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SECTION ONE

Building a Culture for the Effective Use of Educational Data

How to Use This Module:

The professional development curriculum for *Building a Culture for the Effective Use of Educational Data* may be used in facilitated group sessions or by individuals in self-directed study. To ensure that the professional development curriculum is properly administered, a *Facilitator's Guide* and a *Facilitator's Checklist* are provided for group sessions, and a *Self-Directed Learner's Guide* and a *Self-Directed Learner's Checklist* are provided for individuals using the professional development curriculum in the self-paced mode.

For both methods, three core teaching tools are used: *Direct Teach* content, a *Checking for Understanding Worksheet*, and an *Application Worksheet*. These core tools are augmented by a variety of materials listed in *Section Resources*. We recommend that you review the content in this section and use the professional development method that best meets your district's or school's needs.

1 Direct Teach

Section Objectives:

1. Develop an understanding of the rationale for stakeholder engagement for using educational data at the district, school, and classroom levels.
2. Understand the role of trust in using educational data at the district, school, and classroom levels.
3. Identify recommendations for working through the change process required for systemic use of educational data.
4. Set goals for the use of educational data at the district, school, and classroom levels.

Section Objective 1: Develop an understanding of the rationale for stakeholder engagement for using educational data at the district, school, and classroom levels.

To develop a data-rich culture that addresses accountability and achievement, educational data needs to be understood and used effectively at the district, school, and classroom levels. At the district level, analyzed results from both state and standards-based classroom assessments work to inform boards of education and the community at large that the work of teachers and administrators is providing a strong standards-based curriculum and the necessary interventions for all students to be successful in mastering the standards. At the school level, analyzed data from standards-based assessments and other forms of educational data inform both teachers and administrators about the progress of students toward meeting standards. At the school level, the reasons for using educational data fall into a continuum. At one end are large-scale changes that have an effect on many students. At the other end are small-scale changes or methods of individual help that affect groups of students or individual students. While large-scale, positive changes in student achievement can occur by identifying content that is aligned with standards, small-scale changes occur by the various methods schools use to help individual students successfully reach learning targets (Sindelar, 2010, p. 104).

Developing a data-rich culture supports meeting challenges in curriculum, teaching methodology, professional development, student interventions, and more. Schools can facilitate the increased use of analyzed educational data in the teaching and learning process by considering the following steps:

- Including teachers in the selection process of Learning Management System (LMS) solutions and in the identification of specific item analysis reports that will be used.

- Identifying point-specific advisors and data coaches for implementing data analysis processes.

- Providing training on how teachers can use the tools needed for item analysis as well as professional development on the use of data in the classroom and in Professional Learning Communities (PLCs).

For additional information, see *Implementation and Selection Approaches Toward SIS/LMS Solutions* (Gartner, Inc., 2011b).

At the classroom level, analyzed data provides teachers with valuable information to inform and adjust their instruction while providing students with information to chart their own progress and understand their next steps to be academically successful. However, for a teacher to know if a change in educational content (for example, textbooks or web-based content, a teaching method, a professional development initiative, or a student intervention) is working to increase student achievement, pre- and postdata need to be analyzed. If assessment results are not analyzed and used for improving student achievement, a valuable tool for measuring change is missed.

Data management and reporting are important to developing a data-rich culture at the district, school, and classroom levels. Data reporting systems support the delivery of data and/or resources to teachers, students, and parents; are web-based and accessible through mobile and consumer technologies; and offer assessment analysis tools that provide educators with standards-based information regarding students' progress toward meeting standards. The selection and implementation of Student Information System (SIS) and LMS solutions are influenced by an educational vision and the collaborative efforts of administrators, teachers, and members of the school community. School leaders can begin the process of building a data-rich environment by considering the following steps:

- Taking ownership of SIS and LMS implementation efforts.

- Including teachers, school-level administrators, as well as information technology (IT) personnel in the selection and implementation processes while optimizing their roles and input.

- Placing more emphasis on the analysis of SIS and LMS data to inform classroom instruction.

- Using professional development best practices to promote the use of data in the classroom.

- Eliminating barriers for teachers to use LMS functionality.

- Supporting the use of educational data when conducting administrator and teacher evaluation conferences.

For additional information, see *Implementation and Selection Approaches Toward SIS/LMS Solutions* (Gartner, Inc., 2011b).

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Section Objective 2: Understand the role of trust in using educational data at the district, school, and classroom levels.

Though technology has increased efficiency and given teachers the ability to use student data to monitor progress toward standards, it's not clear that teachers have embraced the benefits of SIS and LMS methods. More than 33% of the 1,000+ teachers surveyed in a recent national study conducted by Gartner, Inc. reported that LMS provided by their school districts made teachers feel like they were being monitored, and 25% only used the system because they were required to do so. In the same study 24% of the 1,000+ teachers surveyed reported that SIS provided by their school districts made them feel like they were being monitored, and 21% only used the system because they were required to do so.

i For additional information about this study, see *Education Community Attitudes Toward SIS/ LMS Solutions* (Gartner, Inc., 2011a).

These findings indicate that the development of trust in how student data will be used at the district, school, and classroom levels is an important consideration for district and school leaders. As referenced in the *SIS/LMS Stakeholder Engagement and Communications Planning Guide*, communication is critical to building trust during a transition. A key step in developing communication that builds trust is establishing guiding principles to drive all communications. A sample list of communication guiding principles might include:

- **Communication will be honest.** Information will be as complete as possible, balancing positive and negative messages. All questions will be answered truthfully, even if the answer is "I don't know." Any changes to previously announced plans will be communicated quickly with a rationale for the change.

- **Communication will be personalized.** Communication will be personalized and delivered directly to individuals or groups (when possible, face to face). Leaders will take the opportunity to get out from behind their desks and talk with stakeholders.

- **Communication will be frequent and timely.** Communication will be coordinated across the district or region to ensure messages are delivered frequently, at the appropriate time, and to the appropriate stakeholder.

- **Communication will be tailored to the stakeholder.** Communication will be customized to take into account the different information needs, characteristics, and communication preferences of targeted stakeholders.

i For additional information, see the *SIS/LMS Stakeholder Engagement and Communications Planning Guide*.

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Section Objective 3: Identify recommendations for working through the change process required for systemic use of educational data.

Building a thoughtful, data-rich school culture takes time and persistence. Initially not all teachers will jump into the data-driven instructional process with great enthusiasm. Many teachers may not be convinced about the value of using educational data and trying to objectively measure the learning that takes place in their classrooms. In addition, there are the general challenges associated with asking any individual or system to change. Though the process is not linear, it is helpful to follow the information in the *Project Milestones and Timeline Guide,* especially the steps outlined in Figure 1, Project Phases and Milestones.

Michael Fullan, professor emeritus of the Ontario Institute for Studies in Education at the University of Toronto, writes extensively on the change process and recommends focusing on practices that are producing the best results rather than just looking at results. According to Fullan, "So first you want to identify strategies that are producing better results and then you want to make them widely available. Second, you need transparency around actual teaching practices. You need to look at how teachers are using those strategies to improve teaching practices and improve results" (Fullan, 2008, p. 6).

Key components in preparing for the change process and communications management are available in the *SIS/LMS Stakeholder Engagement and Communications Planning Guide* and listed below:

- Allot appropriate time for communication and change management planning.

- Identify communication team/resource.

- Set communication guiding principles.

- Identify key stakeholders and assess their communication needs.

- Draft communications.

- Collect feedback about the effectiveness of communications.

As districts and schools work through the change process needed for the effective use of educational data, the initiation of the use of data can be challenging for teachers. Yet the power and efficiency that come with a data-rich environment cannot be overlooked, and with careful planning teachers begin to see data as their friend in support of their students being academically successful. The *Guide to Professional Development and Training Planning: A Focus on SIS/LMS Implementations* offers important suggestions that will help to mitigate trust and anxiety. The first set of suggestions focuses on making the professional

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development meaningful to teachers. Topics that are of interest to teachers include:

- Using data for instructional improvement.

- Determining student growth.

- Determining effective response to interventions.

- Projecting success on successfully meeting curriculum standards.

The second set of suggestions focuses on the importance of including the teacher perspective in all aspects of the transition project. Following the *Project Milestones and Timeline Guide*, there are a number of appropriate areas where teachers can be included:

- **Project Initiation:** Select teachers can participate in the goals workshop, or draft guiding principles can be sent to a teacher advisory group for review and input.

- **Project Planning:** A teacher or small group of teachers can be members of the project steering committee.

- **Project Execution:** Teachers can be consulted throughout the execution of the transition to collect their feedback on how things are going and where improvements can be made.

- **Project Monitoring and Control:** Teachers can be consulted in drafting corrective actions for how to address issues.

- **Project Closeout and Support:** Teachers can participate in ongoing professional development and training to reinforce project goals.

For additional information, see *Project Milestones and Timeline Guide* and *Guide to Professional Development and Training Planning: A Focus on SIS/LMS Implementations*.

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Section Objective 4: Set goals for the use of educational data at the district, school, and classroom levels.

When schools focus on developing a data-rich environment, often they find they have some of the resources needed, but not all in support of their goals. School leaders need to consider what's in place in their schools and what is needed to effectively use educational data for the purposes of accountability and increasing student achievement. Once a list of what is needed is created, a goals workshop that includes district leaders, school leaders, and teachers can be planned using the *Goals Workshop* template. During the workshop, it will be important to give special consideration and time to Slide 7 that asks:

- What are the district's educational priorities?

- What is the vision for the district in the next 3, 5, 10 years?

- What challenges do students, teachers, principals, and district leadership face in:
  ○ Assessing student mastery
  ○ Providing individualized learning
  ○ Identifying students requiring additional assistance

- What data, resources, and materials are needed to positively impact student achievement?

When these questions are answered, workshop participants will find it helpful to use Slide 9 in the *Goals Workshop* template to consider their educational priorities, vision characteristics, challenges, and required data and resources. The answers to these questions will set a direction for the use of educational data at the district, school, and classroom levels to support identified goals. The answers will also have an impact on budgeting and staffing as well as accountability and growth in student achievement.

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1 Section Resources

References

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Gartner, Inc. (2011a). *Education community attitudes toward SIS/LMS solutions.* Retrieved from *Closing the Gap: Turning Data Into Action* website.

Gartner, Inc. (2011b). *Implementation and selection approaches toward SIS/LMS solutions.* Retrieved from *Closing the Gap: Turning Data Into Action* website.

Sindelar, N. (2010). *Assessment-powered teaching.* Thousand Oaks, CA: Corwin.

Stiggins, R. (2002). Assessment crisis: The absence of assessment for learning. *Phi Delta Kappan,* 83(10), 758–765.

Closing the Gap Templates

Goals Workshop

Guide to Professional Development and Training Planning: A Focus on SIS/LMS Implementations

Project Milestones and Timeline Guide

Readiness Activity Planner: Improving Instructional Practice Through SIS/LMS Implementations

SIS/LMS Stakeholder Engagement and Communications Planning Guide

System Implementation Roles and Responsibilities

District Case Study

Katy Independent School District Case Study

District Video

Katy Independent School District Video Exemplar

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1 Checking for Understanding Worksheet

Direct Teach Reflection: Key to developing a data-rich culture that addresses both accountability and achievement is the understanding of how educational data will be used at the district, school, and classroom levels. To reach this understanding, educators need to consider the role of trust in working through the change process as well as the change process itself.

After reading and reflecting on the *Direct Teach* content, apply what you have learned in the following *Checking for Understanding Worksheet* exercises.

1. List examples of how trust in the use of educational data can be nurtured at each of the following levels.

   DISTRICT:

   SCHOOL:

   CLASSROOM:

2. List the communication strategies that will foster trust at each of the following levels.

   DISTRICT:

   SCHOOL:

   CLASSROOM:

3. List the educational data, resources, and materials that are needed to positively affect student achievement at each of the following levels.

   DISTRICT:

   SCHOOL:

   CLASSROOM:

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Application Worksheet

> **Direct Teach Reflection:** Key to developing a data-rich culture that addresses both accountability and achievement is the understanding of how assessment data will be used at the district, school, and classroom levels. To reach this understanding, educators need to consider the role of trust in working through the change process as well as the change process itself.

After reading and reflecting on the *Direct Teach* content and completing the *Checking for Understanding Worksheet*, apply what you have learned in the following *Application Worksheet* exercises.

1. List two steps you believe to be of value for developing a data-rich culture at the following levels for your district, school, and classroom.

   DISTRICT:

   SCHOOL:

   CLASSROOM:

2. List the key components that you believe are important in preparing for the change process and communications management at your district and/or school.

   DISTRICT:

   SCHOOL:

   CLASSROOM:

3. List the professional development priorities for meeting your list of goals.

   DISTRICT:

   SCHOOL:

   CLASSROOM:

Facilitator's Guide

Meeting Objectives

1. Develop an understanding of the rationale for stakeholder engagement for using educational data at the district, school, and classroom levels.
2. Understand the role of trust in using educational data at the district, school, and classroom levels.
3. Identify recommendations for working through the change process required for systemic use of educational data.
4. Set goals for the use of educational data at the district, school, and/or classroom levels

Meeting Preparation

The professional development process for turning educational data into action should be led at every level by a team that pairs an instructional leader with a district- or school-level information technology (IT) leader. These chosen facilitators will participate in the identification of other district, school, and classroom leaders, who will form the Professional Development Facilitation Team. This cadre of professional development facilitators will be responsible for leading professional development at the district, school, and classroom levels. These leaders should consider the vision and goals that the district and schools have for building a data-rich culture prior to administering the professional development curriculum.

To help the participants prepare for the meeting, the facilitators should ask them to complete the following assignments before attending the meeting:

- Read the *Direct Teach* content for Section One.

- Complete the *Checking for Understanding Worksheet*.

- Read the *Katy Independent School District Case Study*.

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Meeting One: Develop an understanding of the rationale for stakeholder engagement for using educational data at the district, school, and classroom levels.

(Approximate meeting time: 2 hours.)

1. At the beginning of the meeting, review the *Direct Teach* information, emphasizing the importance of developing trust at the district, school, and classroom levels as well as understanding the process of change.

2. Ask participants to share examples of how trust can be nurtured at the district, school, and classroom levels. Instruct participants to use answers they provided to questions in the *Checking for Understanding Worksheet* as their examples.

3. Have participants watch the *Katy Independent School District Video Exemplar*. Identify ways data is being used and discuss the benefits the district is seeing from the use of educational data. Augment this discussion with references to the *Katy Independent School District Case Study*, giving special emphasis to the best practices statements:

    • First, build an understanding around the need for data analysis; then select a tool that supports the way the district plans to use data to inform classroom practices.

    • Next, ensure that teachers, data coaches, assessment staff, and principals from across the district participate early in the project stage and remain involved throughout the program life cycle.

    • Finally, develop and deliver a multifaceted and ongoing professional development and training program.

4. Since most districts, schools, and teachers have at least some of the programs and resources they need for developing a data-rich culture, ask participants to share the resources they're currently using. Then ask participants to brainstorm by district-, school-, and classroom-level their goals or next steps for building a data-rich culture, and identify which resources are in place to facilitate the use of data and what additional resources are needed. Participants may use their answers from their *Checking for Understanding Worksheet*.

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Meeting Two: Understand the role of trust in using educational data at the district, school, and classroom levels.

(Approximate meeting time: 2 hours.)

1. At the beginning of the meeting, ask participants to review their lists of the resources they have and the resources they need. Then ask them to develop district-, school-, and classroom-level goals and possible next steps using the *Goals Workshop* template.

2. Then ask participants to discuss the elements of the change process that affects the development of a data-rich culture. Ask them to identify suggestions from the *Direct Teach* content that are important to the change process at the district, school, and classroom levels.

3. At the conclusion of the meeting, ask participants to complete the *Application Worksheet* and share with the group their goals and professional development priorities. During the sharing of the professional development priorities, emphasize means for developing trust and reflect on Michael Fullan's statements in *Direct Teach*.

Meeting Three: Identify recommendations for working through the change process required for systemic use of educational data. Set goals for the use of educational data at the district, school, or classroom level.

(Approximate meeting time: 2 hours.)

1. Begin the meeting by leading the team in reviewing the *Readiness Activity Planner: Improving Instructional Practice Through SIS/LMS Implementations*. Identify and discuss key messages regarding SIS/LMS selections and implementation plans that need to be communicated to faculty and staff who are not members of the Professional Development Facilitation Team. Include guiding principles on Slide 14 of the *Goals Workshop* template.

2. Next review the *SIS/LMS Stakeholder Engagement and Communications Planning Guide* and discuss the key components in preparing for change and communication management. Include guiding principles regarding the change process on Slide 14 of the *Goals Workshop* template.

3. Once the objectives for *Building a Culture for the Effective Use of Educational Data* are initiated, if not totally accomplished, the Professional Development Facilitation Team will meet as needed, but less frequently. At this point, ask the district-, school, and classroom-

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level members of the Professional Development Facilitation Team to take leadership roles at the respective district, school, and classroom levels to organize meetings to advance those same objectives and meet the needs of each of those groups, using suggestions from the *Guide to Professional Development and Training Planning: A Focus on SIS/LMS Implementations* and the *System Implementation Roles and Responsibilities* chart.

Individual District and School Meetings

After the Professional Development Facilitation Team initially reaches the objectives listed for *Building a Culture for the Effective Use of Educational Data*, district teams and school teams will begin to meet separately to advance those objectives and refine the implementation process. Items that need attention in these meetings include:

- Priorities for using educational data at the district, school, and classroom level.

- Upgrades or acquisitions for SIS and LMS solutions that are needed to meet agreed-upon goals.

- Plans for professional development at the district, school, and classroom level. As district and school leaders begin to meet with district and school teams, it is recommended that they follow the *Facilitator's Guide* and use the same resources that were introduced in the Professional Development Facilitation Team meetings.

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Q A Recommended Answers to Questions Presented in the *Checking for Understanding Worksheet*

QUESTION 1:

List examples of how trust in the use of educational data can be nurtured at each of the following levels.

ANSWER:

DISTRICT:

- Support professional development best practices to promote the use of educational data in the classroom.

- Eliminate barriers for teachers to use LMS functionality. Provide time and other resources for teachers to use LMS solutions.

SCHOOL:

- Support the use of educational data when conducting administrator and teacher evaluation conferences.

- Place more emphasis on the analysis of SIS and LMS data to inform classroom instruction.

CLASSROOM:

- Include teachers in the selection and implementation processes while optimizing their roles and input.

- Use professional development best practices to promote the use of data in the classroom.

QUESTION 2:

List the communication strategies that will foster trust at each of the following levels.

ANSWER:

DISTRICT:

Communication should be honest. All questions should be answered truthfully, even if the answer is "I don't know." Any changes to previously announced plans should be communicated quickly with a rationale for the change.

SCHOOL:

Communication should be frequent and timely. Communication should be coordinated across the district to ensure messages are delivered frequently, at the appropriate time, and to all schools within a district.

CLASSROOM:

Communication should be tailored to the stakeholder. Communication should be customized to take into account the different information needs, characteristics, and communication preferences of teachers. Communication will be personalized and delivered directly to individuals or groups (when possible, face to face).

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QUESTION 3:

List the educational data, resources, and materials that are needed to positively affect student achievement at each of the following levels.

ANSWER:

DISTRICT:

- Professional development best practices to promote the use of data in decision-making.

- Appropriate use of educational data when conducting administrator and teacher evaluation conferences.

SCHOOL:

- Professional development best practices to promote the use of data in decision-making as well as in classroom instruction.

- Appropriate use of educational data when conducting administrator and teacher evaluation conferences.

CLASSROOM:

- Professional development best practices to promote the use of educational data in the classroom.

- Elimination of barriers for teachers to use LMS functionality. Provision of time and professional development for teachers to use LMS solutions effectively to inform and drive instruction.

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1 Facilitator's Checklist

Tasks	Target Date for Completion	Status (Not Started, In Progress, Completed)	Person Responsible/Notes
WORKSHOP PREPARATION			
1. Workshop facilitators have been selected: one IT leader and one instructional leader.			
2. A Professional Development Facilitation Team composed of district leaders, school leaders, and teachers has been selected.			
WORKSHOP EXECUTION			
1. Professional development participants have read the *Direct Teach* content and the *Katy Independent School District Case Study*.			
2. Professional development participants have completed the *Checking for Understanding Worksheet* exercise.			
3. Professional development participants have viewed and discussed the *Katy Independent School District Video Exemplar*.			
4. District-, school-, and classroom-level participants have developed a list of resources for developing a data-rich environment.			
5. Professional development participants have completed the *Application Worksheet* exercise.			

Facilitator's Checklist

Tasks	Target Date for Completion	Status (Not Started, In Progress, Completed)	Person Responsible/Notes
WORKSHOP EXECUTION, *continued*			
6. *The Readiness Activity Planner: Improving Instructional Practice Through SIS/LMS Implementations* and the *SIS/LMS Stakeholder Engagement and Communications Planning Guide* have been reviewed. Key messages regarding SIS/LMS selections and implementation plans have been communicated to faculty and staff who are not members of the Professional Development Facilitation Team, to include guiding principles on Slide 14 of the *Goals Workshop*.			
POST-WORKSHOP			
1. The district-, school, and classroom- level members of the Professional Development Facilitation Team are ready to take leadership roles at the respective district, school, and classroom levels to organize meetings, establish goals, and meet the professional development needs of each of those groups in order to build a culture for the effective use of educational data.			

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SECTION ONE
Self-Directed Learning Materials

Enclosed are a **Self-Directed Learner's Guide** and a **Self-Directed Learner's Checklist**. These supplemental tools provide customized instructions for individuals choosing to use the *Toolkit* in self-directed study. The materials are designed to be used in conjunction with the **Direct Teach** content, **Checking for Understanding Worksheet**, and **Application Worksheet** included in this section.

Self-Directed Learner's Guide

Learning Objectives:

1. Develop an understanding of the rationale for stakeholder engagement for using educational data at the district, school, and classroom levels.
2. Understand the role of trust in using educational data at the district, school, and classroom levels.
3. Identify recommendations for working through the change process required for systemic use of educational data.
4. Set goals for the use of educational data at the district, school, and classroom levels as defined by your job functions and responsibilities.

Step One: Develop an understanding of the rationale for stakeholder engagement for using educational data at the district, school, and classroom levels.

1. Read *Direct Teach* and the *Katy Independent School District Case Study.* Reflect upon successful examples of the current use of educational data you may be aware of at the district, school, and classroom levels.

2. Watch the *Katy Independent School District Video Exemplar.* Identify ways educational data is being used at that district, and reflect on the benefits the district is seeing from the use of data. Consider how the *Katy Independent School District Case Study* places emphasis on these best practice statements:

   - First, build an understanding around the need for data analysis; then select a tool that supports the way the district plans to use data to inform classroom practices.

   - Next, ensure that teachers, data coaches, assessment staff, and principals from across the district participate early in the project stage and remain involved throughout the program life cycle.

   - Finally, develop and deliver a multifaceted and ongoing professional development training program.

3. Reflect on the types of resources and/or programs you are currently using or believe would be valuable for developing a data-rich culture.

   - What do you believe to be goals or next steps for building a data-rich culture?

   - Identify resources that are in place to facilitate the use of educational data.

   - Are there additional resources that are needed? If so, what are they?

Self-Directed Learner's Guide

Step Two: Understand the role of trust in using data at the district, school, and classroom levels. Set initial goals for the use of educational data at the district, school, and classroom levels as defined by your job functions and responsibilities.

1. Review your current resources and, depending on your current job responsibilities, develop district-, school-, and classroom-level goals and possible next steps using the *Goals Workshop* template.

2. Check your progress for understanding the *Direct Teach* content by completing the *Checking for Understanding Worksheet.*

3. Apply what you have learned by completing the *Application Worksheet*. In support for developing trust, review Michael Fullan's statements within the *Direct Teach* content.

Step Three: Identify recommendations for working through the change process required for systemic use of educational data. Set goals for the use of test data at the district, school, and classroom levels.

1. Review the *Readiness Activity Planner: Improving Instructional Practice Through SIS/LMS Implementations* and the *SIS/LMS Stakeholder Engagement and Communications Planning Guide* and consider how key messages regarding SIS/LMS selection and implementation plans need to be communicated to stakeholders (for example, teachers, school leaders, parents, students, and/or the community). When developing the messages, guiding principles can be included on Slide 14 of the *Goals Workshop* template.

2. The self-directed mode provides you the opportunity to begin identifying the objectives for *Building a Culture for the Effective Use of Educational Data*. Consider the types of meetings you would recommend at the district, school, and classroom levels to advance those same objectives to meet the needs of each of those groups. The *Guide to Professional Development and Training Planning: A Focus on SIS/LMS Implementations* and the *System Implementation Roles and Responsibilities* guide provide suggestions.

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Q&A Recommended Answers to Questions Presented in the *Checking for Understanding Worksheet*

QUESTION 1:

List examples of how trust in the use of educational data can be nurtured at each of the following levels.

ANSWER:

DISTRICT:
- Support professional development best practices to promote the use of educational data in the classroom.

- Eliminate barriers for teachers to use LMS functionality. Provide time and other resources for teachers to use LMS solutions.

SCHOOL:
- Support the use of educational data when conducting administrator and teacher evaluation conferences.

- Place more emphasis on the analysis of SIS and LMS data to inform classroom instruction.

CLASSROOM:
- Include teachers in the selection and implementation processes while optimizing their roles and input.

- Use professional development best practices to promote the use of data in the classroom.

QUESTION 2:

List the communication strategies that will foster trust at each of the following levels.

ANSWER:

DISTRICT:
Communication should be honest. All questions should be answered truthfully, even if the answer is "I don't know." Any changes to previously announced plans should be communicated quickly with a rationale for the change.

SCHOOL:
Communication should be frequent and timely. Communication should be coordinated across the district to ensure messages are delivered frequently, at the appropriate time, and to all schools within a district.

CLASSROOM:
Communication should be tailored to the stakeholder. Communication should be customized to take into account the different information needs, characteristics, and communication preferences of teachers. Communication will be personalized and delivered directly to individuals or groups (when possible, face to face).

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QUESTION 3:

List the educational data, resources, and materials that are needed to positively affect student achievement at each of the following levels.

ANSWER:

DISTRICT:

- Professional development best practices to promote the use of data in decision-making.

- Appropriate use of educational data when conducting administrator and teacher evaluation conferences.

SCHOOL:

- Professional development best practices to promote the use of data in decision-making as well as in classroom instruction.

- Appropriate use of educational data when conducting administrator and teacher evaluation conferences.

CLASSROOM:

- Professional development best practices to promote the use of educational data in the classroom.

- Elimination of barriers for teachers to use LMS functionality. Provision of time and professional development for teachers to use LMS solutions effectively to inform and drive instruction.

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Self-Directed Learner's Checklist

Tasks	Target Date for Completion	Status (Not Started, In Progress, Completed)	Notes
1. I have read the *Direct Teach* content and the *Katy Independent School District Case Study*.			
2. I have viewed and reflected upon the *Katy Independent School District Video Exemplar*.			
3. I have gathered a list of resources I have for developing a data-rich environment by district, school, and classroom.			
4. I have drafted a list of resources I need for developing a data-rich environment by district, school, and classroom.			
5. Using the *Goals Workshop* template, I have drafted goals for the use of educational data at the district, school, and classroom levels.			
6. I have completed the *Checking for Understanding Worksheet*.			
7. I have completed the *Application Worksheet* exercises.			
8. I have reviewed the *Readiness Activity Planner: Improving Instructional Practice Through SIS/LMS Implementations* and the *SIS/LMS Stakeholder Engagement and Communications Planning Guide*. I have also reflected on key messages regarding SIS/LMS selections and implementation plans to include guiding principles Slide 14 of the *Goals Workshop* template.			
9. I have reviewed the *SIS/LMS Stakeholder Engagement and Communications Planning Guide* and reflected upon the key components in preparing for change and communication management.			
10. I have reviewed the *Implementation and Selection Approaches Toward SIS/LMS Solutions* report that aggregates information about selection and implementation practices for school districts of all sizes from the perspective of the teachers, district, school, and technology/IT leaders involved in those activities.			

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