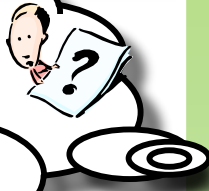


Module IV Overview

GUIDING QUESTION

How can the interpretation of item analysis data be used to inform my decisions about curriculum, instruction and assessment?



PRE-ASSESSMENT AND POST-ASSESSMENT

- Module IV Pre-Assessment
- Module IV 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>. Facilitator materials are 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/principals have basic skills in the acquisition, reading, and analyzing of item analysis data.

Resource: Module III: Reading and Analyzing Item Analysis Data

It is critical that participants carefully analyze their item analysis data before beginning any of the Module IV activities. Each activity in Module IV is based on the assumptions that data have been analyzed and strengths and challenges identified.

COMPETENCIES

- Teachers/principals will use data to determine learning strengths and deficits for the purpose of planning instruction.
- Teachers/principals will use longitudinal item analysis data to identify strengths and weaknesses in their own instructional practice.

CULTURAL COMPETENCIES

- Teachers/principals will collaborate to address concerns and solve problems that arise during the instructional planning process.
- Teachers/principals will consider instructional challenges from multiple perspectives, expanding the range of possible solutions.

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.