#)
- Setting up your email [Video Tutorial or Printable PDF](#)
- iCloud account [Video Tutorial or Printable PDF](#)
- iTunes account [Video Tutorial or Printable PDF](#)
- Apple TV set-up
- Using the iPad as a document [Video Tutorial or Printable PDF](#)

<http://www.op97.org/instructionaltech/iPad-Basics.cfm>

Data & Instructional Coach Goals

- Fostering opportunities for Student Driven learning
- Enhancing climate of growth and transparency
- Consistently using data to drive instruction
- Focusing on Student engagement & achievement
- Infusing Technology
- Using Ecra to enhance current data success
- Delivering meaningful and continuous Staff Development

"Our data and tech coach has had an overwhelmingly positive effect at our school. Our coach is a natural educator who is excited by the change of creating lessons that are interesting for the students and accomplish goals of the educational process."

YouTube

MacBook Air Resource

MacBook Air



<http://www.op97.org/instructionaltech/MacBook-Air.cfm>