**Data-Based Decision Making (DBDM)**

**Pre/Post-Knowledge Check**

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| --- | --- | --- | --- |
| District: |  | School: |  |

The pre/post-knowledge check provided with this module can be used to measure the gains made in participants’ knowledge of the training content. It can also be used to guide the trainer in knowing which concepts were taught well and which concepts need additional time and/or revision in delivery. The answer key starts on a fresh page after the final question.

**NOTE:** The questions within this pre/post-knowledge check have different direction stems that are bolded and interspersed among the questions as appropriate. Please make sure to refer to the appropriate question stem when responding to questions.

**Direction stem for questions 1 to 3**

**For each scenario, does the action taken by the educator(s) establish an effective collaborative process for collecting data? Mark yes or no.**

1. Mrs. Smith, Mr. Afshar, and Ms. Grange meet frequently to discuss what they are doing in their first-, third-, and fourth-grade classrooms. Collaborative discussions focus on sharing thoughts and opinions about learning difficulties they believe students are having. These teachers feel confident that their approach is an effective way to advance student learning.

Yes

No

1. The ELA teachers at Brookview Middle School use Google Drive to share and store their upcoming team meeting agendas, student data, and past team meeting minutes. Once they have reviewed the data prior to the meeting, each member leaves a comment indicating they have done so.

Yes

No

1. Mr. Bern has volunteered to be the data collector for the City View School District’s physical education data team. He sends out reminders to team members before each team meeting about reviewing data and suggests the best way to organize assessment results for easier data analysis. He then checks to make sure that each team member has shared their current common assessment data in the team’s Shared Drive folder prior to the meeting.

Yes

No

**Direction stem for questions 4 and 5**

**For each scenario, does the team or team member effectively work to implement a process for examining and interpreting data? Mark yes or no.**

1. The Sumner High School foreign language team members peruse common data prior to each of their data team meetings. The following steps are used to guide each meeting:
	1. Meetings begin by reviewing the meeting goal, team norms, and the agenda.
	2. Team members record common ideas, challenges, and proposed solutions.
	3. Meetings end with developing an instructional action plan based on the meeting discussion.

Yes

No

1. When the Corwin Middle School eighth-grade science teachers met to review end of unit assessments, their team not only reviewed assessment data, but took a careful look at how they taught the lessons on energy and force. They then discussed where in their lessons they thought breakdowns in learning occurred and why before developing their instructional action plan.

Yes

No

**Direction stem for questions 6, 7, and 8**

**For each scenario, will the team’s actions result in a complete and effective plan to advance student learning? Mark yes or no.**

1. Mrs. Wade designed a template for her third-grade data team to use when developing an instructional action plan. The template includes the following.
	1. Spaces to state the specific learning goal and the type of student work that will be used as evidence of learning
	2. A place to describe the design of lessons that will be implemented to incorporate changes to instruction for reaching the learning goal
	3. Requirement to record specific information about how and when these lessons will be delivered
	4. A method to examine and analyze the impact of the instructional change

Yes

No

1. After collecting and carefully analyzing student work and assessments, the art teachers from Lakefield School make an instructional action plan. Their plan includes the learning goal of improving student understanding of basic geometric shapes. Also included in their plan was for art teachers to provide a rubric to students at the beginning of each project.

Yes

No

1. A data team, comprised of middle school music teachers from several small districts, met to review common performance assessments. After collecting and analyzing data, the team developed an effective instructional action plan. This is their plan:
	1. *Learning goal: Students will read and perform a short song/piece using effective expression.*
	2. *Lessons will be developed and implemented that encourage peer collaboration through the use of cooperative learning structures.*
	3. *Each teacher will have at least one of their lessons videotaped.*

Yes

No

**Direction stem for questions 9 and 10**

**For each scenario, does the team or team member effectively promote the use of data to drive and adjust instruction? Mark yes or no.**

1. After an instructional intervention, Brentwood High’s social studies data team reflected on these questions at their data team meeting to look more deeply at the data collected during the intervention.
2. How does the evidence of student learning address the learning goal?
3. What does the data tell us? What does it not tell us?
4. Did the intervention make a difference? What are the indications of success?
5. What are the problems of practice suggested by the data?
6. What are the key conclusions?

Yes

No

1. The ninth-grade biology teachers hold conferences with their students following unit assessments. They ask their students several questions to gather feedback, such as what test items were easiest and most difficult. The teachers meet with their team and develop a plan to make adjustments and reflect on adjustments made to their instruction based on analysis of the assessment data and student responses from the conferences.

Yes

 No

**Data-Based Decision Making (DBDM)**

**Pre/Post Assessment KEY**

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| --- | --- | --- | --- |
| District: |  | School: |  |

**Direction stem for questions 1 to 3**

**For each scenario, does the action taken by the educator(s) establish an effective collaborative process for collecting data? Mark yes or no.**

1. Mrs. Smith, Mr. Afshar, and Ms. Grange meet frequently to discuss what they are doing in their first-, third- and fourth-grade classrooms. Collaborative discussions focus on sharing thoughts and opinions about learning difficulties they believe students are having. These teachers feel confident that their approach is an effective way to advance student learning.

Yes

**No**

A collaborative data process should include established times for discussions focused on analyzing and interpreting student data rather than sharing personal opinions.

1. The ELA teachers at Brookview Middle School use Google Drive to share and store their upcoming team meeting agendas, student data, and past team meeting minutes. Once they have reviewed the data prior to the meeting, each member leaves a comment indicating they have done so.

**Yes**

No

A system for sharing and storing team documents, as well as a method for holding team members accountable for reviewing data are important components of establishing a collaborative process for collecting and using data effectively.

1. Mr. Bern has volunteered to be the data collector for the City View School District’s physical education data team. He sends out reminders to team members before each team meeting about reviewing data and suggess the best way to organize assessment results for easier data analysis. He then checks to make sure that each team member has shared their current common assessment data in the team’s Google Drive folder prior to the meeting.

**Yes**

No

A data team that has a designated member to remind other members to organize and review data prior to DBDM meetings will help ensure that team time is utilized more efficiently and effectively.

**Direction stem for questions 4 and 5**

**For each scenario, does the team or team member effectively work to implement a process for examining and interpreting data? Mark yes or no.**

1. The Sumner High School foreign language team members peruse common data prior to each of their data team meetings. The following steps are used to guide each meeting:
	1. Meetings begin by reviewing the meeting goal, team norms, and the agenda.
	2. Team members record common ideas, challenges, and proposed solutions.
	3. Meetings end with developing an instructional action plan based on the meeting discussion.

**Yes**

No

Data teams are most effective when they follow a consistent data meeting protocol that guides them through the data analysis process.

1. When the Corwin Middle School eighth-grade science teachers met to review end of unit assessments, their team not only reviewed assessment data, but took a careful look at how they taught the lessons on energy and force. They then discussed where in their lessons they thought breakdowns in learning occurred and why before developing their instructional action plan.

**Yes**

No

An important part of the process for examining and interpreting data is reflecting on how instruction has previously impacted common student problems. This includes predicting specific links to teacher practice that may need to be changed or modified.

**Direction stem for questions 6, 7, and 8**

**For each scenario, will the team’s actions result in a complete and effective plan to advance student learning? Mark yes or no.**

1. Mrs. Wade designed a template for her third-grade data team to use when developing an instructional action plan. The template includes the following.
	1. The specific learning goal and the type of student work that will be used as evidence of learning
	2. The design of lessons that will be implemented to incorporate changes to instruction for reaching the learning goal
	3. Specific information about how and when these lessons will be delivered
	4. A method to examine and analyze the impact of the instructional change

**Yes**

No

The template includes essential components for an effective instructional plan: learning goal based on a specific common problem, student work that can be examined, a way to solve the problem, a way to reflect on whether the problem was solved, and a method for examining student work.

1. After collecting and carefully analyzing student work and assessments, the art teachers from Lakefield School make an instructional action plan. Their plan includes the learning goal of improving student understanding of basic geometric shapes. Also included in their plan was for art teachers to provide a rubric to students at the beginning of each project.

Yes

**No**

The learning plan is missing these important components: how student work will be examined, a way to solve the problem identified, a reflection process to determine if the problem was solved, and a method for examining student work.

1. A data team, comprised of middle school music teachers from several small districts, met to review common performance assessments. After collecting and analyzing data, the team developed an effective instructional action plan. This is their plan:
	1. *Learning goal: Students will read and perform a short song/piece using effective expression.*
	2. *Lessons will be developed and implemented that encourage peer collaboration through the use of cooperative learning structures.*
	3. *Each teacher will have at least one of their lessons videotaped.*

**Yes**

No

The instructional plan includes essential components: learning goal based on a specific common problem, student work that can be examined, a way to solve the problem, a way to reflect on whether the problem was solved, and a method for examining student work.

**Direction stem for questions 9 and 10**

**For each scenario, does the team or team member effectively promote the use of data to drive and adjust instruction? Mark yes or no.**

1. After an instructional intervention, Brentwood High’s social studies data team reflected on these questions at their data team meeting to look more deeply at the data collected during the intervention:
	1. How does the evidence of student learning address the learning goal?
	2. What does the data tell us? What does it not tell us?
	3. Did the intervention make a difference? What are the indications of success?
	4. What are the problems of practice suggested by the data?
	5. What are the key conclusions?

**Yes**

No

Reflection questions such as these will enable the team to be more focused on carefully analyzing the evidence of learning that was collected to adjust instruction and improve student outcomes.

1. The ninth-grade biology teachers hold conferences with their students following unit assessments. They ask their students several general questions, such as what they enjoyed most about the assessment and how they will work to improve on the next assessment. These conferences are used by individual teachers to receive feedback.

Yes

 **No**

The questions are vague, and there is no plan on how the team or team member will use the feedback to make specific, actionable, improvements to the assessments or to instruction.