

Prior to the Session:

- Consult *Facilitator Tips* for detailed instructions.

During the Session:

- Note approximate and actual delivery times and adjust accordingly. Times listed are approximations and may have to be adjusted depending on the group and the amount of dialogue.

After the Session:

- Collect final reflections and post-assessment forms. Review for both content and process concerns and to guide planning for future sessions.
- Fill out and submit the facilitator feedback form and fill out the facilitator journal form to support your own learning.

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

Time	Content/Activity	Learning Objectives	Description/Facilitator Notes	Materials/Resources
8:00 a.m. – 8:20 a.m	<p>What background knowledge and skills do we need to successfully analyze our data?</p> <p><i>Our Data Journey</i></p>	Participants will explore their previous experiences with data and clarify goals for the professional learning session.	This introductory activity gives participants an opportunity to reflect on their background experiences with reading and analyzing data. In addition, session learning objectives are clarified and tools and resources introduced. This activity is revisited at the end of the session when the final column, <i>What have I learned?</i> is completed.	<ul style="list-style-type: none"> • <i>Data Journey Reflection</i> form • Chart paper, markers • Optional: computer, projector, screen
8:20 a.m. – 9:00 a.m.	<p>What background knowledge and skills do we need to successfully analyze our data?</p> <p><i>Module III Pre-Assessment / Assessment Terminology Match</i></p> <p><i>Quick Reference Card Review</i></p>	<p>Participants will understand assessment terminology and notations used in D3A2 to support their analysis of data.</p> <p>Participants will review D3A2 features, terminology and operating procedures to assist in reading and analyzing item analysis data.</p>	<p>The Module III <i>Pre-Assessment</i> serves as a diagnostic tool in this session. After the assessment, participants experience a quick review or the <i>Terminology Card Game</i>, whichever is most appropriate. This knowledge is foundational to successfully reading item analysis data in D3A2.</p> <p>As a follow-up, participants review the <i>Quick Reference Card</i> to acquaint themselves with D3A2 features, terminology and operating procedures. This card is used in the <i>Navigator</i> and <i>Guided Inquiry Series</i> activities.</p>	<ul style="list-style-type: none"> • <i>Module III Pre-Assessment</i> • <i>Terminology Card Game</i>, one set of cards per group • Laminated copies of the <i>Quick Reference Card</i> • Optional: Poster-size version of the <i>Quick Reference Card</i> • Optional: Computer, projector, screen, and .pdf version of the <i>Quick Reference Card</i>

9:00 a.m. – 9:10 a.m.	BREAK			
9:10 a.m. – 9:20 a.m.	How will we use norms that support the effective use of data? <i>Establishing/ Reviewing Norms</i>	Participants will review and apply norms that support the effective use of data to guide decision making.	It is important to distinguish between meeting norms and norms established to support the collaborative analysis of data. While both are important, this activity focuses on the creation and implementation of norms that support the effective use of data. If norms were established at the conclusion of Module II, ten minutes is sufficient for a quick review and recommitment. If norms were not established, add time to the agenda to allow for norm creation and adoption.	<ul style="list-style-type: none"> • Norms, if previously established • Optional: <i>Sample Norms</i>
9:20 a.m. – 10:20 a.m.	What does our data tell us and what does it not tell us? <i>Navigator Series 1 – Data Analysis Lite</i>	Participants will practice navigating, reading and analyzing data in a visual format.	Open with a humorous or inspirational video to prepare individuals to work through the <i>Navigator Series</i> . The use of a classroom timer helps participants monitor their own pace. Those who finish early work through extension activities. When most have completed the series, review correct responses. It is important to clarify any misconceptions and reinforce new knowledge and skills.	<ul style="list-style-type: none"> • <i>Navigator Series 1</i> • <i>Quick Reference Card</i> • <i>D3A2 Quick Guide</i> • <i>D3A2 User Manual</i>, one per every five participants • Pens/pencils • Computer lab, video projector, screen
10:20 a.m. – 11:20 a.m.	How does item analysis data inform our instructional practice? <i>Guided Inquiry, Series 1 – Data Analysis Lite</i>	Participants will access, read and analyze item analysis data, recording their observations and possible hypotheses.	This activity mirrors the inquiry path used in <i>Navigator Series 1</i> . If school level access has been granted, participants explore their data in grade level or content area teams, noting observations and hypotheses as they work. Team recorders take responsibility for note taking while timekeepers monitor the pace of the group. At the conclusion of the specified work time, participants debrief, sharing common frustrations, problem-solving strategies and successes.	<ul style="list-style-type: none"> • <i>Guided Inquiry Series 1</i> • <i>Guided Inquiry Log</i>, one copy per participant or one copy or chart per team • <i>Quick Reference Card</i> • <i>D3A2 Quick Guide</i>

			<p>A <i>Data Exploration</i> form is available for recording suspected errors in the data or questions about accuracy.</p>	<ul style="list-style-type: none"> ● Optional: <i>Cohort Data Trail</i> ● Optional: <i>Data Exploration</i> ● Pens/pencils ● Computer lab, video projector, screen
<p>11:20 a.m. – 11:40 a.m.</p>	<p>How can I apply the data analysis skills I have acquired to better inform my own instructional practice?</p> <p><i>Data Journey Revisited</i></p>	<p>Participants will reflect on the new knowledge and skills they have acquired.</p>	<p>As a concluding activity, participants are asked to revisit their reflections from the initial <i>Data Journey</i> activity. The final column, <i>What have I learned?</i> is filled in by participants as they record their new learnings. This is done on individual forms or as a whole group on chart paper or using the MS Word document.</p> <p>The post-assessment and final reflection forms are administered after the completion of all Module III sessions have been conducted.</p>	<ul style="list-style-type: none"> ● <i>Final Data Journey Reflection</i>