

Steps for Collecting & Analyzing Student Data

- ❑ Follow the protocol provided to generate questions to study student needs and engage the Professional Development Leadership Team in analyzing and discussing the data. See Tools 2.1 and 2.2
- ❑ Collect data to answer the questions. Identify and document data already collected to answer the questions generated. Collect additional data to address unanswered questions. Display data in a way that facilitates dialogue among staff.
- ❑ Generate new questions that emerge from data analysis and consider additional sources of data.
- ❑ Analyze and discuss implications, trends, and patterns. Keep the focus on student learning, and set high expectations that all students can learn at high levels.
- ❑ Organize answers to questions and facilitate dialogue with all faculty. Ensure that all faculty members are knowledgeable about student needs and the rationale for studying new practices. The goal of this dialogue is to develop an understanding of the status of student learning and to lay the foundation for the staff to assume responsibility for future student learning.
- ❑ Share and discuss findings with others, actively modeling how to use and interpret data.
- ❑ Write a brief statement summarizing the PD Leadership Team's interpretation and comments on the implications of these data. The statement should include the general population as well as findings and implications for all subgroups represented in the district.
- ❑ Record this statement in the District Professional Development Plan Form. Include any data displays that will help to show student needs. Each Building-level Leadership team will record their analysis on the Building-Level PD Plan Form.

District Professional Development Plan

Data:

Summarize the District Professional Development Leadership Team's interpretation and comments on the implications of district-level data. Include any data displays that will help to show student needs.

Building-Level Professional Development Plan

Data:

Summarize the Building-level Professional Development Leadership Team's interpretation and comments on the implications of building-level data. Include any data displays that will help to show student needs.