CHILDREN'S LEARNING INSTITUTE™

Continuous Improvement for Teachers Project

Analyzing Data to Set Goals for Instruction

This guide corresponds with the stage of the cycle.

Analyze Assessment Data

1. Sources of Data
2. Analyzing Data Worksheet
3. Notes Form

Sources of Data

Because there are many learning areas important for instruction, it can be overwhelming to know where to start targeting goals for improvement. Data, particularly student data, is a highly objective tool for narrowing down your goals to a few key strategies at a time. Using assessment data as a starting place for targeting your professional growth is a win-win—you will have a clear path for goal-setting, and you will be working toward providing the best quality of instruction in the areas your students most need quality support.

It's also important to consider other types of information, such as which learning areas are important to you or your district for goal-setting. Consider which goal areas are of general interest and which ones are identified needs based on reliable data. For example, a district might set a general goal for improvement in STEM instruction because the education field recognizes its importance, and it may also set a goal specifically for math instruction because of low scores on third grade standardized tests in math. While the first goal is still important, the second goal is data-based and therefore may take higher priority in your goal-setting plan. Likewise, you may have an interest in refining your math instruction, but previous observations might indicate that you have room for improvement in teaching letter sounds. Both are important, so you can look at student data and ask yourself—which area is the most pressing need for my students?

BRING TOGETHER ALL SOURCES OF DATA THAT CAN BE CONSIDERED.

Examples include:
- Student progress monitoring reports
- Student portfolios
- District goal statements and campus communications
- Your previous performance evaluations or observations (e.g., T-TESS scores)

CIRCLE PROGRESS MONITORING HAS SEVERAL STUDENT REPORTS, INCLUDING:

- Completion Report: Tracks completion of required assessments.
- Summary Report: Districts and communities can view children's performance across all subject areas.
- Growth Report: Districts, communities, and teachers can view children's gains over time.
- Group Report: Groups children with scores below age-related benchmarks. These children need more practice with certain skills and will benefit from small group instruction. Suitable small group activities from the CIRCLE Activity Collection (CAC) are also listed.

Using the following worksheet, you can begin to document what you see in your data sources.

START ANALYZING:

Step 1: Identify areas of instructional need based on recent progress monitoring or assessment data for students who are falling behind. These areas will mostly fall into Tier 2 targeted instruction, but you might set goals around whole group and Tier 1 small group instruction if all students in the class are scoring at or below benchmark in a given area.

Step 2: Identify areas of professional development growth based on your previous performance evaluations or observations. The observation data may be broader than the learning areas provided on the worksheet, but more specific information may be found in the observer's feedback or written notes. If possible, reach out to past evaluators for additional feedback.

Step 3: Identify areas of professional growth based on priorities set by administrators in your school district or at your campus.

Step 4: Identify areas for goal-setting that best overlap with your students' needs, your needs, and your district or campus needs (rank these in the "Priority Rank" column on the worksheet).

Worksheet: Analyzing Data to Set Goals for Pre-K Instruction

After bringing together all sources of data, place checkmarks in the boxes where data or strong interest indicates an area you could prioritize for additional PD and instructional practice. ***See any trends?*** Consider these areas when selecting your professional learning sessions. Remember: You may see a lot of checkmarks in rows for academic skills, but a great way to support academic skills is to increase the quality of your interactions with students (e.g., responsive teaching, scaffolding). When you are finished, rank the top three areas you would like to prioritize for your next professional learning sessions in the far right column.

Domain / Areas of Interest	My Students' Needs				My Professional Development Needs		My Campus/District Needs		Priority Rank
	Progress Monitoring Data			Other Data	Data-based (evaluations, observations)	My Areas of Interest	Data-based (standardized tests)	Areas of Interest	
	Whole Group	Tier 1 Small Group	Tier 2 Small group						
Classroom Management	☐	☐	☐	☐	☐	☐	☐	☐	
Responsive Teaching	☐	☐	☐	☐	☐	☐	☐	☐	
Social & Emotional Skills	☐	☐	☐	☐	☐	☐	☐	☐	
Language & Communication	☐	☐	☐	☐	☐	☐	☐	☐	
Vocabulary	☐	☐	☐	☐	☐	☐	☐	☐	
Using Read Alouds	☐	☐	☐	☐	☐	☐	☐	☐	
Phonological Awareness	☐	☐	☐	☐	☐	☐	☐	☐	
Letter Knowledge	☐	☐	☐	☐	☐	☐	☐	☐	
Print Knowledge	☐	☐	☐	☐	☐	☐	☐	☐	
Emergent Reading	☐	☐	☐	☐	☐	☐	☐	☐	
Writing	☐	☐	☐	☐	☐	☐	☐	☐	
Mathematics	☐	☐	☐	☐	☐	☐	☐	☐	
Science	☐	☐	☐	☐	☐	☐	☐	☐	
Social Studies	☐	☐	☐	☐	☐	☐	☐	☐	
Data-based Instruction / RTI	☐	☐	☐	☐	☐	☐	☐	☐	
Scaffolding	☐	☐	☐	☐	☐	☐	☐	☐	
Supporting English Learners	☐	☐	☐	☐	☐	☐	☐	☐	
Other:	☐	☐	☐	☐	☐	☐	☐	☐	
Other:	☐	☐	☐	☐	☐	☐	☐	☐	
Other:	☐	☐	☐	☐	☐	☐	☐	☐	
Other:	☐	☐	☐	☐	☐	☐	☐	☐	

Notes

My Students' Needs	My Professional Development Needs	My Campus/District Needs