

# Results-Based Collaboration: Action Steps

Teacher Name: \_\_\_\_\_

Student Group: \_\_\_\_\_

Year: \_\_\_\_\_

<b>GOALS</b> Data Analysis Low-Performing Areas	<b>STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT</b>	<b>REFINEMENT</b> Did it work? Why or why not?	<b>PROFESSIONAL DEVELOPMENT</b>
<p><b>Action Steps</b></p> <ol style="list-style-type: none"> <li>1. Collect and analyze student data in order to paint a clear picture of strengths and areas for growth. (<i>Refer to "Resources for Data Collection and Analysis" in the Collaboration Toolkit.</i>)</li> <li>2. Identify no more than <b>two</b> clear, measurable goals designed to build up or improve areas targeted for growth. These goals can be related to academic, disciplinary, or attendance needs.</li> <li>3. Obtain highly detailed reports of student data for the current year and from previous years to look for trends over time. <b>No Child Left Behind</b> suggests disaggregating the data according to subgroups.</li> <li>4. Identify <b>SPECIFIC, measurable</b>, low-scoring skills or standards to target for improvement.</li> </ol> <p><b>Free Web Resources</b>                      (NCREL, Learning Point Associates)  <a href="http://www.ncrel.org/datause/dataprimer">www.ncrel.org/datause/dataprimer</a>                      This is <i>data analysis made easy!</i> Its tools and tutorials help educators use data for instructional decisionmaking. It works for all types and levels of testing and assessment. It can be used for analyzing attendance information, surveys of attitudes and perceptions, and programs. The questions apply equally well when analyzing data at the district, school, grade, classroom, or student level.</p>	<p><b>Action Steps</b></p> <ol style="list-style-type: none"> <li>1. The school library media coordinator and technology facilitator, along with classroom teachers, should gain a thorough understanding of the theory and effective implementation of research-based instructional strategies that are <b>known</b> to increase student achievement. The nine categories of research-based instructional strategies known to increase achievement can be found in <b>Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement</b>, by Robert Marzano, Debra Pickering, and Jane Pollock.</li> <li>2. Discuss student strengths that can be used to build up/improve the targeted areas for growth.</li> <li>3. Identify research-based instructional strategies to directly address each set of low-scoring skills/objectives identified in the first column on this planning form.</li> </ol> <p><b>Free Web Resource</b>                      Can't find the book? No problem. Download a free PDF at:  <a href="http://t4.jordan.k12.ut.us/professional_development/strategies/What_Works.pdf">http://t4.jordan.k12.ut.us/professional_development/strategies/What_Works.pdf</a></p> <p>Integrating Technology Using <b>Classroom Instruction That Works</b>  <a href="http://t4.jordan.k12.ut.us/professional_development/strategies">http://t4.jordan.k12.ut.us/professional_development/strategies</a></p>	<p><b>Action Steps</b></p> <p>The school library media coordinator and technology facilitator collaborate with classroom teachers to locate and match all available print, non-print, and technology resources to the needs of students, as identified in columns one and two.</p> <p>Plan and deliver lessons collaboratively with your Media/Technology personnel.</p>	<p><b>Action Steps</b></p> <ol style="list-style-type: none"> <li>1. Develop assessments to be used for each instructional strategy identified in column two. These should be formative assessments crafted to prepare students for state/district assessments, but should also be authentic and meaningful.</li> <li>2. Formative assessment is used to adjust teaching and learning strategies along the way and is based on every day data. Teachers can use the results of quizzes, rubrics, projects, and other classroom-based assessments to ensure that students are making progress toward intended academic achievement.</li> </ol> <p><b>Free Web Resource</b>  <a href="http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm">http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm</a></p>	<p><b>Action Steps</b></p> <ol style="list-style-type: none"> <li>1. Use ongoing assessment of student performance and continual examination of teaching practices as a means of becoming more effective. What strategies worked? What strategies need to be refined or eliminated? We can know when the learning goals are met <b>ONLY</b> if procedures for assessment and effective feedback are in place.</li> <li>2. Have frequent conversations about strategies that work or do not work.</li> <li>3. Celebrate and reward all measurable successes recorded on formative assessments.</li> <li>4. Examine data to find teachers who have comparatively higher achievement. Observe, interview, and disseminate what you learn from those teachers.</li> </ol> <p>This "<b>feedback loop</b>" is ongoing and involves continual examination of teaching practices and learning opportunities as a means of becoming more effective.</p> <p>Effective media and technology programs routinely consult the research, see where resources and strategies fit, and then study the effects so that necessary adjustments to the teaching and learning process can be made.</p>	<p><b>Action Step</b></p> <p>Let your data on student performance be the guide as to what kind of staff development to provide. The ultimate goal of professional development is to improve student achievement.</p> <p><b>Free Web Resources</b>                      National Staff Development Council  <a href="http://www.nsd.org/connect/projects/resultsbased.cfm">www.nsd.org/connect/projects/resultsbased.cfm</a></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What Works in the Elementary School: Results-Based Staff Development</i></li> <li><input type="checkbox"/> <i>What Works in the Middle School: Results-Based Staff Development</i></li> <li><input type="checkbox"/> <i>What Works in the High School: Results-Based Staff Development</i></li> </ul> <p><b>How to Raise Student Achievement Through Quality Staff Development</b>, by Michelle Palmer Weaver, NCDPI  <a href="http://www.ncpublicschools.org/schoolimprovement/development/howto/raiseachieve">www.ncpublicschools.org/schoolimprovement/development/howto/raiseachieve</a></p>