



FDLRS Data Collection Overview

1. Select your district
2. Type in your school name
3. Type in your last name
4. Type in your first name
5. Select the primary target instructional areas

Select at least one instructional focus. You can choose only one (e.g., organization skills, or geometry) or you can choose several. However, you can only choose one focus per drop down list.

General	Reading	Writing	Math	Science	Social Studies
on-task behavior information managment organization skills accessibility issues daily living skills communication skills assessment art music dance physical ed	access points general literacy phonemic awareness phonics fluency vocabulary comprehension information literacy	access points general writing spelling grammar organization presentation	access points general math number sense measurement geometry algebraic thinking data analysis	access points general science nature of matter energy force & motion nature of science processes of life life & environment shaping the earth earth & space	access points general social studies history geography civics & government economics

6. Type of effective practice

Select the type of specific effective practice you tried out with your students based on what you actually did, not the topic of the professional development activity you attended.

Technology – examples include computers, software programs, digital text, digital textbooks, interactive white boards, iPods, alternative keyboards, switch access, communication devices, etc.

Accommodation – examples include highlighter tape, reading guides, magnifiers, pencil grips, FCAT accommodations, etc.

Learning Strategy – any type of instructional strategy, including SIM activities, reading instruction activities, 4-Block model, graphic organizers on paper, test taking strategies, etc.

Learning Strategy & Technology – use this if you can't decide between technology and learning strategy.

Behavioral – use this if your effective practice focused on a behavioral change. Examples include positive behavioral support activities, using activity calendars to help students with autism change activities during the day, etc.

7. Name of effective practice you tried and short description

Just the name and a very short description will be fine. In some cases just the name will be enough. For example if you tried out Kurzweil software then the name is enough since it is very well known. If it is not well known then a short description is needed. An example could be "FASTT – math fluency software."

8. How did you collect the data? Choose one.

Checklist or Chart
Test Score(s)
Student Work Product
Interview
Graded Work Sample
Assessment
Documented Observation
Other (please specify)

9. Number of students you are reporting on

This should be a number only. Select from the drop down.

10. Grade Levels. You can select more than one if you are reporting on a group.

11. Research based instructional indicators

These are taken from the Classroom Walkthrough and are research based indicators of effective instructional environments. You can choose which indicators you collected data on, using the rating scale. Select "N/A" for the indicators you are not responding to.

increased independent on-task behavior
increased independent participation in cooperative learning activities
increased active communication within the context of the learning objective (asking questions, responding)
increased active listening within the context of the learning objective (attention, engagement)
increased independent participation in the assessment process

12. Achievement Indicator

This indicator is based on test scores that have graded results, such as A, B, C, D, F, etc. Select "significant improvement" if an increase of more than two

grades occurred (e.g., was making F and now make a C). Select "improvement" if more than one grade but less than two grade letter grades; select "slight improvement" if some improvement was noted but still within the same letter grade range. Mark n/a if you don't have test scores.

13. If the effective practice worked with your students (was a successful match), then what do you need to continue to use it in the classroom? This could include things like equipment, software, technology devices, materials and supplies, time for planning, etc.
14. If the effective practice did not work with your students (wasn't a successful match) then write a short reflection on why you think it didn't work. Also think about what might be done differently to help with success. Remember, it may be that the practice simply did not match the target students. This is still a valid learning experience for you as a professional educator.
15. Print the form out in landscape, or wide, mode and give a copy to your administrator to include in your PDP. Since the indicators are from the Classroom Walkthrough it also give your administrator a guide on what to look for in the classroom as a result of this professional development activity.

Remember, to access the data collection forms, go to www.fdlrs.com, look on the right side and select "**Effective Practice Data Collection**" under FDLRS Network Resources. Then select your district and you will jump to your FDLRS Center data collection page.

If you need to contact your local FDLRS Staff, go to www.fdlrs.com and select your district from the "Select a School District" drop down menu near the top of the page, or select your FDLRS Center from the "Select a Local/Regional FDLRS Center" drop down menu.

13. If the effective practice was a successful match for this student (these students), what supports/resources do you need to make it a regular part of your instructional environment?

14. If the effective practice was not a successful match, can you identify any barriers or issues that may have impeded success? What could you do differently?

Option - Print this page and give a copy to your administrator to add to your PDP. Select "landscape" or wide mode when printing so the sides don't get cut off. Make sure you click on "Done" at the bottom of this page when you are finished.

Done >>