How Teachers Can Turn Data into Action

Schools everywhere are bombarded by data! Teachers have grown accustomed to data being part of their professional landscape, yet often a gap exists between looking at the data and responding to the data. Presenter and ASCD author, Daniel R. Venables developed this systemic process, The Data Action Model, which begins by looking at the big data, drilling down into the data to identify learner and instructional gaps, developing an action plan, and measuring success.

Learn and experience a step-by-step, teacher/administrator-friendly process for shifting from looking at data to actually making instructional improvement based on the data.

Administrator/Teacher Teams Encouraged to Attend Participants will go through each step using real data and protocols developed by the presenter and others to help Administrator/Teacher teams have substantive, focused data discussion that produce specific instructional changes that increase student learning.

December 9 & 10, 2014
8:30 a.m. - 4:30 p.m.
McAllen Convention Center
700 Convention Center, McAllen

Fee: $249.00
Includes the book, "How Teachers Can Turn Data Into Action"

Workshop # 44744
Online registration at www.esc1.net/staffdevelopment

What To Expect

• Discuss types and sources of data, data literacy, and taking a data inventory.
• Learn and practice strategies for reviewing existing data and developing exploratory questions.
• Use templates for tracking artifacts and triangulating data.
• Learn processes for identifying student learning gaps and connecting them to instructional gaps.
• Learn processes for setting goals and generating an action plan with an evaluation metric.
• Learn a process for following through to implementation in the classroom.
• Learn and practice protocols for scoring calibration, and looking at student and teacher work.
• Discuss facilitation strategies for leading a team in data discussions and tasks.

About Your Presenter
Daniel R. Venables is founder and executive director of the Center for Authentic PLCs, an independent consulting firm committed to assisting schools in building, leading, and sustaining authentic PLCs. During his career of more than 30 years in education, Venables has been a classroom teacher in both public and independent schools in South Carolina, North Carolina, and Connecticut for 24 years, serving as a math department chair for 18 of those years. He was a professional development coordinator with the nation’s 18th-largest district, Charlotte-Mecklenburg Schools.

In addition to working directly with schools and faculties to offer on-site, ongoing, sustained support, he also presents regularly at national and regional educational conferences. Several times a year, he sponsors a three-day PLC coach training program throughout the United States called the Grapple Institutes.

Region One
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