

2026-2027 DATA & ASSESSMENT LITERACY PATHWAYS

Statewide sessions are held virtually via zoom. Ongoing coaching and support throughout the school year from the Data & Assessment Literacy team is available with registration. Click the links below or scan the QR code to register.

*Note, if there is sufficient interest an in-person regional offering will be considered.

INTRODUCTION TO DATA-BASED DECISION MAKING THROUGHOUT THE TIERS	LEADERSHIP FOR EFFECTIVE FORMATIVE ASSESSMENT: SUPPORTING LEARNERS TO SHIFT FROM COMPLIANCE TO OWNERSHIP OF LEARNING
Participants will engage in a process of data-based decision making to enhance student success across academic, social, emotional, and behavioral domains. They will learn to effectively utilize a variety of disaggregated data sources (Universal screening, Progress monitoring, Diagnostic, Fidelity, Formative assessment, and State summative assessments) to inform the health of tier 1, identify who needs support and determine what types of interventions are required. The goal is to introduce a cycle of informed decision-making that strengthens educator support, refines policies, and improves instructional approaches to meet the diverse needs of all students. This introductory series will incorporate resources from the MnMTSS framework, such as the MnMTSS Team Guidebook and MnMTSS Data Based Decision Making Model. Choose <u>one</u> of the following options:  FALL COHORT - September 16, 2026 - October 7, 2026 - October 28, 2026  WINTER COHORT - January 13, 2027 - February 10, 2027 - March 10, 2027	This Pathway will enhance the capacity of leaders to support teachers in developing effective formative assessment practices. Leaders will learn how to support teachers in developing daily routines through effective formative assessment practices that support students to shift from being compliant learners who are waiting to be told what to do, to learners who have ownership over their learning, and new skills that allow students to guide their own next steps in learning. Leaders will understand the relationship between formative assessment and student agency, explore how formative assessment strengthens student agency through an explicit focus on students' metacognition and self-regulation skills, and understand the leadership practices that foster student and teacher agency. There is only one option for this pathway:  Dates include: - August 11, 2026 - September 15, 2026 - October 13, 2026 - November 10, 2026 - December 15, 2026 - January 12, 2027 - February 9, 2027 - April 13, 2027 - May 25, 2027
The following pathway options are available in virtual or in-person formats based on interest. If you are interested in participating in one of the following pathways, please complete the  interest form and a member of the Data & Assessment Literacy Team will be in contact with you.	
COMPREHENSIVE NEEDS ASSESSMENT	DEEP DIVE INTO BALANCED, COMPREHENSIVE AND EQUITABLE ASSESSMENT SYSTEMS
A comprehensive needs assessment (CNA) is a process that enables school systems to continuously improve. By identifying areas of strength and areas for growth, a CNA helps leaders effectively allocate resources to meet the needs of all students and support their academic success. The comprehensive needs assessment process follows this general sequence: 1. Plan for data analysis, including gathering and organizing relevant data 2. Analyze data, reflect and summarize relevant findings	Participants will engage in a deep dive into Minnesota Data and Assessment Literacy (MnDAL) Teacher and Leader Module 2: Balanced, Comprehensive and Equitable Assessment Systems. Understand the components of a balanced, comprehensive, and equitable assessment system. Identify the specific types of assessment in your school or district assessment system and their purpose. Identify

3. Identify root causes This Pathway will guide teams through the full CNA process, so they are prepared to lead their site.

Participants will learn how to use multiple sources of data to identify areas of need. Prioritized needs will be aligned to goal setting and action planning within a strategic planning process. All teams will receive coaching support during the series.

 DAL Pathway and Support Interest Survey

which assessment tools and strategies are most useful to different roles based on the different educational decisions that need to be made. Support staff in building their understanding of the components of a balanced, comprehensive, and equitable assessment system.

 DAL Pathway and Support Interest Survey

EQUITABLE GRADING PRACTICES AND POLICIES

Equitable Grading Policies and Practices Course: Participants will engage in extended learning around the Minnesota Data and Assessment Literacy (MnDAL) Leaders Module 8: Equitable Grading Policies and Practices. This work will include readings, discussion, and collaborative planning time with colleagues from other districts. Participants will also explore the implications of this work for multilingual students and students with disabilities.

As part of this course, teams will articulate their values about the purpose of grades, describe equitable grading practices that could support fair and accurate grading in their system, and plan the next steps for improving grading policies and practices in their school or district.

 DAL Pathway and Support Interest Survey

STUDENT AGENCY IN LEARNING (SAIL)

This Pathway will enhance the capacity of teachers to foster student agency in learning through the formative assessment process. This powerful practice involves a transformation in the role of teachers and students within the classroom. Participation in this Pathway will equip facilitators to lead teams of teachers through this work at your site.

Teachers will engage in a series of asynchronous modules in this course and come together for a monthly community of practice led by a local facilitator supported by COMPASS.

Upon implementing at your site, teachers will develop daily routines through effective formative assessment practices that support students to shift from being compliant learners who are waiting to be told what to do, to learners who have ownership over their learning, and new skills that allow them to guide their own next steps in learning.

 DAL Pathway and Support Interest Survey

YOUTH AGENCY IN ACTION

In this Pathway, students will be empowered to act as researchers and changemakers within their own communities. They will identify needs, develop solutions and lead implementation efforts in their community.

The Pathway kicks off with a full day data summit hosted at the Regional Service Co-operative and facilitated by the COMPASS team. Student teams, with a local adult facilitator, will spend the day analyzing data and identifying needs within their communities to draft a plan. The data will be pulled from the Minnesota Student Survey. After the data summit, students will work on implementing their plan with the support of their adult facilitator. The Pathway concludes with an end of year celebration to showcase accomplishments and share learnings with their local community.

 DAL Pathway and Support Interest Survey

The following pathway is an asynchronous course and can be done at your own pace.

Mn DATA AND ASSESSMENT LITERACY (MnDAL) MODULES

Asynchronous modules for educators and leaders to build their knowledge around data and assessment literacy principles



individually or as part of a team.

17 modules for educators and 18 modules for leaders are available across four strands of learning:

- Systems Thinking
- Assessment Literacy
- Formative Assessment
- Data Use for Continuous Improvement and Equity

The MnDAL Modules and implementation resources such as facilitator guides and course roadmaps are available at the [Testing 123 site](#) to assist teams in their learning.

 [Register for MnDAL Modules](#)