

## Module III Overview

D3A2

### GUIDING QUESTION

How well are my students doing and what is the evidence?



### PRE-ASSESSMENT AND POST-ASSESSMENT

- Module III Pre-Assessment
- Module III Post-Assessment
- Facilitator Feedback Form, Journal Form

### PRE-REQUISITE UNDERSTANDINGS

- 1) Teachers and principals have a basic understanding of the D3A2 tool and its capabilities.

**Resource: D3A2 Interactive Tour**

The *Interactive Tour* can be accessed at: <http://www.d3a2.org>. A facilitator's guide is available for those who want to explore the resource in small study groups or as a faculty.

- 2) Teachers and principals have a basic understanding of how the state measures students' understanding / mastery of the standards.

**Resource: D3A2 Module II: Understanding Our State Testing System**

- 3) Teachers and principals are familiar with the presentation of data in multiple visual formats.

**Resource: Data Primer**

The *Primer* is designed to be used independently or with a group. It is intended for use by teachers and principals who have limited experience using data to support instruction. The *Primer* is composed of four online modules:

Module 1: Where Are We?

Module 2: Where Have We Been?

Where Do We Want to Be?

Module 3: Are We Leaving Anyone Behind?

Module 4: How Can We Improve?

### COMPETENCIES

- Teachers/principals will explore how to access, read and analyze data presented in a visual format.
- Teachers/principals will use a collaborative inquiry process to explore patterns and trends in student results.

### CULTURAL COMPETENCIES

- Teachers/principals will review and apply norms that support the effective use of data to guide decision making.
- Teachers/principals will examine attitudes and beliefs about the role of data-driven decision making in the instructional process and the factors that contribute to assessment results.

### STANDARDS CORRELATION

**Ohio Standards for the Teaching Profession:**

- 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- 3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.
- 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.
- 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.
- 7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.

**Ohio Standards for Principals:**

- 1.1 Principals facilitate the articulation and realization of a shared vision of continuous school improvement.
- 1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- 1.3 Principals lead the change process for continuous improvement.
- 2.5 Principals understand, encourage and facilitate the effective use of data by staff.
- 2.6 Principals support staff in planning and implementing research-based professional development.
- 4.1 Principals promote a collaborative learning culture.
- 4.3 Principals support and advance the leadership capacity of all educators.