Individual/Team Members:

Data to be Examined: (multiple sources of outcome data and process data are needed)

Hypothesis:

Action Plan: (Create a workable plan for your hypothesis.)

Results:

Prescriptions and Remedies for Improvement:

Signatures:

_____   _____

Team Member   Team Member

_____   _____

Team Member   Team Member

The purpose of t**he Causal Analysis Process** is to enable educators to work with both outcome and process date to determine the cause of test results; then to prescribe solutions and remedies to improve results. this option emphasizes the importance to looking at multiple sources of data before making assumptions and decisions. The major components of the Causal Analysis Process are:

1. The ability to collect different types of outcome data to examine correlations;
2. The ability to collect different types of process data to examine correlations;
3. The ability to combine process and outcome data to determine cause;
4. The ability to disaggregate data; and
5. The opportunity to develop individualized prescriptions and remedies to improve student performance.

Educators will be able to design, analyze, utilize and assess data which determines the causes of student performance and test results; then develop prescriptions and remedies for improvement. Working alone or in groups, the educator will:

1. Develop proficiency in using the results of student, family, community, and professional practices data;
2. Analyze programs and structure data to identify probable cause(s);
3. Develop creative, workable remedies to generate higher levels of student productivity and performance;
4. Use interacting data for the purpose of individualizing and differentiating instruction; and
5. Promote programmatic changes designed to generate higher levels of student performance.

*The **Causal Analysis Process** will be evaluated based on the following standards and indicators listed below. The Causal Analysis Evaluation Instrument can be found in the appendix section on pages 72-74 of the 2012-2013 BEA/ Board Negotiated Agreement.*

STANDARD 1: The educator is able to develop correlations between types of data.

INDICATORS:

1.1   Collects multiple sources of outcome data
1.2   Collects multiple sources of process data
1.3   Examines data for pollutants and circumstances
1.4   Develops correlations between outcome and process data sources
1.5   Disaggregates and analyzes data

STANDARD 2: The educator identifies causes of test results and develops improvements.

INDICATORS:

2.1   Uses outcome and process data correlates to determine cause of test results
2.2   Develops and implements process data
2.3   Determines interventions, remedies and prescriptions based on cause
2.4   Develops individualized instructional programs for learner
2.5   Develops strategies for classroom and school