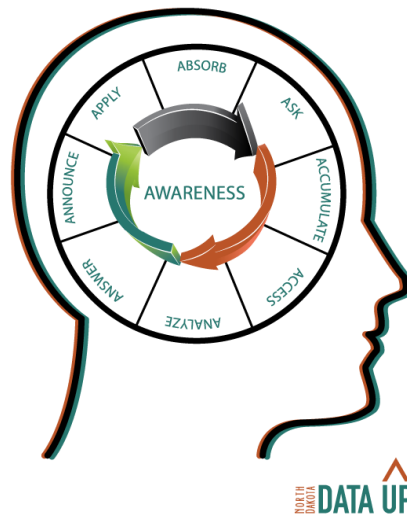# Develop Your Data Mindset: Essentials of Educational Data Use

Module Descriptions, Learning Goals, and Standards

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Summary

This document highlights descriptions, learning goals, and SLDS Data Use Standards relevant to the *Develop Your Data Mindset: Essentials of Educational Data Use* curriculum. For the purpose of this document, an estimated completion time, description, list of learning goals, and list of SLDS Data Use Standards is considered an overview. There are 14 overviews in this document, including 1 for the curriculum as a whole and 1 for each of the 13 modules within the curriculum.

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<center>**Course Overview**</center>

<center>**Develop Your Data Mindset: Essentials of Educational Data Use**</center>

Estimated Time to Complete

The estimated time to complete the course is 15-20 hours. Estimated hours are based on the approximate time it will take to finish the course if a participant listens to all audio files and completes all tutorial slides. The actual number of hours it will take to complete the course depends, at least in part, on a participant's audio preferences and activity performance. Most audio files are optional and tutorial slides are not required in Modules 5-13 if a participant correctly answers all questions of a respective activity chunk.

Description

In this course, participants will learn data literacy and inquiry methods necessary for effective data utilization within a K12 school setting. They will demonstrate knowledge and skills through a series of interactive simulations that address a variety of data utilization purposes, such as identifying strengths and weaknesses for a group of students, monitoring progress toward an end-of-year goal for an individual student, and differentiating instruction.

The curriculum comprises 1 course with 13 modules partitioned into 60 sections. Modules 1-4 address foundational knowledge essential for effective data utilization. Modules 5-13 are hands-on scenarios representing specific data use purposes in education. Statewide Longitudinal Data System (SLDS) data use standards have been identified and goals have been established for each part of each module, with the exception of a couple parts in introductory portions of Module 1.

Course content is structured a bit like a funnel. The broad and foundational modules at the beginning flow into more narrow and specific modules as participants progress through the curriculum. In module 1, participants will be introduced to common data types in educational settings, such as demographic, student learning, perception, school process, and behavior data. Assessment, evaluation, and research as methods of disciplined inquiry that require the use of data are briefly covered; most, perhaps all, data use purposes in educational settings could be classified as one or more of these inquiry methods. In module 2, the focus narrows into an overview of knowledge, skills, and professional behaviors as standards required to be an effective data user for assessment, evaluation, or research purposes; key standards are operationalized using the A+ Inquiry framework to synthesize the standards. In module 3, the focus narrows into specific school initiatives that require data utilization for various assessment and evaluation purposes; questions guiding data use processes aligned with these initiatives are also highlighted. In module 4, the focus narrows further into the use of student learning data by creating an assessment calendar representing different types of student learning data for various formative and summative purposes. Each remaining module represents a narrowed focus on the application of A+ Inquiry to navigate a specific data use scenario identified in the assessment calendar.

Learning Goals

- Improve educator competence in using data
- Improve educator actions with data
- Improve educator attitudes toward data

SLDS Data Use Standards

- B.3.D Prioritization: Prioritizes time to analyze and use data
- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- K.1.C Types of Data: Knows that data come in two main forms— QUANTITATIVE and QUALITATIVE—and that, within these forms, there are other categories
- K.1.D Types of Measures: Knows various types and purposes of ASSESSMENTS and other MEASURES

- K.1.E Data Metric: Knows that MEASURES can be broken down into data metrics, which are calculated for ANALYSIS and monitored for changes
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- K.2.C Data Collection: Knows that DATA COLLECTION can be performed using different methods and at different points in time
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data
- S.1.A Goals and Questions: Identifies BASELINE measure(s) and poses questions that can be answered with data
- S.1.B Alignment: Aligns question(s), type of data needed, and measurement tools (e.g., ASSESSMENTS, surveys, etc.) with goals and objectives
- S.1.D Data Meaning: Identifies different types of data and can explain specific DATA DEFINITIONS and how data are collected and formatted
- S.2.A Data Discovery and Data Acquisition: Identifies and locates appropriate data sources and can access the data from various sources (e.g., classroom, school, district, state sources) for DATA ACQUISITION
- S.2.B Critical Evaluation: Knows how to perform CRITICAL EVALUATION on data sources for reputability, quality (including validity and reliability), relevancy, and ability to address the identified need
- S.3.A Facilitation: Collects data in ways that ensure VALID, RELIABLE data and that minimize BIAS
- S.3.B Technology: Uses appropriate technologies to collect, access, and store data
- S.3.C Multiple Measures: Uses MULTIPLE MEASURES (e.g., FORMATIVE, SUMMATIVE, GROWTH MEASURES, etc.), appropriately
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.6.B Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)
- S.6.C Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

Module 1 Overview

Introduction to Course and Theme, Need for Data Training, Data Types, and Methods of Inquiry

Estimated Time to Complete

The estimated time to complete Module 1 is 60 minutes. The estimated time to complete each part is as follows:
- Part 1 - 5 minutes
- Teacher Data User Survey (pre) - 15 minutes
- Part 2 - 15 minutes
- Part 3 - 10 minutes
- Part 4 - 15 minutes

Estimated minutes are based on the approximate time it will take to finish a module if a participant listens to all audio files. The actual number of minutes it will take to complete a module depends, at least in part, on a participant's audio preferences. Many audio files in modules 1-4 are optional.

Description

This module begins with an introduction to the online curriculum, including a broad overview of the course scope and sequence, navigation tips, and characters representing a fabricated school district who appear throughout the curriculum. The module continues with a review of the need for data use training, as well as common data types in educational settings, such as demographic, student learning, perception, school process, and behavior data. Assessment, evaluation, and research are briefly discussed as methods of disciplined inquiry that require the use of data. The module includes 4 sections (parts 1, 2, 3, and 4). This module is NOT mastery-based. Therefore, all participants are exposed to the same activities and content.

Learning Goals

Part 1 - Welcome to Develop Your Data Mindset
- N/A

Part 2 - Introduction to Theme
- Increase awareness of feelings toward data
- Increase awareness of Great Plains data utilization efforts
- Increase awareness of Great Plains staff

Part 3 - Introduction to the Need for Data Use Training
- Increase awareness of need for data use training

Part 4 - Introduction to Data Types and Methods of Inquiry
- Increase knowledge of general data types
- Increase knowledge of inquiry methods

SLDS Data Use Standards

- B.3.D Prioritization: Prioritizes time to analyze and use data
- K.1.C Types of Data: Knows that data come in two main forms— QUANTITATIVE and QUALITATIVE—and that, within these forms, there are other categories
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected

Module 2 Overview

Data Standards and A+ Inquiry Framework

Estimated Time to Complete

The estimated time to complete Module 2 is 20 minutes. The estimated time to complete each part is as follows:
- Part 1 - 20 minutes

Estimated minutes are based on the approximate time it will take to finish a module if a participant listens to all audio files. The actual number of minutes it will take to complete a module depends, at least in part, on a participant's audio preferences. Many audio files in modules 1-4 are optional.

Description

This module begins with an overview of knowledge, skills, and professional behaviors as standards required to be an effective data user for assessment, evaluation, or research purposes. The module continues with a demonstration of how key data utilization standards may be operationalized by synthesizing them with the *A+ Inquiry* framework for effective data use. Participants will be given access to an *A+ Inquiry* diagram with guiding questions relevant to each stage in the framework. The module includes 1 section (part 1). This module is NOT mastery-based; therefore, all participants are exposed to the same activities and content.

Learning Goals

Part 1 - Data Standards and A+ Inquiry Framework
- Increase knowledge of standards required for effective data utilization
- Increase knowledge of how data utilization standards may be synthesized using the *A+ Inquiry* framework

SLDS Data Use Standards

- S.1.B Alignment: Aligns question(s), type of data needed, and measurement tools (e.g., ASSESSMENTS, surveys, etc.) with goals and objectives

Module 3 Overview

Aligning Answerable Questions with School Initiatives

Estimated Time to Complete

The estimated time to complete Module 3 is 35 minutes. The estimated time to complete each part is as follows:
- Part 1 - 20 minutes
- Part 2 - 15 minutes

Estimated minutes are based on the approximate time it will take to finish a module if a participant listens to all audio files. The actual number of minutes it will take to complete a module depends, at least in part, on a participant's audio preferences. Many audio files in modules 1-4 are optional.

Description

This module reviews RTI, MTSS, and AdvancED as common school initiatives that require data utilization. Questions guiding data use processes aligned with these initiatives are highlighted. The module also covers data use for formative and summative purposes, as well as the importance of operationalizing inquiry questions so they can be answered with data. Participants will be given access to a diagram illustrating an alignment of assessment and evaluation questions with RTI, MTSS, and AdvancED initiatives. The module includes 2 sections (parts 1 and 2). This module is NOT mastery-based; therefore, all participants are exposed to the same activities and content.

Learning Goals

Part 1 - Aligning Answerable Questions With School Initiatives
- Increase knowledge of school initiatives requiring data use

Part 2 - Aligning Answerable Questions With School Initiatives
- Increase knowledge of questions that can be answered with data
- Increase knowledge of data use for formative purposes
- Increase knowledge of data use for summative purposes

SLDS Data Use Standards

- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- S.3.C Multiple Measures: Uses MULTIPLE MEASURES (e.g., FORMATIVE, SUMMATIVE, GROWTH MEASURES, etc.), appropriately

Module 4 Overview

Balanced Assessment System and Assessment Calendar

Estimated Time to Complete

The estimated time to complete Module 4 is 85 minutes. The estimated time to complete each part is as follows:
- Part 1 - 45 minutes
- Part 2 - 15 minutes
- Part 3 - 25 minutes

Estimated minutes are based on the approximate time it will take to finish a module if a participant listens to all audio files. The actual number of minutes it will take to complete a module depends, at least in part, on a participant's audio preferences. Many audio files in modules 1-4 are optional.

Module Description

This module covers attributes of a balanced assessment system representing various types of student learning data. There is a discussion relevant to the purpose of standardized assessments. The *Educational Data Use Scope of Study* framework is used as a tool to develop a balanced assessment calendar that includes ongoing, periodic, and one-time assessments administered for formative and/or summative purposes. Participants will be given access to the *Educational Data Use Scope of Study* framework and an assessment calendar that will be completed during the module. The module includes 3 sections (parts 1, 2, and 3). This module is NOT mastery-based; therefore, all participants are exposed to the same activities and content.

Learning Goals

Part 1 - Balanced Assessment System and Assessment Calendar
- Increase knowledge of considerations for narrowing the focus of a data use purpose
- Increase knowledge of data use contexts within a balanced assessment system

Part 2 - Balanced Assessment System and Assessment Calendar
- Increase knowledge of how the *Educational Data Use Scope of Study* framework may be used to build a balanced assessment system

Part 3 - Balanced Assessment System and Assessment Calendar
- Increase knowledge of how the *Educational Data Use Scope of Study* framework may be used to build a balanced assessment calendar

SLDS Data Use Standards

- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- K.1.D Types of Measures: Knows various types and purposes of ASSESSMENTS and other MEASURES
- K.1.E Data Metric: Knows that MEASURES can be broken down into data metrics, which are calculated for ANALYSIS and monitored for changes
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- S.1.B Alignment: Aligns question(s), type of data needed, and measurement tools (e.g., ASSESSMENTS, surveys, etc.) with goals and objectives

<div align="center">**Module 5 Overview**</div>

<div align="center">**Universal Screening**</div>

Estimated Time to Complete

The estimated time to complete Module 5 is 70 minutes. The estimated time to complete each part is as follows:
- Part 1 - 25 minutes
- Part 2 - 20 minutes
- Part 3 - 15 minutes
- Part 4 - 10 minutes

Estimated minutes are based on the approximate time it will take to finish a module if a participant listens to all audio files and completes all tutorial slides. The actual number of minutes it will take to complete a module depends, at least in part, on a participant's audio preferences and activity performance. Audio files are optional and tutorial slides are not required in Modules 5-13 if a participant correctly answers all questions of a respective activity chunk.

Description

This module begins with the review of a background knowledge flyer prepared by the data coach. The flyer includes key vocabulary and concepts relevant to universal screening. The module continues with a teacher navigating the *A+ Inquiry* data utilization framework to conduct universal screening on all students in her classroom using an interim reading assessment. Participants will be given access to an *A+ Inquiry* graphic organizer, universal screening flyer, and universal screening table that will be completed during the module. The module includes 4 sections (parts 1, 2, 3, and 4). Each part comprises multiple mastery-based chunks of content. If a participant answers all items correct in the activity portion of a chunk, the participant skips the accompanying tutorial and proceeds to the activity portion of the next chunk.

Learning Goals

Part 1 - Universal Screening: Background Knowledge
- Increase knowledge of the purpose of universal screening
- Increase knowledge of vocabulary relevant to universal screening

Part 2 - Universal Screening: Absorb, Ask, Accumulate, Access
- Increase knowledge of questions that may be formulated to guide the inquiry cycle for identifying at-risk students
- Increase knowledge of data that may be useful for identifying at-risk students
- Increase knowledge of locations where data utilized for identifying at-risk students may be retrieved

Part 3 - Universal Screening: Analyze and Answer
- Increase skill in analyzing data to identify a student's risk status
- Increase knowledge of limitations that may affect analysis findings relevant to a student's risk status

Part 4 - Universal Screening: Announce and Apply
- Increase knowledge of how a student's risk status may be communicated to appropriate stakeholders
- Increase knowledge of decisions that may be made based on a student's risk status

SLDS Data Use Standards

- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data

- K.1.C Types of Data: Knows that data come in two main forms— QUANTITATIVE and QUALITATIVE—and that, within these forms, there are other categories
- K.1.D Types of Measures: Knows various types and purposes of ASSESSMENTS and other MEASURES
- K.1.E Data Metric: Knows that MEASURES can be broken down into data metrics, which are calculated for ANALYSIS and monitored for changes
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- K.2.C Data Collection: Knows that DATA COLLECTION can be performed using different methods and at different points in time
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- S.1.D Data Meaning: Identifies different types of data and can explain specific DATA DEFINITIONS and how data are collected and formatted
- S.2.A Data Discovery and Data Acquisition: Identifies and locates appropriate data sources and can access the data from various sources (e.g., classroom, school, district, state sources) for DATA ACQUISITION
- S.2.B Critical Evaluation: Knows how to perform CRITICAL EVALUATION on data sources for reputability, quality (including validity and reliability), relevancy, and ability to address the identified need
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.6.B Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)
- S.6.C Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

Module 6 Overview

Classroom-Level Goal Setting

Estimated Time to Complete

The estimated time to complete Module 6 is 125 minutes. The estimated time to complete each part is as follows:
- Part 1 - 20 minutes
- Part 2A - 35 minutes
- Part 2B - 25 minutes
- Part 3 - 35 minutes
- Part 4 - 15 minutes

Estimated minutes are based on the approximate time it will take to finish a module if a participant listens to all audio files and completes all tutorial slides. The actual number of minutes it will take to complete a module depends, at least in part, on a participant's audio preferences and activity performance. Audio files are optional and tutorial slides are not required in Modules 5-13 if a participant correctly answers all questions of a respective activity chunk.

Description

This module begins with the review of a background knowledge flyer prepared by the data coach. The flyer, which also appears in Module 7, includes key vocabulary and concepts relevant to setting achievement goals. The module continues with a teacher navigating the *A+ Inquiry* data utilization framework to set classroom-level goals and write an accompanying action plan based on fall interim reading assessment results of all students in her class. Participants will be given access to an *A+ Inquiry* graphic organizer, goal setting flyer, goal setting data planner, and classroom-level goal setting monitoring and evaluating organizer that will be partially completed during module. The module includes 5 sections (parts 1, 2A, 2B, 3, and 4). Each part comprises multiple mastery-based chunks of content. If a participant answers all items correct in the activity portion of a chunk, the participant skips the accompanying tutorial and proceeds to the activity portion of the next chunk.

Learning Goals

Part 1 - Classroom-Level Goal Setting: Background Knowledge
- Increase knowledge of goal setting vocabulary
- Increase knowledge of potential benefits of goal setting
- Increase knowledge of cautions to consider when goal setting
- Increase knowledge of characteristics of good goals

Part 2A - Classroom-Level Goal Setting: Absorb and Ask
- Increase knowledge of questions that may be formulated to guide the inquiry cycle for setting a classroom-level goal

Part 2B - Classroom-Level Goal Setting: Accumulate and Access
- Increase knowledge of data that may be useful for setting a classroom-level goal
- Increase knowledge of locations where data utilized for setting a classroom-level goal may be retrieved

Part 3 - Classroom-Level Goal Setting: Analyze and Answer
- Increase skill in analyzing data to identify baseline values relevant to classroom-level goal setting
- Increase skill in analyzing data to identify expected values relevant to classroom-level goal setting
- Increase skill in analyzing data to identify low performance areas relevant to classroom-level goal setting
- Increase knowledge of limitations that may affect analysis findings relevant to classroom-level goal setting
- Increase knowledge of implications that may be informed by analysis findings relevant to classroom-level goal setting

Part 4 - Classroom-Level Goal Setting: Announce and Apply

- Increase knowledge of how classroom-level baseline, expected, and subcategory performance values may be communicated to appropriate stakeholders
- Increase knowledge of how classroom-level goals may be set based on baseline and expected values
- Increase knowledge of how an action plan may be written based on setting classroom-level goals and supporting evidence

SLDS Data Use Standards

- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- K.1.C Types of Data: Knows that data come in two main forms— QUANTITATIVE and QUALITATIVE—and that, within these forms, there are other categories
- K.1.D Types of Measures: Knows various types and purposes of ASSESSMENTS and other MEASURES
- K.1.E Data Metric: Knows that MEASURES can be broken down into data metrics, which are calculated for ANALYSIS and monitored for changes
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data
- S.1.A Goals and Questions: Identifies BASELINE measure(s) and poses questions that can be answered with data
- S.2.A Data Discovery and Data Acquisition: Identifies and locates appropriate data sources and can access the data from various sources (e.g., classroom, school, district, state sources) for DATA ACQUISITION
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.6.C Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)
- S.6.B Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

<center>**Module 7 Overview**</center>

<center>**Student-Level Goal Setting**</center>

Estimated Time to Complete

The estimated time to complete Module 7 is 100 minutes. The estimated time to complete each part is as follows:
- Part 1 - 10 minutes
- Part 2A - 25 minutes
- Part 2B - 20 minutes
- Part 3A - 25 minutes
- Part 3B - 10 minutes
- Part 4 - 10 minutes

Estimated minutes are based on the approximate time it will take to finish a module if a participant listens to all audio files and completes all tutorial slides. The actual number of minutes it will take to complete a module depends, at least in part, on a participant's audio preferences and activity performance. Audio files are optional and tutorial slides are not required in Modules 5-13 if a participant correctly answers all questions of a respective activity chunk.

Description

This module begins with the review of a background knowledge flyer prepared by the data coach. The flyer, which also appears in Module 6, includes key vocabulary and concepts relevant to setting achievement goals. The module continues with a teacher navigating the *A+ Inquiry* data utilization framework to set a goal with a single student and write an accompanying action plan based on the student's fall interim reading assessment results. Participants will be given access to an *A+ Inquiry* graphic organizer, goal setting flyer, goal setting data planner, and student-level goal setting monitoring and evaluating organizer that will be partially completed during the module. The module includes 5 sections (parts 1, 2A, 2B, 3, and 4). Each part comprises multiple mastery-based chunks of content. If a participant answers all items correct in the activity portion of a chunk, the participant skips the accompanying tutorial and proceeds to the activity portion of the next chunk.

Learning Goals

Part 1 - Student-Level Goal Setting: Background Knowledge
- Increase knowledge of metrics that may be utilized for student-level goal setting
- Increase knowledge of possible definitions for a student's expected level of performance

Part 2A - Student-Level Goal Setting: Absorb and Ask
- Increase knowledge of questions that may be formulated to guide the inquiry cycle for setting a student-level goal

Part 2B - Student-Level Goal Setting: Accumulate and Access
- Increase knowledge of data that may be useful for setting a student-level goal
- Increase knowledge of locations where data utilized for setting a student-level goal may be retrieved

Part 3A - Student-Level Goal Setting: Analyze
- Increase skill in analyzing data to identify a baseline value relevant to student-level goal setting
- Increase skill in analyzing data to identify expected values relevant to student-level goal setting
- Increase skill in analyzing data to identify low performance areas relevant to student-level goal setting

Part 3B - Student-Level Goal Setting: Answer
- Increase knowledge of limitations that may affect analysis findings relevant to student-level goal setting
- Increase knowledge of implications that may be informed by analysis findings relevant to student-level goal setting

Part 4 - Student-Level Goal Setting: Announce and Apply
- Increase knowledge of how student-level baseline, expected, potential goal, and subcategory performance values may be communicated to appropriate stakeholders
- Increase knowledge of how a student-level goal may be set based on baseline and expected values
- Increase knowledge of how an action plan may be written based on a student-level goal and supporting evidence

SLDS Data Use Standards

- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- K.1.C Types of Data: Knows that data come in two main forms— QUANTITATIVE and QUALITATIVE—and that, within these forms, there are other categories
- K.1.E Data Metric: Knows that MEASURES can be broken down into data metrics, which are calculated for ANALYSIS and monitored for changes
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data
- S.1.A Goals and Questions: Identifies BASELINE measure(s) and poses questions that can be answered with data
- S.2.A Data Discovery and Data Acquisition: Identifies and locates appropriate data sources and can access the data from various sources (e.g., classroom, school, district, state sources) for DATA ACQUISITION
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.6.B. Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)
- S.6.C. Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

<p style="text-align:center">Module 8 Overview</p>

<p style="text-align:center">Progress Monitoring</p>

Estimated Time to Complete

The estimated time to complete Module 8 is 195 minutes. The estimated time to complete each part is as follows:
- Part 1 - 15 minutes
- Part 2 - 15 minutes
- Part 3 - 20 minutes
- Part 4 - 15 minutes
- Part 5 - 20 minutes
- Part 6 - 15 minutes
- Part 7 - 15 minutes
- Part 8 - 15 minutes
- Part 9 - 15 minutes
- Part 10 - 20 minutes
- Part 11 - 15 minutes
- Part 12 - 15 minutes

Estimated minutes are based on the approximate time it will take to finish a module if a participant listens to all audio files and completes all tutorial slides. The actual number of minutes it will take to complete a module depends, at least in part, on a participant's audio preferences and activity performance. Audio files are optional and tutorial slides are not required in Modules 5-13 if a participant correctly answers all questions of a respective activity chunk.

Description

This module beings with the review of a background knowledge flyer prepared by the data coach. The flyer includes key vocabulary and concepts relevant to progress monitoring. The module continues with a teacher navigating multiple iterations of the *A+ Inquiry* data utilization framework to conduct progress monitoring on an individual student identified as potentially at-risk during the universal screening process. The teacher navigates the *A+ Inquiry* framework a total of five times to select the student's appropriate grade-level probe, compute the student's baseline performance, compute the student's end-of-year goal, evaluate the student's at-risk status, and evaluate the impact of an intervention on a student. Participants will be given access to five *A+ Inquiry* graphic organizers and a progress monitoring flyer that will be completed during the module. The module includes 12 sections (parts 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12). Each part comprises multiple mastery-based chunks of content. If a participant answers all items correct in the activity portion of a chunk, the participant skips the accompanying tutorial and proceeds to the activity portion of the next chunk.

Learning Goals

Part 1 - Progress Monitoring: Purpose and Graphing
- Increase knowledge of the purpose of progress monitoring
- Increase knowledge of key elements on a progress monitoring graph

Part 2 - Progress Monitoring: Graphing and Data Cycles
- Increase knowledge of key elements on a progress monitoring graph
- Increase knowledge of 5 unique data cycles relevant to progress monitoring

Part 3 - Progress Monitoring: Cycle 1 - Select Grade Level Probe - Absorb, Ask, Accumulate
- Increase knowledge of how to implement the Absorb, Ask, and Accumulate stages of A+ Inquiry to identify which data are required for selecting a student's appropriate grade level probe

Part 4 - Progress Monitoring: Cycle 1 - Select Grade Level Probe - Access, Analyze, Answer, Announce, Apply
- Increase knowledge of how to implement the Access, Analyze, Answer, Announce, and Apply stages of A+ Inquiry to select -- and take action based on -- the appropriate grade level probe for a student

Part 5 - Progress Monitoring: Cycle 2 - Compute Baseline Performance - Absorb, Ask, Accumulate, Access, Analyze
- Increase knowledge of how to implement the Absorb, Ask, Accumulate, Access, and Analyze stages of A+ Inquiry to compute a student's baseline performance level

Part 6 - Progress Monitoring: Cycle 2 - Compute Baseline Performance - Announce, Apply
- Increase knowledge of how to implement the Announce and Apply stages of A+ Inquiry to take action based on a student's baseline performance

Part 7 - Progress Monitoring: Cycle 3 - Compute End-of-Year Goal - Absorb, Ask, Accumulate
- Increase knowledge of how to implement the Absorb, Ask, and Accumulate stages of A+ Inquiry to identify which data are required for computing a student's end-of-year goal

Part 8 - Progress Monitoring: Cycle 3 - Compute End-of-Year Goal - Access, Analyze, Answer, Announce, Apply
- Increase knowledge of how to implement the Access, Analyze, Answer, Announce, and Apply stages of A+ Inquiry to compute -- and take action -- based on a student's end-of-year goal

Part 9 - Progress Monitoring: Cycle 4 - Evaluate Risk Status - Absorb, Ask, Accumulate
- Increase knowledge of how to implement the Absorb, Ask, and Accumulate stages of A+ Inquiry to identify which data are required for evaluating a student's risk status

Part 10 - Progress Monitoring: Cycle 4 - Evaluate Risk Status - Access, Analyze, Answer, Announce, Apply
- Increase knowledge of how to implement the Access, Analyze, Answer, Announce, and Apply stages of A+ Inquiry to evaluate -- and take action based on -- a student's risk status

Part 11 - Progress Monitoring: Cycle 5 - Evaluate Impact of Intervention - Absorb, Ask, Accumulate, Access
- Increase knowledge of how to implement the Absorb, Ask, Accumulate, and Access stages of A+ Inquiry to identify and retrieve data required for evaluating the impact of an intervention on a student

Part 12 - Progress Monitoring: Cycle 5 - Evaluate the Impact of Intervention - Analyze, Answer, Announce, Apply
- Increase knowledge of how to implement the Analyze, Answer, Announce, and Apply stages of A+ Inquiry to evaluate -- and take action based on -- the impact of an intervention of a student

SLDS Data Use Standards

- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- K.1.C Types of Data: Knows that data come in two main forms—quantitative and qualitative—and that, within these forms, there are other categories
- K.1.D Types of Measures: Knows various types and purposes of ASSESSMENTS and other MEASURES
- K.1.E Data Metric: Knows that MEASURES can be broken down into data metrics, which are calculated for ANALYSIS and monitored for changes
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- K.2.C Data Collection: Knows that DATA COLLECTION can be performed using different methods and at different points in time
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data
- S.3.A Facilitation: Collects data in ways that ensure VALID, RELIABLE data and that minimize BIAS
- S.3.B Technology: Uses appropriate technologies to collect, access, and store data

- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.6.B Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)
- S.6.C Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

<h1 align="center">Module 9 Overview</h1>

<h2 align="center">Periodic Assessment for Differentiating Instruction</h2>

Estimated Time to Complete

The estimated time to complete Module 9 is 75 minutes. The estimated time to complete each part is as follows:
- Part 1 - 15 minutes
- Part 2 - 25 minutes
- Part 3 - 25 minutes
- Part 4 - 10 minutes

Estimated minutes are based on the approximate time it will take to finish a module if a participant listens to all audio files and completes all tutorial slides. The actual number of minutes it will take to complete a module depends, at least in part, on a participant's audio preferences and activity performance. Audio files are optional and tutorial slides are not required in Modules 5-13 if a participant correctly answers all questions of a respective activity chunk.

Description

This module begins with the review of a background knowledge flyer prepared by the data coach. The flyer includes key vocabulary and concepts relevant to differentiating instruction. The module continues with a teacher navigating the A+ Inquiry data utilization framework to differentiate instruction by content for students in her class based on each student's Lexile Reader Measure. Participants will be given access to an A+ Inquiry graphic organizer, differentiating instruction flyer, periodic assessment for differentiating instruction data planner, and differentiating instruction by content table that will be completed during the module. The module includes 4 sections (parts 1, 2, 3, and 4). Each part comprises multiple mastery-based chunks of content. If a participant answers all items correct in the activity portion of a chunk, the participant skips the accompanying tutorial and proceeds to the activity portion of the next chunk.

Learning Goals

Part 1 - Periodic Assessment for Differentiating Instruction
- Increase knowledge of elements that may be differentiated in a teacher's classroom
- Increase knowledge of Lexile measures

Part 2 - Periodic Assessment for Differentiating Instruction: Absorb, Ask, Accumulate, Access
- Increase knowledge of questions that may be formulated to guide the inquiry cycle for identifying the appropriate text measure of an article for each student
- Increase knowledge of data that may be useful for identifying the appropriate text measure of an article for each student
- Increase knowledge of locations where data utilized for identifying the appropriate text measure of an article for each student may be retrieved

Part 3 - Period Assessment for Differentiating Instruction: Analyze and Answer
- Increase skill in analyzing data to identify the appropriate text measure of an article for each student
- Increase knowledge of limitations that may affect analysis findings relevant to the appropriate text measure of an article for each student
- Increase knowledge of implications that may be informed by analysis findings relevant to the appropriate text measure of an article for each student

Part 4 - Periodic Assessment for Differentiating Instruction: Announce and Apply
- Increase knowledge of how the appropriate text measure of an article for each student may be communicated to appropriate stakeholders
- Increase knowledge of actions that may be taken based on the appropriate text measure for each student

SLDS Data Use Standards

- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- K.1.C Types of Data: Knows that data come in two main forms— QUANTITATIVE and QUALITATIVE—and that, within these forms, there are other categories
- K.1.D Types of Measures: Knows various types and purposes of ASSESSMENTS and other MEASURES
- K.1.E Data Metric: Knows that MEASURES can be broken down into data metrics, which are calculated for ANALYSIS and monitored for changes
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data
- S.2.A Data Discovery and Data Acquisition: Identifies and locates appropriate data sources and can access the data from various sources (e.g., classroom, school, district, state sources) for DATA ACQUISITION
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.6.C Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

Classroom-Level Goal Monitoring

Estimated Time to Complete

The estimated time to complete Module 10 is 110 minutes. The estimated time to complete each part is as follows:
- Part 1 - 30 minutes
- Part 2 - 25 minutes
- Part 3A - 25 minutes
- Part 3B - 15 minutes
- Part 4 - 15 minutes

Estimated minutes are based on the approximate time it will take to finish a module if a participant listens to all audio files and completes all tutorial slides. The actual number of minutes it will take to complete a module depends, at least in part, on a participant's audio preferences and activity performance. Audio files are optional and tutorial slides are not required in Modules 5-13 if a participant correctly answers all questions of a respective activity chunk.

Description

This module begins with the review of a background knowledge flyer prepared by the data coach. The flyer includes key concepts relevant to monitoring achievement goals. The module continues with a teacher navigating the A+ Inquiry data utilization framework to monitor classroom-level goals that were set at the beginning of the year and write an accompanying action plan based on winter interim reading assessment results of all students in her class. Participants will be given access to an A+ Inquiry graphic organizer, goal monitoring flyer, goal monitoring data planner, and updated version of the classroom-level goal setting monitoring and evaluating organizer that will be partially completed during module. The module includes 5 sections (parts 1, 2, 3A, 3B, and 4). Each part comprises multiple mastery-based chunks of content. If a participant answers all items correct in the activity portion of a chunk, the participant skips the accompanying tutorial and proceeds to the activity portion of the next chunk.

Learning Goals

Part 1 - Classroom-Level Goal Monitoring: Absorb and Ask
- Increase knowledge of classroom-level goal monitoring
- Increase knowledge of questions that may be formulated to guide the inquiry cycle for monitoring a classroom-level goal

Part 2 - Classroom-Level Goal Monitoring: Accumulate and Access
- Increase knowledge of data that may be useful for monitoring a classroom-level goal
- Increase knowledge of locations where data utilized for monitoring a classroom-level goal may be retrieved

Part 3A - Classroom-Level Goal Monitoring: Analyze
- Increase skill in analyzing data to identify middle-of-period values relevant to classroom-level goal monitoring
- Increase skill in analyzing data to compare middle-of-period actual values with expected values relevant to classroom-level goal monitoring
- Increase skill in analyzing data to compare middle-of-period actual values with end-of-year goal values relevant to classroom-level goal monitoring
- Increase skill in analyzing data to identify highest and lowest areas of performance relevant to classroom-level goal monitoring
- Increase skill in analyzing data to compare the change in values relevant to the action plan focus area relevant to classroom-level goal monitoring

Part 3B - Classroom-Level Goal Monitoring: Answer
- Increase knowledge of limitations that may affect analysis findings relevant to classroom-level goal monitoring
- Increase knowledge of implications that may be informed by analysis findings relevant to classroom-level goal monitoring

Part 4 - Classroom-Level Goal Monitoring: Announce and Apply
- Increase knowledge of how analysis findings relevant to classroom-level goal monitoring may be communicated to appropriate stakeholders
- Increase knowledge of how classroom-level goals may be maintained or adjusted based on analysis findings
- Increase knowledge of how an action plan may be written based monitoring classroom-level goals and supporting evidence

SLDS Data Use Standards

- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- K.1.C Types of Data: Knows that data come in two main forms— QUANTITATIVE and QUALITATIVE—and that, within these forms, there are other categories
- K.1.E Data Metric: Knows that MEASURES can be broken down into data metrics, which are calculated for ANALYSIS and monitored for changes
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data
- S.1.A Goals and Questions: Identifies BASELINE measure(s) and poses questions that can be answered with data
- S.2.A Data Discovery and Data Acquisition: Identifies and locates appropriate data sources and can access the data from various sources (e.g., classroom, school, district, state sources) for DATA ACQUISITION
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.6.B. Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)
- S.6.C. Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

<p style="text-align:center">**Module 11 Overview**</p>

<p style="text-align:center">**Student-Level Goal Monitoring**</p>

Estimated Time to Complete

The estimated time to complete Module 11 is 115 minutes. The estimated time to complete each part is as follows:
- Part 1 - 25 minutes
- Part 2 - 15 minutes
- Part 3A - 15 minutes
- Part 3B - 15 minutes
- Part 4 - 15 minutes

Estimated minutes are based on the approximate time it will take to finish a module if a participant listens to all audio files and completes all tutorial slides. The actual number of minutes it will take to complete a module depends, at least in part, on a participant's audio preferences and activity performance. Audio files are optional and tutorial slides are not required in Modules 5-13 if a participant correctly answers all questions of a respective activity chunk.

Description

This module begins with the review of a background knowledge flyer prepared by the data coach. The flyer, which also appears in Module 10, includes key vocabulary and concepts relevant to monitoring achievement goals. The module continues with a teacher navigating the *A+ Inquiry* data utilization framework to monitor an individual-level goal that was set with a student at the beginning of the year and write an accompanying action plan based on the student's winter interim reading assessment results. Participants will be given access to an *A+ Inquiry* graphic organizer, goal monitoring flyer, goal monitoring data planner, and updated version of the student-level goal setting monitoring and evaluating organizer that will be partially completed during the module. The module includes 5 sections (parts 1, 2, 3A, 3B, and 4). Each part comprises multiple mastery-based chunks of content. If a participant answers all items correct in the activity portion of a chunk, the participant skips the accompanying tutorial and proceeds to the activity portion of the next chunk.

Learning Goals

Part 1 - Student-Level Goal Monitoring: Absorb and Ask
- Increase knowledge of student-level goal monitoring
- Increase knowledge of questions that may be formulated to guide the inquiry cycle for monitoring a student-level goal

Part 2 - Student-Level Goal Monitoring: Accumulate and Access
- Increase knowledge of data that may be useful for monitoring a student-level goal
- Increase knowledge of locations where data utilized for monitoring a student-level goal may be retrieved

Part 3A - Student-Level Goal Monitoring: Analyze
- Increase skill in analyzing data to identify a middle-of-period value relevant to student-level goal monitoring
- Increase skill in analyzing data to compare middle-of-period actual and expected values relevant to student-level goal monitoring
- Increase skill in analyzing data to compare middle-of-period and end-of-year goal values relevant to student-level goal monitoring
- Increase skill in analyzing data to identify a student's highest and lowest areas of performance relevant to student-level goal monitoring
- Increase skill in analyzing data to compare the change in values in the action plan focus area relevant to student-level goal monitoring

Part 3B - Student-Level Goal Monitoring: Answer
- Increase knowledge of limitations that may affect analysis findings relevant to student-level goal monitoring
- Increase knowledge of implications that may be informed by analysis findings relevant to student-level goal monitoring

Part 4 - Student-Level Goal Monitoring: Announce and Apply
- Increase knowledge of how analysis findings relevant to student-level goal monitoring may be communicated to appropriate stakeholders
- Increase knowledge of how a student-level goal may be maintained or adjusted based on analysis findings
- Increase knowledge of how an action plan may be written based monitoring a student-level goal and supporting evidence

SLDS Data Use Standards

- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- K.1.C Types of Data: Knows that data come in two main forms—quantitative and qualitative—and that, within these forms, there are other categories
- K.1.E Data Metric: Knows that measures can be broken down into data metrics, which are calculated for analysis and monitored for changes
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data
- S.1.A Goals and Questions: Identifies BASELINE measure(s) and poses questions that can be answered with data
- S.2.A Data Discovery and Acquisition: Identifies and locates appropriate data sources and can access the data from various sources (e.g., classroom, school, district, state sources) for data acquisition
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.6.B. Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)
- S.6.C. Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

<center>**Module 12 Overview**</center>

<center>**Classroom-Level Goal Evaluation**</center>

Estimated Time to Complete

The estimated time to complete Module 12 is 115 minutes. The estimated time to complete each part is as follows:
- Part 1 - 30 minutes
- Part 2 - 25 minutes
- Part 3A - 25 minutes
- Part 3B - 20 minutes
- Part 4 - 15 minutes

Estimated minutes are based on the approximate time it will take to finish a module if a participant listens to all audio files and completes all tutorial slides. The actual number of minutes it will take to complete a module depends, at least in part, on a participant's audio preferences and activity performance. Audio files are optional and tutorial slides are not required in Modules 5-13 if a participant correctly answers all questions of a respective activity chunk.

Description

This module begins with the review of a background knowledge flyer prepared by the data coach. The flyer includes key concepts relevant to evaluating achievement goals. The module continues with a teacher navigating the *A+ Inquiry* data utilization framework to evaluate classroom-level goals that were set at the beginning of the year and monitored during the middle of the year based on spring interim reading assessment results of all students in her class. Participants will be given access to an *A+ Inquiry* graphic organizer, goal evaluating flyer, goal evaluating data planner, and updated version of the classroom-level goal setting monitoring and evaluating organizer that will be completed during module. The module includes 5 sections (parts 1, 2, 3A, 3B, and 4). Each part comprises multiple mastery-based chunks of content. If a participant answers all items correct in the activity portion of a chunk, the participant skips the accompanying tutorial and proceeds to the activity portion of the next chunk.

Learning Goals

Part 1 - Classroom-Level Goal Evaluation: Absorb and Ask
- Increase knowledge of questions that may be formulated to guide the inquiry cycle for evaluating a classroom-level goal

Part 2 - Classroom-Level Goal Evaluation: Accumulate and Access
- Increase knowledge of data that may be useful for evaluating a classroom-level goal
- Increase knowledge of locations where data utilized for evaluating a classroom-level goal may be retrieved

Part 3A - Classroom-Level Goal Evaluation: Analyze
- Increase skill in analyzing data to identify end-of-period values relevant to classroom-level goal evaluating
- Increase skill in analyzing data to compare end-of-period actual values with baseline values relevant to classroom-level goal evaluating
- Increase skill in analyzing data to compare end-of-period actual values with end-of-year goal values relevant to classroom-level goal evaluating
- Increase skill in analyzing data to identify highest and lowest areas of performance relevant to classroom-level goal evaluating
- Increase skill in analyzing data to compare the change in values in the action plan focus areas relevant to classroom-level goal evaluating

Part 3B - Classroom-Level Goal Evaluation: Answer
- Increase knowledge of limitations that may affect analysis findings relevant to classroom-level goal evaluating
- Increase knowledge of implications that may be informed by analysis findings relevant to classroom-level goal evaluating

Part 4 - Classroom-Level Goal Evaluation: Announce and Apply
- Increase knowledge of how analysis findings relevant to classroom-level goal evaluating may be communicated to appropriate stakeholders
- Increase knowledge of decisions that may be made based on analysis findings relevant to classroom-level goal evaluating

SLDS Data Use Standards

- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- K.1.C Types of Data: Knows that data come in two main forms—quantitative and qualitative—and that, within these forms, there are other categories
- K.1.E Data Metric: Knows that measures can be broken down into data metrics, which are calculated for analysis and monitored for changes
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data
- S.1.A Goals and Questions: Identifies BASELINE measure(s) and poses questions that can be answered with data
- S.2.A Data Discovery and Acquisition: Identifies and locates appropriate data sources and can access the data from various sources (e.g., classroom, school, district, state sources) for data acquisition
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.6.B. Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)
- S.6.C. Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

<div align="center">

Module 13 Overview

Student-Level Goal Evaluation

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Estimated Time to Complete

The estimated time to complete Module 13 is 85 minutes. The estimated time to complete each part is as follows:
- Part 1 - 20 minutes
- Part 2 - 15 minutes
- Part 3A - 15 minutes
- Part 3B - 10 minutes
- Part 4 - 10 minutes
- Teacher Data Use Survey (post) - 15 minutes

Estimated minutes are based on the approximate time it will take to finish a module if a participant listens to all audio files and completes all tutorial slides. The actual number of minutes it will take to complete a module depends, at least in part, on a participant's audio preferences and activity performance. Audio files are optional and tutorial slides are not required in Modules 5-13 if a participant correctly answers all questions of a respective activity chunk.

Description

This module begins with the review of a background knowledge flyer prepared by the data coach. The flyer, which also appears in Module 12, includes key concepts relevant to evaluating achievement goals. The module continues with a teacher navigating the *A+ Inquiry* data utilization framework to evaluate an individual-level goal that was set at the beginning of the year and monitored during the middle of the year based on the student's spring interim reading assessment results. Participants will be given access to an *A+ Inquiry* graphic organizer, goal evaluating flyer, goal evaluating data planner, and updated version of the student-level goal setting monitoring and evaluating organizer that will be completed during the module. The module includes 5 sections (parts 1, 2, 3A, 3B, and 4). Each part comprises multiple mastery-based chunks of content. If a participant answers all items correct in the activity portion of a chunk, the participant skips the accompanying tutorial and proceeds to the activity portion of the next chunk.

Learning Goals

Part 1 - Student-Level Goal Evaluation: Absorb and Ask
- Increase knowledge of questions that may be formulated to guide the inquiry cycle for evaluating a student-level goal

Part 2 - Student-Level Goal Evaluation: Accumulate and Access
- Increase knowledge of data that may be useful for evaluating a student-level goal
- Increase knowledge of locations where data utilized for evaluating a student-level goal may be retrieved

Part 3A - Student-Level Goal Evaluation: Analyze
- Increase skill in analyzing data to identify an end-of-period value relevant to student-level goal evaluating
- Increase skill in analyzing data to compare end-of-period actual and baseline values relevant to student-level goal evaluating
- Increase skill in analyzing data to compare end-of-period actual and end-of-year goal values relevant to student-level goal evaluating
- Increase skill in analyzing data to identify highest and lowest areas of performance relevant to student-level goal evaluating
- Increase skill in analyzing data to compare the change in values in the action plan focus areas relevant to student-level goal evaluating

Part 3B - Student-Level Goal Evaluation: Answer
- Increase knowledge of limitations that may affect analysis findings relevant to student-level goal evaluating
- Increase knowledge of implications that may be informed by analysis findings relevant to student-level goal evaluating

Part 4 - Student-Level Goal Evaluation: Announce and Apply
- Increase knowledge of how analysis findings relevant to student-level goal evaluating may be communicated to appropriate stakeholders
- Increase knowledge of decisions that may be made based on analysis findings relevant to student-level goal evaluating

SLDS Data Use Standards
- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- K.1.C Types of Data: Knows that data come in two main forms—quantitative and qualitative—and that, within these forms, there are other categories
- K.1.E Data Metric: Knows that measures can be broken down into data metrics, which are calculated for analysis and monitored for changes
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data
- S.1.A Goals and Questions: Identifies BASELINE measure(s) and poses questions that can be answered with data
- S.2.A Data Discovery and Acquisition: Identifies and locates appropriate data sources and can access the data from various sources (e.g., classroom, school, district, state sources) for data acquisition
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.6.B. Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)
- S.6.C. Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

References

Statewide Longitudinal Data Systems Grant Program. (2015). *SLDS data use standards: Knowledge, skills, and professional behaviors for effective data use, version 2*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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