

## Just When You Need It—A Data-Driven Decision Making Workshop

| <b>Conducting a Purposeful Data Analysis</b> |   |
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| <b>Intended Audiences:</b>                   | Leadership Teams, School Improvement Teams, PLCs, and Full Staffs   |
| <b>Time:</b>                                 | <p>One Day or Two Day Options Available*</p> <p>*Two Day Options include the action planning process. This is also available in a standalone workshop, <i>Data-Informed Action Planning</i>.</p>  |
| <b>Workshop Overview:</b>                    | <p>This workshop is based upon Wellman and Lipton’s research. In <i>Data-Driven Dialogue</i>, they point out that we seldom take time to really analyze data. Instead of analyzing it, we gather data and then leap over the analysis stage to begin interpreting it without ever really taking the time to just look at the data. This produces lackluster results, so, as Wellman and Lipton point out, we need to be more intentional in our data analysis if we want to see results. This workshop is designed to help your school look at your data in an intentional way so that you can base your interpretations upon data a true data analysis (Wellman &amp; Lipton 2003).</p>  |
| <b>Workshop Outcomes:</b>                    | <p>Participants will analyze data by:</p> <ul style="list-style-type: none"> <li>➤ Sorting data into categories.</li> <li>➤ Displaying data in meaningful ways</li> <li>➤ Distinguishing one bit or element of data from another.</li> <li>➤ Comparing and contrasting with other data.</li> <li>➤ Noting any important points that stand out as they look at the data</li> <li>➤ Noting patterns and trends that the data shows</li> <li>➤ Noting anything that the data shows that is surprising or unexpected (Wellman &amp; Lipton 2003)</li> </ul> <p>Participants will use the data analysis to make inferences and interrupt the data, so that they can use the interpretations later as part of the planning process.</p> |
| <b>Onsite Coaching</b>                       | <p>Given the fact that research “emphasizes that coaching is a prerequisite for the implementation of new skills or strategies” (Showers, Joyce, &amp; Bennett, 1987 in DuFour &amp; Berkey 1995) and “providing teachers with ongoing support after the initial training is critical to the success of any innovation” (DuFour &amp; Berkey 1995), the TEP team offers on site coaching to help your team implement your plan. Contact us for more information.</p>  |

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| <b>Principal Coaching</b> | In addition, TEP recommends administrative or principal coaching and/or consulting around this goal. Our administrative coaches will work with your district and building administrators to help them envision what a successful implementation process should look like at both the district and building levels and help your administrative team to put the systems in place to make successful implementation a reality. |
| <b>Extended Offerings</b> | Research shows that it takes at least five years for a system to become institutionalized. Therefore, TEP offers multi-year professional development packages. We feel this is the best possible approach for both of us. Therefore, we provide additional services at no additional cost if you select this option. To learn more about this and other offerings please Contact Us.   |
| <b>Contact Us</b>         | <p style="text-align: center;"><b>The Educational Partners LLC</b><br/><b>Phone: 269-369-3117</b><br/><b>Fax: 248-991-1326</b><br/><a href="mailto:info@youreducationalpartners.com">info@youreducationalpartners.com</a></p>  |