

10 Keys to Successful Data Teams

1. Focus on student outcomes.
2. Focus on results not process.
3. Focus on prevention.
4. Focus on alterable vs. unalterable variables.
5. Continually ask “what is the smallest change we can make to get the biggest effect?”
6. Focus on *research-based interventions*, not interventions supported by testimonials (e.g., “I loved that intervention because....”).
7. Recognize that changing student academic and social behavior involves changing adult behavior and ask “how can we create an environment that will support student learning/behavior?” when things are not working.
8. Use problem solving at all levels (system, grade, individual student) and across academic and social behavior for students and adults.
9. Remember to celebrate when progress is made and problems are solved!
10. Recognize that the problem solving process is never finished—effective educators continuously assess their practices to ensure student learning and success.

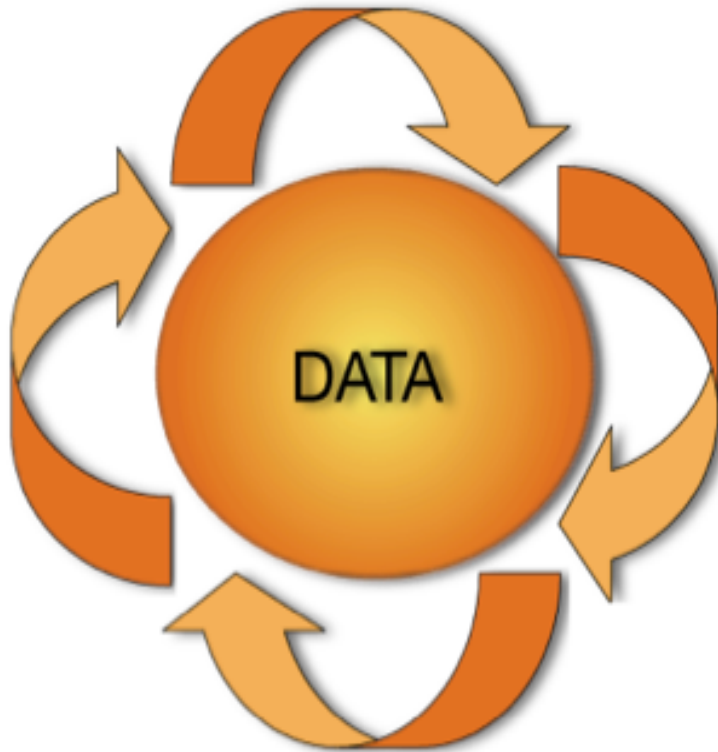
12 PRINCIPLES OF ADULT LEARNING

Jane Vella, 2002

Rank your
top 3 needs

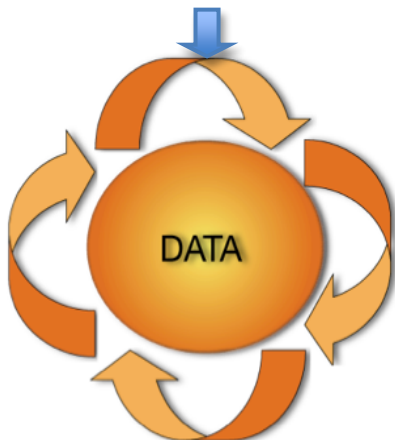
	1. Needs assessment: participation of the learners in naming what is to be learned.
	2. Safety in the environment and the process. Non-judgmental environment which affirms the individual learning. Allowing the group to find their “voice”.
	3. Sound relationships between teacher and learner and among learners. Respect, safety, communication, listening, humility.
	4. Sequence and reinforcement. Simple sequence that reinforces the learning.
	5. Praxis: action with reflection, or learning by doing.
	6. Respect for learners as decision makers. Adults decide for themselves what learning occurs; don't ever do what the learner can do, don't ever decide what the learner can decide.
	7. Ideas, feeling, ad actions: cognitive, affective, and psychomotor aspects of learning.
	8. Immediacy: Perceived usefulness of the learning.
	9. Clear roles and role development: human equity between teacher and student; humility.
	10. Teamwork and use of small groups.
	11. Engagement of the learners in what they are learning.
	12. Accountability: who is accountable to whom? How do they know they know? Teams/colleagues.

Canyons School District
Authentic Language Assessment Team
PROBLEM SOLVING MODEL



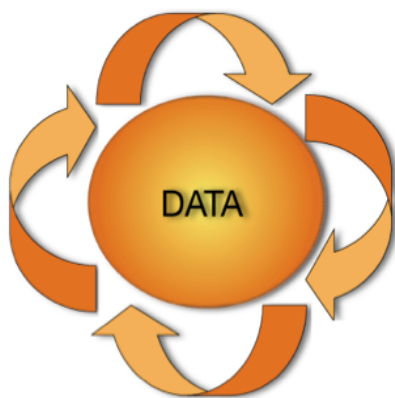
Problem Identification

•**PURPOSE**: to define the problem as the measurable difference between the desired outcome and the actual behavior or performance.



•**PROCESSING QUESTIONS**:

- What are the predictable needs / failures?
 - What is the desired outcome?
 - What is the actual performance?
 - What is the difference between the two?
 - If there is more than 1 problem, which is the highest priority?
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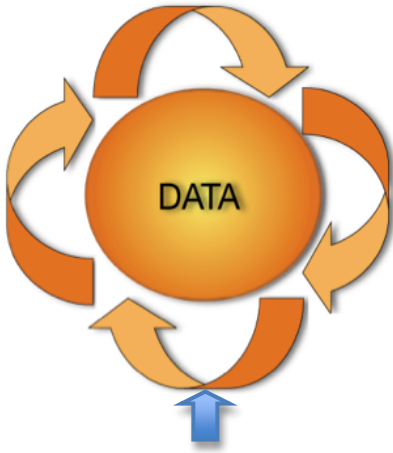


Problem Analysis

•**PURPOSE**: to gather relevant information regarding instruction, curriculum, and environment.

•**PROCESSING QUESTIONS**:

- Have we collected data about variables that are educationally relevant and alterable?
- Do we need to dig deeper into a concept or variable (access the highest quality research available to read and learn as a team)?
- Is there something we could change about the instruction, curriculum or environment in increase the probability that learning will occur?



Plan Development and Implementation

PURPOSE: to select and implement a system support or an intervention that is focused on what to teach, how best to teach it, and how to monitor progress.

PROCESSING QUESTIONS:

-What is the SIMPLEST thing we can do that has the greatest impact?

-What can we do to address needs and prevent failures?

-How will we maintain consistency?

•GUIDING COMPONENTS:

-System support must be based on data and knowledge gained through problem identification and problem analysis.

-System support plan development includes selection of a research-based practice, determination of who will be responsible for what, alignment of resource, how fidelity of implementation will be measured, how progress will be monitored, and specific scheduled decision points.

-Progress monitoring involves collecting, graphing and using data.

Evaluation of Outcomes

•PURPOSE: to determine the effectiveness of implemented system supports or interventions and make appropriate educational decisions.

•GUIDING QUESTIONS:

-Was the system support or intervention successful?

-Does the plan require more time and monitoring or modification?

-Was the system support implemented with fidelity?

-Do we have the resources to sustain these supports?

-Do we need to go back to previous steps?

-Celebration of progress!

