

Protocol for Data-Driven Instruction

Goals:

- Discuss student data in a way that promotes changed classroom practice and targeted instruction and intervention.
- Provide teachers with a non-judgmental, supportive environment within which to discuss student data.

When can this protocol be used?

- Grade-level team meetings
- Whole staff banked time
- Department meetings
- Collaborative staff development

Materials:

1. *Diagnostic and Summative Assessments* Book (Holt) or a copy of the Holt Entry-Level or Midyear test for your grade level.
 - Holt Midyear Test has 4 subtests: Reading Comprehension/Vocabulary, Language Conventions, Writing, and Listening.
 - The subtests address the state standards for each grade level.
2. A Class Summary Chart (spreadsheet) and a Grade-Level Chart of the data by subtest
 - If needed, begin the protocol process by reviewing the format of the spreadsheet.
3. "From Assessment to Standards Mastery," a list of test items, their corresponding ELA standards, and a place in the Holt text where the standard/skill will be taught.
 - This document is can be found in the *Diagnostic & Summative Assessments* Booklet. In addition, *DataDirector* provides the standards tested for each test item.
4. Item Analysis for the Holt Midyear Test—use *DataDirector* EXAMS (Response Matrix) to identify how each student answered each question and the percentage of students who selected each possible response for each test item.
5. Data-Driven Instruction Worksheet
6. Holt Teacher's Edition

The Protocol Process

Reflection

Always start with the gifts, talents, knowledge and skill of young people—never with their needs and problems." (quote from John P. Kretzmann, cited in *Leadership Capacity for Lasting School Improvement* by Linda Lambert).

- Make sure each teacher has a copy of his/her student data from *DataDirector*.
- Discuss: *"What are some strengths we notice as we look at the data for this class/grade level?"*
 - An additional guiding question could be, *"What were some sub-tests that were stronger?"*
- Begin statements with: *"I see..."* to help observations remain more objective. Teachers can share observations orally or in writing.
- Discuss: *"What are some needs we notice as we look at the data for this class/grade level?"*
- Begin statements with: *"I notice..."* Teachers can share observations orally or in writing.

Using Data to Impact Instruction

- Distribute Data-Driven Instruction Worksheet.
- Determine a subtest or skill that will be the priority for the next month or quarter.
- Grade-level teams work through the Data-Driven Instruction Worksheet to create an action plan for targeted instruction toward meeting standards.

Follow-up and Closing

- Determine a follow-up date when teachers will meet to discuss student progress on the target areas.