**User Form**

 **Use to Evaluate Our Data Users’ (i.e., Staff’s) Needs & Plan Next Steps**

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| **Ongoing, Embedded PD** | **If You Answer No, How Will You Make a Change?** |
| **Big Picture** |  |
| Is our data-related PD having an impact on educator practice? |  |
| Is our data-related PD having an impact on student achievement? |  |
| **Implementation** |  |
| Do our data-related PD facilitators illustrate specifically how the learned concept will “look” in real world practice? |  |
| Does our data-related PD integrate with other educational endeavors to mirror real-world implementation? |  |
| Is our data-related PD paired with follow-up and accountability? |  |
| Is our data-related PD ongoing? |  |
| **Staff Perception** |  |
| Does staff leave data-related PD understanding specifically how to put the learned concept into action? |  |
| Does staff leave data-related PD understanding specifically how to integrate the PD with other educational endeavors? |  |
| Does staff feel enough data-related PD is provided? |  |
| Does staff feel the right topics are covered in data-related PD (i.e., there are no gaps in what is being covered)? |  |
| **Capitalize on the Range of PD Formats** | **If You Answer No, How Will You Make a Change?** |
| **Implementation** |  |
| Does our data-related PD include varied PD formats (i.e. it isn’t all face-to-face training)? |  |
| Does our data-related PD differentiate for staff (e.g., based on needs or learning preferences? |  |

**User Form**

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| Do we have a process for sending staff members to conferences and other opportunities that require money and/or time? |  |
| Are staff members supported in utilizing a range of PD formats on their own (e.g., do they know how to utilize Twitter and other social media to maintain an effective PLN)? |  |
| **Staff Perception** |  |
| Does staff utilize a range of PD formats on their own (e.g., do they know how to utilize Twitter and other social media to maintain an effective PLN)? |  |
| Does staff feel supported in utilizing a range of PD formats (🡩) on their own? |  |
| **Use Real Data During PD** | **If You Answer No, How Will You Make a Change?** |
| **Implementation** |  |
| Do staff members learn to use data while looking at their own, real data? |  |
| Do staff members learn to generate reports in the data system while looking at their own, real data? |  |
| **Provide Tools to Apply – Rather Than Memorize – Good Data Practices** | **If You Answer No, How Will You Make a Change?** |
| **Implementation** |  |
| Have we given staff a tool summarizing the main data analysis concepts staff needs to apply? |  |
| Is this tool (🡩) a succinct, user-friendly tool such as a 1-page reference sheet (i.e., not a massive binder, though it may accompany additional support) |  |
| Does this tool (🡩) note a resource staff can use if additional help is needed (e.g., URL for the data system’s help lesson covering each data use concept)? |  |
| Does this tool (🡩) note who to approach if additional data analysis help is needed (e.g., name and contact info for site’s data coach)? |  |

**User Form**

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| Does this tool (🡩) note who to approach if additional data system help is needed (e.g., name and contact info for tech support)? |  |
| **Staff Perception** |  |
| Is staff using this tool (🡩) that summarizes the main data analysis concepts staff needs to apply? |  |
| Is this tool (🡩) meeting staff’s quick reference needs during data analyses? |  |
| Are the additional resources to which this tool (🡩) points meeting staff’s needs when they require additional data analysis help? |  |
| Are the additional resources to which this tool (🡩) points meeting staff’s needs when they require additional data system (i.e., technical) help? |  |
| **Employ the Good Instructional Strategies You Expect Teachers to Model** | **If You Answer No, How Will You Make a Change?** |
| **Implementation** |  |
| In our data-related PD, does the facilitator model the varied instructional strategies we know to be good teaching (i.e., not dry lecture format)? |  |
| **Staff Perception** |  |
| Does staff feel good teaching strategies are utilized by our data-related PD facilitators? |  |
| Does staff feel engaged during data-related PD? |  |
| Does staff feel time is well-spent during data-related PD? |  |
| **Embrace Learning Curves & Implementation Order** | **If You Answer No, How Will You Make a Change?** |
| **Implementation** |  |
| Are we taking the right steps in the right order for data-related implementations (e.g., we don’t compare teachers’ scores before pacing guides are in place)? |  |

**User Form**

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| Is my staff’s current location on the learning continuum being honored (e.g., PD isn’t over staff’s head)? |  |
| Is our data culture’s current location on the learning continuum being honored (e.g., transparency isn’t forced before buy-in)? |  |
| **Staff Perception** |  |
| Do staff members feel important steps in data use processes are being honored (e.g., they don’t have to give standardized assessments that don’t relate well to what they are teaching and when)? |  |
| Do staff members feel data-related PD is at the right level for them (e.g., not too advanced)? |  |
| Do staff members feel prepared for data-related endeavors? |  |
| **Establish Norms for Collaborative Time** | **If You Answer No, How Will You Make a Change?** |
| **Implementation** |  |
| Have I guided collaborative groups to establish norms for collaborative time? |  |
| Have I attended these collaborative groups and seen the norms displayed and followed? |  |
| **Staff Perception** |  |
| Have collaborative groups established norms for collaborative time that reflect the whole group’s buy-in? |  |
| Are these norms (🡩) visible at each group meeting? |  |
| Are collaborative groups following these norms (🡩)? |  |
| **Establish Straightforward Goals for Collaborative Time** | **If You Answer No, How Will You Make a Change?** |
| **Implementation** |  |
| Are straightforward goals being assigned for collaborative time on an ongoing basis? |  |
| Are these goals (🡩) appropriate for staff’s level of data expertise? |  |

**User Form**

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| Are these goals (🡩) appropriate (e.g., evolving based on related instructional endeavors rather than the same every time)? |  |
| Are these goals (🡩) well-timed (e.g., not looking at old, stale data)? |  |
| Are these goals (🡩) reasonable (e.g., staff has time for both data analysis and action planning)? |  |
| **Staff Perception** |  |
| Do staff members feel the goals set for collaborative time are appropriate for their level of data expertise? |  |
| Does staff feel these goals (🡩) are appropriate (e.g., goals relate to current instructional endeavors)? |  |
| Does staff feel these goals (🡩) are well-timed (e.g., goals don’t involve looking at old, stale data)? |  |
| Does staff feel these goals (🡩) are reasonable (e.g., staff doesn’t feel rushed and has time for action planning)? |  |
| **Find & Prepare Support Staff** | **If You Answer No, How Will You Make a Change?** |
| **Implementation** |  |
| Is at least one person assigned and readily available to help staff with data analyses? |  |
| Is at least one person assigned and readily available to help staff with the data system (i.e., technology)? |  |
| Are these support people (🡩) effective leaders in their areas? |  |
| Is ongoing PD in place to ensure these support people (🡩) remain effective leaders in their areas? |  |
| **Staff Perception** |  |
| Do staff members feel they get adequate, timely help with data analysis needs? |  |
| Do staff members feel they get adequate, timely help with data system (i.e., tech) needs? |  |