

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. – 8:15 a.m.	<p>How can we work together to establish a culture that supports the role of data-driven decision making in the instructional process?</p> <p><i>The Blaming Glove</i></p>	Participants will examine attitudes and beliefs about the role of data-driven decision making in the instructional process.	As participants return to work with their data, it is important to revisit the norms established by the group in an earlier session. Expanding on the concept of creating a culture of respect, <i>The Blaming Glove</i> provides a humorous means for examining the negative effects of finger-pointing. The <i>Circle of Influence</i> is used as a follow-up, explaining that while some things can't be changed, there are many things in our school systems that can be impacted and changed. As data are examined and observations and hypotheses recorded, it is good to remind participants of the <i>Circle of Influence</i> .	<ul style="list-style-type: none"> • Gardening gloves with fingers glued or sewn together • <i>Circle of Influence</i> poster
8:15 a.m. – 8:30 a.m.	<p>What background knowledge and skills do we need to successfully analyze our data?</p> <p><i>Quick Reference Card Review</i></p>	Participants will review D3A2 features, terminology and operating procedures to assist in reading and analyzing item analysis data.	Take a few minutes to re-examine the <i>Quick Reference Card</i> and become reacquainted with the unique features of D3A2. This is also a good time to revisit new learnings recorded on the <i>Final Data Journey</i> reflection form. If <i>Guided Inquiry Logs</i> were retained from the first session, give participants time to revisit their findings before launching into <i>Navigator Series 2</i> and <i>Guided Inquiry Series 2</i> .	<ul style="list-style-type: none"> • Laminated copies of the <i>Quick Reference Card</i> - one per participant • 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>

<p>8:30 a.m. – 9:30 a.m.</p>	<p>What does our data tell us and what does it not tell us?</p> <p><i>Navigator Series 2 – Current Students</i></p>	<p>Participants will practice navigating, reading and analyzing data in a visual format.</p>	<p>Remind participants that they will be analyzing their current students’ test results from previous years. Use a timer to help participants pace their exploration activities. Ask those who finish early to complete the extension activity. When most have completed the exercise, spend time reviewing correct responses with the group. Clarify any misconceptions or confusion before moving on to the next activity.</p>	<ul style="list-style-type: none"> ● <i>Navigator Series 2</i> ● <i>Quick Reference Card</i> ● <i>D3A2 Quick Guides</i> ● <i>D3A2 User Manual</i>, optional ● Pens/pencils ● Computer lab, video projector, screen
<p>9:30 a.m. – 9:40 a.m.</p>	<p>BREAK</p>			
<p>9:40 a.m. – 11:00 a.m.</p>	<p>How does item analysis data inform our instructional practice?</p> <p><i>Guided Inquiry Series 2 – Current Students</i></p>	<p>Participants will access, read and analyze item analysis data, recording their observations and possible hypotheses.</p>	<p>The <i>Guided Inquiry</i> activity follows the same path of inquiry used in the <i>Navigator Series</i>. If school level access has been granted, participants can work together in grade level or content area teams, noting observations and hypotheses as they work.</p> <p>Use the <i>Data Exploration</i> worksheet for recording suspected errors or inaccuracies in the data. The <i>Cohort Data Trail</i> and <i>Assessment Tracking Chart</i> introduced in Module II are helpful tools, providing an explanation of how the testing schedule impacts the visibility of data in the system. It is also important to clarify how many years of data have been loaded into D3A2 by the school district.</p> <p>At the conclusion of the work time debrief with participants, ask them to share interesting observations and hypotheses they have recorded. Remind participants that Item Analysis – Advanced, yet to be explored, will support a more in-depth analysis of student response patterns by benchmark and item type.</p>	<ul style="list-style-type: none"> ● <i>Guided Inquiry Series 2</i> ● <i>Guided Inquiry Log</i> ● <i>Data Exploration</i> worksheet ● <i>Quick Reference Card</i> ● <i>D3A2 Quick Guides</i> ● Optional: <i>Cohort Data Trail</i> or <i>Assessment Tracking Chart</i> ● Pens/pencils ● Computer lab, video projector, screen

<p>11:00 a.m. – 11:15 a.m.</p>	<p>How can I apply the data analysis skills I have acquired to better inform my instructional practice?</p> <p><i>Swap Shop (Facilitator's Guide)</i></p>	<p>Participants will reflect on their newly acquired skills and how these skills will impact their own practice.</p>	<p>As a concluding activity, ask participants to record on a Post-it note at least three concrete ideas for how they can use D3A2 Data Tools and/or the Resource Exchange in their daily practice. One idea should be recorded per Post-it. Post-its become their trading goods as they begin swapping. Signal participants to begin swapping one idea at a time. They should continue swapping until signaled to stop. Ask participants to share a few interesting ideas they heard during the <i>Swap Shop</i> experience. Post-its can be collected and typed up by the facilitator to share back with participants in the next session.</p>	<ul style="list-style-type: none"> ● <i>Facilitator's Guide</i> ● Post-it notes
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