

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. – 8:25 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>Visual Synectics</i></p>	Participants will examine attitudes and beliefs about the role of data-driven decision making in the instructional process.	<p>Prior to the exploration of data in Item Analysis – Advanced, provide time for a short warm-up activity. As participants return to work with their data, revisit the norms established by the group in an earlier session. Provide work time for groups to create their own visual synectic. As they share their posters, highlight positive attitudes as well as address concerns that surface.</p> <p>An alternative to <i>Visual Synectics</i> is the <i>Consensogram</i> activity, first introduced in Module II.</p>	<ul style="list-style-type: none"> • Set of picture cards depicting everyday objects (tools, cooking equipment, different types of shoes, etc.) • Chart paper (one sheet per group) or 11x17 sheets of copy paper • Colored markers
8:25 a.m. – 8:35 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 <i>Guided Inquiry Logs</i> from previous sessions. Give participants time to revisit their findings before launching into <i>Navigator Series 3</i> and <i>Guided Inquiry Series 3</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>8:35 a.m. – 9:35 a.m.</p>	<p>What does our data tell us and what does it not tell us?</p> <p><i>Navigator Series 3 – Item Analysis - Advanced</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 3</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>9:35 a.m. – 9:45 a.m.</p>	<p>BREAK</p>			
<p>9:45 a.m. – 10:45 a.m.</p>	<p>How does item analysis data inform our instructional practice?</p> <p><i>Guided Inquiry Series 3 – Item Analysis - Advanced</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. It is important to clarify how many years of data have been loaded into D3A2 by the school district.</p>	<ul style="list-style-type: none"> • <i>Guided Inquiry Series 3</i> • <i>Guided Inquiry Log</i> • <i>Data Exploration</i> worksheet • <i>Quick Reference Cards</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>10:45 a.m. – 11:30 a.m.</p>	<p>How does item analysis data inform our instructional practice?</p>	<p>Participants will use item analysis data to identify strengths and challenges, reflect, and begin generating hypotheses about student performance.</p>	<p>Using observations recorded during their guided inquiry, ask participants to note on their <i>Reflection Chart</i> two to three of their most challenging questions as well as two to three questions their students were most successful with on the test. As they move to the “Skills Needed” column, encourage the use of a wide variety of resources including the ODE Alignment Toolkit, <i>Bloom’s</i></p>	<ul style="list-style-type: none"> • <i>Reflection Chart, Part 1</i> • ODE Alignment Toolkit • <i>Bloom’s Taxonomy</i>, one per person or table group

			<p><i>Taxonomy</i> and the Success Web site. Remind participants that the third column will be filled in when they move to Module IV, interpreting and using the data they have analyzed to inform their own instructional practice.</p>	
<p>11:30 a.m. – 11:50 a.m.</p>	<p>How can I apply the data analysis skills I have acquired to better inform my instructional practice?</p> <p><i>Final Reflection</i></p> <p><i>Post-Assessment</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 complete the <i>Final Reflection</i> journal form, considering how the knowledge and skills they acquired in Module III can be applied to their own instructional practice. This reflection sets the stage for the upcoming Module, <i>Interpreting and Using Item Analysis Data</i>.</p> <p>Administer the Post-Assessment, providing time for review of the Assessment Terminology. Clarify any terms participants are still uncertain with after completing the Module activities.</p> <p><i>Item Analysis Reflection, Part 2</i> forms and <i>Guided Inquiry Logs</i> should be retained for use in Module IV. Remember to fill out and submit the Facilitator Evaluation Form and complete a Facilitator Journal Form.</p>	<ul style="list-style-type: none"> ● <i>Final Reflection</i> journal form ● <i>Post-Assessment</i>