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T&L 2900 – Using Data in Education

Course-at-a-Glance

Instructor/Presenter: Maggie Ekrem, Stephen O'Connor, Ed.D, and Kristina Robertson

Instructor of Record: Sarah Holder. *Note: A reader and Learning Coach may also be assigned to the learner to read and provide feedback on written assignments.*

Length: 15 hours for one PD credit

Dates: Enroll Anytime – Complete in 4 months

Professional Development Credit Options: 1

Introduction

Though today's schools are putting increasing emphasis on the use of data to guide action and improve academic achievement for all students, the process of utilizing this information can be overwhelming; correct use of data to inform instructional planning can have a profound influence on learning, while data that are used ineffectively provide little benefit.

Getting Started and Course Directions

Directions for Completing UND Professional Development Courses Using Hoonuit Content are available upon the student's receipt of the welcome email from Hoonuit 3-8 days after online course registration.

Course Objectives

This course reviews several student data assessments and sources, describes the effects of accurate and effective data analysis on the school environment, and examines issues surrounding assessment for English Language Learners.

Learning Objectives

The Learner will address:

- Language-assessment practices and proficiency levels and the educational policies designed to evaluate ELL language development and program effectiveness.
- Methods of utilizing ELL data for program improvement and classroom-based language development data to increase targeted language instruction and differentiation.
- Common reasons for ineffective data use and how to better evaluate the quality and relevance of collected data.
- How to identify and address the specific needs of students, classrooms, schools, and districts through a six-step process designed to inform and improve practices.
- Strategies that may lead to increased use of assessment data as tools to increase student success.
- The role of professional learning communities in reflection and instructional planning

Module Topics

Data-Driven Decision Making: An Introduction

A. Getting Started

1. Yawns, Anxiety, or Empowerment?
2. Increasing Understanding of Data
3. Maintaining and Using Information
4. Articulated Goals and Objectives
5. Achieving the Right Solutions

How to Read and Utilize Instructional Data

A. Getting Started

1. FERPA
2. SCOPE
3. Pre and Formative Assessments
4. Summative Assessment
5. The Importance of Reflection
6. National Assessments and Other Data
7. Student Information System
8. Minnesota Assessments: Credits and Sources

Interpreting and Utilizing English Learner Data

A. Getting Started

1. Preface
2. ELL Assessment Background
3. Background on ELL Assessment
4. Consideration of Language and Content Assessment of ELLs
5. Looking Closely at ACCESS Data
6. Data Review and the Collaborative Inquiry Process
7. Qualitative Data: Collecting Classroom Data
8. Root-Cause-Analysis and Action Plan: Closing, Credits and Sources

Professional Development Reflection

- What new ideas or concepts did you learn?
- What teaching practices or concepts were reinforced?
- When applying the strategies and concepts you learned in this course into your daily practice, what went well?
- What would you change?
- How will students benefit from this course?
- What resources or ideas do you want to explore further? What questions or concerns do you still have?

Course Requirements

- A. Complete all the components for the required learning modules and electives relevant to you.
 1. Read all contents included
 2. View the module
 3. Activity and Assessment – at the end of each module you'll find a Dolt and Provelt. You must complete each and upload your Dolt as a Sharelt and comment on at least one other Sharelt.
 4. Upon completion of all required modules included in the course, the student will write a reflection. The reflection is included on the syllabus.

Assignments & Grading Percentages toward Final Grade

The Learner Will:

1. Review all content within each module. (10% of grade)
2. Complete each module Dolt activity and upload as a Sharelt. (40% of final grade)
3. Comment on at least one other Sharelt per module. (20% of final grade)
4. Complete module Provelt with a score of 80% or greater. (20% of final grade)
5. Complete an end of course survey/reflection that follows the specifications provided (10% of final grade)

Grading

This online course uses Letter Grading (A – F) or Satisfactory/Unsatisfactory (S/U). The grading option must be selected at the time of course registration.

Hoonuit courses will be graded on an S/U basis unless a special request is made by a district or because of a learner's district of employment's requirements for a letter grade to earn a lane change for pay increases or other significant reasons.

If a letter grade is selected, the learner must complete work to earn a minimum grade of B. To earn a B, the learner must earn at least 13-15 points on the following rubric for one credit.

To earn an A, all Provelts must have a score higher than 90% and earn at least 16-20 points on the rubric for one credit.

Rubric					
Indicators	Beginner 1	Developing 2	Accomplished 3	Exemplary 4	Point s
Demonstration of topic knowledge.	The learner does not demonstrate adequate knowledge of the topic.	The learner is beginning to adequately understand the topic.	The learner shows topic competency.	The learner shows topic mastery.	

The project/text has been created at a professional level.	The final project/text has numerous errors, is unorganized, or has problems with clarity.	The final project/text needs attention to errors, organization, and clarity.	The final project/text is mostly error-free, clear, and organized.	The final project/text is error-free, clear, and organized.	
All elements of the Dolt instructions have been completed thoughtfully.	The learner does not meet the majority of the Dolt requirements.	The learner meets most of the Dolt requirements.	The learner meets all of the Dolt requirements.	The learner goes above and beyond Dolt requirements.	
Providing feedback to others: Demonstration of activity knowledge.	The commenter does not demonstrate knowledge of the project/text.	The commenter has demonstrated a basic understanding of the project/text.	The commenter has demonstrated they have read and evaluated the ShareIt.	The commenter demonstrates that they understand the purpose and scope of the project, and have read and evaluated the ShareIt.	
Providing feedback to others.	The commenter has provided unhelpful or unkind feedback.	The commenter has provided basic feedback.	The commenter has provided kind, authentic/genuine feedback, including a minimum of two positive comments, and one needs-improvement comment.	The commenter provides kind, authentic/genuine feedback, and provides more than three suggestions/statements of feedback with a balance between positive and needs-improvement.	

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior, such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>