



Using Data to Improve Teaching

Category: Teaching and Learning

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Teaching and Learning

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Identify the types and purposes of data collection.
- Apply specific methods for collecting instructional and behavioral data.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. What Is Data Collection?
2. Instructional Data Collection
3. Behavioral Data Collection
4. Good Data vs. Bad Data
5. Tips for Successful Data Collection
6. Using Data Effectively

Subtopics:

1. What Is Data Collection?

- a. Why Collect Data?
- b. Three Steps for Collecting Data

2. Instructional Data Collection

- a. What Is Instructional Data?
- b. Pre- and Post-Testing
- c. Permanent Work Sampling
- d. Recording Each Response

3. Behavioral Data Collection

- a. The Purpose of Behavioral Data
- b. Frequency or Event Recording
- c. Duration Recording
- d. Interval Recording

4. Good Data vs. Bad Data

- a. The Three Categories of Data

5. Tips for Successful Data Collection

6. Using Data Effectively

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-4	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	4	5
Topic 1—What Is Data Collection?	5-11	25
Activity —Think, Pair, Share	9	(15)
Topic 2—Instructional Data Collection	12-17	35
Activity —Role-Play	17	(15)
Topic 3—Behavioral Data Collection	18-25	35
Activity —Small Group Discussion	25	(25)
Break		
Topic 4—Good Data vs. Bad Data	26-28	5
Topic 5—Tips for Successful Data Collection	29-31	5
Topic 6—Using Data Effectively	32-36	55
Activity —Small Group Discussion	35	(25)
Activity —Group Planning	36	(25)
Closing Thoughts	37-38	5
Total of 2 hours and 50 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

The slide features a green and grey header with the text "PDXPERT" and "WHAT IS DATA COLLECTION?". The main content area has a white background with a grey triangle on the left side. It contains a title "Why Collect Data?" followed by three bullet points. The footer includes "The MASTER Teacher" and "Dorothy Higgins, Ed.D.".

PDXPERT WHAT IS DATA COLLECTION?

Why Collect Data?

- Data are used to make decisions about plans for students.
- Data show whether or not teachers and administrators are meeting set goals.
- Regular feedback on collected data can build a student's confidence.

The MASTER Teacher
Dorothy Higgins, Ed.D.

Think about grocery shopping. Saturdays have typically been the busiest shopping day. How do we know that? Store managers collect data. They count how many people come into the store on different days. Knowing this helps them plan.

Data are used to make decisions about plans for students. *Teachers may think of data collection as a chore, but it is an essential component for effective planning.*

Data show whether or not teachers and administrators are meeting set goals. *Without adequate data, new plans might not be effective. Also, inadequate data might not reveal needs that should be addressed*

Slide 9

PDXPERT WHAT IS DATA COLLECTION?

Think of a behavioral or instructional change that you have seen in your department or school.

- What inspired this change?
- What information was used to determine what the change would be?

ACTIVITY: Think, Pair, Share

The MASTER Teacher
Developing, Supporting, Inspiring

Activity: Think, Pair, Share.

Allow 15 minutes for this activity.

Have participants respond to the questions by writing in their notebooks or on their PowerPoint handout. Then have them share their responses with a partner.

Begin a whole group discussion by asking: *What is a change in the school or your department that came about as a result of data? How was the data collected? How was it used?*



“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Identify one example of behavioral data for each of the three categories below.

Need-to-Know: _____

Nice-to-Know: _____

Worthless: _____

2. Recall a time when you collected data in the classroom. What type of data did you focus on and what method was used to collect it?

3. Recall a time when you looked at an analysis of collected data (such as a report on the performance of your students on a state assessment). Did you feel that the method used was the most effective way to collect the data? Why or why not?
