Using Data for Professional Learning
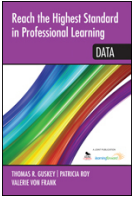
Learning Forward Webinar Series

September 18, 2014

Facilitated by Tom Guskey
and Patricia Roy

Reach the Highest Standard in Professional Learning — DATA

THOMAS R. GUSKEY | PATRICIA ROY
VALERIE VON FRANK

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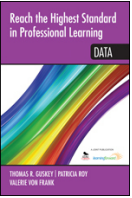Advancing professional learning for student success

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Today's Learning

The two major components we need to know about data and professional learning are…

1. How do we use data to enhance professional learning?
2. **How and why do we need to assess progress of teacher practice?**

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Book Structure

1. Introduction, Stephanie Hirsh
2. Learning Forward Standards for Professional Learning
3. Data Standard: *Rationale*
4. Chapter One: *Using Data in Deliberate and Thoughtful Ways* (Guskey)
5. Chapter Two: *Using Data to Make Professional Learning Decisions* (Roy)
6. Chapter Three: *The Case Study* (von Frank)
7. Resources

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Standards for Professional Learning

- Learning Communities
- Leadership
- Resources
- **Data**
- Learning Designs
- Implementation
- Outcomes

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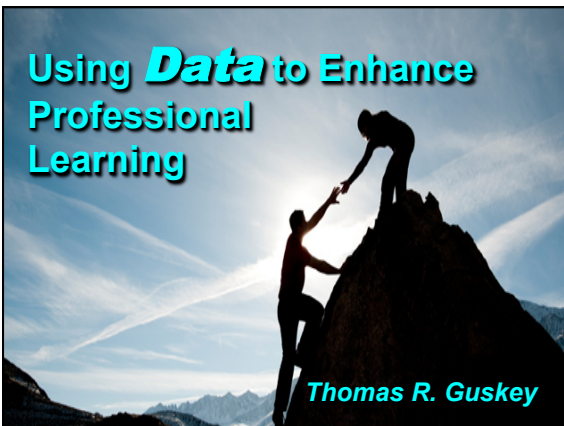*Advancing professional learning for student success*
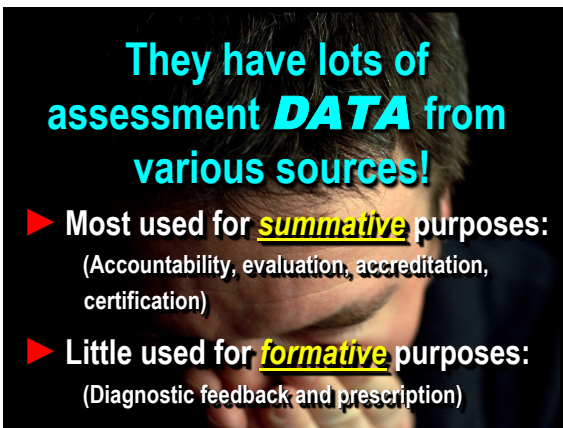
Data Standard

Professional learning that increases educator effectiveness and results for students **uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.**

– Analyze student, educator, and system data
– Assess progress
– Evaluate professional learning

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Using *Data* to Enhance Professional Learning

Thomas R. Guskey

Most districts and schools today are

data _RICH_ but information _POOR!_

They have lots of assessment _DATA_ from various sources!

► **Most used for _summative_ purposes:**
   (Accountability, evaluation, accreditation, certification)

► **Little used for _formative_ purposes:**
   (Diagnostic feedback and prescription)

How can we make _DATA_ more useful?

Share in the chat area.

Don't focus on data!

Focus on *Student Learning Goals!*

Data are not inherently good or bad, valid or invalid!

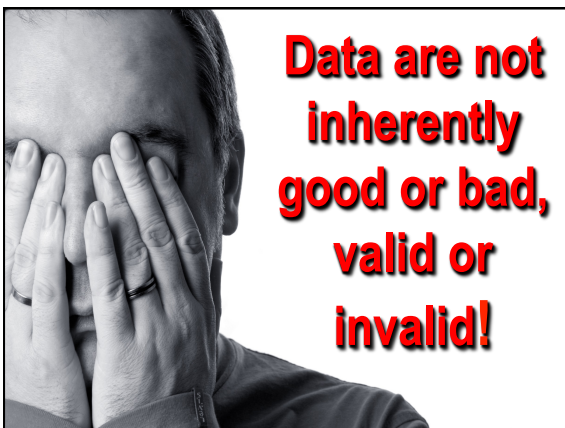**The *usefulness* and *validity* of data depend on how well they reflect specific goals.**

Five Levels of Professional Learning Evaluation:

1. Participants' *reactions* to the experience
2. Participants' *learning* from the experience
3. Organization *support & change*
4. Participants' *use* of new knowledge & skill
5. Results: *Student Learning Outcomes*

Five Levels of Professional Learning *Planning:*

5. Results: *Student Learning Outcomes*
4. Research-based *Practices and Strategies*
3. Necessary *Organization Support and Change*
2. Essential participant *Knowledge and Skills*
1. Effective *Professional Learning Experiences*

Begin with the end in mind!

What *student learning goals* do you want to achieve?
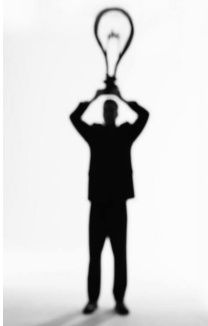
What *evidence (data)* best reflects those goals?

Assess progress of teachers' change in practice

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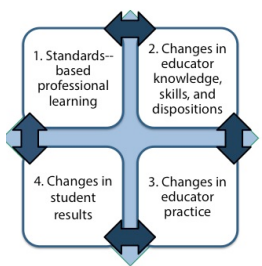*Advancing professional learning for student success*

Reflection

Why do we need to assess progress of teachers' change in practice?

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Professional Learning's Link to Student Learning

1. Standards-- based professional learning

2. Changes in educator knowledge, skills, and dispositions

4. Changes in student results

3. Changes in educator practice

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Benchmarks

- Identify clear and discrete benchmarks in incremental steps
- Share benchmarks publicly—allows self-monitoring
- Wide variety of measures
- Adjust intermediate goals and benchmarks based on data
- Ways to identify successes and barriers—address barriers
- Celebrate progress
- Share monitoring information across the system

-- Rosabeth Moss Kanter

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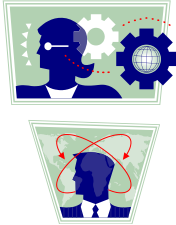
Elements	30 days	60 days	90 days
Our major focus			
What adults are doing			
What students are doing			
Skills being learned			
Tools and materials being used			
Challenges, benefits, and frustrations			

Elements	30 days	60 days	90 days
Our major focus	Reading Comprehension	Reading Comprehension	Reading Comprehension
What adults are doing	Developing questions to engage students during instruction, higher order thinking		
What students are doing	Responding to questions, answering higher-order questions, learning in small groups		
Skills being learned	Compare and Contrast		
Tools and materials being used	Graphic Organizers: Venn Diagrams		
Challenges, benefits, and frustrations	- Teacher and student discomfort with using new practices + Taking time for focused use of one new practice		

Reflection

What difference could it make to ask teachers to develop a 30-60-90?

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Final Reflection

What is the most important thing you want to remember about using the Data standard?

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DATA

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Upcoming Webinars

Sept. 25 – Five Dimensions of Engaged Teaching
  • Vivian Elliott & Mark Wilding

Oct. 2 – Principal Story Learning Guide
  • Tracy Crow & Frederick Brown

Oct. 9 – The Power of Teacher Rounds
  • Katherine Boles & Vivian Troen

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