Data Protocol Process

As schools adapt and adjust to changes in instructional delivery, dynamic curricula, and innovative programs to enrich student learning, assessments can guide educators toward focused teaching by identifying unmet needs and defining effective instruction. This protocol provides a process for an individual teacher or teacher teams to maximize instructional resources, within and/or across classrooms, as well as finding a starting point for accelerated learning for all students.

Educators can best address student learning needs by pausing to identify focus standards for instruction and utilizing both existing data as well as current diagnostic data to plan for flexible instructional groups. The most effective and equitable way to support students in their learning is to ensure the majority of time is spent engaging with grade-level content and remediating with precision as necessary.

# Step #1 – Identify Most Critical Prerequisite Skills and Knowledge for the Upcoming Unit of Study

Refer to previous grade-level Focus Standards to identify gaps in student learning. The Focus Standards will guide planning for a high-level focus of instruction.

|  |  |  |  |
| --- | --- | --- | --- |
| Gaps in Student Learning | High-Level Focus of Instruction #1 Standard(s): | High-Level Focus of Instruction #2 Standard(s): | High-Level Focus of Instruction #3 Standard(s) |
| Related Assessment Anchor/Eligible Content Descriptor: |  |  |  |
| Specific skills & content: |  |  |  |

# Step #2 – Gather Trend Data Regarding Previous Learning

## Step #2a - What existing data do you have regarding unfinished learning?

#### Data Source

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Diagnostic | Formative | Summative | PVAAS Projections | Benchmark | Locally Created Assessment |
|  |  |  |  |  |  |

## Step #2b - What trends do you notice in the data? List observations & summarize.

Trends from each data source:

Summarize common trends:

|  |  |
| --- | --- |
| Cohort Strengths | Cohort Areas of Focus |
|  |  |

# Step #3 – What Data is Necessary to Identify Gaps in Unfinished Learning

What data is necessary to identify gaps in unfinished learning as well as areas of focus for grade-level content?

|  |  |  |
| --- | --- | --- |
| Benchmark or Summative | Diagnostic | Formative |
| * Textbook or local curriculum resources * Other teacher generated assessments | * Class Diagnostic Tools * or another system-wide diagnostic program | * Entry/Exit Tickets * Low-Stakes Quiz/Polls * Teacher Observation * Student Interview * Student Self-Assessment |

|  |  |  |  |
| --- | --- | --- | --- |
| Decision Summary | Benchmark or Summative | Diagnostic | Formative |
| Which students? |  |  |  |
| When to administer? |  |  |  |

# Step #4 – Create Flexible Student Groups

## Step #4a – Designate groups of students in need of scaffolded instruction to access current grade-level content skills

Refer to the Focus Standards of the previous grade-level.  Match Eligible Content in the diagnostic report to the associated Focus Standard(s) to plan for High-Level Focus Instruction. **Flexible groups in this category may benefit from previewing content and vocabulary critical for understanding grade-level instruction.**

\* CDT users select the Group Map and [set Range Score filters](https://youtu.be/rG9sQ4yKSQ4) to designate students with scaled scores in the Red range, with unfinished learning from the previous grade-level.

|  |  |  |  |
| --- | --- | --- | --- |
| Unfinished Learning  Identified in Step #1 | High-Level Focus of  Instruction #1  Standard(s): | High-Level Focus of  Instruction #2  Standard(s): | High-Level Focus of  Instruction #3  Standard(s): |
| Student Name(s) |  |  |  |

## Step #4b – Designate groups of students ready for current grade-level content and skills

Refer to the Focus Standards of the current grade-level.

* Match eligible content in the DIAGNOSTIC report to the associated Focus Standard(s) to plan for High-Level Focus Instruction. **Flexible groups in this category may benefit from previewing content and vocabulary critical for understanding grade-level instruction as well as instruction focused on the strategic application of knowledge (Depth of Knowledge 3 & 4).**

\* CDT users select the Group Map and [set Range Score filters](https://youtu.be/rG9sQ4yKSQ4) to designate students with scaled scores [above the middle of the Green through the Blue range.](https://drive.google.com/open?id=1pUKwMmEMIwigfjFpKUyG6K3Fa6WOlx0i)

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level, High-Level, Focus Standard | High-Level Focus of Instruction #1  Grade Level Standard: | High-Level Focus of Instruction #2  Grade Level Standard: | High-Level Focus of Instruction #3  Grade Level Standard: |
| Related Assessment Anchor/Eligible Content Descriptor |  |  |  |
| Specific Skills & Content |  |  |  |
| Student Name(s) |  |  |  |

## Step #4c - Designate groups of students ready for next grade-level content and skills

Refer to the current grade-level as well as next grade-level Focus Standards

Match Eligible Content in the DIAGNOSTIC report to the associated Focus Standard(s) to plan for High-Level Focus Instruction. **Flexible groups in this category may benefit from instruction focused on the strategic application of knowledge (Depth of Knowledge 3 & 4) as well as extension to the next grade-level content in the Focus Standards**.

\* CDT users select the Group Map and set Range Score filters to designate students with scaled scores from the middle of the Green through the Blue range.

* Depending on the number of students in this group, it may make sense to create two or more groups:

\* Group 1 - from the middle to the top of the Green range & Group 2 - Blue range of CDT

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level, High-Level, Focus Standard | High-Level Focus of  Instruction #1  Grade Level Standard: | High-Level Focus of  Instruction #2  Grade Level Standard: | High-Level Focus of  Instruction #3  Grade Level Standard: |
| Related Assessment Anchor/ Eligible Content Descriptor |  |  |  |
| Specific Skills & Content |  |  |  |
| Student Name(s) |  |  |  |

# Step #5 – Adapt Scope, Sequence, & Pacing Guide for Accelerated Learning

* Adjust instructional materials and the amount of time dedicated to prioritized areas of learning based on the High Focus Standards and assessment data gathered.
* Address gaps in learning and reclaim instructional time by compacting content that is not considered a priority.
* Accelerate learning through the previewing of skills, content, and key vocabulary for High Focus Standards just prior to grade level instruction.

| Grade Level, High-Level, Focus Standard | **High-Level Focus of  Instruction #1**  **Grade Level Standard:** | **High-Level Focus of  Instruction #2**  **Grade Level Standard:** | **High-Level Focus of  Instruction #3**  **Grade Level Standard:** |
| --- | --- | --- | --- |
| Focus Standard Description |  |  |  |
| Scope (skills/content) |  |  |  |
| Sequence (order of instruction) |  |  |  |
| Pacing (compact or expand instructional time) |  |  |  |

# Step #6 – Plan for Instruction

|  |  |  |  |
| --- | --- | --- | --- |
| Group 1 – Student Names | High-Level Focus Standard(s) from the Previous Grade-Level | High-Level Focus Standard(s) for Current Grade-Level | Compacted Content from Current Grade-Level |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Group 2 – Student Names | High-Level Focus Standard(s) from the Previous Grade-Level | High-Level Focus Standard(s) for Current Grade-Level | Compacted Content from Current Grade-Level |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Group 3 – Student Names | High-Level Focus Standard(s) from the Previous Grade-Level | High-Level Focus Standard(s) for Current Grade-Level | Compacted Content from Current Grade-Level |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Group 4 – Student Names | High-Level Focus Standard(s) from the Previous Grade-Level | High-Level Focus Standard(s) for Current Grade-Level | Compacted Content from Current Grade-Level |
|  |  |  |  |

# Step #7 – Identify Necessary Resources

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Resource Type | Video | Web-based | Paper-Based | Other | Need to Create |
| Group 1 |  |  |  |  |  |
| Group 2 |  |  |  |  |  |
| Group 3 |  |  |  |  |  |
| Group 4 |  |  |  |  |  |

# Step #8 – Monitor Progress with Formative Assessments and/or a Diagnostic Post-Test

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Trend | Improvement | Significant  Improvement | Regression | Significant  Decrease | No Significant Change |
| Group 1- Student Names |  |  |  |  |  |
| Group 2- Student Names |  |  |  |  |  |
| Group 3- Student Names |  |  |  |  |  |
| Group 3- Student Names |  |  |  |  |  |

# Step #9 – Evaluate Impact of Instruction, Revise Groups, and Alter Instructional Plan as Needed

Not all content in a given grade is emphasized equally in the PA Academic Standards.  Some focus areas require greater emphasis than others based on the depth of the ideas, the time they take to master, and/or their relationship to future grade levels. Team planning creates an opportunity for the acceleration of learning while maximizing instructional resources and staffing. When planning in teacher teams, you may want to consider:

## Same Grade-Level Content Team Planning:

Team up with same-subject, grade-level colleagues to analyze data results and create flexible groups within or across classes. Divide responsibility to plan and deliver focused instruction.  Use electronic devices for small group instruction with students from more than one classroom. Independent learning assignments are aligned to high-level focus standards in learning platforms. With proper preparation, setting the expectations for remote assessment during class time, yet completing the assessment remotely, conserves class time for instruction.

## Vertical Team Planning:

In same-subject-area teams, share existing data to determine the gaps or limits from the previous year’s teaching and learning and create flexible groups within or across adjacent grade-levels. Divide responsibility to plan and deliver focused instruction.  Use electronic devices for small group instruction with students from more than one classroom. Independent learning assignments are aligned to high-level focus standards in learning platforms.

# Step #10 – Repeat the Process with the Next Unit of Instruction