

Agenda, Day 2

- Door Prizes - 8:55 AM - 9:00 AM
- Share your Data Team Plans, 9:00 - 9:30
- Asking the Right Questions about Data, 9:30 - 10:30
- Continuing the Data Wise Process, 10:30 - 12:00
- Lunch - 12:00 - 12:30
- Group Work - Develop your action plan, 12:30 - 2:00
- Share your plans, 2:00 - 2:30
- Schedule follow-up visits and planning for the school year, 2:30 - 2:55
- Door Prizes

CREATING A DATA OVERVIEW

- Decide On The Educational Questions
- Reorganize Your Assessment Data
- Draw Attention To Critical Comparisons
- Displaying Performance Trends
- Leading Effective Discussions



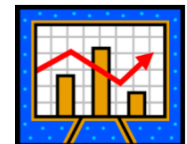
CREATING A DATA OVERVIEW

Decide On The Educational Questions - *What are some questions you would want to have answered?*

CREATING A DATA OVERVIEW

Let's look at possible questions from...

Superintendents
Principals
Teachers



Superintendents...

1. How is my district performing? (CRT, DWA, UBSCT, ACT)
 - How are my subgroups performing?
 - Proficiency?
 - Proficiency over time...
 - UPASS growth progress over time...
2. How is my district doing compared to other districts in the state?
3. How are my schools performing?
4. Who is not learning?
5. Are student performance data guiding our district Curriculum and Instruction?



Principals...

1. How is my district performing? (CRT, DWA, UBSCT, ACT)
 - How are my subgroups performing?
 - Proficiency?
 - Proficiency over time...
 - UPASS growth progress over time...
2. How are my teachers performing?
3. Are my teachers aware of their students' performance?
4. Is the student performance data guiding my teachers curriculum and instruction?
5. How are subgroups of students performing?
6. How is a particular student performing?



Teachers...

1. How did my class perform last year?
2. Where did they perform well and what areas do I need to improve upon?
3. How did my individual students perform last year?
4. How have my current students performed historically?
5. How do I find students who need assistance?
6. How do I find curricular and best practice support for me as a teacher?



CREATING A DATA OVERVIEW

The value of Graphic Displays!

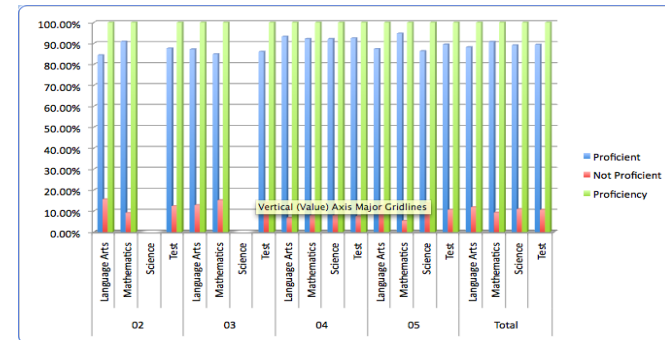
- The content, organization, labeling, and formatting of effective displays reflect the presenter's overall objectives for displaying the data and are tailored to the audience that will be examining the display.

CREATING A DATA OVERVIEW

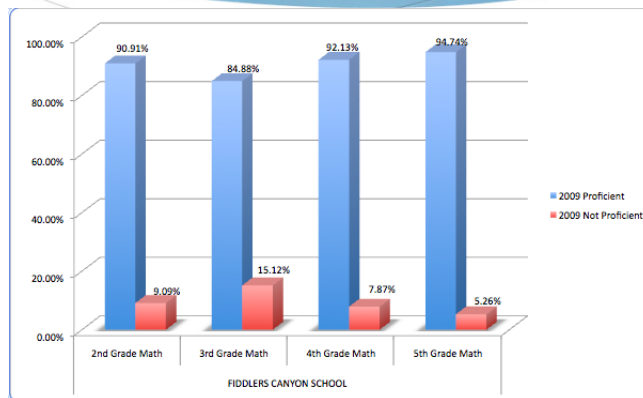
Components of Good Displays

- Make an explicit and informative title for every figure in which you indicate critical elements of the chart.
- Make clear labels.
- Make sensible use of the space available.
- Keep plots uncluttered and free of unnecessary detail.
- Be clear on what your display is illustrating/explaining.

Good "Non-Example"

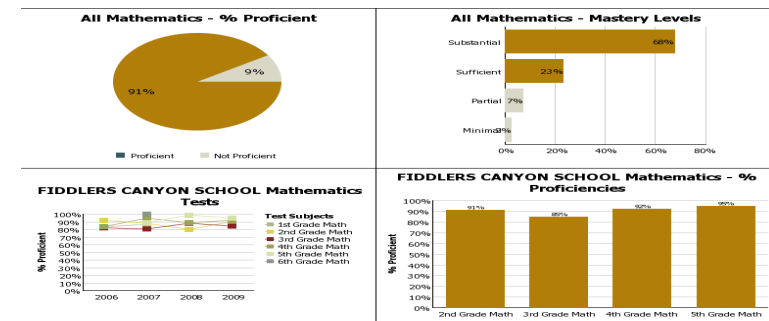


Much More Pleasing to See



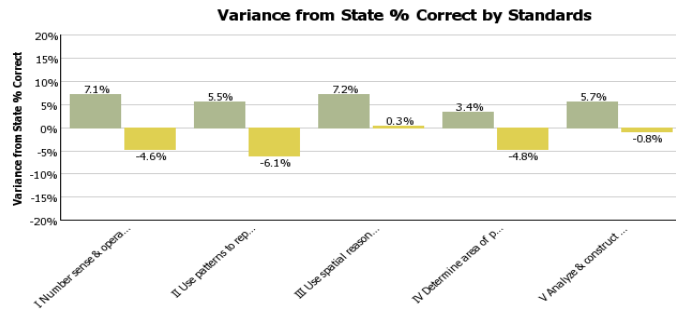
CREATING A DATA OVERVIEW

Reorganize Your Assessment Data... in a way that will best display your results.



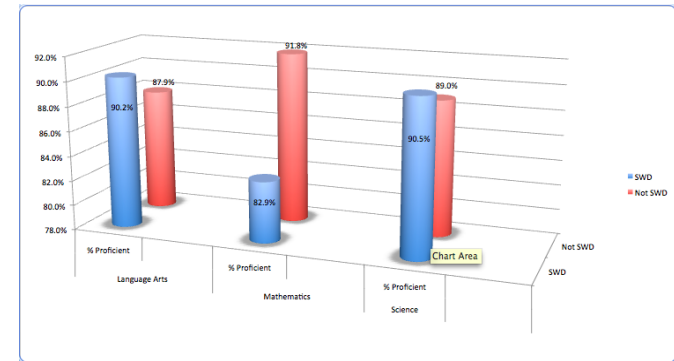
CREATING A DATA OVERVIEW

Draw Attention to Critical Comparisons



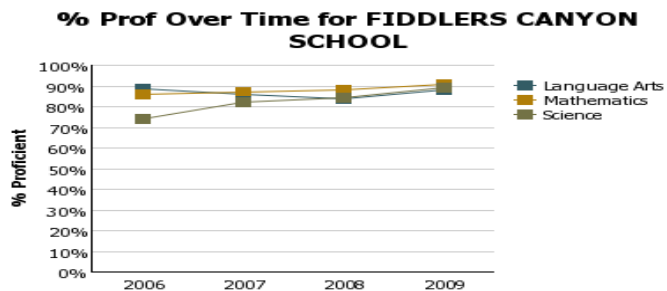
CREATING A DATA OVERVIEW

Comparing the Performances of Groups



CREATING A DATA OVERVIEW

Displaying Trends



CREATING A DATA OVERVIEW

Leading Effective Discussions

- Provide opportunities for teachers to work with the data.
- Encourage teachers to ask questions.
- Allow teachers to experience and discuss the actual test.

CREATING A DATA OVERVIEW

Now.... Let's Create A Graphic Display!

EXAMINING INSTRUCTION

- Link Learning and Teaching
- Develop the Skill of Examining Practice
- Develop A Shared Understanding of Effective Practice
- Analyze Current Practice



EXAMINING INSTRUCTION

Educators are problem solvers...

- We have many problems to solve in a day... some simple, some complex.
- To avoid being buried by them, we tend to leap to a solution, implement it, and move on to the next problem to solve.
- The problems that we are looking to solve in this process are very complicated.
- If it wasn't, you'd have solved it by now!
- As such, let's not simply leap to what seems obvious at first glance.



EXAMINING INSTRUCTION

Look at both learning AND teaching

- Why do students struggle?
- Is it all their fault?
- Is it all OUR fault?
- We need to look at both sides of the issue, but spend our time and focus on what we do have control over - teaching
- BUT in a way that enables teachers to take responsibility for solving the problem rather than:
 - feeling like it's not a problem with them at all or
 - feeling like nothing can be done or
 - feeling like they are being blamed.



EXAMINING INSTRUCTION

A "problem of practice"

- We need to refine and reframe the problem as a problem of practice, meaning what do we have control over to change in our practice that:
 - will have an effect on learning
 - is specific and fine-grained
 - if solved, will mean progress toward some larger goal
- Spending time getting to the real root of the problem, and how WE can affect it, can save months or years of work on a 'jumped to' solution.



EXAMINING INSTRUCTION

Link Learning and Teaching

- Have you heard some of these???
 - "Students aren't able to think abstractly"
 - "Students give up when the problem is hard"
 - "Students have a lot of social and emotional issues"
 - "Students have a phobia of the subject and think they can't succeed"
- Do we have control of any of these?
- Maybe not at the surface...
- How can we move this conversation from 'students' to 'teachers'?



EXAMINING INSTRUCTION

Link Learning and Teaching

- Keep asking Why? Why? Why???
 - "Students give up when the problem is hard"
- Why?
 - "Students think that answering part of the question is enough"
- Why?
 - Teachers sometime accept 'surface' responses
- Why?
 - Teachers are constantly reinforcing ANY effort
- Why?
 - Teachers think it will build student confidence.



EXAMINING INSTRUCTION

Develop The Skill of Examining Practice

- Thankfully, you all have been highly trained in examining and evaluating teacher practice, but...
- How well do your teachers examine their own or other teachers practice?
- We need to move beyond the 'Happy Talk' to precise discussions of teaching.
- Careful examination of teacher work relies on
 - evidence
 - precise, shared vocabulary
 - collaborative conversations with explicit norms



EXAMINING INSTRUCTION

Develop a Shared Understanding of Effective Practice

- In other words, what does effective teaching look like?
- If all of your teachers knew, the learning problems identified would not exist.
- Building teacher knowledge is important in articulating the problem of practice.
- We can draw on internal or external resources.



EXAMINING INSTRUCTION

Develop a Shared Understanding of Effective Practice

- Internal Resources
 - Pro's
 - Honors the teachers in the building
 - Practice is specific to the learning problem
 - Con's
 - May promote a sense of competition or comparison
 - The scope of ideas may be narrow



EXAMINING INSTRUCTION

Develop a Shared Understanding of Effective Practice

- External Resources
- Can be brought in, or you can visit the source (another school, attending conferences, etc.)
 - Pro's
 - Wide range of expertise
 - Objective conversations may be easier
 - Con's
 - Teachers may see this as a challenge to their professionalism
 - The 'That wouldn't work here, we're unique' excuse



EXAMINING INSTRUCTION

Develop a Shared Understanding of Effective Practice

- Internal or External - What's the best?
 - Both!
- Some teachers are more persuaded by research...
- Others by the success of a colleague.
- Some need to see the effectiveness of a practice to both believe and understand it.
- Draw on any resource at your disposal to show numerous examples of effective practice and what it looks like.



EXAMINING INSTRUCTION

Analyze Current Practice

- What data will answer your questions about teaching practice in your school?
 - This will vary wildly, but may include questionnaires, cross-observation of teacher practice, working in triads, etc.
- What are teachers ready for and willing to do?
 - Are teachers accustomed to having people watch them teach?
 - Is there a culture where talking about practice is seen as a learning opportunity and not evaluation?
 - Yes or no answers will change the approach



EXAMINING INSTRUCTION

Analyze Current Practice

- What are your resources, including time?
 - How much time do you have to collect and analyze the data about instruction?
 - What other resources do you have available to you?
- Do you have a way to free teachers to visit each others classrooms?
- Would technology be an assistance in gathering data on practice? (Do you know how to use your Google Forms?)
- Lots of questions... Do what fits for your school.



EXAMINING INSTRUCTION

Analyze Current Practice

- As it is with most things in life, these decisions are trade-offs.
 - If you examine your instruction quickly with limited data sources, you will start to implement change sooner, but you may sacrifice some accuracy in understanding the problem of practice
 - If you take your time, using several data sources, you may lose momentum for improvement.
- As your school leader, you will need to balance your approach to suit your situation.



EXAMINING INSTRUCTION

Articulating the Problem of Practice

- Once you have worked through this step of the process, you should have a succinct, measurable, testable articulation of the problem
- This will be the focus of the next step - ACT!



DEVELOPING AN ACTION PLAN

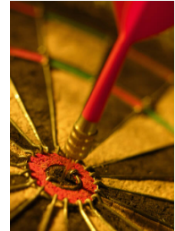
- Decide On An Instructional Strategy
- Agree On What Your Plan Will Look Like In Classrooms
- Put The Plan Down On Paper
- Plan How You Will Know if the Plan is Working

Example: 3rd Grade Math Standard 5: Students will collect and organize data to make predictions and identify basic concepts of probability



PLANNING TO ASSESS PROGRESS

- Choosing Assessments To Measure Progress
- Setting Goals



ACTING AND ASSESSING

- Are We All On The Same Page?
- Are We Doing What We Said We'd Do?
- Are Our Students Learning More?
- Where Do We Go From Here?

