

**INSTRUCTIONS**

This *Activities Guide* provides suggestions for engaging participants in meaningful dialogue as they view the D3A2 Interactive Tour. By design, the D3A2 Interactive Tour supports multiple learning styles and is appropriate for both elementary and secondary audiences. Select the appropriate format and activities according to participants' styles, needs and interests. Timeframes stated below are approximations and will vary depending on the audience and level of dialogue.

Individuals or groups can use the Interactive Tour as a learning experience. The following formats are suggested for group settings:

- a) Individuals first view the entire tour at their own pace, using computers and headphones. Follow up with a whole group discussion.
- b) Individuals view the tour one “drawer” at a time, pausing for facilitated discussion after each drawer.
- c) A small group views the tour together one “drawer” at a time, using the ability to pause the tour to answer questions or clarify concepts after each one has been reviewed.

Administration of the Module I User Feedback Form at the conclusion of the session will provide feedback on participants' knowledge of and comfort level with D3A2 and will guide planning for future D3A2 professional development sessions.

Guiding Questions	Learning Objectives	Activities/Timeframes	Materials/Resources	Facilitator Notes
<b>What is D3A2?</b>	Participants will be introduced to the purpose and capabilities of the D3A2 tool.	<i>D3A2 Interactive Tour Introduction</i>  <i>What is D3A2? Activity</i>  <i>(10 minutes)</i>	<i>D3A2 Interactive Tour</i> located at the D3A2 Web site: <a href="http://www.d3a2.org">http://www.d3a2.org</a>	This portion of the tour provides participants with a basic overview of D3A2. In preparation for the session, review background information and the history of the D3A2 project as appropriate for the intended audience's interest level. This information can be located on the D3A2 Web site by selecting D3A2 Overview, Project Status and FAQs links.
<b>How can D3A2 help me?</b>	Participants will discuss and identify best practice strategies for data-driven decision making.	<i>How Can D3A2 Help Me? Activity</i>  <i>(20 – 30 minutes)</i>	Think-Pair-Share (Instructions located in the <i>Facilitator's Guide</i> .)	Review the video segments prior to the session. Select the ones you will show based on their potential to engage participants in deep reflection on current practices.

Guiding Questions	Learning Objectives	Activities/Timeframes	Materials/Resources	Facilitator Notes
<b>What does D3A2 do?</b>	Participants will be aware of the various data formats and displays available in D3A2 to support data analysis.	<i>What Does D3A2 Do?</i> Activity  (20 minutes)	Optional: <i>D3A2 Quick Guide</i> , available at the D3A2 Web site: <a href="http://www.d3a2.org/supporting_materials.asp">http://www.d3a2.org/supporting_materials.asp</a>	The purpose of this drawer is to highlight the types of data available; it is not to teach or conduct detailed item analysis. Pause and replay the Tour to assist with the explanation of the various data displays and their functionality in the analysis process.
<b>What resources are available?</b>	Participants will know what resources are available and the methods for accessing them at the D3A2 Resource Exchange.	<i>What Resources Are Available?</i> Activity  (20 – 30 minutes)	Optional: <i>Resource Exchange Only</i> , available at the D3A2 Web site: <a href="http://www.d3a2.org/supporting_materials.asp">http://www.d3a2.org/supporting_materials.asp</a>	Secure a log-in to the Resource Exchange prior to the session. It is required for the bookbag demonstration.
<b>Final Reflection</b>				
<b>After viewing the D3A2 Interactive Tour, how do I see myself using this tool?</b>	Participants will reflect on new learning, unanswered questions, and how D3A2 can be of assistance.	<i>3-2-1 Reflection</i>  (10 minutes)	<i>3-2-1 Reflection</i> journal form, locate instructions in the <i>Facilitator's Guide</i>	Participants reflect on three new learnings, generate two unanswered questions, and determine one way they can use D3A2. To allow time for group sharing, expand this activity. Reflections assist with planning future D3A2 professional development, by identifying both participants' needs as well as possible challenges that might arise.