

Data Storytelling for Professional Learning Advocacy

Webinar
February 17, 2022

If you can see the
slide and hear the
music, you are all set.

Welcome! We will begin shortly.

All attendees are muted upon entry.
Please use the chat feature for comments
and questions during the webinar.



Let's get started



Anthony Armstrong
Senior Vice
President
Marketing &
Communications



Thank you for joining us

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

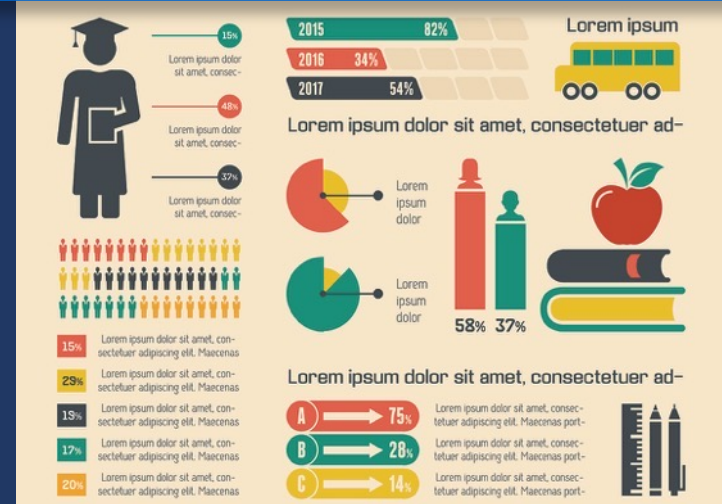
Please introduce yourselves in the chat box

- Your name
- Your location
- What do you hope to learn from this webinar?



[@learningforward](#)

We are all data story tellers



Participants will ...

- Learn how to use frameworks and tools from Learning Forward to help plan, prepare, and share data
- Learn basic storytelling concepts that can be applied to persuasive communications around your work
- Understand how to weigh the value of local, state/regional, and national data and how to effectively integrate it into your stories for advocacy
- See what kinds of data other systems use in their advocacy for professional learning
- Hear how systems have successfully prepared and shared data to advocate for their professional learning work

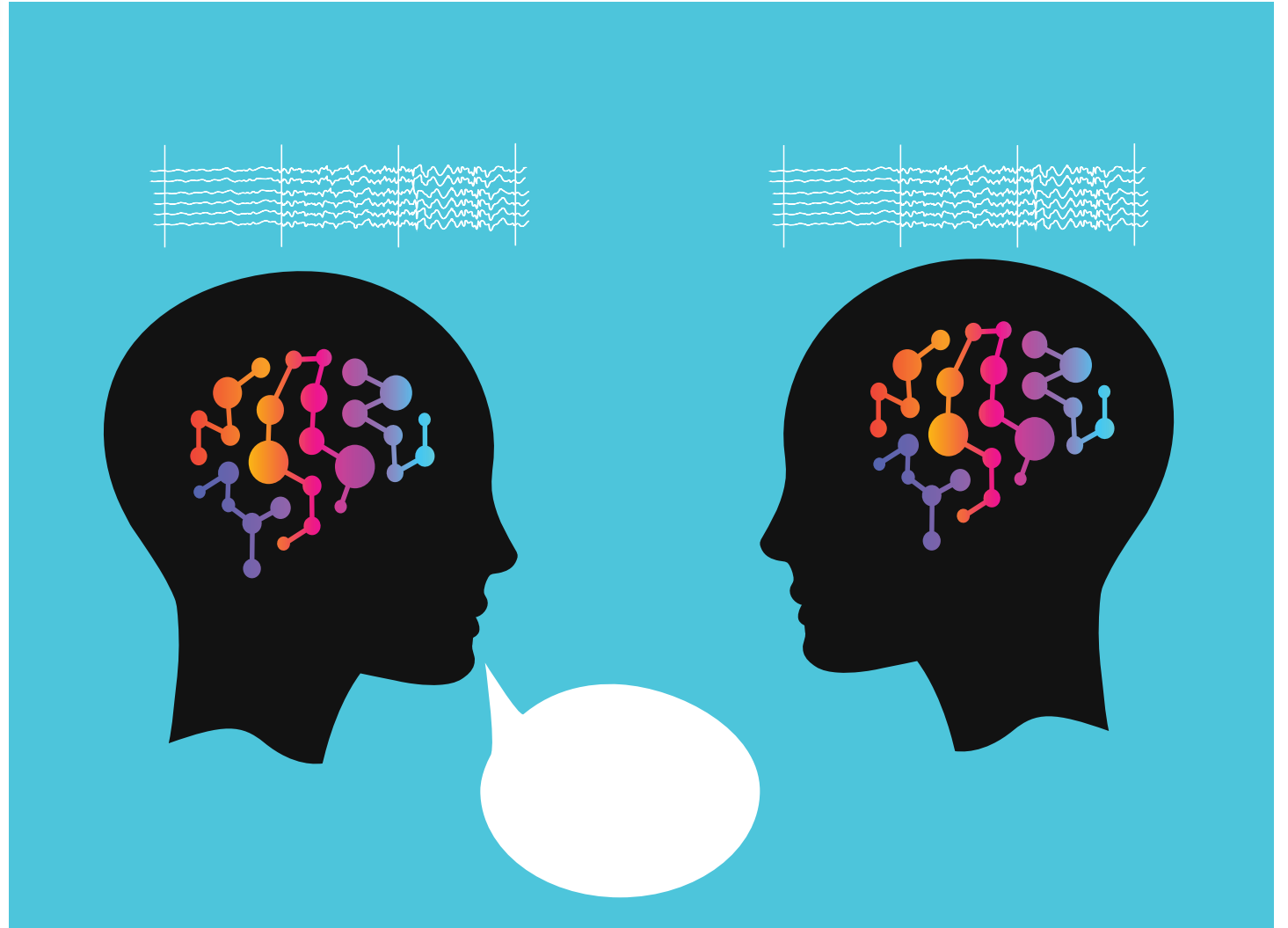
What is data storytelling?

Data Analytics



Why tell a story?

- Creates neural coupling
- Activates the full brain
- Produces cortisol, dopamine, and oxytocin
- Improves understanding
- Connects speaker and audience
- Builds empathy

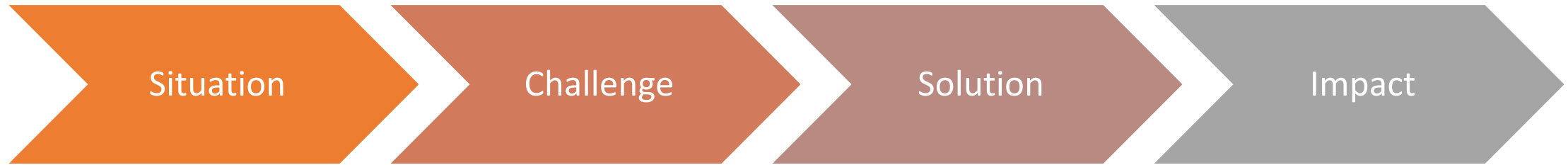


What *is* a story?

A four-step framework for storytelling



Questions to ask



- Where are we now?
- What benchmark data will best show the “before” and “after”?
- What information will best appeal to your audience?

- What is the vision for success?
- What data supports the need for change?

- What were the options?
- Why was the chosen response selected out of all the possibilities?
- Was there any data that supported the response selection?

- Successful or unsuccessful?
- How does your “after” data compare to the “before” data?
- Lessons learned?
- What is the significance?

Panel discussion



Jon Bernstein

Founder and President
Bernstein Strategy
Group
Washington, DC



**Robyn
Sullivan-Jackson**

Literacy Coach
Leto High School
Tampa, FL



Larissa McCoy Mitti

Principal
Leto High School
Tampa, FL

Making your data work with your story

Make it as local as possible

- Use data from your own school/district first – and personalize it
 - How often teachers/principals participate in professional learning courses annually?
 - If there are coaches, how many (what is the coach to educator ratio?)?
 - If there is a PLC, how widespread and how often you use it?
 - **BIG QUESTION:** Is it making a difference?
 - For students, in terms of assessment results and grades?
 - For educators, in terms of retention, job satisfaction?

Show relevance to the bigger picture

- Important to correlate local data/experience with state and national figures
 - Try to show that your local experience tracks with state and national trends
 - This will validate your story
 - Or try to show that your local experience is unusual, demonstrating either that:
 - Your school/district is a model, or
 - Your school/district needs greater support in particular areas

Be thoughtful about key data points

- Demographics

- Homework Gap Example

According to Pew Research:

- *37% of rural Americans do not have broadband internet access at home*
 - *35% of students from households with annual incomes below \$30,000 do not have access to high-speed internet at home*
 - *25% of African-American households and 23% of Hispanic households with school-age children do not have access to high-speed internet at home*

- How Title II money is spent

- Professional learning courses/coaching/mentoring/PLCS
 - Conferences
 - Head count
 - What about COVID relief money?

- Assessment Data



ADVOCATING FOR
TARGETED PROFESSIONAL
DEVELOPMENT TO INSTITUTE
SCHOOL-WIDE CHANGE

LARISSA MCCOY &
ROBYN SULLIVAN-JACKSON

OUR GOAL

RE-IMAGINE A PLC PROCESS WITH THE
PURPOSE OF IMPROVING TEACHER
PRACTICE AND INCREASING STUDENT
ACHIEVEMENT

PLAN:
WHAT DATA DO
WE NEED TO
SUPPORT OUR
GOAL?

TEACHER EVALUATION

STATE ASSESSMENT

STUDENT WORK

PLC DOCUMENTATION

TEACHER FEEDBACK

TEACHER/STUDENT INSIGHT AND PANORAMA SURVEY

PREPARE:

WHAT DO WE, AS LEADERS, NEED TO LEARN IN ORDER TO INSTITUTE THE DESIRED CHANGE?

ASPEN
INSTITUTE

SHIRLEY HORD
LEARNING
TEAM AWARD

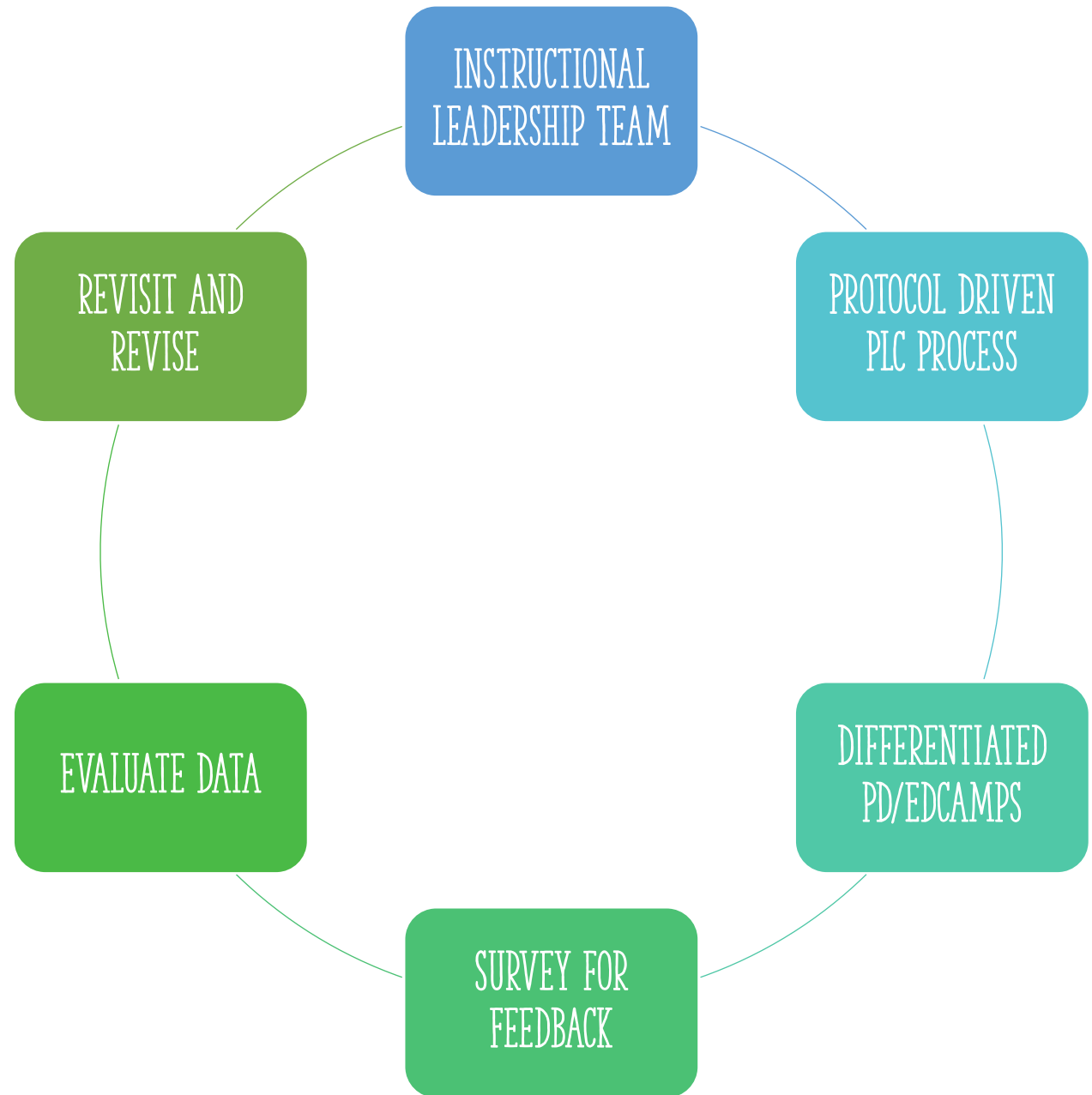
TEACH TO
LEAD

LEARNING
FORWARD
ACADEMY

ASCD
CONFERENCE

CAHN
FELLOWSHIP

SHARE:
HOW CAN WE IMPLEMENT
OUR LEARNING IN AN
EFFECTIVE, SYSTEMIC
MANNER?



OUR WAY OF WORK



CONSTANT REFLECTION/ASSESSMENT OF WHAT IS WORKING AND WHAT IS NOT



USING DATA TO IMPROVE THE PROCESS



BUILDING CAPACITY WITHIN THE SCHOOL THROUGH DISTRIBUTIVE LEADERSHIP



DEVELOPING/PROVIDING PD FOR OTHER LEADERS



USING DATA TO DETERMINE TO ADVOCATE FOR OUR NEXT STEPS

Helpful tools from Learning Forward

Storytelling toolkit

- Tools
- Articles
- Webinars
- How to search our resources for more
- How to create a data summary
- Links to in-depth information

ESOURCES SERVICES PROGRAMS BOOKSTORE ME

Learning Forward Resources

- The Learning Professional
- Webinars
- Research and Reports
- Blog
- Newsletter Archive
- Tools for Learning Schools
- Toolkits
- [Search Our Resources](#)

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Panel discussion




Sara Monaco
Assistant Superintendent
Smithfield Public Schools
Smithfield, Rhode Island

Godfrey Rangasammy
K-12 Science Supervisor
Prince George's County Public Schools (PGCPS)
Prince George's County, Maryland


Data Summaries

Get smart about data



Educators collect data every day, including demographic information about students, the retention rates of teachers in a school system, the students they serve, and data tracking how well those students are doing. There are many purposes for that data and forums through which to share it — there are many kinds of evidence and data analysis tools available. Data awareness is key to recognizing when and how to use it.


Deploy data strategically



Knowing what to do with the data is as important as getting it. Collect and present to address the story you are telling. For telling a story about professional learning initiatives to build capacity among educators working with English learners, look for data that shows where the gaps are in student learning) as well as data that shows the impact made as a result of this targeted professional learning. It is important to collect the information and compile it in a format that is easy to share.

TOOL

LASER TALK Use the EPIC acronym



EPIC
RESULTS created a simple acronym, EPIC, to help you remember the basics of creating a laser talk. The letters in EPIC stand for:

- **ENGAGE** your audience
- **STATE** the problem
- **INFORM** about the solution
- **CALL** to action

E **ENGAGE YOUR AUDIENCE**
Get your listener's attention with a dramatic fact or short statement. Keep this opening statement to one sentence if possible. For instance, you could say: "I know you share my concern about improving the quality of teaching for all students."

P **STATE THE PROBLEM**
Present causes of the problem you introduced in the first section. How widespread or serious is the problem?
"Too few students experience great teaching every day, too few educators experience professional learning that has a powerful impact on teaching and student performance, and too few schools prioritize high levels of learning every day for both adults and students."

I **INFORM ABOUT SOLUTIONS**
Inform the listener about a solution to the problem you just presented. "We need to ensure that every teacher has access to high-quality professional learning every day in every student classroom. That can happen if you support implementation of the Standards for Professional Learning. This would help ensure that teachers have time to work and learn with colleagues every day, that their learning is aligned with standards, and that their learning is built on a continuous cycle of improvement."

C **CALL TO ACTION**
Once you've engaged your listener, presented the problem, and told them about a solution, be specific about what you want them to do. This enables you to follow up to learn if they've taken this action. Present this action in the form of a yes or no question.
"Will you support the implementation of the Standards for Professional Learning?"

Source: Used with permission of RESULTS. www.results.org

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Text/Keyword

All Topics

Type


Journal Webinar

Blog Newsletter

Search by year from Year to Year

Best practices for how to deliver your story

- How to make your story skimmable
- How to use visual hierarchy
- How to select graphics and when to not use them
- How to create a strong call to action




Our Mission
To prepare and inspire all students to achieve their full potential.

Who We Are

- 16,311 students
- 1,151 teachers
- 24 schools
- \$7,345.73 per-pupil expenditure
- 17.86 % of students receiving special education services
- 45.2 % of Title I-eligible students
- 15 # of Title I schools
- 6.28 % of English Language Learners
- 9 # of instructional coaches

Norman's Title II professional learning investment cuts new teacher attrition



Challenges
Last year, Norman Public Schools intensified its professional learning efforts to support and retain entry-year and emergency-certified teachers.

Professional Learning Solutions

- Mentor teachers
- Hire teacher support specialists
- Hire new teacher liaisons
- Fast track to classroom management
- Two contracted teacher support specialists supported 109 teachers.
- Teacher support specialists logged 270 classroom visits.

Impact
New Teacher hiring trends slows within two school years:
2017-18: 225 new teachers hired
2018-19: 214 new teachers hired
2019-20: 168 new teachers hired

District spending on professional learning					
	2018-19	2017-18	2016-17	2015-16	2014-15
Federal (Title II)	\$ 412,023.48	\$ 369,514.56	\$ 260,915.70	\$ 375,367.98	\$ 309,058.88


How these dollars are spent					
	2018-19	2017-18	2016-17	2015-16	2014-15
Coaching	\$ 364,700.63	\$ 266,884.00	\$ 173,746.18	\$ 235,366.94	\$ 249,635.01
Courses/Workshops	\$ 33,889.17	\$ 86,477.00	\$ 76,618.00	\$ 132,785.78	\$ 55,532.89
Other	\$ 13,433.60	\$ 16,152.60	\$ 10,551.52	\$ 7,215.30	\$ 3,890.99

Contact: Beth Albert, Executive Director of Staff Development and Student Achievement
(405) 366-5869 • balbert@norman.k12.ok.us

Rock Island-Milan School District, Illinois

Mission statement
To provide all students with a quality education

School Year 2018-19



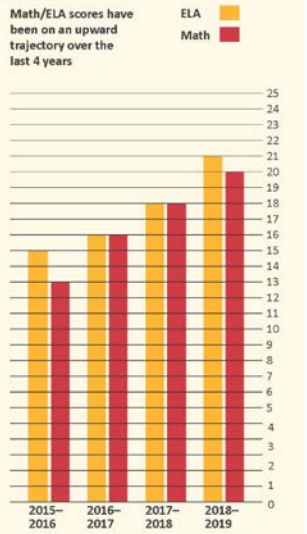
Challenge

- Student test scores were significantly low, showing no upward trend in growth for years
- District had no access to high-quality curriculum or strategies for effective implementation; no common curricula
- Elementary standards-based grading implemented with no PD support

Solutions

- Rigorous, standards-aligned curricula identified in multiple content areas
- Teacher professional learning for teachers about standards-based grading and high-quality instructional materials
- School/district leader professional learning on standards-based grading; conducting walkthroughs aligned to core curricula; engaging with teachers in feedback

Impact
Math/ELA scores have been on an upward trajectory over the last 4 years



District Data

- 6334 students
- 365 teachers
- 13 schools
- > 70% of our students receive free or reduced lunch
- 15% student mobility across district

Three Rock Island-Milan schools are no longer among lowest 5% in the state

In a self-assessment, principals report enhanced understanding of core curriculum and providing feedback. Also, at start of walkthroughs, 70% showed consistent use of core curriculum; after 3 semesters, data increased to more than 90%

Kathy Rugeberg • Rock Island-Milan School District #41 • 2101 6th Ave., Rock Island, IL 63201 • Ph: 309-793-5900, Ext. 10255 • Fax: 309-793-5905

Data summaries

Data summaries

Who we are

District description

District spending on professional learning					
	2018-19	2017-18	2016-17	2015-16	2014-15
Federal (Title II)	\$	\$	\$	\$	\$
State	\$	\$	\$	\$	\$
District	\$	\$	\$	\$	\$

How these dollars are spent					
	2018-19	2017-18	2016-17	2015-16	2014-15
Coaching	\$	\$	\$	\$	\$
Class size reduction	\$	\$	\$	\$	\$
Courses/Workshops	\$	\$	\$	\$	\$
Other:	\$	\$	\$	\$	\$

www.learningforward.org

Norman's Title II professional learning investment cuts new teacher attrition

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Discussion and Questions



Help us collect Title II stories

<https://poweredbytitleii.com/share-your-story/>

The screenshot shows the landing page for 'Share Your Story' on the 'POWERED by TITLE II' website. The page has a yellow and blue header with navigation links: 'What is Title II?', 'Take Action', 'Recent Updates', 'Supporting Research', 'Share Your Story', and 'Contact Us'. The main heading is 'Share Your Story' in large white text on a yellow background. Below this, the text reads: 'Advocacy begins with telling your story. Stories compel an audience to feel, understand, and act.' It then provides 'Planning questions' and 'Story structure' guidelines. The 'Story structure' section lists three points: 1. Challenge: What is the problem or need in your school, district, or state that you seek to address? 2. Solution: What have you already done to address this need? 3. Impact: Most importantly, what was the result of these actions? The 'Data makes your story persuasive' section lists types of data to include: Test scores, Participation rates, Attendance records, Survey data, Demographic data about teachers and students, Retention rates of teachers, and Qualitative data about engagement or efficacy. It also includes instructions on how to identify and present data succinctly. At the bottom, it says 'Submit your story below'.

The screenshot shows the 'Share your Title-IIA story' form. The form is titled 'Share your Title-IIA story' in a blue header. Below the header, it says 'Share your Title-IIA stories to help lawmakers understand the importance of this funding.' The form is divided into three main sections: 'Challenge', 'Solution', and 'Impact'. Each section has a text input field and a small prompt. The 'Challenge' section asks: '1. Please tell us the issue that has affected you as a leader of educator learning. (Writing prompts: What is the problem? Why does it exist? Who is impacted? What would details can you remember?)'. The 'Solution' section asks: '2. How did you address the issue using professional learning?'. The 'Impact' section asks: '3. What were the results of your work? (If the work is still ongoing, what will happen if the original problem is fixed?)'. There is also a 'Permission to share' section with a question: '*4. Does Learning Forward have your permission to share your story with lawmakers and the public in general?' and a 'Yes/No' input. On the right side of the form, there is a 'Review Your Profile' section with a 'Not Anthony?' link. It shows the name 'Anthony Armstrong' and the email 'samstrong@armstrongeditorial.com'. There are checkboxes for 'Send me text alerts', 'Keep me subscribed to email alerts', and 'Remember me'. A blue 'Submit' button is located at the bottom right of the form. At the bottom of the page, there is a blue footer with the 'learningforward' logo and the text 'THE PROFESSIONAL LEARNING ASSOCIATION'. It also includes a sign-up for 'Learning Forward updates' with an 'Enter your email' input and a 'SIGN UP' button. The footer also contains the copyright notice: '© 2022 Copyright Learning Forward. All Rights Reserved.'

Let us hear from you

Please fill out our
**post-webinar
survey**

<https://www.surveymonkey.de/r/NBZ6229>

Mark your calendars

Thursday
February 24
3 pm ET

**Communication
and Collaboration
in a Divided World**

Thursday
March 10
3 pm ET

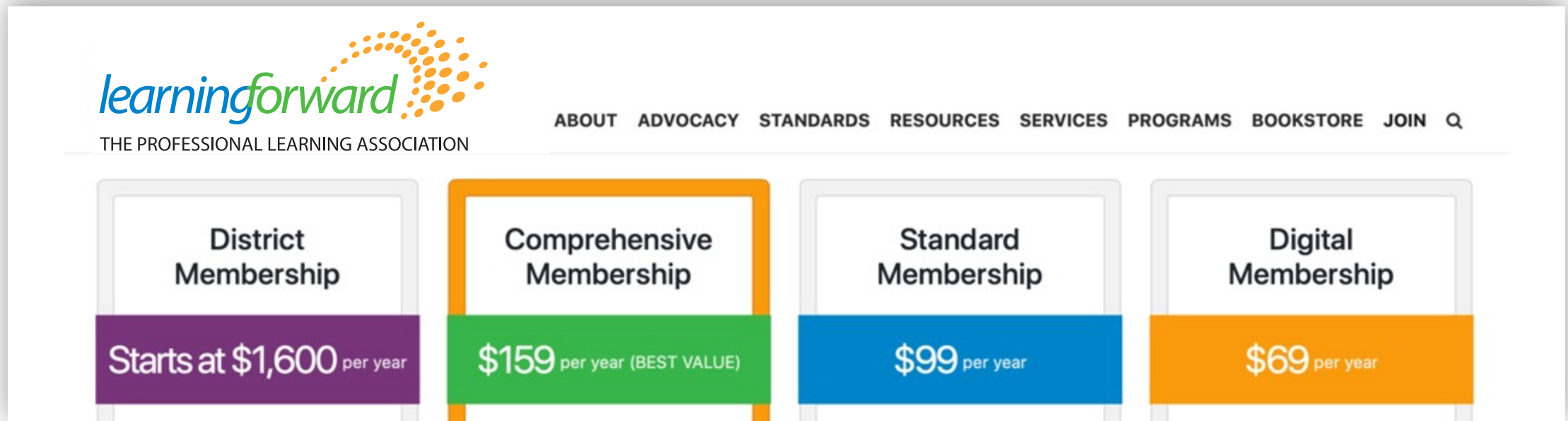
**Using Summer
Wisely to Extend
Learning**

Thursday
March 24
3 pm ET

**Inclusive and Safe
Spaces: Power to
Stand Up**

Learning Forward memberships

- Get \$10 off any new Learning Forward membership
 - Use coupon code **LFWebinars***
 - **Visit** <http://learningforward.org/membership>
- * Code valid for new members only



The screenshot displays the Learning Forward website's membership page. At the top left is the logo for Learning Forward, featuring the text "learningforward" in blue and green, with a graphic of orange dots forming a stylized "F" shape. Below the logo is the text "THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with the following items: ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon (Q).

Below the navigation menu are four membership options presented as cards:

Membership Type	Price per year
District Membership	Starts at \$1,600 per year
Comprehensive Membership	\$159 per year (BEST VALUE)
Standard Membership	\$99 per year
Digital Membership	\$69 per year

