

Welcome to DATA WEEK!  
June 16-17

MISSOURI SW-PBS  
SUMMER INSTITUTE

VIRTUAL CONFERENCE  
SUMMER 2021



THANK YOU FOR  
JOINING US

Session 3 – Turning  
Data Into PD, Coaching,  
and Practice

Begins at 9:00 a.m.

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experience!

#SI2021

# Welcome to DATA WEEK! June 16-17

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- Keep cameras off
- Keep mics muted
- Participate during engagement opportunities when offered
- Limit use of Chat feature unless otherwise instructed

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If you lose connection during the session, go to [pbissmissouri.org](http://pbissmissouri.org) and log back in.

# Turning Data Into PD, Coaching, and Practice

Andrea Rockney, Jordan Politte-ATLL MSU

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# Intended Outcome

- ❑ Identify Tier 1 Universal Professional Learning needs using yearly data in order to provide didactic professional learning activities on the ETLPs

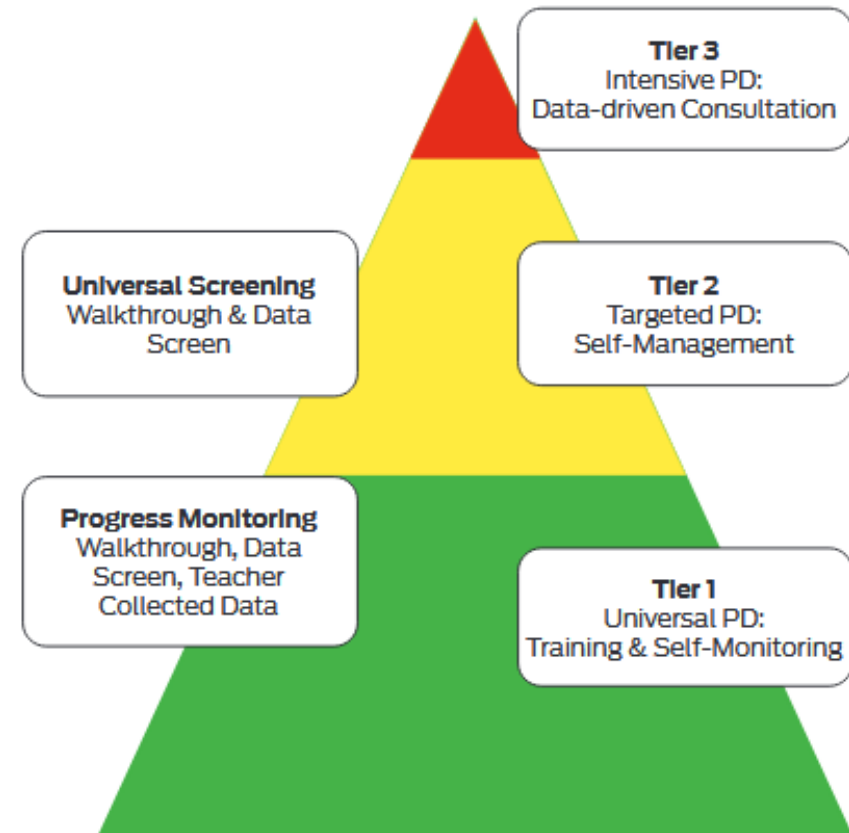
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One of the most important roles of the SW-PBS Leadership Team is to provide quality professional learning activities. Simonsen et al. (2014) offer a professional learning model to provide efficient methods to enhance teachers use of Effective Teaching and Learning Practices (ETLPs).

### Multi-Tiered Support Framework



Adapted from Simonsen, B., MacSuga-Gage, A.S., Briere III, D.E., Freeman, J., Myers, D., Scott, T.M., & Sugai, G. (2014).

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# DATA

# DBDM-G.A.I.N.S.

## Data-Based Decision Making for Behavior

### Overview

When educators engage in Data-Based Decision-Making (DBDM), they “make visible” the relationships between adult actions and student outcomes. Educators use data to:

- 1 identify problems
- 2 determine causal factors
- 3 select effective action steps
- 4 monitor progress and make timely adjustments,
- 5 evaluate the impact of a practice.

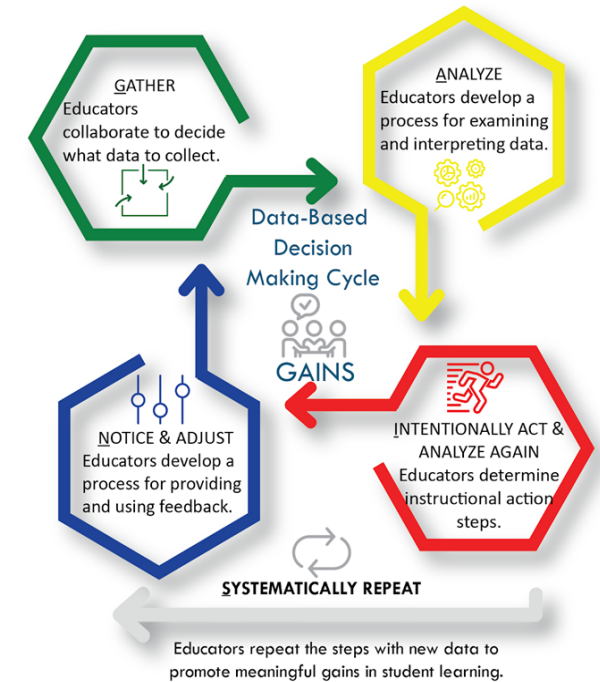
### Why is it important?

Teams that use data are more likely to achieve improvement goals, identify those practices that have the biggest impact, improve student behavior and academic achievement, and appreciate the causal relationship between adult actions and student outcomes.

“...team decisions will be more effective and efficient when they occur in the context of a formal problem-solving model with access to the right data, in the right format, at the right time.”

(Newton, et al., 2009)

### G.A.I.N.S Cycle



“Data puts the problem in the context, not in the student.”

(Horner, 2011)

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ROOTING FOR EACH OTHER!

TEAMS

# DATA



# Step 1: Identify Tier 1 Needs Using Annual Data

- Self Assessment Survey ([SAS](#))
- Tiered Fidelity Inventory ([TFI](#))
- School Climate Survey ([SCS](#))
- Student Outcome Data (ODRs, Classroom minors, etc.)
- Classroom Walk-Throughs
- Teacher Self



**DATA**

# DBDM-G.A.I.N.S.

## Gather data-

1. Who will be responsible for managing this data?
2. When will this data be collected?
3. How will this data be collected/ managed?

## Analyze Data

1. Who will be responsible for interpreting data?
2. When will this data be interpreted?
3. How (what process) will this data be interpreted?



**DATA**





# Step 2: Prioritize Needs

- Look for common deficits in your data
- Identify high impact needs

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# DBDM-G.A.I.N.S.

## Analyze Data

1. Who will be responsible for interpreting data?
2. When will this data be interpreted?
3. How (what process) will this data be interpreted?

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# Step 3: Develop and Provide Professional Learning Activities

- Determine internal champions of the ETLPs (leadership team, coaches, exemplar teachers)
- Gather available resources
- Determine how, when, where, and who will provide high quality professional learning

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# DBDM-G.A.I.N.S.

## Intentionally Act

1. Who will use this data to action plan?
2. When will this data be used to action plan?
3. How will this data determine instructional action steps?

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# Step 4: Monitor Practices

- Revisit student outcome data (ODRs, classroom minors)
- Classroom walk-throughs/teacher self-monitoring

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# Possible Monitoring Tools

- Classroom Management Observation Tool [\(CMOT\)](#)
- Classroom Assistance Tool [\(CAT\)](#)
- Teacher Self-Monitoring Plan [\(directions\)](#)  
[\(template\)](#)
- Peer Observations [\(#observeme\)](#)
- [ETLP Teacher Tools](#)



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# DBDM-G.A.I.N.S.

## Notice and Adjust

1. Who will develop a process for providing and using feedback?
2. When (How often) will this process be utilized?
3. How will you evaluate the impact of your actions steps?

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# Step 5: Evaluate and Adjust

- Analyze monitoring data (walk-throughs, self-assessments, student outcome data)
- Identify supports needed to provide targeted professional learning
- Celebrate successes!!!



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# DBDM-G.A.I.N.S.

## Notice and Adjust

1. Who will develop a process for providing and using feedback?
2. When (How often) will this process be utilized?
3. How will you evaluate the impact of your actions steps?

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# One Rural SW Missouri School's Journey to Sustainability



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# Purdy - 2019-2020



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# Purdy 2020-2021

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# Purdy -Lessons Learned

- ❑ Separate the matrix by building (grade strands)
- ❑ Intensity level chart created (as a result of the S.A.S. data analysis & need)



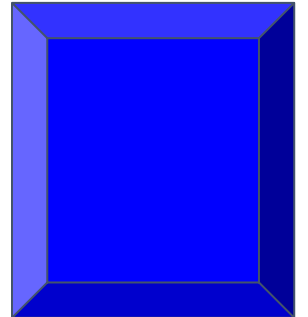
**DATA**



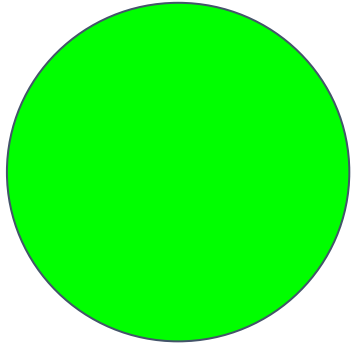
# Time to Reflect.....



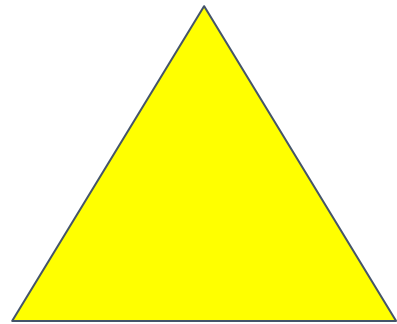
**What squares with your thinking?**



**What still circles in your mind?**



**What is your most important point?**



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# CONTACT INFORMATION

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## June 16-17

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Please complete the  
[Evaluation Survey](#).

Session 4 will start at  
10:45 a.m.

Please use the same Zoom  
meeting link to join the next  
session.