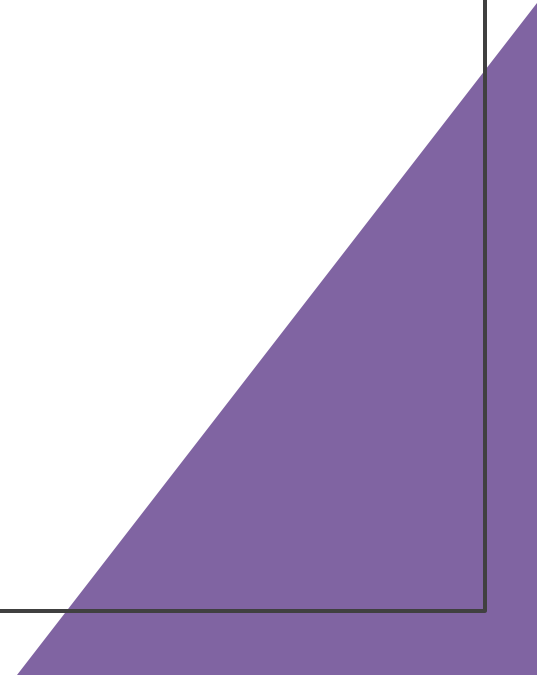


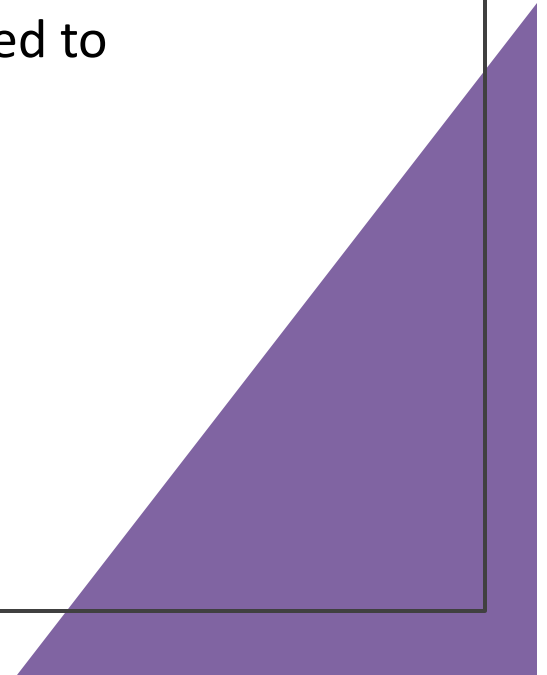
# Session 1: Data-Based Decision Making & Learning Stages Framework

An Introduction to Using Data to  
Guide Instruction and Student  
Learning



# Overview

- This session introduces data-based decision making and the learning stages framework used to guide instructional decisions.



# What is DBI?

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**DBDM** is a **best practice** that involves **systematically collecting and analyzing** student progress data to guide instruction (Ruhter & Karvonen, 2024).

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Helps **inform instructional decisions** for both **academic and non-academic goals** (Dubbers & Schmidt-Daffy, 2021).

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**Mandated by accreditation standards** (e.g., Council for Exceptional Children, 2015) and **federal laws** (IDEA, 2004).

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Used extensively in **monitoring IEP goals** and improving learning outcomes for students with disabilities (Wolfe et al., 2023).

# How we use for IEP goals:

Student: Carlos; 3rd grade; LD in mathematics; dyscalculia

Goal: Carlos will improve his math calculation skills by demonstrating 90% accuracy on 2-by-2 digit multiplication problems by the end of the IEP cycle.

Current data: 20%, 10%, 20%

$$\begin{array}{r} 14 \\ \times 81 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ \times 37 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ \times 84 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ \times 67 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ \times 84 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ \times 72 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ \times 46 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ \times 54 \\ \hline \end{array}$$

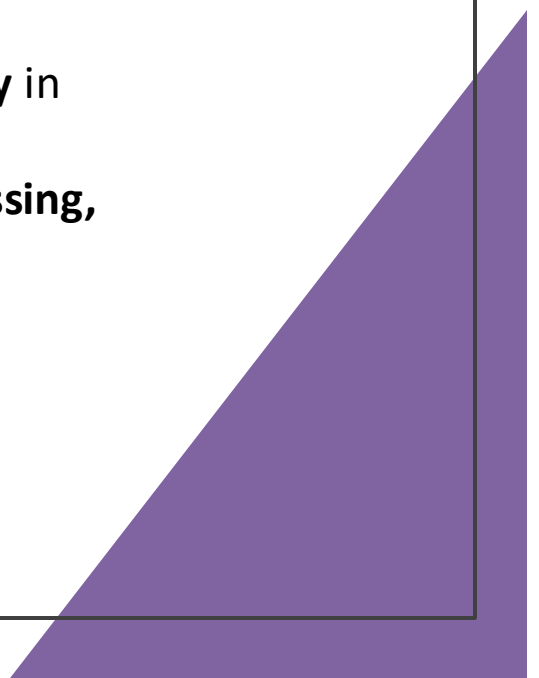
$$\begin{array}{r} 14 \\ \times 32 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ \times 49 \\ \hline \end{array}$$

# Data in Threes

- **Three data points** help identify trends in student performance.

Example: A student achieves **50%, 50%, and 40% accuracy** in **two-step word problems**.

- **Patterns in data** indicate whether a student is **progressing, maintaining, or struggling**.
  - Collecting three data points provides a **more reliable picture** than a single score.
  - Allows for **better instructional adjustments** based on **trends rather than one-time performance**.
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# The Learning Stages Framework

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Instruction should balance challenge and support (Shurr et al., 2019b).

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Learning occurs in stages (Haring & Eaton, 1978; Shurr et al., 2019b).

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Understanding these stages can help teachers carefully select instructional strategies and supports.

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But first, you need to know what stage of their learning they are in

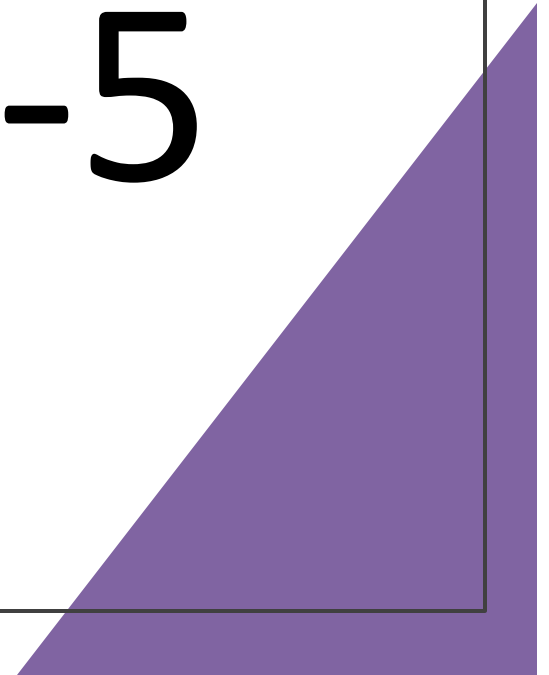
# Using Data for Instruction

Teachers assess student performance to select appropriate strategies. **Do not just leave it at selecting the stage of learning.**

Instruction should align with the student's current level, **aka stage of learning.**

# Sessions 2-5

Focus on Each Stage of  
Learning, Individually



# Independent Practice

- Complete the probe on Microsoft Forms to apply today's learning.
- Do not access Google or any AI technology
- Let me know once you have submitted the form 😊