

## Title of Class: Using Data to Improve Learning for All: A Collaborative Inquiry Approach

Learning Design- Workshop / Professional Book Study

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According to the 2013-14  
DTSDE Review . . .

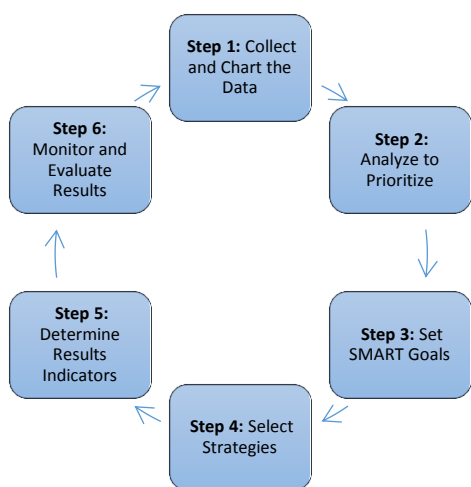
**“RCSD Schools need to focus on assessing, understanding, interpreting, and monitoring student assessment data.”**

**Three purposes of the book:**

1. Change the way schools do business to make a greater positive difference in students’ lives.
2. Educate every student to the peak of his or her capabilities.
3. Build skills and knowledge to lead a process of collaborative inquiry.

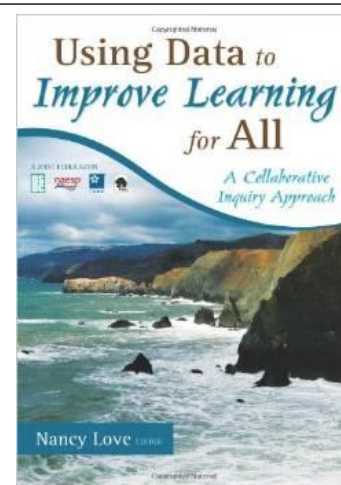
Workshop based on the book, *Using Data to Improve Learning for All: A Collaborative Inquiry Approach* by Nancy B. Love.

This resource combines a collaborative inquiry process, reflective dialogue, and rigorous use of data to improve outcomes for all students.



**The outcomes of the using data practice and this book:**

- Keep the focus on equity and closing achievement gaps.
- Increase the power and effectiveness of professional communities.
- Get staff excited about using data regularly and collaboratively.



### Quotes(s)

“Data, whatever the purposes for its collection is simply ‘another vehicle for knowing children.’”

“Teachers need immediate feedback on what their students are learning, make adjustments to how their teaching to affect this learning, and then measure again.”

*It is not children’s poverty or race or ethnic background that stands in the way of achievement; it is school practices and policies and the beliefs that underlie them that pose the biggest obstacles.*

***Data has no meaning. Meaning is imposed through interpretation.***

***Collaborative inquiry—a process where teachers construct their understanding of student-learning problems and invent and test out solutions together through rigorous and frequent use of data and reflective dialogue—unleashes the resourcefulness and creativity to continuously improve instruction and student learning.***

Data are just the tip of the iceberg . . . what lies beneath is what counts. — Data use is not a substitute for the hard work of improving instruction.

The curriculum, instruction, assessment, and professional development practices will improve student learning.

### Implications for future Professional Learning Opportunities

When a school only focuses on test data the results are limited. By contrast, looking at student achievement results in conjunction with the context of the school and the processes that create the results gives teachers and administrators important information about what they need to do to improve learning for all students.

When teachers collectively work to improve instruction through collaborative inquiry in which they analyze a variety of data from multiple sources, the analysis shapes how educators engage in, and make decisions about, professional learning.