Getting your Teacher Candidates Excited about Data Driven Instruction!

Drs. Helena Baert and Matthew Madden

S-TEN PD Webinar Series
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Data Driven Instruction

Action

Assessment

Insight / Analysis
Objective and Overview

- EDU 355 (Curriculum & Planning with Elementary PE focus)
- Before:
  - Step 1: Pre-assess
  - Step 2: Design instruction
  - Step 3: Post assess
  - Step 4: Reflect
- Now:
  - Step 1: Pre-assess gross motor skill
  - Step 2: Review protocol and practice
  - Step 3: Data driven instruction
  - Step 4: Post assess
  - Step 5: Reflect
# Pre-Assessment

## EDU 355 Pre-assessment (Manipulative)

**GLSP:**
- **Pre-Control (1):** awkward, misses often, oops moments
- **Control (2):** high level of concentration, successful in isolation & predictable eny.
- **Utilization (3):** almost automatic, in combination with other skills
- **Proficiency (4):** Complete automatic, with people, other skills, defenders & challenge

### Striking

1. Eyes on object
2. Sideways stance perpendicular to object
3. Preparatory backswing
4. Hip and shoulder rotation when swinging
5. Transfer weight from back foot to front foot
6. Follow through along swinging path

### GLSP

**Assign a 1 if the student displays the Performance Indicator (PI)**

<table>
<thead>
<tr>
<th>Students</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eyes on object</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<tr>
<td>2. Sideways stance perpendicular to object</td>
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<td>1</td>
</tr>
<tr>
<td>3. Preparatory backswing</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. Hip and shoulder rotation when swinging</td>
<td>1</td>
<td>1</td>
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<td>0</td>
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<td>1</td>
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<td>1</td>
</tr>
<tr>
<td>5. Transfer weight from back foot to front foot</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6. Follow through along swinging path</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

**Assign a 0 if the student does not display the PI**

<table>
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<tr>
<th>Students</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<td>2</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>
# Data

## Performance Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Students</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<tbody>
<tr>
<td>Eyes on object</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sideways stance perpendicular to object</td>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Preparatory backswing</td>
<td></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Hip and shoulder rotation when swinging</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Transfer weight from back foot to front foot</td>
<td></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<td>Follow through along swinging path</td>
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<table>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Control</td>
<td>1</td>
<td>Pre-Control</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>2</td>
<td>Control</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Utilization</td>
<td>3</td>
<td>Utilization</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Proficiency</td>
<td>4</td>
<td>Proficiency</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### # of Performance Indicators met by individual students

- Pre-Control: 4, 6, 4, 3, 3, 3, 2, 1, 4, 6
- Control: 1, 2, 2, 1, 1, 1, 1, 1, 2, 3
- Utilization: 10%
- Proficiency: 30%
- GLSP: 60%
Protocol

Protocols are structured processes or guidelines to promote meaningful and efficient communication, problem solving and learning. Protocols permit an honest, deeply meaningful, and often intimate type of conversation which people are not in the habit of having. It can help teachers turn theory into practice and standards into student learning.

(National School Reform Faculty, 2012)
Protocol
(National School Reform Faculty)

Data Analysis Protocol Action Plan
Step 2: Predicting the data

Step 3: Observe the data
  a) General
  b) Specific

Step 4: Interpret the data and develop inferences
  a) General
  b) Specific

Step 5: Connecting practice to theory and research

http://www.nsrFHarity.org/
Example Protocol

Example Data Analysis Protocol Action Plan – Dynamic Balance

Step 2: Predicting the data
Standards book says at kindergarten there is momentary stillness on different bases. Therefore I believe the students will be at pre-control for the majority. Some may be at the control level. Pre-control 70%, Control- 30%.

Step 3: Observe the data
a) General- The balance between pre-control and control was about even. The majority of students kept there eyes forward.

b) Specific- 40%- Pre-control, 40%- Control, 20%- Utilization
90% kept eyes forward, 50% maintained upright position, 50% maintained balance by using arms when needed

Step 4: Interpret the data and develop inferences
a) General- The children are grasping the skill of dynamic balance. With more work, I believe the number of students in the pre-control range will be able to move up to the control level.

b) Specific- By the end of the unit the students can move from 40% in pre-control to at least 20% in pre-control.

Step 5: Connecting practice to theory and research
*When we continue to practice it is known that the eyes play an important role with balance. By using a focal point the children will be able to balance better. ^Also we may see better results among girls at a young age up until the rapid gains that are made from age 9-12.
**DDI - Instruction - Progressions Dynamic Balance**

<table>
<thead>
<tr>
<th>Tasks + 2 refinements</th>
<th>Explain with data + justify with theory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Walk along a line on the gymnasium floor  
  1. Walk with 2 foam balls under each arm 
     Walk with the balls under your arm to emphasize holding your arms out, when you have a good emphasis on using your arms you can put the balls aside. 
  2. Walk across from another student without breaking eye contact. | 50% of the students are not using their arms to help them balance. Holding 2 foam balls under each arm will help the students realize to keep their arms out and use them for balance. Being on balance means having an even distribution of weight on each side of a vertical axis. One of the best cues to maintaining balance is to use your arms and extend them outward from your body, and then to use them accordingly. Website Title: Lesson: Walking on a Balance Beam Article Title: Lesson: Walking on a Balance Beam Date Accessed: April 02, 2015 http://gumbogang.com/articles/lesson-walking-balance-beam/ |
| **Task 2**            |                                        |
| Walk along 3 inch high beam/box  
  1. Make the beam shorter  
  2. Make the beam longer | 40% of the students are in the pre-control range for dynamic balance. I think by starting out on a 3-inch beam and having the students use a focal point that is straight out ahead looking at a box on the wall will help with a transfer of learning to a higher beam. The focal point is crucial when balancing. (Motor Development PED201 Textbook- Walkuski, Madden, Davis) |
What did we learn?

• For success, follow a protocol
• Complete it collaboratively first, then individually – powerful group effect!
• Start early
• Allow for time to think
• Allow for time to go through each step
• Use authentic data
• Follow through
Data Driven Instruction

Action

Assessment

Insight / Analysis

Student
Thank you

• Questions?
• Comments?
• Thoughts and Ideas?
• Feedback?

Reach us @
helena.baert@cortland.edu
matthew.madden@cortland.edu