

**"The Right Work"**



**INTERSECTING DATA**

**ALIGNMENT**

**MI-School Improvement Framework**

IA 2-3, 5-7 IB 1, 3-5

IIA 2-6 IIB 2-4

IIIA 2-5 IIIB 1-3

**Education Competencies 1-6**

**ABSTRACT:**

Identifying the "Right Work" for continuous improvement in districts/schools and classrooms forms the basis for this learning unit. Intersecting Data centers not only on what the data "says" but how the work may change when multiple sources of data are intersected and analyzed to create a more accurate district/school profile. Intended for non-statisticians, this course focuses on how to collect, analyze and make use of data intersections to improve all aspects of student achievement.

**GOAL:** Motivate educational leaders to become adept users of multiple sources and types of data in decision making

**OBJECTIVES:** The learner will

1. Review the MI-SIF Data & Information Management Strand 5 key characteristics
2. Assess their districts/schools against the SIF Data & Information Management Strand 5 Rubrics
3. Analyze results
4. Understand the various sources and types of data
5. Identify multiple sources of data for each type of data
6. Review Case Studies
7. Develop graphic organizers underscoring important patterns in achievement results, demographic, perception and process data intersections
8. Engage in conversations about the implication of data intersection results on student achievement
9. Complete online data modules
10. Collect and analyze multiple measures of data
11. Examine data intersection processes
12. Create a school profile constructed on multiple data intersection approach.

**PRE-REQUISITE KNOWLEDGE {from preceding course(s)}**

1. Understanding of
  - a. MI School Improvement Framework Leadership and Data & Information Strand 5 Standards
  - b. Microsoft Education Competencies
2. Ability to use the following technology applications and tools:
  - a. Laptop computer
  - b. Flash drive
  - c. Graphic organizers

- d. Blogs
- e. Microsoft Excel Software Templates

### **COURSE FORMAT**

Intersecting Data requires two days of face-to-face sessions with one inter-session between the in-class days during which learners will complete specific assignments.

### **COURSE OVERVIEW (subject to revisions)**

#### **Session 1:**

1. Introduction/overview of the course
2. Assess prior knowledge by rating district/school against the SIF Strand V Data & Information Management Rubric
3. Analyze the results individually and collect class results using a group response system
4. Develop individual and class profile of strengths and areas of improvement
5. Identify sources of data for each type of data using a graphic organizer
6. Complete Case Studies (in small groups) presented in the MI-MAP Kit Section 4:1 #3
7. Review and discuss established research on data intersection (direct instruction/small/large group and via web-search)
8. Critical Conversation: small/large group discussions about the implication of data intersection results.

#### **Inter-Session**

Complete North Central Regional Education Laboratory (NCREL) Data Use Primer Modules on the NCREL instructional website designed to become more comfortable with thinking about and using data for the purposes of instructional decision making.

<http://www.ncrel.org/datause/dataprimer/> Bring results of practice activities and guiding question responses to Session 2 for further development and discussion.

#### **Session 2:**

1. Critical Conversation: Discuss (in small groups) the guiding questions from the NCREL Data Use Primer Modules
2. Complete activities in MI-MAP Sec. 4 Data Units (Process & Perception Data)
3. Data Intersection Processes  
Problem solving sequence, Root cause analysis, Force field analysis, Data Stratification (Slicing the data)
4. Using accumulated data, develop a comprehensive school profile that includes but is not limited to:
  - a. Multiple types of data
  - b. Multiple sources of data
  - c. Graphs and Charts
  - d. Analysis
  - e. Areas of strength/areas for improvement
  - f. Actions and Timeline