

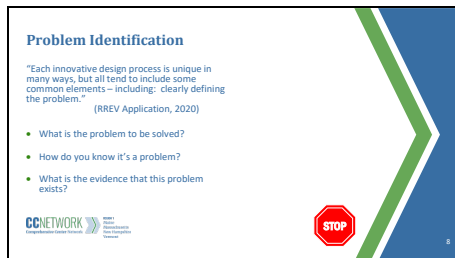


Pilot Development Companion Guide

The goal of this companion guide is to support the Innovation Team Leader(s) as they embrace the innovation learning and pilot development work that is addressed in this asynchronous module series. As outlined in the Innovation Journey RoadMap, team leader(s) lead the innovation team in your district. These leaders are required to participate in one of the various versions of the Innovative Mindset and Pilot Development (IMPD) course—with this asynchronous online version being one of them.

The following activities align to the content of the Module 2 Series slides. Please provide the requested information in the activity space for the indicated slide(s). Font size will adjust automatically to allow for printing within the allowable space.

Module 2: Using Data to Define the Need



Slide 8: In order to design an innovation that has the potential to address a need or problem of practice, you need to understand the problem deeply. Click the links to learn more about using the [Fishbone Diagram](#) and the [5 Whys](#), which will help you engage in a collaborative process to identify the problem you are seeking to address through your RREV innovation pilot.

Individually and/or in collaboration with your Innovation Team, reflect on the following questions in the Slide 8 Activity Space:

1. What is the problem to be solved?
2. How do you know it's a problem?
3. What is the evidence that this problem exists?

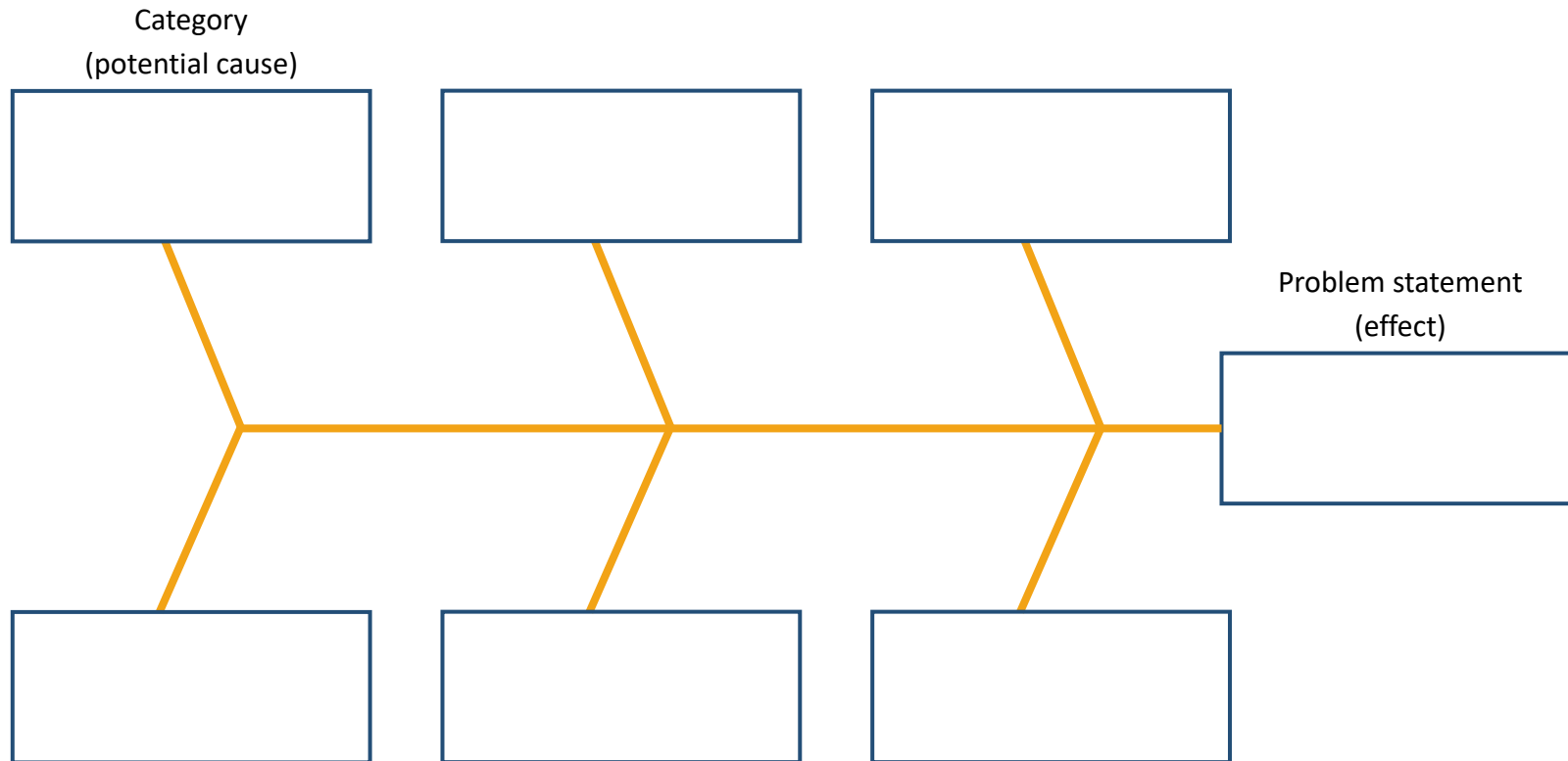
Slide 8 Activity Space

1. What is the problem to be solved?

2. How do you know it's a problem?

3. What is the evidence that this problem exists?

Write your problem statement at the “head” of the fish. You can then label the fishbone graphic with the following factors (or others that you consider important to the specific challenge you identified). For example, a student learning challenge could include instruction, assessments, staff professional development, curriculum, equitable distribution of resources, or school schedule and systems.



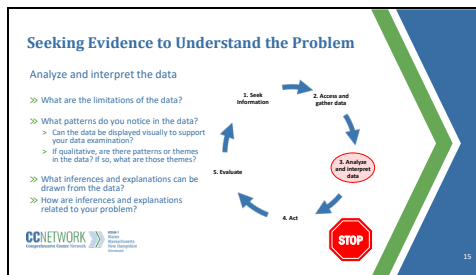
Slide 15: Apply a data inquiry cycle to your proposed innovation by responding to the questions that follow. See the [Practitioner Data Use in Schools: Workshop Toolkit](#) for more details on how to apply the data inquiry cycle to your work. Respond to the following questions related to data use and analysis and use the table in the Slide 15 Activity Space to capture key information:

Data Use

1. What sources of data did you identify related to your problem?
2. What data are available to you, and what is the process for getting access to relevant data?
3. Are additional data needed? If so, how will you gather additional data (e.g., surveys, interviews, instructional observations)?

Data Analysis

1. What are the limitations of your data?
2. What patterns do you notice in the data?
3. What inferences and explanations can be drawn from the data?
4. Can the data be displayed visually to support your data examination?
5. If your data is qualitative, are their patterns or themes in the data? If so, what are those themes?



Slide 15 Activity Space


Use this table to take notes on data use and analysis.

Data Type	Available (Y/N)	How to Access	Data Limitations	Patterns

Evidence-Based Innovation

What is known about aspects of the proposed innovation?

- Is there current literature associated with the design?
- Have aspects of the innovation been tested or researched?
- What is new or novel about your solution?



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Slide 19: Identify potential solutions for the problem you identified. Then reflect on the evidence base that supports this solution by answering the following questions, using the table in the Slide 19 Activity Space to note relevant information on your evidence base.

How do you know that the remote learning innovation you are considering will improve the identified need or problem?

Is there current literature associated with the design?

Have aspects of the innovation been tested or researched (either formally or in the field)?

What is new or novel about your solution?

Slide 19 Activity Space

Use this table to identify your evidence base, including anecdotal observations, case studies, and research literature.

Type of Evidence (e.g., observational, research literature, case study)	Source Link/Citation	Notes (e.g., How is this relevant? What does this literature say about your innovation?)

Post-Module

Use your responses to the activities in this companion guide to respond to the following reflection questions required in EnGINE for the full module series:

1. What is the problem to be solved? How do you know it's a problem? What data will you consult to verify that the problem exists?

2. What data will be used to determine the students to be targeted by the innovation?

References

- Bocala, C., Henry, S. F., Mundry, S., & Morgan, C. (2014). *Practitioner data use in schools: Workshop toolkit*. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015043.pdf
- Copland, M. A. (2003). Leadership of inquiry: Building and sustaining capacity for school improvement. *Educational Evaluation and Policy Analysis*, 25(4), 375–395. <https://doi.org/10.3102/01623737025004375>
- Schildkamp, K. (2019) Data-based decision-making for school improvement: Research insights and gaps. *Educational Research*, 61(3), 257–273. <https://doi.org/10.1080/00131881.2019.1625716>



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