

**Oregon Direct Access to Achievement (D.A.T.A.) Project**  
**Study Group Webinar Syllabus, September 2011**  
**Prerequisite for Facilitator Certification**

PDU: 15 Hours\*

Dates: Two Sessions via webinar: September 15, 3:00-4:30 and September 29, 3:00-4:30

Facilitator: Jeff Coleman

Phone: 503-675-4020

Email: [jcoleman@clackesd.k12.or.us](mailto:jcoleman@clackesd.k12.or.us)

**Overview**

The Direct Access to Achievement (DATA) Study Group Sessions One and Two are for teachers and administrators who need to solidify their knowledge and ability to use content from Strands 2-3 of The Oregon DATA Project. Following the study group, participants will be prepared for DATA Project certification training. The DATA Project is a systems approach to fusing data and collaboration to improve student achievement. Query, analysis, and action in response to school, classroom, and student-level data will be emphasized. Collaboration, the data team process, and strengthening the instructional core will be presented as critical drivers to improve student learning.

**Objectives**

1. Review and evaluate the characteristics, and appropriate uses, of assessments used in Oregon schools.
2. Describe and compare assessment practices that help to strengthen the instructional core.
3. Check assessment practices for alignment with identified student needs and standards.
4. Create an assessment framework to organize summative, formative, and progress monitoring data.

**Requirements**

1. Adherence with Study Group norms.
2. Full engagement in two webinars with intentional focus on deepening learning for all.
3. Completion of assigned readings.
4. Written response to two essential questions per session.
5. Written action plan for transferring this knowledge into practice in your setting

**Required Readings**

Popham, W.J. (2004). Test better, teach better: The instructional role of assessment. Alexandria, VA: ASCD.

White, S.H. (2005). Beyond the numbers: Making data work for teachers and school leaders. Englewood, CO: Advanced Learning Press.

Oregon Primer on Educational Assessment (distributed electronically)

Study Group Sessions	Essential Questions	Assignments Due for Next Study Group
Assignment prior to session 1	See essential questions in session one and be prepared to discuss.	<i>Test Better, Teach Better</i> and <i>Oregon Primer on Educational Assessment</i>
<p>Session 1 – September 15, 2011</p> <p>Review and evaluate the characteristics, and appropriate uses, of assessments used in Oregon schools.</p> <p>Describe and compare assessment practices that help to strengthen the instructional core.</p>	<ol style="list-style-type: none"> <li>1. What are the appropriate uses of summative and formative assessment?</li> <li>2. How can data be used to analyze, predict, and change student performance?</li> <li>3. What are the strengths, weaknesses, uses, and opportunities for analysis in various reports?</li> <li>4. How can informed analysis lead to improved instruction and student learning?</li> </ol>	<i>Beyond the Numbers</i> (White) pages 55-78
<p>Session 2 – September 29, 2011</p> <p>Check assessment practices for alignment with identified student needs and subsequent learning goals.</p> <p>Create an assessment framework to organize summative, formative, and progress monitoring data.</p>	<ol style="list-style-type: none"> <li>1. How would you select assessments that align with your instructional goals?</li> <li>2. How can you identify the differences between a classroom that is focused on test-prep and one that is informed by data derived from testing?</li> <li>3. What ideas justify the conclusion that collaboration <i>and</i> data analysis are critical to instructional improvement?</li> <li>4. How do you decide when to use various data team tools?</li> <li>5. How do you triangulate data to understand which adult actions result in increased student learning?</li> </ol>	Read <i>Beyond the Numbers</i> chapters 2, 3, 5, 6, 7, 8, and 9



