

**PLANNING PROFESSIONAL DEVELOPMENT:  
USING DATA**

<b>Purpose</b>	The RtI school leadership team, principal, reading specialists, or coaches can use this tool to plan professional development focused on data collection and interpretation for individual teachers/interventionists.
<b>Materials</b>	None
<b>Media</b>	<p><i>Using Data to Differentiate Instruction</i>, multimedia overview. Recommend teachers view this independently to learn how to use data to adapt instruction at each tier level. (6:37 min)</p> <p>This tool and related media and materials are located in the Doing What Works Library (<a href="https://dwwlibrary.wested.org/">https://dwwlibrary.wested.org/</a>). For assistance, contact <a href="mailto:dww@wested.org">dww@wested.org</a>.</p>
<b>Topic</b>	Response to Intervention in Primary Grade Reading
<b>Practice</b>	Progress Monitoring and Differentiation

### Data Use Self-Reflection

This self-reflection activity\* guides staff in thinking about their collection and use of progress monitoring data to differentiate instruction. They should use the chart to identify strengths, areas where professional development or coaching support is needed, and suggested actions for improvement.

Do I...	I do this well	I could use more ideas	I need support to do this	Improvement Action
<b>Understand Data</b>				
1. Understand the specific purpose of the screening, progress monitoring, and benchmark reading assessments in use at my grade level				
2. Know which instruments are used for progress monitoring in reading at my grade level				
3. Understand the types of scores each instrument generates along with the advantages and limitations of different types of scores				
4. Know how to enter data accurately in the computerized system				
5. Know how to generate reports from the computerized system that are useful to my decision making				
6. Know how to summarize class score accurately and create meaningful subgroup analyses				
7. Know the score expectations for different benchmark points for my grade level				
8. Know how to create graphs of student progress and chart aimlines				
9. Know how to display and interpret data from multiple assessments				

\*Some of the items in this chart are drawn from RtI materials developed by the Pennsylvania Department of Education and the Colorado Department of Education.

Do I...	I do this well	I could use more ideas	I need support to do this	Improvement Action
<b>Data Collection</b>				
10. Set lesson goals and objectives				
11. Include assessments in my lesson plans				
12. Specify specific measures to assess reading skills				
13. Use informal progress monitoring frequently during lessons				
14. Use curriculum-embedded tests when appropriate				
15. Administer summative tests				
<b>Data Interpretation</b>				
16. Review progress monitoring data on a daily basis				
17. Compare progress monitoring data with data from other assessments				
18. Confer with other grade-level teachers to interpret results				
19. Discuss results at grade-level or data team meetings				
20. Consult with specialists to interpret data (e.g., special education, reading, ELL staff)				
<b>Data Use</b>				
21. Summarize strengths and weaknesses based on data profiles				
22. Track and compare student performance over time				
23. Know how to determine whether or not students have made adequate progress				
24. Plan lessons based on progress monitoring data				

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Do I...	I do this well	I could use more ideas	I need support to do this	Improvement Action
25. Differentiate instruction in the core program based on data				
26. Group or regroup students for interventions based on data				
27. Plan small group interventions based on progress monitoring data				
28. Plan instruction for individual students based on data				
29. Adjust content focus and intensity of need based on student data				
30. Consult with other staff on instructional strategies for particular groups of students.				
<b>Communicate Data</b>				
31. Share data with specialists providing interventions to my students (e.g., special education, reading, ELL staff)				
32. Communicate student progress with parents				
33. Engage students in monitoring their progress				

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### Planning Professional Development

Coaches/specialists should meet individually with teachers, discuss the results of self-reflections, and use this worksheet to identify areas needing improvement and plan professional supports to meet these needs.

Individual Professional Development Plan		
Area in Need of Improvement	Ongoing Coaching Supports	Professional Development Activities and Resources
<i>Example: Create graphs of student progress</i>	<i>Model how to graph progress monitoring data using airlines</i>	<i>In-service training on displaying and interpreting progress monitoring data and data from multiple assessments</i>
<i>Example: Planning lessons based on progress monitoring data</i>	<i>Schedule time for grade-level teachers to plan lessons together</i>	
<i>Example: Identifying progress monitoring measures for reading skills</i>		<i>Professional development session on progress monitoring instruments used in reading</i>