

District Mtgs → Admin Mtgs → SBLT → Grade Level Mtgs → ½ day Development Mtgs → Planning Mtgs
 District Mtgs ↔ Admin Mtgs ↔ SBLT ↔ Grade Level Mtgs ↔ ½ day Development Mtgs ↔ Planning Mtgs

Conversations Blending Behavior and Academic Data

Data to Create Climate	Data to Know the Learner	Assessment Data	Curriculum Design	Adjustable Assignments	Instructional Strategies
<p><i>Building connections</i></p> <ul style="list-style-type: none"> Risk taking Resilience Nurture <p><i>Foster and Sustain Growth</i></p> <ul style="list-style-type: none"> Feedback Reflective Respect Mindset Celebrations Higher level thinking 	<p><i>Learning Styles</i></p> <ul style="list-style-type: none"> Strengths Needs Attitudes Preferences <p><i>Intelligent Behavior</i></p> <ul style="list-style-type: none"> Persistence Listening Metacognition Posing questions and problems Creativity Efficacy <p><i>EWS</i></p> <ul style="list-style-type: none"> Attendance Tardies Referrals Age/Grade Retentions Transient 	<p><i>Diagnostic Thinking</i></p> <ul style="list-style-type: none"> Pre-assessment Formative assessment Formal versus informal data collection Performance assessments <p><i>Analyze Formative Data</i></p> <ul style="list-style-type: none"> Grouping Selecting differentiation strategies Critical thinking <p><i>The Role of Other Forms of Assessment</i></p> <ul style="list-style-type: none"> Using summative data Self-assessment Differentiating amongst types and purposes of data 	<p><i>Curriculum Mapping</i></p> <ul style="list-style-type: none"> Standards-based Focus and target Expectations <p><i>Unit Planning</i></p> <ul style="list-style-type: none"> Standards Benchmarks Objectives Key concepts Skills Critical questions The role of critical thinking Relevance Rubrics Pre-assessment Chunking a unit Transition points Re-teaching points 	<p><i>Teaching Approaches</i></p> <ul style="list-style-type: none"> Whole group Individual Pairs Small group <p><i>Differentiation</i></p> <ul style="list-style-type: none"> Compacting Adjusting for competency Content and materials Environment Communication Technology Readiness Interest and choice Process and practice 	<p><i>Evidenced Practices</i></p> <ul style="list-style-type: none"> Sensory memory Short-term memory Long-term memory <p><i>Strategies</i></p> <ul style="list-style-type: none"> Inductive thinking Homework Nonlinguistic representation Cooperative groups <p><i>Unit Lesson Planning</i></p> <p><i>Vertical Alignment</i></p>

Note: Adapted from *Data Driven Differentiation: In the Standards-Based Classroom* by Gregory, G. & Kuzmich, L., 2004, Thousand Oaks, CA: Corwin Press.