



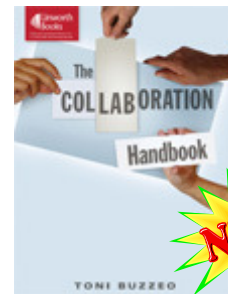
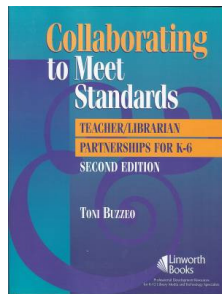
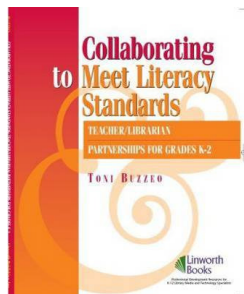
**14TH  
NATIONAL CONFERENCE  
AND EXHIBITION**

November 5-8, 2009  
Charlotte, North Carolina



# **Data-Driven Collaboration: The Key to Measurable Improvement in Student Learning and Achievement**

**November 6, 2009**



**Toni Buzzeo, MA, MLIS**

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## **AASL SIGNING SCHEDULE**

**Thursday, 11/5/09**

**5:00-7:30 PM**

**Mackin #534**

**Friday, 11/6/09**

**1:30-2:00 PM**

**Penguin #467**

**Saturday, 11/7/09**

**11:45 AM-12:30 PM**

**ABC-Clio #134**

**Saturday, 11/7/09**

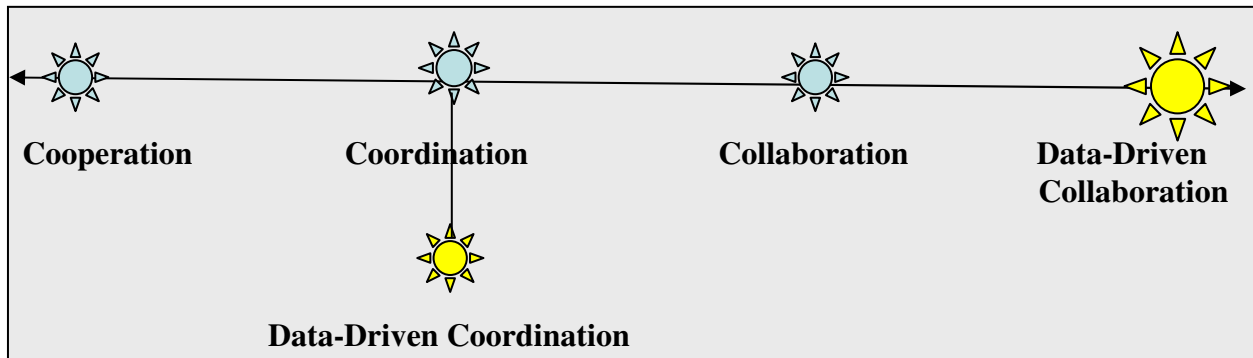
**12:30-1:00 PM**

**Mackin #534**

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**DEFINITIONS**

**COLLABORATIVE PLANNING** involves two or more equal partners who set out to create a unit of study based on content standards in one or more content areas plus information literacy standards, a unit that will be team-designed, team-taught, and team-evaluated.



In **COOPERATION** the LMS and teachers work independently but come together for mutual benefit. Their relationship is loose.

In **COORDINATION**, there is a more formal working relationship and an understanding of shared missions. The LMS and teachers do some joint planning and communicate more.

In **DATA-DRIVEN COORDINATION**, the LMS and teachers center their joint planning and communication around the results of evidence of student knowledge, skills, and learning, such as grade level standardized assessments.

In **COLLABORATION**, the partners have a prolonged and interdependent relationship. They share goals, have carefully defined roles in the process, and plan much more comprehensively.

In **DATA-DRIVEN COLLABORATION**, the teachers and LMS plan, teach, and assess comprehensively based on the results of evidence of student knowledge, skills, and learning, such as grade level standardized assessments.

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**Key Stakeholders/Data Recipients**

- Data Analysts
- Principals
- Department Chairs
- Counselors

**Sources of Data**

**Commercial comprehensive test data analysis tools:**

- DataMentor
- Eduphoria
- AEIS IT

**Role of the LMS**

- First Line Recipient
- Second Line Recipient
- Equal Footing with Classroom Teaching Faculty
- Beggar or Snoop

**TAKE TEN**

- 1. Who are the key stakeholders/data recipients in your building?**
- 2. What data analysis tool is used?**
- 3. What is your role?**

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**SIX-STEP PROCESS FOR DATA-DRIVEN COLLABORATION:**  
**Using data for multiple literacy learning in the context of**  
**content-area collaboration**

**Step 1:** Teacher/Librarian team identifies a **project** or **unit of study**.

**Step 2:** Analyze the **test data** relevant to the project or unit.

**REMEMBER:** It is essential that the LMS raise the question of targeted skills at the beginning of the collaborative planning process when content area and multiple literacy standards are discussed.

**Step 3:** Identify **skills** in need of improvement.

**REMEMBER:** Skills practiced in the context of content area learning, as part of a broader study, are more likely to be skills that are internalized and synthesized as compared to skills that are covered through drill or a singular focus.

**Step 4:** Focus on **constructed response results** as a foundation to the project or unit.

**REMEMBER:** Constructed response questions show students' original thinking and are less likely to reflect a poorly worded question.

**Step 5:** Identify two or three sub skills in need of improvement from **multiple choice questions**.

**Step 6:** LMS **documents** how the project or unit impacts student achievement.

### **SUSTAINING STUDENT ACHIEVEMENT**

In *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* Marzano, Pickering, and Pollock report that students must practice a skill 24 times to reach 80% competency (with the first four practices yielding the greatest effect).

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**ADVICE FOR IMPLEMENTING DATA-DRIVEN COLLABORATION**

**1: Ongoing teacher/librarian collaborative partnership** is more important than just an isolated lesson in the library.

**REMEMBER:** students must practice a skill 24 times to reach 80% competency!

**2:** The skills taught must be **useful and applicable** to the needs and deficits of the students.

**3:** The teacher/librarian team must **closely monitor student progress** toward mastery of skills and **reinforce the desired outcomes**. Here is where you will use FORMATIVE assessment to drive your instruction!

**REMEMBER:** Formative assessment, as students practice the deficit skills embedded in collaborative units, is the key in order to change results in summative assessment.

**4:** The teacher/librarian team must **document improved student achievement**, formatively at point of instruction and summatively by monitoring test data over time.

**REMEMBER:** Because we have data that informs our instruction and is also regularly “collected,” we have a vehicle for determining whether or not our efforts to improve student achievement have made a difference.

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**COMMON GAPS AND MODELS OF DATA-DRIVEN COLLABORATION WITH  
IDENTIFIED *STANDARDS FOR THE TWENTY-FIRST CENTURY LEARNER* SKILLS**

**Common Gaps**

**IDENTIFIED WEAKNESSES: Elementary**

- Grade 3: Information accessing skills
- Grade 3: Poetry
- Grades 3-4: Research skills
- Grades 3-5: Inference/implied meaning
- Grades 3-5: Identifying main idea
- Grade 4: Inferencing skills
- Grade 4: Figurative language skills
- Grade 4: Parts of speech
- Grade 5: Information accessing skills
- Grade 6: Ratios (mathematics)

**IDENTIFIED WEAKNESSES: Secondary**

- Grade 7: Scientific thinking
- Grade 8: Information accessing skills
- Grade 9: Reading vocabulary
- Grade 10: Writing persuasive pieces with clear thesis supported by evidence
- Grade 10: Reading Process (including comprehension, literal, inferential, evaluative, and synthesis)
- Grade 10: Writing responses to literature supported by facts, details, and evidence
- Grade 10: Concepts in economics and government

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**Models of Data-Driven Collaboration with Identified *Standards for the Twenty-First Century Learner Skills***

<p><b>GRADE 9:</b> Students fell short in the skill of data interpretation, specifically <b>reading charts and graphs</b>. A secondary LMS/teacher team developed a unit on the causes of the Civil War focusing on data analysis skills.</p>	<p><b>AASL STANDARD 2.1.4</b> Use technology and other information tools to analyze and organize information.</p>
<p><b>GRADE 6:</b> Students showed deficits in <b>mathematical ratios</b>. The LMS/SS team approached the math teacher to help them plan and teach currency exchange activities that required estimation and ratio work in their Latin American research unit.</p>	<p><b>AASL STANDARD 2.1.3</b> Use strategies to draw conclusions from information and apply knowledge to curricular areas, real- world situations, and further investigations.</p>
<p><b>GRADE 3 :</b> Students were challenged in <b>identifying main ideas and supporting details</b>. An elementary LMS/teacher team embedded these skills in a Mexico/United States comparative cultures unit.</p>	<p><b>AASL STANDARD 1.1.7</b> Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>
<p><b>GRADE 1 :</b> Students showed deficits in <b>identifying main ideas and using graphic organizers</b>. The LMS/Teacher team tackled those deficits in their collaborative animal research project.</p>	<p><b>AASL STANDARD 2.1.2</b> Organize knowledge so that it is useful.  <b>AASL STANDARD 1.1.7</b> Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>

**TAKE TEN**

- 1. What are the student learning deficits in your building/district?**
- 2. How can they be addressed with a focus on the Twenty-First Century Standards?**

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