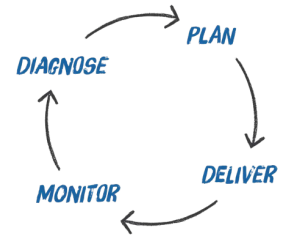# Module 3: DATA LITERACY

Module 3 Goals:
- Explore Data-Informed Instructional Practices
- Connect Data to Curriculum and Instruction: LDOE Acceleration Cycle
- Use Data in Your Classroom

Online Pre-work for Data Literacy:
- **Introduction to Data-Informed Instructional Practices**
  - Classroom data is derived from and often limited to summative assessment data (unit tests, high-stakes assessments, etc.). Summative data has a place, but it is not as useful as daily, formative assessments that provide teachers with quick snapshots of students' learning.
  - Everyday data can be gathered from students' questions, the dialogue between students as they collaborate, students' responses to questions, and written student work. This type of data can be invaluable in supporting students' day-to-day learning.
  - When teachers are skilled in data use, they will develop more effective classroom and instructional practices, which ultimately will lead to improved student performance.
- **LDOE Acceleration Cycle-Connecting Data to Curriculum and Instruction**
  - Acceleration is accomplished when teachers focus on looking forward through the provision of just-in-time supports that ensure readiness to engage with grade-level content by building knowledge and connecting it to skills in current lessons.
  - An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge.
  - **Diagnose** students' unfinished learning of the prerequisite content knowledge and skills. **Plan** for the timing and content for acceleration support for all students. **Deliver** just-in-time, curriculum-aligned acceleration support. **Monitor** progress to adjust supports based on student performance.
- **Using Data in Your Classroom**
  - Intentionally and frequently use formative assessment--remember HQIM have embedded formative assessments!
  - Provide opportunities for students to finish learning through acceleration. Refer to the LDOE Acceleration Cycle. This strategy relies on teacher expertise in both the content and the required pedagogy to provide feedback that challenges students to build deeper representations of learning.
  - Allow students intentional opportunities to act upon the feedback provided by teachers and peers.

Activities teachers will complete in Professional Learning Lab:
- Simulate the Acceleration Cycle using formative student data to plan the next steps with peers.
- Study their students' formative assessments and plan for upcoming lessons using HQIM/Curriculum Resources.
- Participate in Q/A Sessions with career educators about lingering data-related questions.

Suggested discussions/activities for mentors or school leaders to do with your new teachers
Discussion Questions:
- How are you using students' formative data to plan interventions using your HQIM?
- How are the HQIM/Curriculum-embedded assessments being used to measure your students' levels of understanding to mastery?

- How are you ensuring every student gets the specific and targeted instruction they need to succeed in your class or within your content?

Activities:

- Co-analyze formative assessment data from a recent lesson with your new teacher.
- Co-create a plan to address individual student needs based on the analysis of formative data using HQIM-aligned supports.
- Observe your new teacher and provide feedback on how they make in-the-moment adjustments to their lessons based on feedback/data they receive from students.