

# INDEX

## Overview of the District CD Contents

This index provides a list of the files as they appear on the accompanying CD-ROM. These files are listed by section, along with a description of the file's content and file type.

### ▼ CHAPTER 2 – WHAT DATA ARE IMPORTANT?

The files in this section support Chapter 2 in the book and provide an overview of what data are important in understanding if a district is effectively carrying out its purpose and assessing if *all* students are learning.

Multiple Measures of Data Graphic	MMgraphc.pdf	Acrobat Reader
This is Figure 2.1 in a PDF (portable document file) for printing.		
Summary of Data Intersections	IntrscTbl.pdf	Acrobat Reader
This is Figure 2.2 in a PDF for your use with staff.		
Data Discovery Activity	ACTDiscv.pdf	Acrobat Reader
The purpose of this activity is to look closely at examples of data and to discover specific information and patterns of information, both individually and as a group.		
Intersections Activity	ACTIntrs.pdf	Acrobat Reader
The purpose of this activity is to motivate improvement teams to think about the questions they can answer when they cross different data variables. It is also designed to help teams focus their data-gathering efforts so they are not collecting everything and anything.		
Creating Intersections Activity	ACTCreat.pdf	Acrobat Reader
This activity is similar to the <i>Intersections Activity</i> . The purpose is to have participants “grow” their intersections.		
Data Analysis Presentation	DASlides.ppt	Microsoft PowerPoint
This <i>Microsoft PowerPoint</i> presentation is an overview to use with your staffs in getting started with data analysis.		

### Articles (Folder)

These read-only articles, by Victoria L. Bernhardt, are useful in workshops or in getting started on data with staff.

Multiple Measures	MMeasure.pdf	Acrobat Reader
This article by Victoria L. Bernhardt, in read-only format, summarizes why, and what, data are important to continuous district and school improvement.		
Intersections: New Routes Open when One Type of Data Crosses Another	Intersct.pdf	Acrobat Reader
This article by Victoria L. Bernhardt, in read-only format, published in the <i>Journal of Staff Development</i> (Winter 2000), discusses how much richer your data analyses can be when you intersect multiple data variables.		
No Schools Left Behind	NoSchls.pdf	Acrobat Reader
This article by Victoria L. Bernhardt, in read-only format, published in <i>Educational Leadership</i> (February 2003), summarizes how to improve learning for <i>all</i> students.		
It Takes More Than Test Scores	TestScores.pdf	Acrobat Reader
This article by Victoria L. Bernhardt, published in <i>ACSA Leadership</i> (Nov/Dec 2004), summarizes why analyzing state assessment results is only the beginning of effective data-driven decision making.		

Input/Process/Output (IPO) Diagram	<a href="#">IPODiagram.pdf</a>	Acrobat Reader
This is Figure 2.3 in a PDF file that shows different types of data in terms of <i>input</i> , <i>process</i> , and <i>outcome</i> . This diagram helps us know why it is important to analyze all of these data. This read-only file is the handout graphic that goes with the <i>IPO Activity</i> (below).		
Input/Process/Output (IPO) Activity	<a href="#">ACTIPO.pdf</a>	Acrobat Reader
This is an activity that allows staffs to determine if different data elements are <i>input</i> , <i>process</i> , and <i>outcome</i> elements. With this activity, you will also need the <i>headings</i> and <i>elements</i> files below.		
IPO Headings	<a href="#">IPOHead.pdf</a>	Acrobat Reader
This file contains the three <i>headings</i> to print and cut into strips for use when doing the <i>Input/Process/Output Activity</i> with staffs.		
IPO Elements	<a href="#">IPOElem.pdf</a>	Acrobat Reader
This file contains the the data <i>elements</i> to print and cut into strips for use when doing the <i>Input/Process/Output Activity</i> with staffs.		
Study Questions Related to <i>What Data are Important?</i>	<a href="#">Ch2Qs.doc</a>	Microsoft Word
These study questions will help you understand the information provided in Chapter 2. This file can be printed for use with staffs as they think through the data questions they want to answer and the data they will need to gather to answer the questions.		

### ▼ CHAPTER 3 – GETTING STARTED ON DATA ANALYSIS FOR CONTINUOUS IMPROVEMENT

The files in this section support Chapter 3 in the book and provide an overview of how a district can get started with comprehensive data analysis work.

Continuous Improvement Planning via a School or District Portfolio Graphic	<a href="#">CSIPlang.pdf</a>	Acrobat Reader
This read-only file displays the questions that can be answered to create a continuous improvement plan. The data that can answer the questions, and where the answers would appear in the school or district portfolio, also appear on the graphic. In the book, it is Figure 3.1.		
Continuous Improvement Planning via a School or District Portfolio Description	<a href="#">CSIdscr.pdf</a>	Acrobat Reader
This read-only file shows Figure 3.1, along with its description.		
The School Portfolio Presentation	<a href="#">SPSlides.ppt</a>	Microsoft PowerPoint
This <i>Microsoft PowerPoint</i> presentation is an overview to use with your staffs in getting started on a school or district portfolio.		
Overview: The School Portfolio	<a href="#">Overview.pdf</a>	Acrobat Reader
This read-only file summarizes what the school portfolio is, what it does, and describes the purposes for each of the sections of the school portfolio.		
Purposes and Uses of a School Portfolio	<a href="#">Purposes.pdf</a>	Acrobat Reader
This read-only file describes the purposes and uses for a school or district portfolio.		
Study Questions Related to <i>Getting Started</i>	<a href="#">Ch3Qs.doc</a>	Microsoft Word
These study questions will help you understand the information provided in Chapter 3. This file can be printed for use with staffs as they begin continuous improvement planning. Answering the questions will help staff determine the data needed to answer the questions discussed in this chapter.		

## ▼ CHAPTER 4 – ANALYZING THE DATA: WHO ARE WE?

The files in this section support Chapter 4 in the book and are tools to create a demographic profile of your district in order to answer the question, *Who are we?*

Study Questions Related to <i>Who Are We?</i>	Ch4Qs.doc	Microsoft Word
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These study questions will help you understand the information provided in Chapter 4. This template file can be printed for use as you study the case study or to use with staff as they study demographic data.

Canyon View Demographic Graphing Templates	DistrDemog.xls	Microsoft Excel
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All of the *Microsoft Excel* files that were used to create the demographic graphs and tables in the Canyon View School District example (Chapter 4) appear on the CD (DistrDemog1 and DistrDemog2). Use these templates by putting your data in the data source table and changing the title/labels to reflect your data, or enter your data in the table templates. This file also explains how to use the templates.

Data Profile Template	DistrProfil.doc	Microsoft Word
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This *Microsoft Word* file provides a template for creating your own district data profile like the one for Canyon View School District, using the graphing and table templates provided. Create your graphs and tables in the graphing and table templates, then merge them into the *Data Profile Template*.

### **Other-size District Demographic Profiles (Folder)**

These read-only profiles are examples of other-size districts. The graphing templates used to create these profiles are also provided in this section.

Sample District A (30,941 students)	District_A.pdf	Acrobat Reader
Sample District B (1,373 students)	District_B.pdf	Acrobat Reader
Sample District C (180 students)	District_C.pdf	Acrobat Reader

### **Other-size District Demographic Templates (Folder)**

All of the *Microsoft Excel* files that were used to create the demographic graphs and tables in the other-size district examples appear on the CD. Use the templates similar to your district size by putting your data in the *Excel* data source table and changing the title/labels to reflect your data, or enter your data in the table templates. After you have created your graphs, merge them into the *Word* data profile template (DistrProfil.doc). After you create your tables, print and insert them in the profile document.

Sample District A (30,941 students)	District_A.xls	Microsoft Excel
Sample District B (1,373 students)	District_B.xls	Microsoft Excel
Sample District C (180 students)	District_C.xls	Microsoft Excel

School Profile (optional)	ProfilSc.doc	Microsoft Word
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The *School Profile* is a template for gathering and organizing data about your schools, prior to graphing, especially for districts without a central database system. Please adjust the profile to add data elements you feel are important for describing the context of your schools and district. This information is then graphed or tabled, and described in narrative form. If creating a district portfolio, the data graphs and narrative will appear in *Information and Analysis*. (If you already have your data organized and just need to graph it, you will want to skip this step and use the graphing templates, described previously.)

Community Profile (optional)	ProfilCo.doc	Microsoft Word
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The *Community Profile* is a template for gathering and organizing data about your community, prior to graphing. Please adjust the profile to add data elements you feel are important for describing the context of your community. It is important to describe how the community has changed over time, and how it is expected to change in the near future. This information is then added to the narrative. If creating a district portfolio, the data graphs and narrative will appear in *Information and Analysis*. (If you already have your data organized and just need to graph it, you will want to skip this step and use the graphing templates, described previously.)

Administrator Profile ( <i>optional</i> )	<a href="#">ProfilAd.doc</a>	Microsoft Word
The <i>Administrator Profile</i> is a template for gathering and organizing data about your administrators, prior to graphing. Please adjust the profile to fully describe your administrators. This information is then graphed and written in narrative form. If creating a district portfolio, the data graphs and narrative will appear in the <i>Information and Analysis</i> and <i>Leadership</i> sections. (If you already have your data organized and just need to graph it, you will want to skip this step and use the graphing templates, described previously.)		
Teacher Profile ( <i>optional</i> )	<a href="#">ProfilTe.doc</a>	Microsoft Word
The <i>Teacher Profile</i> is a template for gathering and organizing data about your teachers, prior to graphing. Please adjust the profile to fully describe your teachers. The synthesis of this information is then graphed and written in narrative form. If creating a district portfolio, the data graphs and narrative will appear in <i>Information and Analysis</i> . (If you already have your data organized and just need to graph it, you will want to skip this step and use the graphing templates, described previously.)		
Staff (Other than Teacher) Profile ( <i>optional</i> )	<a href="#">ProfilSt.doc</a>	Microsoft Word
The <i>Staff (other than teacher) Profile</i> is a template for gathering and organizing data about staff who are not teachers, prior to graphing. Please adjust the profile to fully describe your non-teaching staff. The synthesis of this information is then graphed and written in narrative form. If creating a district portfolio, the data graphs and narrative will appear in <i>Information and Analysis</i> . (If you already have your data organized and just need to graph it, you will want to skip this step and use the graphing templates, described previously.)		
History Gram Activity	<a href="#">ACTHstry.pdf</a>	Acrobat Reader
The <i>History Gram</i> is a team-building activity that will “write” the history of the school or district, which could help everyone see what staff has experienced since coming to the district and how many continuous improvement initiatives have been started over the years. It is helpful for understanding what it will take to keep this continuous improvement effort going.		
Questions to Guide the Analysis of Demographic Data	<a href="#">QsDemogr.doc</a>	Microsoft Word
This <i>Microsoft Word</i> file provides a guide for interpreting your demographic data. Adjust the questions to better reflect the discussion you would like to have with your staff about the gathered demographic data.		
What I Saw in the Example	<a href="#">Ch4Saw.pdf</a>	Acrobat Reader
<i>What I Saw in the Example</i> is a file, organized by the demographic study questions, that summarizes what the author saw in the demographic data provided by Canyon View School District.		
Demographic Data to Gather to Create the Context of the School	<a href="#">DemoData.pdf</a>	Acrobat Reader
This file defines the types of demographic data that are important to gather to create the context of the district and describe <i>Who are we?</i>		

## ▼ CHAPTER 5 – ANALYZING THE DATA: HOW DO WE DO BUSINESS?

The files in this section support Chapter 5 in the book and include tools to help staff understand the organization and climate of the district from the perspective of students, staff, parents, administrators, and schools. The resulting analyses can help answer the question, *How do we do business?*

### **Continuous Improvement Continuum Tools (Folder)**

These files are tools for assessing on the CICs and for writing the CIC report.

Continuous Improvement Continuums for Districts	<a href="#">CICs_Dstrct.pdf</a>	Acrobat Reader
This read-only file contains the seven <i>Education for the Future District Continuous Improvement Continuums</i> . These can be printed as is and enlarged for posting individual staff opinions during staff assessments.		
Canyon View School District Baseline CIC Results	<a href="#">CViewBase.pdf</a>	Acrobat Reader
This read-only file is the summary of Canyon View’s baseline assessment on the <i>Education for the Future District Continuous Improvement Continuums</i> .		

Continuous Improvement Continuums for Schools	<a href="#">CICs_Schls.pdf</a>	Acrobat Reader
This read-only file contains the seven <i>Education for the Future School Continuous Improvement Continuums</i> . These can be printed as is and enlarged for posting individual staff opinions during staff assessments.		
Continuous Improvement Continuums Self-Assessment Activity	<a href="#">ACTCIC.pdf</a>	Acrobat Reader
Assessing on the <i>Continuous Improvement Continuums</i> will help staffs see where their systems are right now with respect to continuous improvement and ultimately will show they are making progress over time. The discussion has major implications for the <i>Continuous Improvement Plan</i> .		
Coming to Consensus	<a href="#">Consenss.pdf</a>	Acrobat Reader
This read-only file provides strategies for coming to consensus, useful when assessing on the <i>Continuous Improvement Continuums</i> .		
Continuous Improvement Continuums Report Example	<a href="#">ExReprt1.pdf</a>	Acrobat Reader
This read-only file shows a real school's assessment on the <i>Education for the Future Continuous Improvement Continuums</i> , as an example.		
Continuous Improvement Continuums Report Example for Follow-Up Years	<a href="#">ExReprt2.pdf</a>	Acrobat Reader
This read only file shows a real school's assessment on the <i>Education for the Future Continuous Improvement Continuums</i> over time, as an example.		
Continuous Improvement Continuums Baseline Report Template	<a href="#">ReptTemp.doc</a>	Microsoft Word
This <i>Microsoft Word</i> file provides a template for writing your district's report of its assessment on the <i>Education for the Future Continuous Improvement Continuums</i> .		
Continuous Improvement Continuums Graphing Templates	<a href="#">CICGraph.xls</a>	Microsoft Excel
This <i>Microsoft Excel</i> file is a template for graphing your assessments on the seven <i>Education for the Future Continuous Improvement Continuums</i> .		
Study Questions Related to <i>How Do We Do Business?</i>	<a href="#">Ch5Qs_CICs.doc</a>	Microsoft Word
These district CIC assessment study questions will help you better understand the information provided in Chapter 5. This template file can be printed for use with staffs as they answer the question, <i>How do we do business?</i> , through analyzing Canyon View's CIC assessment data.		
What I Saw in the Example: CIC Assessment	<a href="#">Ch5Saw_CICs.pdf</a>	Acrobat Reader
<i>What I Saw in the Example</i> is a file, organized by the CIC assessment data study questions, that summarizes what I saw in the CIC data provided by Canyon View School District.		
Study Questions Related to <i>How Do We Do Business?</i>	<a href="#">Ch5Qs_Qs.doc</a>	Microsoft Word
These district questionnaire study questions will help you better understand the information provided in Chapter 5. This template file can be printed for use with staffs as they answer the question, <i>How do we do business?</i> , through analyzing Canyon View's perceptual data.		
What I Saw in the Example: Questionnaires	<a href="#">Ch5Saw_Qs.pdf</a>	Acrobat Reader
<i>What I Saw in the Example</i> is a file, organized by the perceptual study questions, that summarizes what I saw in the perceptual data provided by Canyon View School District.		
Analysis of Questionnaire Data Table	<a href="#">Distr_QTable.doc</a>	Microsoft Word
This <i>Microsoft Word</i> file is a tabular guide for interpreting your district student, staff, and parent questionnaires, independently and interdependently. It will help you see the summary of your results and write the narrative.		

### Education for the Future Questionnaires (Folder)

These PDF files are for content review purposes only—not intended for use in questionnaire administration. For more information about administering and analyzing *Education for the Future* questionnaires, please visit [http://eff.csuchico.edu/questionnaire\\_resources/](http://eff.csuchico.edu/questionnaire_resources/).

Student (Kindergarten to Grade 3) Questionnaire	<a href="#">StQKto3.pdf</a>	Acrobat Reader
Student (Grades 1 to 12) Questionnaire	<a href="#">StQ1to12.pdf</a>	Acrobat Reader
Student (Middle/High School) Questionnaire	<a href="#">StQMidHS.pdf</a>	Acrobat Reader
Teaching Staff Questionnaire	<a href="#">TeachStaffQ</a>	Acrobat Reader
Organizational Learning Questionnaire	<a href="#">OrgLearnQ.pdf</a>	Acrobat Reader
Administrator Questionnaire	<a href="#">AdminQ.pdf</a>	Acrobat Reader
Parent Questionnaire	<a href="#">ParntK12Q.pdf</a>	Acrobat Reader
High School Parent Questionnaire	<a href="#">ParntHsQ.pdf</a>	Acrobat Reader
Alumni Questionnaire	<a href="#">AlumniQ.pdf</a>	Acrobat Reader
Assessing Perceptions Using EFF Questionnaires	<a href="#">EFF_AssessQs.pdf</a>	Acrobat Reader
This read-only file is a document that details the development of <i>Education for the Future's</i> questionnaire content, and specifically provides reliability and validity information.		
How to Analyze Open-ended Responses	<a href="#">OEanalz.pdf</a>	Acrobat Reader
This read-only file discusses how to analyze responses to the open-ended questions on questionnaires.		
Questions to Guide the Analysis of Perceptions Data	<a href="#">PerceptQ.doc</a>	Microsoft Word
This <i>Microsoft Word</i> file is a tabular guide for interpreting your district perceptions data. You can change the questions if you like or use the file to write in the responses. It will help you write the narrative for your results.		

### ▼ CHAPTER 6 – ANALYZING THE DATA: WHERE ARE WE NOW?

The tools in this section support Chapter 6 in the book, help staffs determine the results of their current processes, particularly student learning results, and can help staffs answer the question, *Where are we now?*

Study Questions Related to <i>Where Are We Now?</i>	<a href="#">Ch6Qs.doc</a>	Microsoft Word
These study questions will help you understand the information provided in Chapter 6. This template file can be printed for use with staffs as they begin to explore your own student learning results.		
Arguments For and Against Standardized Testing	<a href="#">TestArgu.pdf</a>	Acrobat Reader
This table summarizes the most common arguments for and against the use of standardized testing.		
Standardized Test Score Terms	<a href="#">TestTerm.pdf</a>	Acrobat Reader
This table shows the different standardized testing terms, their most effective uses, and cautions for their uses.		
Arguments For and Against Performance Assessments	<a href="#">PerfArgu.pdf</a>	Acrobat Reader
This table shows the most common arguments for and against the use of performance assessments.		
Arguments For and Against Teacher Grading	<a href="#">GradeArg.pdf</a>	Acrobat Reader
This table shows the most common arguments for and against the use of teacher grading.		
Terms Related to Analyzing Student Learning Results, Descriptively	<a href="#">SAterms1.pdf</a>	Acrobat Reader
This table shows the different terms related to analyzing student learning results, descriptively, their most effective uses, and cautions for their uses.		
Terms Related to Analyzing Student Learning Results, Inferentially	<a href="#">SAterms2.pdf</a>	Acrobat Reader
This table shows the different terms related to analyzing student learning results, inferentially, their most effective uses, and cautions for their uses.		

What I Saw in the Example	<a href="#">Ch6Saw.pdf</a>	Acrobat Reader
<i>What I Saw in the Example</i> is a file, organized by the student learning study questions, that summarizes what I saw in the student learning data provided by Canyon View School District.		
Student Learning Graphing Templates	<a href="#">DistrSA.xls</a>	Microsoft Excel
All of the <i>Microsoft Excel</i> files that were used to create the Reading and Math student learning tables in the Canyon View example (Chapter 6) appear on the CD ( <a href="#">DistrSA_Math.xls</a> and <a href="#">DistrSA_Read.xls</a> ). Use these table templates to create your data tables.		
<b>Other-size District Student Learning Graphing/Table Templates (Folder)</b>		
All of the <i>Microsoft Excel</i> files that were used to create the student learning tables/graphs in the district A and C examples appear on the CD. Use these templates similar to your district size by entering your data in the tables or graphs.		
Sample District A (30,941 students)	<a href="#">DistrictSA_A.xls</a>	Microsoft Excel
Sample District C (180 students)	<a href="#">DistrictSA_C.xls</a>	Microsoft Excel
Questions to Guide the Analysis of Student Learning Data	<a href="#">QsSLearn.doc</a>	Microsoft Word
This <i>Microsoft Word</i> file consists of questions to guide the interpretation of your district student learning data. You can input your responses into this file.		

## ▼ CHAPTER 7 – ANALYZING THE DATA: WHAT ARE THE GAPS? AND WHAT ARE THE ROOT CAUSES OF THE GAPS?

The tools in this section support Chapter 7 in the book and help staffs analyze their data to determine the gaps and the root causes of the gaps. These files and tools can help answer the questions, *What are the gaps?* and *What are the root causes of the gaps?*

### **Creating a Shared Vision (Folder)**

Templates and examples for planning and creating your district shared vision are provided on the CD .

Shared Vision Template	<a href="#">VTemplte.doc</a>	Microsoft Word
This is a template for staffs to use when creating their shared vision. It allows staff to document their personal ideas before they are merged into core principles for the entire district.		
Facilitator’s Agenda for Creating a Shared Vision	<a href="#">AgendaFa.pdf</a>	Acrobat Reader
This read-only file provides an annotated agenda for taking staffs through a visioning process in one day. Typical time requirements for the different activities are provided.		
Agenda for Creating a Shared Vision	<a href="#">Agenda.doc</a>	Microsoft Word
This is an example agenda for creating a vision in one day. It accompanies the facilitator’s agenda for creating a vision.		
Ground Rules	<a href="#">GrndRule.pdf</a>	Acrobat Reader
This read-only file provides example ground rules for staff meetings and professional development sessions.		
Vision Quote Posters	<a href="#">VPosters.pdf</a>	Acrobat Reader
These read-only files contain motivating quotes to have enlarged for visioning day. The quotes show how to get to the vision, ground rules, and words of wisdom by Peter Senge and Joel Barker.		
Goal Setting Activity	<a href="#">ACTGoals.pdf</a>	Acrobat Reader
By setting goals, a school or district can clarify end targets for its vision. This activity will help a learning organization set goals for the future.		
Gap Analysis and Objectives Activity	<a href="#">ACTGap.pdf</a>	Acrobat Reader
The purpose of this activity is to look closely at differences between current results and where the school or district wants to be in the future. It is this gap that gets translated into objectives that guide the development of the action plan.		

Root Cause Analysis Activity	<a href="#">ACTRoot.pdf</a>	Acrobat Reader
Root causes are the real causes of our educational problems. We need to find out what they are so we can eliminate the true cause and not just address the symptom. This activity asks staff teams to review and analyze data, and ask probing questions to uncover the root cause(s).		
Cause and Effect Analysis Activity	<a href="#">ACTCause.pdf</a>	Acrobat Reader
This activity will help teams determine the relationships and complexities between an effect or problem and all the possible causes.		
Problem-solving Cycle Activity	<a href="#">ACTCycle.pdf</a>	Acrobat Reader
The purpose of the <i>Problem-solving Cycle Activity</i> is to get all staff involved in thinking through a problem before jumping to solutions. This activity can also result in a comprehensive data analysis design.		
Problem-solving Cycle Handout Template	<a href="#">CycleTmp.doc</a>	Microsoft Word
This Microsoft Word file is the last three pages of the Problem-solving Cycle Activity. Use this template to fill-in hunches and hypotheses about why the problem exists, determine the questions needed to answer with data to know more about the problem, and what data are needed to support those answers.		
Canyon View School District Summary of Key Data Elements	<a href="#">KeyData.pdf</a>	Acrobat Reader
This is the table in Figure 7.4 that shows the key data elements for Canyon View Schools and the district. The table enables one to look across all data elements to understand relationships.		
Study Questions Related to the Gaps and the Root Causes of the Gaps	<a href="#">Ch7Qs.doc</a>	Microsoft Word
These study questions will help you understand the information provided in Chapter 7. This template file can be printed for use with staffs as they analyze data to determine the gaps and the root causes of the gaps.		
What I Saw in the Example	<a href="#">Ch7Saw.pdf</a>	Acrobat Reader
<i>What I Saw in the Example</i> is a file, organized by the study questions related to gaps and root causes, that summarizes what the author saw in the analyses conducted by the school district.		

### **No Child Left Behind (NCLB) Table Templates (Folder)**

Table templates for analyzing student learning data for NCLB are provided on the CD.

NCLB Student Learning Reading Results Template	<a href="#">ProfRead.xls</a>	Microsoft Excel
This <i>Microsoft Excel</i> file is a table template to use in summarizing your <i>No Child Left Behind</i> (NCLB) disaggregated student learning Reading proficiency results.		
NCLB Student Learning Math Results Template	<a href="#">ProfMath.xls</a>	Microsoft Excel
This <i>Microsoft Excel</i> file is a table template to use in summarizing your <i>No Child Left Behind</i> (NCLB) disaggregated student learning Mathematics proficiency results.		

### **Group Process Tools and Activities (Folder)**

The files include read-only documents, examples, templates, tools, activities, and strategy recommendations. Many of the group process tools and activities can be used throughout the analysis of data.

Affinity Diagram Activity	<a href="#">ACTAfty.pdf</a>	Acrobat Reader
The affinity diagram encourages honest reflection on the real underlying root causes of a problem and its solutions, and encourages people to agree on the factors. This activity assists teams in discussing and resolving problems, using a nonjudgmental process.		
Fishbowl Activity	<a href="#">ACTFish.pdf</a>	Acrobat Reader
The <i>Fishbowl Activity</i> can be used for dynamic group involvement. The most common configuration is an inner ring, which is the discussion group, surrounded by an outer ring, which is the observation group. Just as people observe the fish in the fishbowl, the outer ring observes the inner ring.		

Forcefield Analysis Activity	<a href="#">ACTForce.pdf</a>	Acrobat Reader
The <i>Forcefield Analysis Activity</i> helps staffs think about the ideal state for the school or district and the driving and restraining forces regarding that ideal state.		
Placemat Activity	<a href="#">ACTPlace.pdf</a>	Acrobat Reader
The <i>Placemat Activity</i> was developed to invite participants to share their knowledge about the school portfolio, data, a standard, an instructional strategy, a concept, etc.		
T-Chart Activity	<a href="#">ACTTChrt.pdf</a>	Acrobat Reader
A <i>T-Chart</i> is a simple tool to organize material into two columns. Use a T-Chart to compare and contrast information or to show relationships. Use it to help people see the opposite dimension of an issue.		
“X” Marks the Spot Activity	<a href="#">ACTXSpot.pdf</a>	Acrobat Reader
This activity helps staffs understand levels of expertise or degrees of passion about a topic.		
Quadrant Diagram Activity	<a href="#">ACTQuadr.pdf</a>	Acrobat Reader
A quadrant diagram is a method to determine which solution best meets two goals at once, such as low cost and high benefit.		

## ▼ CHAPTER 8 – ANALYZING THE DATA: HOW CAN WE GET TO WHERE WE WANT TO BE?

The files in this section support Chapter 8 in the book, helping staffs answer the question, *How can we get to where we want to be?* through comprehensive planning to implement the vision and eliminate the gaps, using powerful professional development, leadership, partnership development, and continuous improvement and evaluation.

Canyon View School District Shared Vision	<a href="#">DistrVision.pdf</a>	Acrobat Reader
This read-only file is the first draft of the Canyon View Guiding Principles and Shared Vision, shown on pages 327-329 in Chapter 8.		
Canyon View School District Plan for Improvement	<a href="#">SchlPlan.pdf</a>	Acrobat Reader
This read-only file is the first draft of the Canyon View School District Plan and is shown as Figure 8.1 in Chapter 8.		
Planning Template	<a href="#">APForm.doc</a>	Microsoft Word
A quality action plan to implement the vision consists of goals, objectives, strategies, actions, persons responsible, resources required, due dates, and timelines. A template with these components is provided in <i>Microsoft Word</i> , ready to be completed.		
Developing a Plan Activity	<a href="#">ACTDevAP.pdf</a>	Acrobat Reader
The purpose of this activity is to take the shared vision to the action level. The steps in creating an action plan are spelled out in this activity.		
Establishing a Partnership Plan	<a href="#">EstPPlan.pdf</a>	Acrobat Reader
This read-only file describes the steps in creating a partnership plan that will become a part of the continuous improvement plan.		
Partnership Evaluation Questionnaire	<a href="#">PaEvalQ.pdf</a>	Acrobat Reader
This read-only file, the Canyon View School District Partnership Evaluation Questionnaire, is used to assess community members’ role in the partnership, perceptions of the impact of the partnership, and satisfaction with the partnership program.		
Canyon View School District Evaluation Plan	<a href="#">EvalPlan.pdf</a>	Acrobat Reader
This read-only file, the Canyon View School District Evaluation Plan, combines the goals, object, and measurement column of the action plan into a comprehensive evaluation plan, and is shown as Figure 8.2 in Chapter 8.		

Evaluating a Program Activity	<a href="#">ACTEval.pdf</a>	Acrobat Reader
The purpose of this activity is to get many people involved in creating a comprehensive evaluation design to determine the impact of a program and to know how to improve the program.		
Classroom Observation Tool	<a href="#">ObvTool.pdf</a>	Acrobat Reader
This read-only file is the Big River High School Classroom Observation Tool, created for assessing where each teacher is in implementing the state content standards and vision.		
Powerful Professional Development Designs	<a href="#">Designs.pdf</a>	Acrobat Reader
This read-only file describes numerous ways to embed professional development into the learning community.		

### **Powerful Professional Development Designs Folder**

Powerful Professional Development Designs are those that are embedded into the daily operations of a staff. They are ongoing and lead to improvement of instruction and increases in student learning.

Action Research Activity	<a href="#">ACTRsrch.pdf</a>	Acrobat Reader
Teachers and/or administrators raise questions about the best way to improve teaching and learning, systematically study the literature to answer the questions, implement the best approach, and analyze the results.		
Cadres or Action Teams Activity	<a href="#">ACTCdres.pdf</a>	Acrobat Reader
Organizing cadres or teams allows for the delegation of responsibilities so teams of educators can study new approaches, plan for the implementation of new strategies or programs, and get work done without every staff member's involvement.		
Case Studies Activity	<a href="#">ACTCases.pdf</a>	Acrobat Reader
Staff members review case studies of student work, and/or of another teacher's example lessons, which can lead to quality discussions and improved practices.		
Coaching Activity	<a href="#">ACTCoach.pdf</a>	Acrobat Reader
Teachers form teams of two or three to observe each other, plan together, and to talk and encourage each other in meaningful ways, while reflecting on continuously improving instructional practices.		
Examining Student Data: <i>Teacher Analysis of Test Scores Table One</i>	<a href="#">Table1.doc</a>	Microsoft Word
Examining student data consists of conversations around individual student data results and the processes that created the results. This approach can be a significant form of professional development when skilled team members facilitate the dialogue.		
Examining Student Work Activity	<a href="#">ACTSWork.pdf</a>	Acrobat Reader
Examining student work as professional development ensures that what students learn is aligned to the learning standards. It also shows teachers the impact of their processes.		
Example Lessons: <i>Birds of a Feather Unit Example</i>	<a href="#">UnitEx.pdf</a>	Acrobat Reader
Some teachers need to see what a lesson that implements all aspects of the school vision would look like. Providing examples for all teachers to see can reward the teacher who is doing a good job of implementing the vision and provide a template for other teachers. It is very effective to store summary examples in a binder or on a website for everyone to peruse at any time.		
Example Lessons: <i>Unit Template</i>	<a href="#">UnitImpl.doc</a>	Microsoft Word
This template provides the outline for creating instructional units that implement the vision.		
Immersion Activity	<a href="#">ACTImrsn.pdf</a>	Acrobat Reader
Immersion is a method for getting teachers engaged in different content through hands-on experiences as a learner.		
Journaling Activity	<a href="#">ACTJourn.pdf</a>	Acrobat Reader
Journal writing helps teachers construct meaning for, and reflect on, what they are teaching and learning.		

Listening to Students Activity	<a href="#">ACTListn.pdf</a>	Acrobat Reader
Students' perceptions of the learning environment are very important for continuous improvement. Focus groups, interviews, and questionnaires can be used to discover what students are perceiving.		
Needs Assessment: <i>Professional Development Needs Related to Technology Example</i>	<a href="#">TechnEx.pdf</a>	Acrobat Reader
Needs assessments help staff understand the professional development needs of staff. At the same time, if done well, a tool can lead to quality staff conversations and sharing of knowledge.		
Needs Assessment: <i>Professional Development Needs Related to Technology Template</i>	<a href="#">TechTpl.doc</a>	Microsoft Word
This template provides the outline for doing your own professional development needs assessment.		
Networks Activity	<a href="#">ACTNtwrk.pdf</a>	Acrobat Reader
Purposeful grouping of individuals/schools to further a cause or commitment.		
Partnerships: <i>Creating Partnerships Activity</i>	<a href="#">ACTParts.pdf</a>	Acrobat Reader
Teachers partnering with businesses in the community, scientists, and/or university professors can result in real world applications for student learning and deeper understandings of content for the teacher.		
Process Mapping: <i>Charting School Processes Activity</i>	<a href="#">ACTProcs.pdf</a>	Acrobat Reader
School processes are instruction, curriculum, and assessment strategies used to ensure the learning of all students. Mapping or flowcharting school processes can help staff objectively look at how students are being taught.		
Reflection Log Activity	<a href="#">ACTLog.pdf</a>	Acrobat Reader
Reflective logs are recordings of key events in the educators' work days to reflect on improvement and/or to share learnings with colleagues.		
Scheduling Activity	<a href="#">ACTSchdl.pdf</a>	Acrobat Reader
A real test for whether or not a vision is realistic is to have teachers develop a day's schedule. This would tell them immediately if it is doable, or what needs to change in the vision and plan to make it doable.		
School Meetings: <i>Running Efficient Meetings</i>	<a href="#">Meetings.pdf</a>	Acrobat Reader
Staff, department, grade level, and cross-grade level meetings can promote learning through study or sharing best practice, while focusing on the implementation of the vision.		
Self-Assessment: <i>Teacher Assessment Tool Related to the Big River High School Vision</i>	<a href="#">AssessEx.pdf</a>	Acrobat Reader
This read-only file is shown as Figure 8.3 in Chapter 8. Staff self-assessments on tools to measure progress toward the vision, such as the <i>Continuous Improvement Continuums</i> , will help them see where their school is as a system and what needs to improve for better results.		
Self-Assessment: <i>Teacher Assessment Tool Related to Our School Vision</i>	<a href="#">AssessEx.doc</a>	Microsoft Word
This template file for staff self-assessments on tools to measure progress toward the vision, such as the <i>Continuous Improvement Continuums</i> , will help them see where their school is as a system and what needs to improve for better results.		
Self-Assessment: <i>Our School Shared Vision Implementation Rubric Example</i>	<a href="#">StRubric.pdf</a>	Acrobat Reader
Staff self-assessments on tools to measure progress toward the vision, such as the <i>Continuous Improvement Continuums</i> , will help them see where their school is as a system and what needs to improve for better results.		

Self-Assessment: <i>Our School Shared Vision Implementation Rubric Template</i>	<a href="#">StRubric.doc</a>	Microsoft Word
This template file for staff self-assessments on tools to measure progress toward the vision, such as the <i>Continuous Improvement Continuums</i> , will help them see where their school is as a system and what needs to improve for better results.		
Self-Assessment: <i>Staff-Developed Rubric Activity</i>	<a href="#">ACTRubric.pdf</a>	Acrobat Reader
This activity for staff self-assessments on tools to measure progress toward the vision, such as the <i>Continuous Improvement Continuums</i> , will help them see where their school is as a system and what needs to improve for better results.		
Shadowing Students Activity	<a href="#">ACTShadw.pdf</a>	Acrobat Reader
Purposefully following students and systematically recording the students' instructional experiences is a wonderful job-embedded approach to understanding what students are experiencing in school.		
Storyboarding Activity	<a href="#">ACTStory.pdf</a>	Acrobat Reader
Storyboarding is an activity that will allow participants to share previous knowledge, while reflecting on the topic. It is a structure for facilitating conversations.		
Study Groups Activity	<a href="#">ACTStudy.pdf</a>	Acrobat Reader
Groups of educators meet to learn new strategies and programs, to review new publications, or to review student work together.		
Teacher Portfolio Activity	<a href="#">ACTTcher.pdf</a>	Acrobat Reader
Teacher portfolios can be built to tell the story of implementing the vision in the classroom, and its impact on student learning. Portfolios are excellent for reflection, understanding, and showing progress. Portfolios can be used for many things including self-assessment, employment, supervision to replace traditional teacher evaluation, and peer collaboration.		
Train the Trainers Activity	<a href="#">ACTTrain.pdf</a>	Acrobat Reader
Train the trainers is an approach to saving time and money. Individuals are trained and return to the school or school district to train others.		
Tuning Protocols Activity	<a href="#">ACTTune.pdf</a>	Acrobat Reader
A tuning protocol is a formal process for reviewing, honoring, and fine-tuning colleagues' work through presentation and reflection.		

▼ **CHAPTER 9 – ANALYZING THE DATA: CONCLUSIONS AND RECOMMENDATIONS**

The files in this section support Chapter 9 in the book and help staffs evaluate their programs and processes.

Databases Can Help Teachers with Standards Implementation	<a href="#">Dbases.pdf</a>	Acrobat Reader
This read-only article, by Victoria L. Bernhardt, describes how databases can help with standards implementation.		
Data Tools for School Improvement	<a href="#">DataTools.pdf</a>	Acrobat Reader
This read-only article, by Victoria L. Bernhardt, describes how data tools can help schools analyze and use data effectively.		