

# TeachME Professional Development

## Utilizing Data to Improve Student Knowledge and Outcomes

### Part 1

1. Rapid advances in technology platforms and digital content over the last decade have enabled more widespread use of personalized learning, and as a result, many schools and districts may be interested in expanding its use across various content areas and grade levels.

- A. True
  - B. False
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### Part 1

2. One characteristic of personalized learning is that students have less one on one time with teachers, which enables them to learn independence and gain self-confidence.

- A. True
  - B. False
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### Part 1

3. Educators and researchers focusing on personalized learning consistently highlight several key concepts, including each of the following EXCEPT:

- A. Instruction and content tailored to student needs, with a focus on content mastery
  - B. The use of data-informed, real-time feedback
  - C. Effective use of technology
  - D. A modification of the learning process and product to include readiness and motivation
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### Part 1

**4. New technologies, as well as advancing methods of data collection and use, enable teachers to quickly see the progress of each student on various tasks and lessons, and to provide formative assessments and:**

- A. Information on knowledge gaps**
  - B. Differentiated feedback**
  - C. Input on learning roadblocks**
  - D. Guidance for curriculum selection**
- 

## **Part 1**

**5. Data associated with personalized learning can be categorized into six major areas including program structure and design, curriculum and instruction, student learning objectives, mastery and competencies, and:**

- A. Accountability measures and organizational structure**
  - B. Information and efficiency standards**
  - C. Storage and distribution**
  - D. Support systems, budget, and finance**
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## **Part 1**

**6. Which of the following is NOT one of the steps in the needs assessment process?**

- A. Identifying gaps between the current and desired environment**
  - B. Collecting the resources necessary to bridge the identifies gaps by purchasing technology or materials or arranging for professional development**
  - C. Categorizing the needs based on information gathering**
  - D. Implementing the resources into the environment, collecting and analyzing data, reviewing feedback, and making adjustments as needed**
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## **Part 1**

**7. Administrators can support teachers by recognizing that teachers need ample training and support when learning to make data-informed decisions about students, by valuing and modeling good data use practices, and by providing time for thoughtful reflection about data and their potential use for students or at the aggregate level.**

- A. True**
  - B. False**
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## Part 1

8. District leaders from Westminster Public Schools in Colorado, the largest school district in the country to be entirely competency based, have noted that one of the key elements for successful competency-based personalized learning is actively developing student agency, such that students own their learning and are invested in the process.

- A. True
  - B. False
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## Part 1

9. One of the key lessons learned by leaders who have designed and implemented personalized learning programs is to encourage well-established approaches and foster a culture of knowledge.

- A. True
  - B. False
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## Part 1

10. As the number and size of personalized learning programs in states and districts continue to grow, education leaders must work with stakeholders to determine the particular needs of their location and students, and think strategically to design and implement plans that will allow their students to reach their goals and be sustainable over an extended period of time.

- A. True
  - B. False
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## Part 2

11. Students with at least a high school diploma are more likely to be employed and to have higher median weekly earnings, while individuals who drop out of high school are at risk of poorer health and a shorter lifespan in comparison to those who have graduated.

- A. True
  - B. False
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## Part 2

12. An early warning system identifies those who are at risk of dropping out of school by applying predictive analytics to student data to determine their risk level in relation to:

- A. Likelihood of risk evolving through time
  - B. Level of preparedness
  - C. Predefined indicators and thresholds
  - D. Response capability
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## Part 2

13. As a first step in the planning process, planning teams should work together to conduct a needs assessment that identifies agency and stakeholder needs, and to identify and validate early warning indicators, data elements, and analytical models.

- A. True
  - B. False
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## Part 2

14. Early warning systems commonly include indicators such as attendance, behavior, and course performance, and some early systems, particularly at the state level, include:

- A. Assessment performance indicators and mobility indicators
  - B. Student success indicators associated with teacher characteristics
  - C. Demographic and enrollment data indicators
  - D. Student achievement indicators linked to participation in specific instructional programs
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## Part 2

15. When considering if it appropriate to use demographic data as an early warning system indicator, planning teams must determine whether there is a strong correlation between these data and on-time graduation after adjusting for student risk level based on:

- A. Previous school histories
  - B. Educational expectations
  - C. Adverse community and family circumstances
  - D. Behavioral data
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## Part 2

16. Which of the following is NOT a true statement about linking early warning systems and college readiness systems/indicators?

- A. The alignment of an early warning system with college and career readiness (CCR) initiatives should be complementary, meaning that the system's ability to identify students in need of intervention should not be compromised to support improvements to CCR initiatives
  - B. Incorporating CCR indicators such as an individualized or personalized learning plan, enrollment in a career/technical education pathway program or a dual high school/college credit course , or Advanced Placement course taking into an early warning system could be a useful way to support student success post-graduation
  - C. The decision to use an early warning system in this manner should be made carefully to ensure that this approach does not negatively affect the primary purpose of a system, which is to provide a technology platform that will encourage agency and stakeholder participation
  - D. Early warning systems can be linked to a CCR information system to alert counselors when a student's GPA falls below the threshold needed for entrance into the student's college of choice
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## Part 2

17. Once early warning indicators and elements have been identified, they can be used to create detailed, documented technical specifications and system requirements, and establishing written requirements can help assess the appropriateness of different system development options.

- A. True
  - B. False
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## Part 2

18. The need for data-informed actions and interventions should be emphasized when reporting and sharing data, and the authors recommend load balancing within a system

to make it easier for users to review individual student data and provide targeted interventions.

- A. True
  - B. False
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## Part 2

19. Since statewide early warning systems include data on more students than local early warning systems, they can reveal important trends that wouldn't be visible at the LEA level.

- A. True
  - B. False
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## Part 2

20. The Dropout Risk Model, which was developed with the intent to identify students in need of services, uses eight early warning indicators to calculate each student's dropout probability including each of the following EXCEPT:

- A. Attendance rate, difference between high school credits and number of years in high school, and district assessment performance
  - B. Former dropout, grade point average (GPA) and retention
  - C. Level of engagement with school and parental involvement in education
  - D. State test performance and out-of-school suspensions
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## Part 2

21. Interpreting early warning data in combination with related datasets enriches understanding of the data and can prompt more effective interventions at the student or school level.

- A. True
  - B. False
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## Part 2

22. The Wisconsin Department of Public Instruction (DPI) created the Dropout Early

**Warning System (DEWS) to identify students in grades 6-9 who are at risk of not graduating from high school on time by addressing early interventions needed, accuracy of identification, transparency, reproducibility of predictions, and:**

- A. System scalability**
  - B. Implementation processes**
  - C. Customized approaches**
  - D. Communication and feedback**
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## **Part 2**

**23. Lessons learned from SEAs and LEAs that have implemented or are in the process of implementing an early warning system include drawing on professional learning communities and the experiences of colleagues to learn about the barriers, strategies, and successes other states and districts have faced in developing, implementing, and using an early warning system.**

- A. True**
  - B. False**
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## **Part 2**

**24. Experts recommend budgeting sufficient time to develop the system's analytical model, balancing the model's complexity and transparency, and clearly and objectively explaining to users the capabilities, limitations, and accuracy of the analytical model and its:**

- A. Applicability**
  - B. Scope**
  - C. Innovative capacity**
  - D. Predictive abilities**
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## **Part 2**

**25. System use recommendations include supporting each step of the early warning process by integrating early warning system use with intervention mapping, reporting, and validating.**

- A. True**
  - B. False**
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