Tutor with Vision Training Part 2: Reaching & Tutoring Students Using Available Data

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A Quick Review of Part 1

In Part 1, you learned how the brain learns and is conditioned to learn. You also explored the types of learners (auditory, tactile, and visual) and their innate types of intelligences that create a learning "web." Lastly, you were asked to ponder on YOUR learning style and YOUR types of intelligences and how they affect student learning.

A Quick Overview of Part 2

In Part 2, you will learn how data is used to diagnose student academic weaknesses, set up a student "success plan," and monitor student progress.

Data Driven Instruction Defined

Since the mid 1980s when more and more student data became computerized, educators began to access student data to more effectively formulate curriculum planning and instruction. This practice of using various databases of student information to plan and teach became known as DATA DRIVEN INSTRUCTION.

Data Driven Instruction: A Double-Edged Sword

Data driven instruction soon became both a gift and a curse. On the one hand, it instantly laid out all school work a student had completed and an educator could quickly discern learning patterns. On the other hand, there was now so much information out there that it overwhelmed many educators. Also, some educators made too many dangerous assumptions about student academic abilities and productivity based on the data.

The “Gifts” of Data

- Appropriate student data is needed to do realistic lesson planning.
- Student data reveals academic foundation deficiencies or weaknesses of a class or individual student.
- Student data guides lesson and assignment rewriting.
- Student data can greatly reduce “re-teaching.”
- Data analysis can organize TAKS, SAT, and other standardized examination remediation (study smarter not harder).
- Data analysis can reveal possible learning disabilities.

Assessment 1

- Read these pdfs:
  - Datadriven.pdf
  - Data.pdf

- Submit a brief summary for each article.

Limited Access to Student Data

FERPA (Federal Education Rights and Privacy Act) has required all educators to keep any and all student information confidential and away from public view. Educators face harsh penalties for any violation of student privacy. Though tutors have very little access to student information, they are still obligated by law to maintain student confidentiality.

What Data is Available?

About the only data tutors may have access to is what parents and students are willing to share with tutors: standardized test scores (TAKS or STAAR) and report card grades. Teachers are reluctant to share student data as it may violate FERPA guidelines.

Recent Changes

Texas Assessment of Knowledge and Skills (TAKS), a state-mandated exam, covers four core areas (science, mathematics, English, social studies). Each grade has a specific set of objectives and skills to master. Since Fall 2010, State of Texas Assessments of Academic Readiness (STAAR) replaced TAKS, but exit level TAKS will still be in effect until 2012 in high schools while STAAR is now in effect for Grades 3 -10.

Tutor as a Profiler

You begin by carefully reviewing a student's academic record (standardized test scores, report cards, teacher comments), translating the results into a success plan, and then setting up a realistic timetable.

Interpreting TAKS Results

A passing score on the Mathematics Exit TAKS exam is 2100 or higher. This score translates to 32-34 test items correct out of 60, depending on the semester and exam version administered. Students and parents receive a detailed break down of how the final score was tabulated.

Interpreting TAKS results

The exit-level mathematics TAKS exam is broken down to 10 objectives with each objective having a specific number of test items. The actual exit-level math TAKS exam will have exactly 60 test items. See success map template.

Formulating the Success Plan

Step 1: Enter the # of test items correct in each objective.

Step 2: Convert each objective into a percentage mastered (# of correct items ÷ # of items in the objective and multiply by 100%).

Step 3: Prioritize objectives, from lowest percentage correct (top priority) to highest percentage correct (lowest priority)

Assessment 2

- Access/print JoeNerd.doc. Look over the math TAKS data on Joe Nerd.
- Fill in the blanks.
- Prioritize objectives.

Assessment 3

Look over “casestudy1.doc”, answer the following questions, and submit your responses as a Word file or pdf.

- Answer the “Marty” questions in the file.
- Can you decipher one or more high priority categories for the whole class of students?

Assessment 4

"Casestudy2.pdf" is an actual TAKS data sheet. All identifying markers were removed and names were changed. A score of 2100 (32-34 correct items) or higher is passing. Study this file and answer the following questions. Submit your responses as a Word file or pdf.

- Name two objectives that are "high priorities" for intense remediation. Why did you choose them?
- If you were randomly assigned 3 to 4 of these students math TAKS tutoring, how would this data help you, the tutor?

Setting up a Realistic Timetable

- Calculate how much time there is between the first tutorial session and the next TAKS test administration.
- The amount of time for the first priority problem set should take the most time. The second priority problem set should take less time than the first. Keep going until you run out of time.
- Besides helping students learn the material, tutors should also help students restructure their perspective on problem solving and instill self confidence.

Technology & the Human Touch

- Balance the need for technology (graphing calculators, computers, etc.) with the need to learn the ideas. They should co-exist and support each other.
- To replace the pain and anguish of failure or lack of progress, a tutor's words of encouragement, smile, tap on the shoulder must occur often when tutoring
- Teach your students to **BELIEVE** in themselves and what they can accomplish!