



# Data, Now What? Using Assessment to Improve Student Learning

## Educ 790 // Section 672 // Summer 6w2

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## Course Description

The purpose of this course is to turn data into action to improve student learning. Many teachers are data rich but information poor. This class will engage the learner in a cycle of gathering and sorting data, action planning, and evaluate the successes or struggles with the implementation. The students will have the opportunity to determine which data to evaluate and how to best use it to drive decision making.

## Course Learning Outcomes:

1. Students will be able to triangulate data sources to plan learning, inform practice, adjust instruction, and make timely decisions to advance student learning, whether through classroom practices or policy decisions.
2. Students will be able to use data to establish, adjust, and evaluate strategic goals.
3. Students will be able use the most appropriate (prominent & significant) data for the decision at hand.
4. Students will be able to embed the data inquiry process into an ongoing cycle of continuous improvement (e.g. the SLO process).
5. Students will work collaboratively and effectively in a professional learning community.

## Evaluation/Course Requirements\*

Assignment	Brief Description	Points/Percentage	Learning Outcomes Met (#)
Weekly Takeaways	Submit your three key takeaways from each assigned reading on Schoology (6)	15%	1-4
Data Inventory	Bring an example of a formative and summative assessment you use	5%	1-4
Data Triangulation Protocol	Individually create a data triangulation protocol of a student, class, grade, or district.	20%	1-5
<a href="#">Action Plan</a>	Develop individual action plan to address identified learning gaps. (include evaluation)	30%	1-4
Reflection of Learning	Meaningful reflection on what you have learned and how you will integrate it in to your teaching practice.	15%	5
Engaged PLC Member	Throughout the course actively participate using PLC rubric.	10%	5
Action Plan Reviews	Review and provide feedback on four action plans	5%	5

## Required Course Materials

Venables, D.A. (2014). *How teachers can turn data into action*. Alexandria, Vermont: ASCD.

Excerpts from Boudett (2017). *Data wise*, Cambridge, MA: Harvard Education Press.

Join Schoology Course using Access Code: **NM9DB-4BNV8**

## Technology Guidelines

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your



academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

## Inclusivity Statement

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

## Grading Scale

94 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60% = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

## Communicating with your Instructor



EMAIL is the quickest way to reach us. See email addresses at the top of the syllabus.

## Attendance

Regularly attending to this class will likely be the single most important factor in determining your performance and grade. Remain engaged throughout each week – not just once a week.

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

- If you must be absent during the term, tell us prior to the class you will miss.
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.



- If you are absent from classes because of emergencies, illness, or the like, we will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

## Late Work

There are allowances for late work based on excused absences and the grading criteria for excused and unexcused late work. All assignments will be accepted up to the final class period.

## Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

## Academic Honesty

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;



- (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to:
- Cheating on an examination
  - Collaborating with others in work to be presented, contrary to the stated rules of the course
  - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
  - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
  - Stealing examinations or course materials
  - Submitting, if contrary to the rules of a course, work previously presented in another course
  - Tampering with the laboratory experiment or computer program of another student
  - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

## Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

## Tentative Course Schedule

Date	Time/ Place	Objectives	Activities	Assignment Due on Tuesday before Class
Week 1 May 28	4:15-7:15 Bliss	<ul style="list-style-type: none"> <li>• Develop Data Literacy</li> <li>• Analyze my practices and assumptions around data literacy &amp; interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Review syllabus and expectations</li> <li>• Create Group Norms &amp; PLC Rubric</li> <li>• <a href="#">Pre-Assessment</a></li> </ul>	<ul style="list-style-type: none"> <li>• Read from DIA pages 1-20 (Intro &amp; Before Meeting)</li> <li>• Annotate and post takeaways to Schoology into the Week 1 discussion.</li> </ul>



		<ul style="list-style-type: none"> <li>• Differentiate between formative and summative data.</li> <li>• Inventory your data use practices and set goals for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan analyses to evaluate data practices</li> <li>• Data inventory</li> </ul>	<ul style="list-style-type: none"> <li>• Upload one example of a formative &amp; summative assessment for discussion into the Week 1 dropbox.</li> </ul>
<b>Week 2</b> June 4	4:15-7:15 Bliss	<ul style="list-style-type: none"> <li>• Evaluate macro-data for trends.</li> <li>• Use eduCLIMBER to gather and disaggregate building data.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about district strategic goals.</li> <li>• Fishbowl Macrodata Discussion w/look at district data using Notice &amp; Wonder protocol</li> <li>• What data do I use?</li> </ul>	<ul style="list-style-type: none"> <li>• Read <a href="#">DPI's Strategic Assessment Charts</a></li> <li>• Read DIA pages 21-36 (Data Meeting 1)</li> <li>• Annotate and post takeaways to Schoology</li> <li>• Review eduCLIMBER Program Evaluation Instructions</li> </ul>
<b>Week 3</b> June 11	4:15-7:15 Bliss	<ul style="list-style-type: none"> <li>• Triangulate data to identify learning and instructional gaps</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulation</li> <li>• Model grade level triangulation</li> <li>• Scenarios (students, class, grade, school) to identify learning gaps</li> <li>• Report out on steps and results</li> </ul>	<ul style="list-style-type: none"> <li>• Read DIA pages 37-44 (Data Meeting 2)</li> <li>• Read <a href="#">"Digging Into Data"</a> excerpt</li> <li>• Annotate and post takeaways to Schoology</li> <li>• Review eduCLIMBER Data Wall Instructions</li> </ul>
<b>Week 4</b> June 18	1pm-4pm Bliss	<ul style="list-style-type: none"> <li>• Share Triangulation Protocols</li> <li>• Use the most appropriate data for the decision at hand (significant vs prominent).</li> <li>• Link learning gaps to instructional gaps</li> <li>• Set targeted learning goals</li> <li>• Reflect upon successful PLCs and ways to integrate data therein</li> <li>• Identify barriers in PLCs and analyze ways to overcome them</li> </ul>	<ul style="list-style-type: none"> <li>• Significant vs prominent (Kahoot)</li> <li>• Model setting learning goals</li> <li>• Set learning goals &amp; evaluation metric based on identified gaps from Week 3</li> <li>• Role Playing: Data Pitfalls (p. 141)</li> <li>• PLCs</li> <li>• <a href="#">Learning Target Protocol</a></li> </ul>	<ul style="list-style-type: none"> <li>• Read DIA pages 45-55 (Data Meeting 3)</li> <li>• Annotate and post takeaways to Schoology</li> <li>• Data Triangulation Protocol (to be done individually). Rubric on Schoology.</li> </ul>



<b>Week 5</b> June 25	1pm-4pm Bliss	<ul style="list-style-type: none"><li>• Select high impact, targeted strategies and activities to close learning gaps.</li><li>• Develop <a href="#">Data Action Plan</a></li></ul>	<ul style="list-style-type: none"><li>• Evaluate lessons using Planning Protocol(rubric p.62)</li><li>• Depth of Knowledge Application <i>speaker</i></li><li>• Revise lessons in groups using DOK and evidence based strategies</li></ul>	<ul style="list-style-type: none"><li>• Bring an instructional strategy/assignment that will address your identified learning gap</li><li>• Read DIA pages 57-89 (Data Meeting 4, Implementation)</li><li>• Read "<a href="#">Examining Instruction</a>" excerpt</li><li>• Annotate and post takeaways to Schoology</li></ul>
<b>Week 6</b> July 2	1pm-4pm Bliss	<ul style="list-style-type: none"><li>• Collaborate with colleagues over data use.</li></ul>	<ul style="list-style-type: none"><li>• Data Action Plans</li><li>• Post-Assessments</li></ul>	<ul style="list-style-type: none"><li>• Submit an action plan to address identified learning gap (final project).</li><li>• Read DIA pages 91-143 (Data Meeting 5, Putting it all Together)</li><li>• Read "<a href="#">Developing an Action Plan</a>" excerpt</li><li>• Annotate and post takeaways to Schoology</li><li>• Write a reflection on your learning. See Schoology for specific rubric.</li></ul>