Data Collection for Paraeducators

Before we get started, please re-introduce yourself in the chat box!

Name

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Meet Your Presenter

Nicolette Lesniak has been helping parents, teachers and teams build students self-advocacy skills and meaningful special education plans that build student independence for more than 15 years.

She is a certified exceptional needs teacher and educational specialist in both Indiana and Illinois.

Nicolette is currently the intensive needs specialist at the School Town of Munster. She currently works in the Chicagoland area. You can contact her at lesniakiepcoach@gmail.com.

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Data Collection Engagement Guide

Link to [Engagement Guide](#)

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Respond to the question within the Data Collection Engagement Guide.

Webinar Activities Form – Data Collection

Please complete the webinar activities form to receive your Professional Growth Points (PGP) certificate for today's webinar.

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PUBLIC CONSULTING GROUP

Solutions that Matter

Pre-Webinar Assessment

Rate yourself on each of the following statements:

- 3: Expert (very confident)
- 2: Emergent (still learning)
- 1: Novice (concept is still new to me)

- I understand why data is important to collect in the classroom.

- I can identify different types of data.

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Pre-Webinar Assessment (continued)

Rate yourself on each of the following statements:

- 3: Expert (very confident)
- 2: Emergent (still learning)
- 1: Novice (concept is still new to me)

- I understand how to collect and organize data that is gathered.

- I can assist the lead teacher with using data to plan instruction for students.

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Agenda

In this session, participants will:

- Learn the definition of data and why it is important in the classroom.

- Identify the *Who, What, When, Where, Why,* and *How* of data collection for the paraeducator.

- Explore different types of data and how to collect and organize this information.

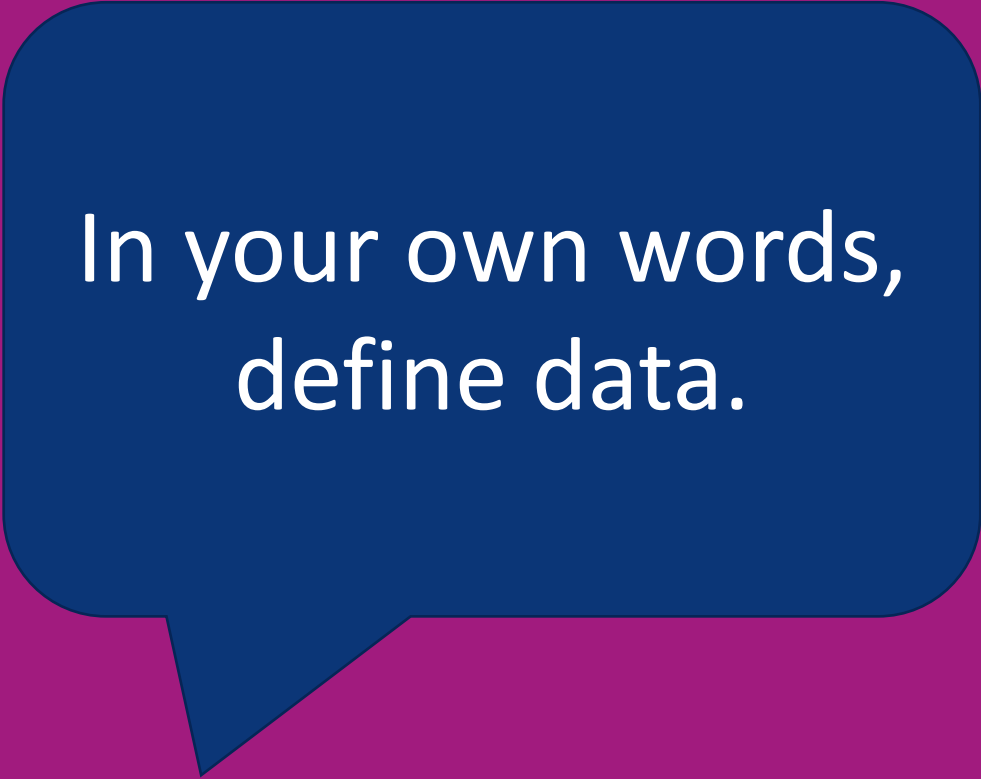- Assist the lead teacher with using data to inform instruction.

Objectives

Participants will be able to…

- Understand why data collection is important.

- Differentiate between types of data.

- Explain the "ABCs" of data collection.

- Assist the lead teacher with using data to inform instruction.

In your own words, define data.

What type of data do you collect in your classroom?

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Respond to the question within the Data Collection Engagement Guide.

What is data?

What Is Data?

Education data refers to any information that educators, schools, districts, and state agencies collect on individual students, such as:

- **Personal information** (e.g., a student's age, gender, race, place of residence);

- **Enrollment information** (e.g., the school a student attends, a student's current grade level and years of attendance, the number of days a student was absent)

What Is Data? (continued)

- **Academic information** (e.g., the courses a student completed, the test scores and grades a students earned, the academic requirements a student has fulfilled); and

- **Various other forms of data collected and used by educators and educational institutions** (e.g., information related to disciplinary problems, learning disabilities, medical and health issues, etc.)

Data Collection for Paraeducators

The Who, What, Where, When, Why and How of Data Collection

5 W's & H of Data Collection for Paraeducators

Who:

- Everyone who works with a student should be collecting data.

- Teachers, related service providers, paraeducators, peer mentors, and parents.

- Students can also be taught to take their own data using self-monitoring sheets.

- **Benefit:** Classroom staff can see the results of their hard work.

What:

Data provides you with:

- A broader overview of students' needs;

- The ability to make well-informed decisions;

- The ability to measure the effectiveness of strategies and interventions;

- A greater awareness of where to spend time, effort, and resources in order to maximize impact; and

- The ability to provide accountability through evidence-based approaches.

When:

- Informal vs. Formal Data
  - Informal data is collected throughout the day, on a variety of skills and behavior. Formal data
- Work with your lead teacher to develop a system.
- Schedule regular intervals of data collection and align to curriculum maps and lesson plans.

Data collection will depend on what you are trying to accomplish.

Where:

- All Settings

- Various Formats

- Challenging: Time and Place

- Consistency will be Key!

- Progress Monitoring Keeps You Up-to-Date

- Review data collection strategies within the curriculum map and lesson plans

Why:

- Data is our responsibility as educators and paraeducators.

- Collecting data is necessary to make instructional changes.

- Data assist educators in examining and readjusting curriculum.

How:

- Find a system you enjoy using and do so with consistency.

- Create an assessment profile and log all types and scores in profile.

- Create a visual representation of student progress using a graph.

- Suggestions:
    - Data Collection Binders
    - Progress Monitoring Cards
    - Data Progress Chart

Which of the 5 W's and 1 H is the most important to you? Why do you think so?

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Respond to the question within the Data Collection Engagement Guide.

Different Types of Data

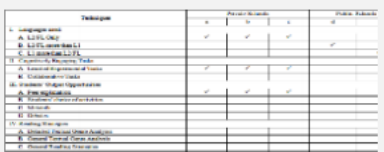# Types of Data

Formative Data

Observational Data

Summative Data

Student Files

Student Reported Data

Formative Data	Observational Data	Summative Data	Student Files	Student Reported Data
Exit slip	Behavior observation charts	vocabulary assessment	IEP	Student journal entries
Hand gestures	Student meeting responses	Chapter test	Attendance record	Student choice presentation
Yes or No cards	observational checklist	End of Unit test	I AM scores	Student video

Collecting Data without purpose is meaningless.

- Theodore B. Creighton

Collecting Behavioral Data

- Measuring a student's behavior is an important responsibility of educators.

- Before being able to measure behavior, it must be defined.

Observing Behaviors for Paraeducators

- When observing students, the teachers will let you know the target behaviors.

- They should also provide you with a data collection form and demonstrate how to collect the data.

- Ask questions and ask if you need the collect strategy re-modeled.

Source: CT paraeducators Guide to Data Collection

Observing Behaviors

An operational definition defines **behavior** *as an observable, definable, countable, and measurable action:*

1. **Observable:** must be able to see or hear the behavior.

2. **Definable:** two or more persons agree on the occurrence or nonoccurrence of a behavior

Behavior

Defining a behavior helps teachers and paraeducators to:

- Describe what actions are taking place in exact (and measurable) terms

- Gather data about the behavior

- Communicate expectations to the student and to educators, staff and parents assisting the student

Behavior

- Choose appropriate strategies/interventions

- Monitor the student's progress

- Write IEP goals and objectives

- Communicate with parents, administrators and others

Functional Behavior Assessment (FBA)

A - Antecedents

B - Behaviors

C - Consequence

What is one of the reasons it is helpful to define behavior?

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Respond to the question within the Data Collection Engagement Guide.

Frequency

The number of times a behavior occurs within a specific period.

For example:
"During the 5 minutes that Lilia was waiting for her turn, she cursed at me six times."

Duration

The amount of time a behavior occurs from beginning to end.

For example:
"It took Sam 4 minutes to line up for related arts when asked to do so."

What is the difference between frequency and duration when observing behaviors?

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Respond to the question within the Data Collection Engagement Guide.

Assisting the Lead Teacher

- Communication is key!
- Build in time for intentional collaboration. Create an agenda for the meeting to stay on task.
- Ask your lead teacher model data collection. Ask questions about the process.
- Ask for feedback. What are you doing well? What can you do to improve? This is non-evaluative and assists you in taking next steps to support the student.

Your lead teacher will be using the collected data to inform instruction in the classroom.

Progress Monitoring

- Allows educators to measure student performance over time.
- Identifies which students are succeeding and which students might be struggling to make progress.
- Used to inform decisions about a student's education plan.

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Data collection leads to progress monitoring.

How can working with your lead teacher to collect data improve instruction in the classroom?

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Questions?

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