

CDIT

Collaborative Data Inquiry Team



*Impacting
Tier 1 (Core) Instruction
at the High School Level*

What is CDIT?

Content area team of teachers from across districts sharing and exploring assessment results and student work to:

- Identify a *Learner Centered Problem*
- Develop a *Problem of Practice*
- Create *Action Plans* to improve teaching and learning
- Implement, monitor, and assess plans
- Improve teaching and learning

Purpose

- Build trust and rapport to allow sharing of results and practices, both strengths and areas for growth
- Increase data and assessment literacy
- Identify gaps in overall student performance or subgroups
- Evaluate a current problem of practice
- Develop instructional approaches to address identified gaps

Shifts That Are Evident in Schools Effectively Using Data

Less Emphasis

More Emphasis

Culture, Equity, Trust

External accountability, cultural blindness, little trust



Internal and collective responsibility, cultural proficiency, trust

Instructional Improvement

Data to sort, learning left to chance



Data to serve, expanding opportunities for all

Data Use

Punishment/reward, avoidance



Feedback for continuous improvement, frequent and in-depth use by teachers and students

Collaboration

Top-down, data-driven decision making



Ongoing Data-Driven Dialogue and collaborative inquiry

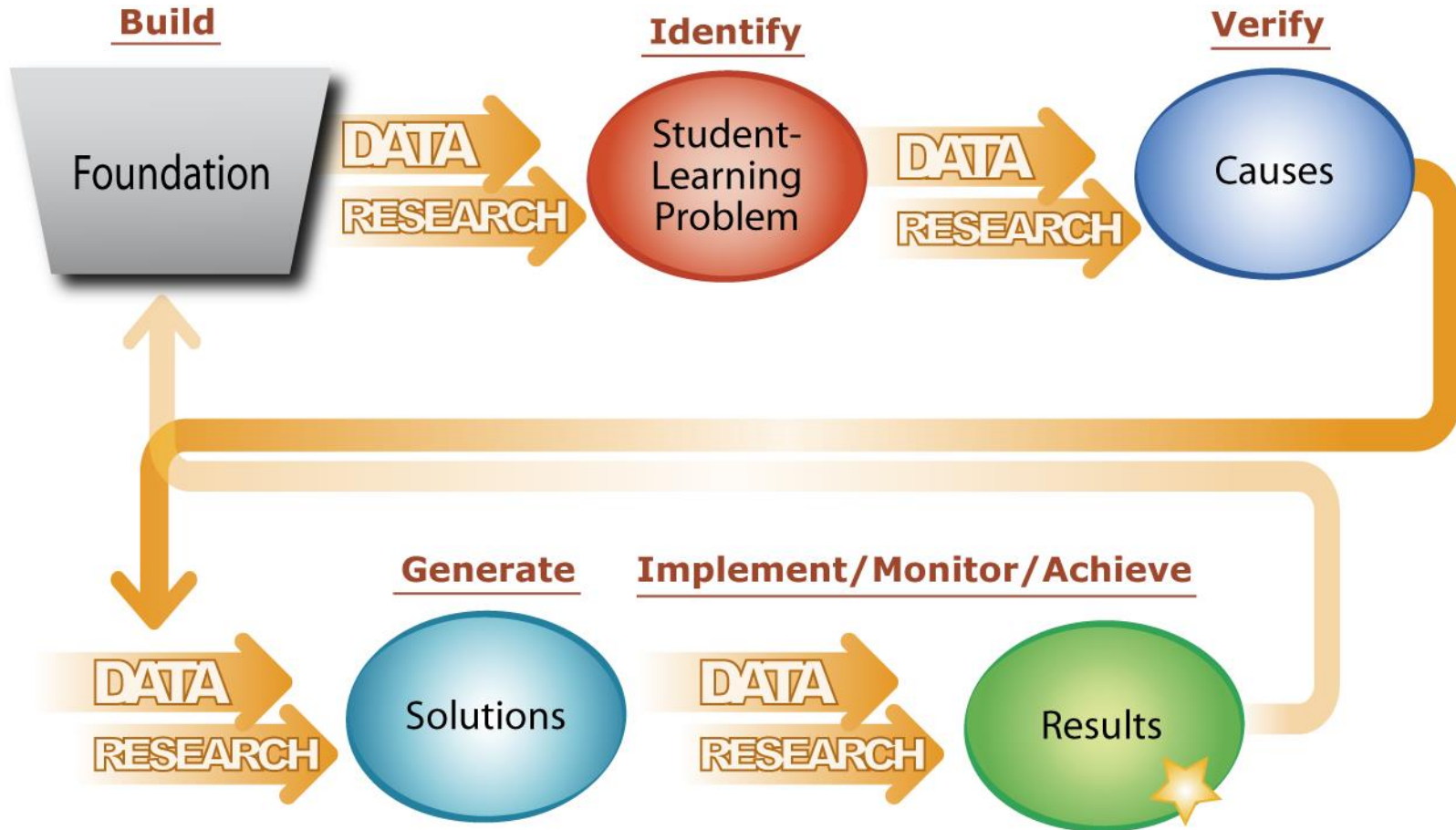
Leadership & Capacity

Individual charismatic leaders as change agents



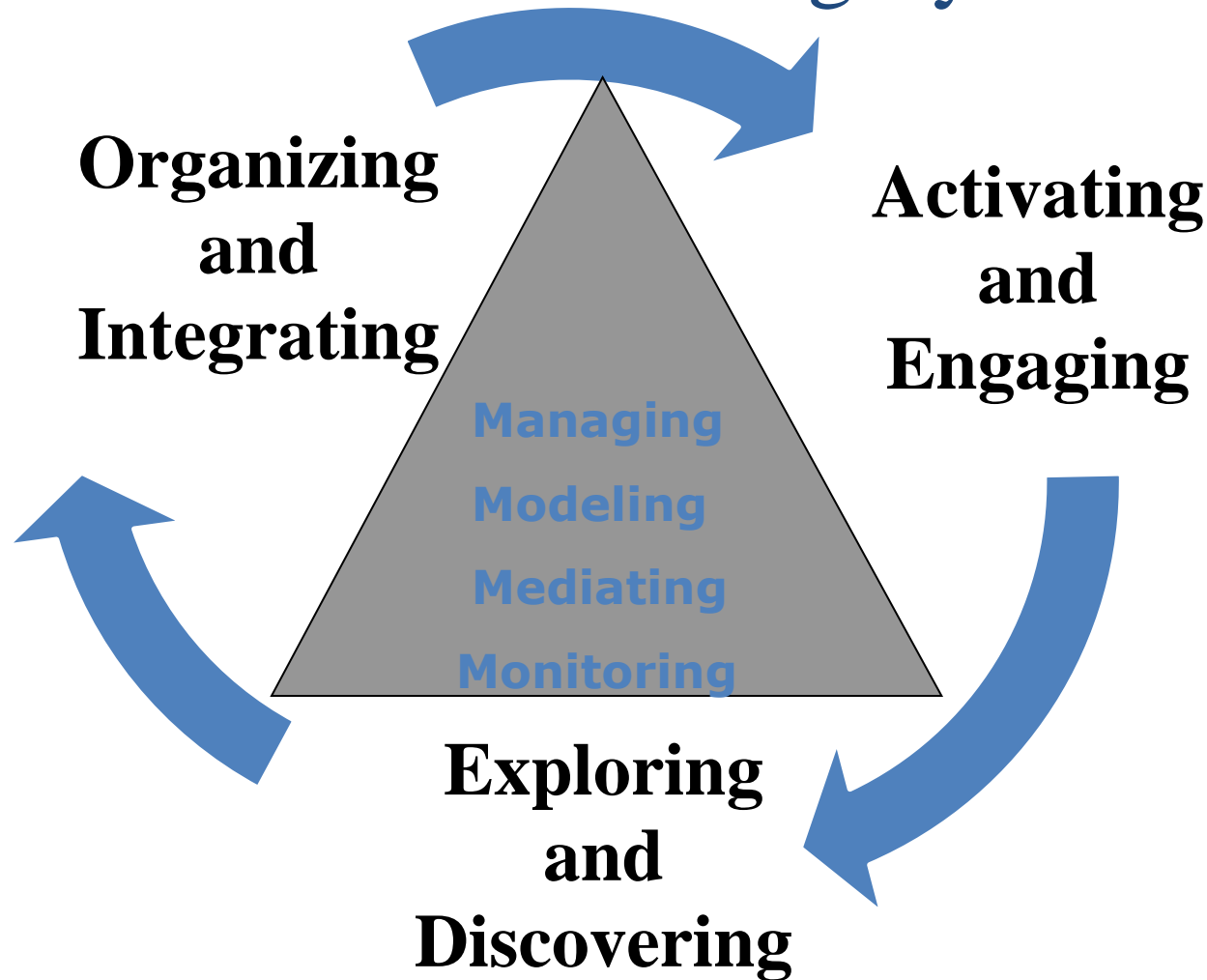
Learning communities with many change agents

The Using Data Process



Data-Driven Dialogue

The Collaborative Learning Cycle



Data Sets

- Regional – 50 Districts
- School Level – your school
- Sub-group performance
- Question Types – (MC-CR)
- Content Standard
- Item Analysis

Identify a priority question

Based on the extensive data analysis, CDIT members develop a priority question arising from their data analysis.

Learner Centered Problem

- Directly related to the priority question
- Based on multiple forms of evidence
- Within the school's control
- A statement about student learning; not a question
- Specific and Small

Learner Centered Problem

- Example:

The data shows that our students struggle to apply the appropriate concept(s) when confronted with unfamiliar mathematical situations.

Problem of Practice

- Directly related to the learner centered problem
- Based on evidence
- Within teacher's control
- A statement about the teacher's practice
- Specific and small

Problem of Practice

- Example:

As a teacher, I do not allow students enough time to think independently and reason without guidance. I need to develop strategies to promote confidence in problem solving.

Action Plan

A specific measurable plan to address the identified problem of practice.

ACTION PLAN

Problem of Practice:

| Instructional Strategy | What does this look in the classroom |
|------------------------|--------------------------------------|
| | |
| | |

PLAN TO ASSESS PROGRESS

PLAN TO ASSESS PROGRESS

| | Data Source | When | Goal |
|-------------|-------------|------|------|
| Base-Line | | | NA |
| Check-In #1 | | | |
| Check-In #2 | | | |