Data Storytelling for Professional Learning Advocacy

Webinar
February 17, 2022

Welcome! We will begin shortly.

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

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

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

Let’s get started

Anthony Armstrong

Senior Vice President

Marketing & Communications

Thank you for joining us

The webinar will be recorded and available.

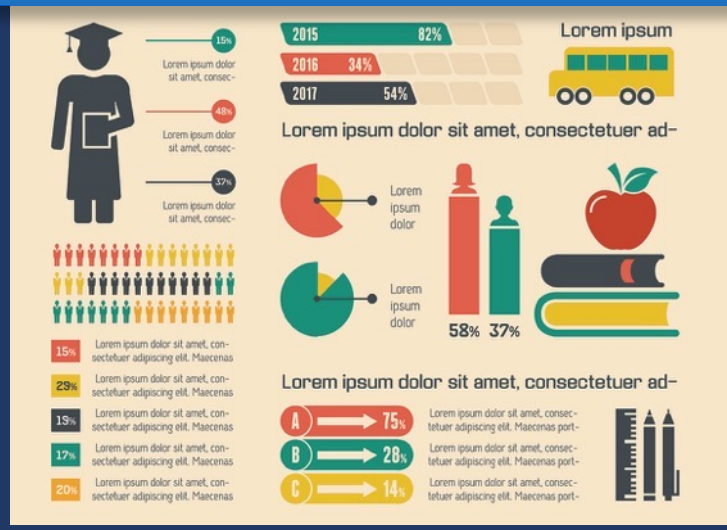
All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

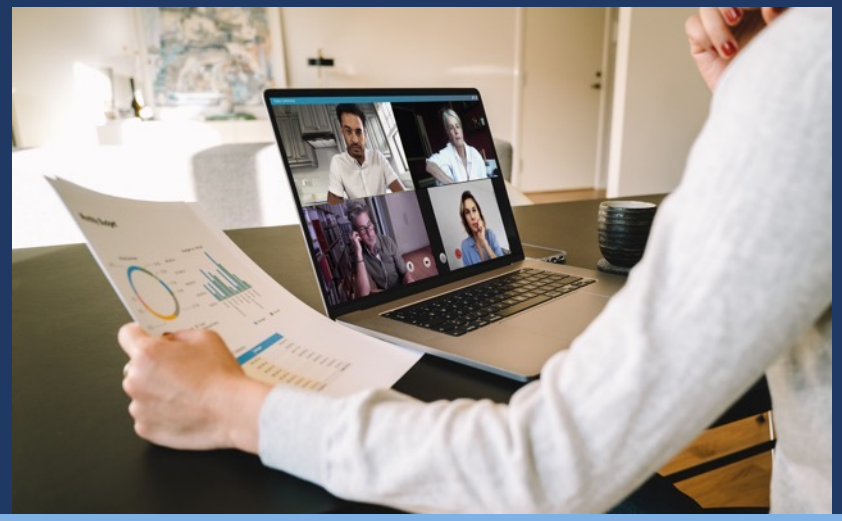
Please introduce yourselves in the chat box

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

@learningforward

We are all data story tellers





Participants will …

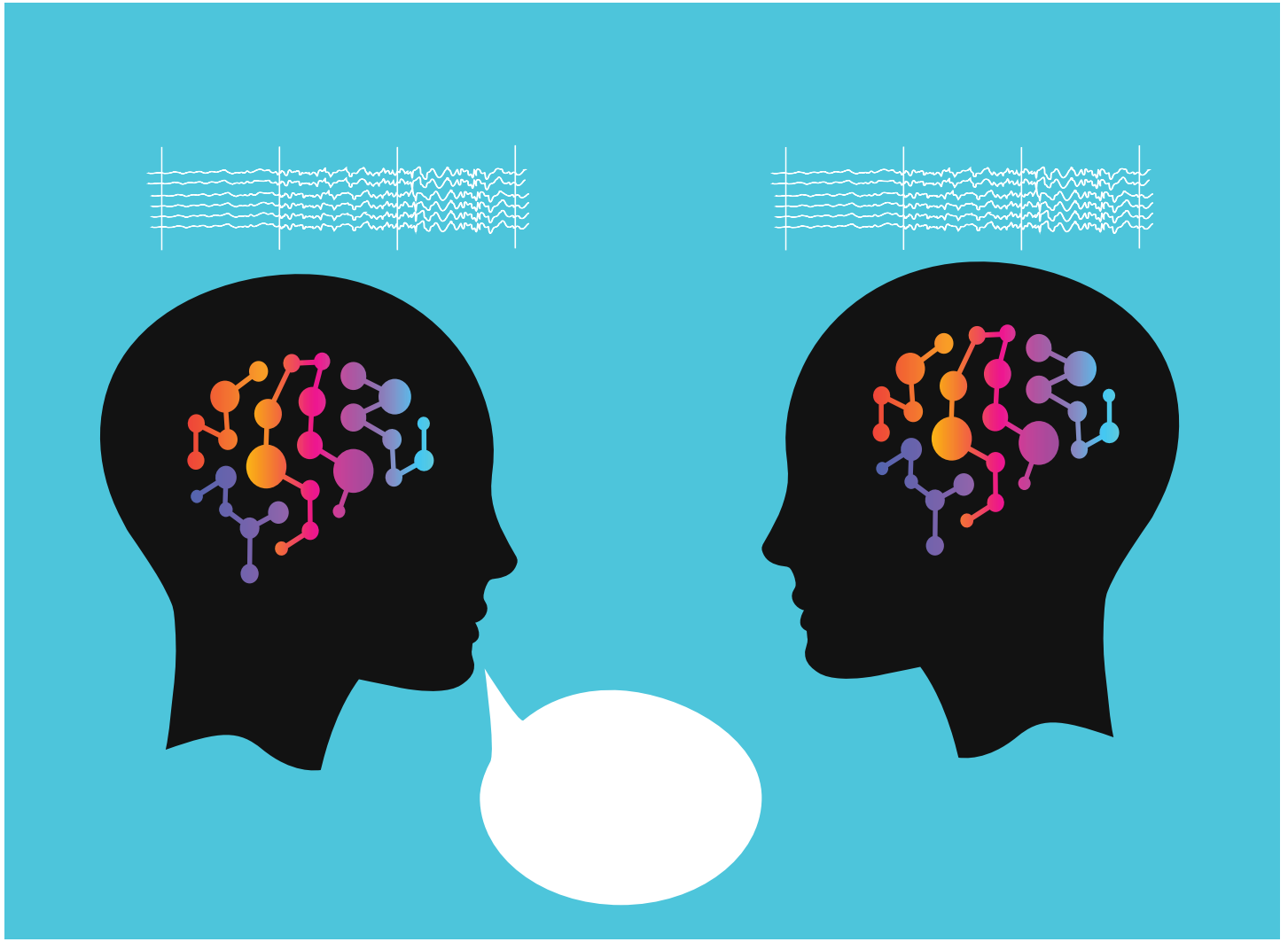
- Learn how to use frameworks and tools from Learning Forward to help plan, prepare, and share data
- Learn basic storytelling concepts that can be applied to persuasive communications around your work
- Understand how to weigh the value of local, state/regional, and national data and how to effectively 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

Situation

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

Challenge

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

Solution

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

Impact

- 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

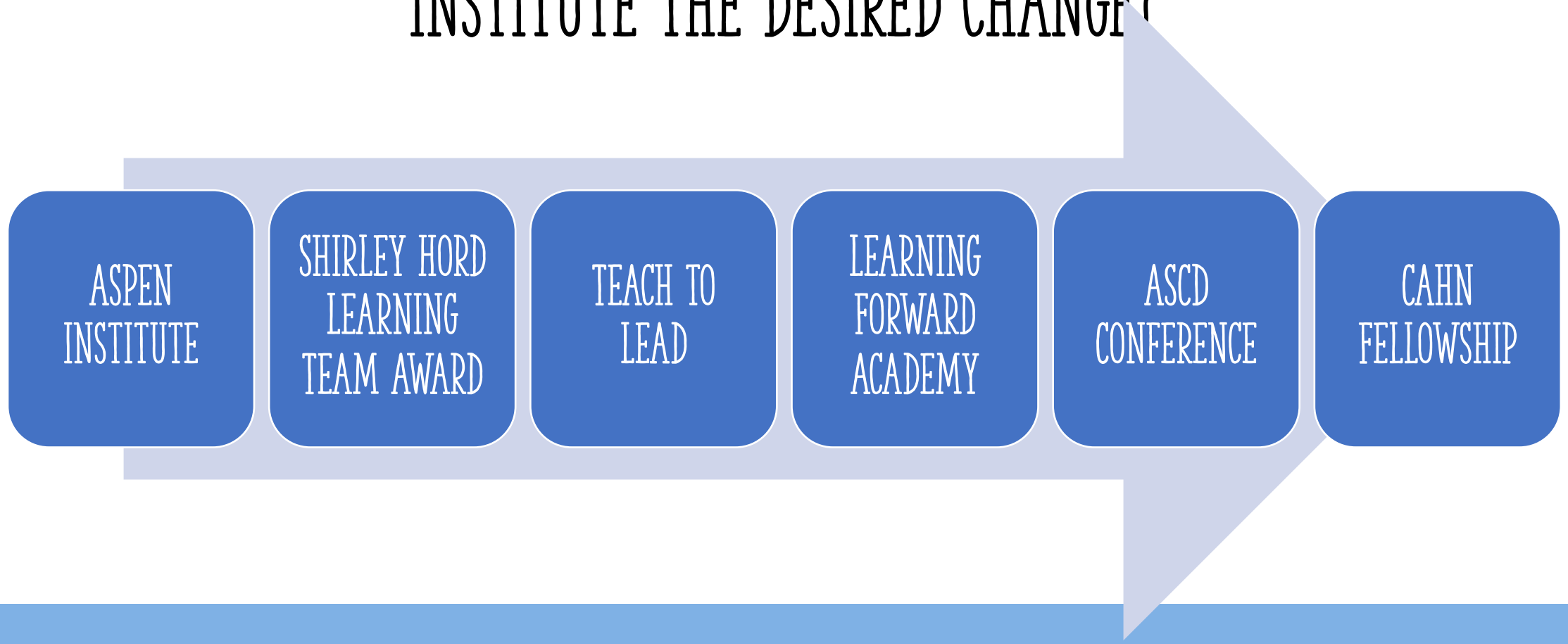
RE-IMAGINE A PLC PROCESS WITH THE PURPOSE OF IMPROVING TEACHER PRACTICE AND INCREASING STUDENT ACHIEVEMENT

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

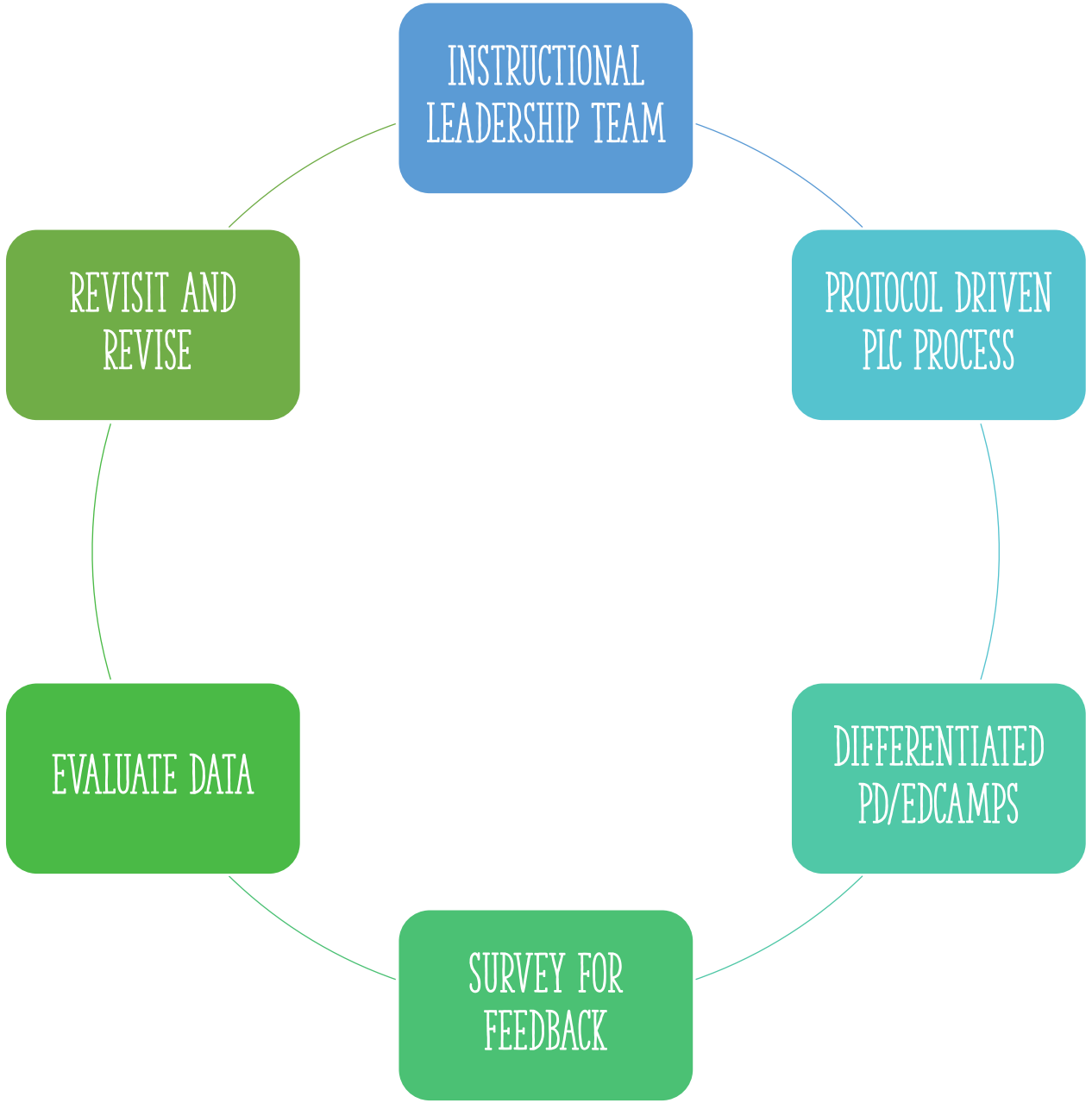
PREPARE:

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



SHARE:

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



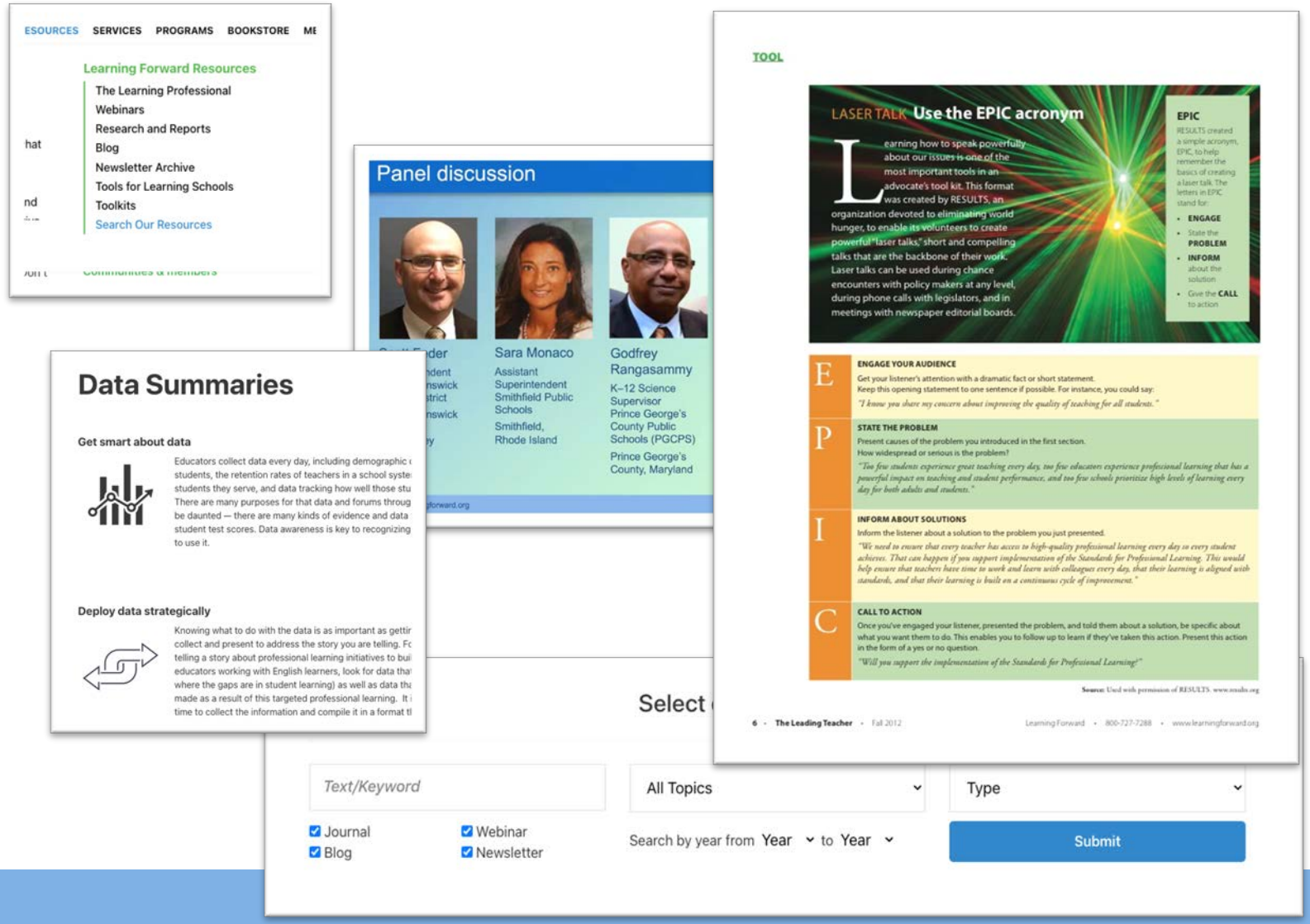
OUR WAY OF WORK

- CONSTANT REFLECTION/ASSESSMENT OF WHAT IS WORKING AND WHAT IS NOT
- USING DATA TO IMPROVE THE PROCESS
- BUIDLING 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

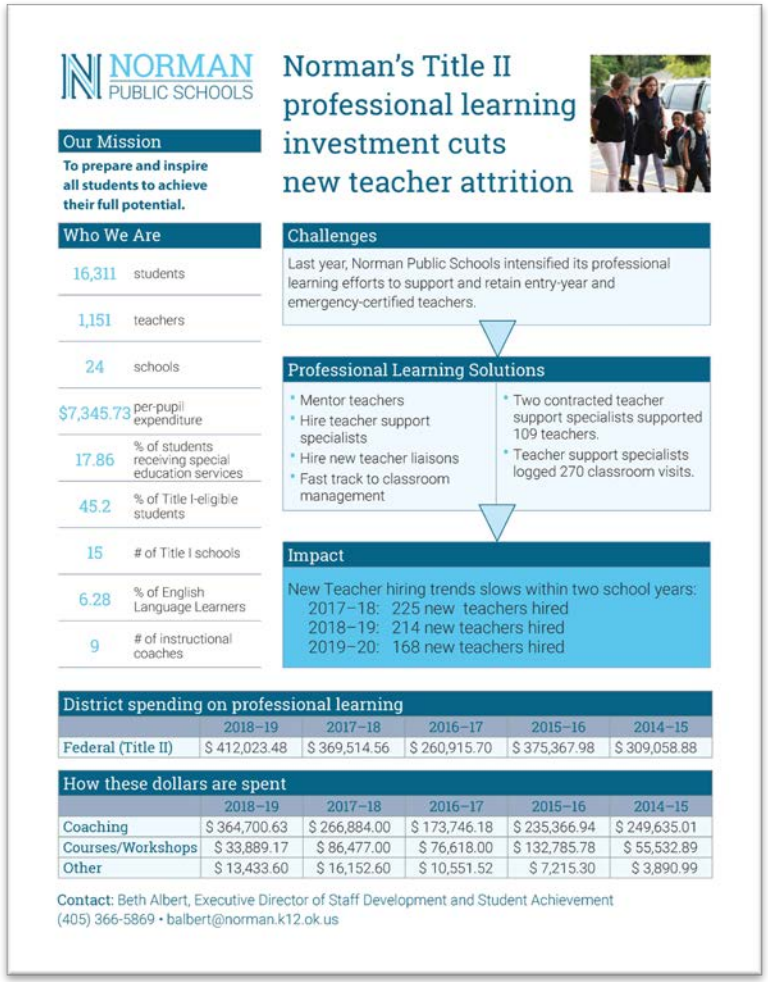
Storytelling toolkit

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



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



NORMAN PUBLIC SCHOOLS

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

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

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

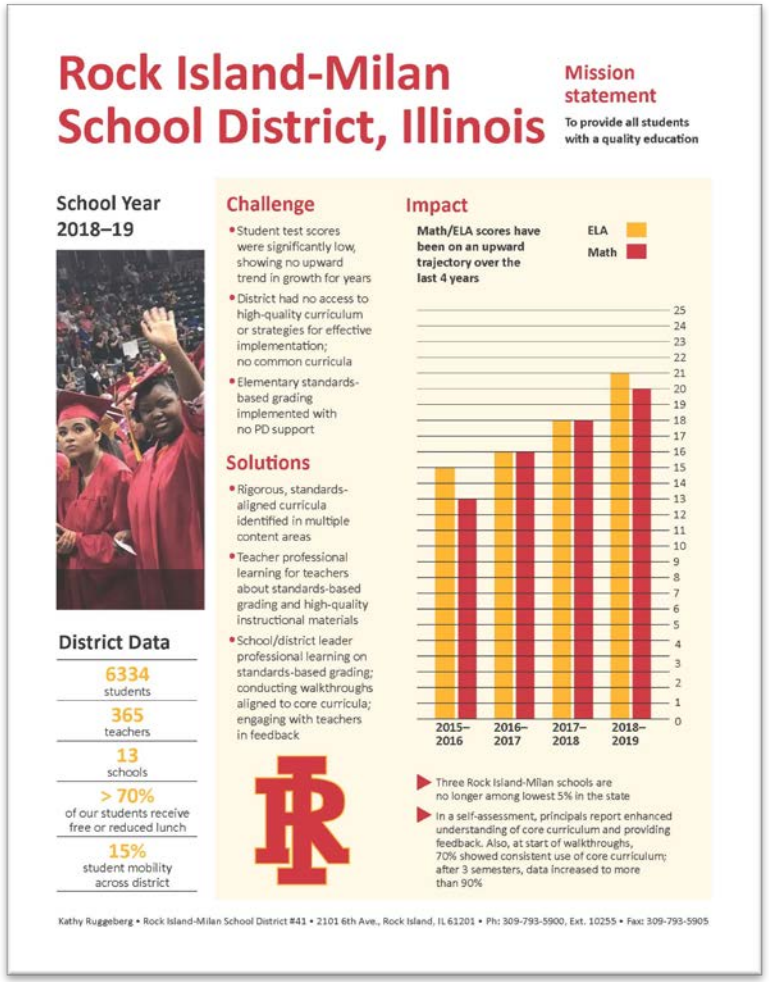
District spending on professional learning

	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

Impact

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

ELA
Math

2015–2016 2016–2017 2017–2018 2018–2019

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

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 Ruggeberg • Rock Island-Milan School District #41 • 2101 6th Ave., Rock Island, IL 61201 • Ph: 309-793-5900, Ext. 10255 • Fax: 309-793-5905

https://learningforward.org/title-iia-data-summaries/

Data summaries

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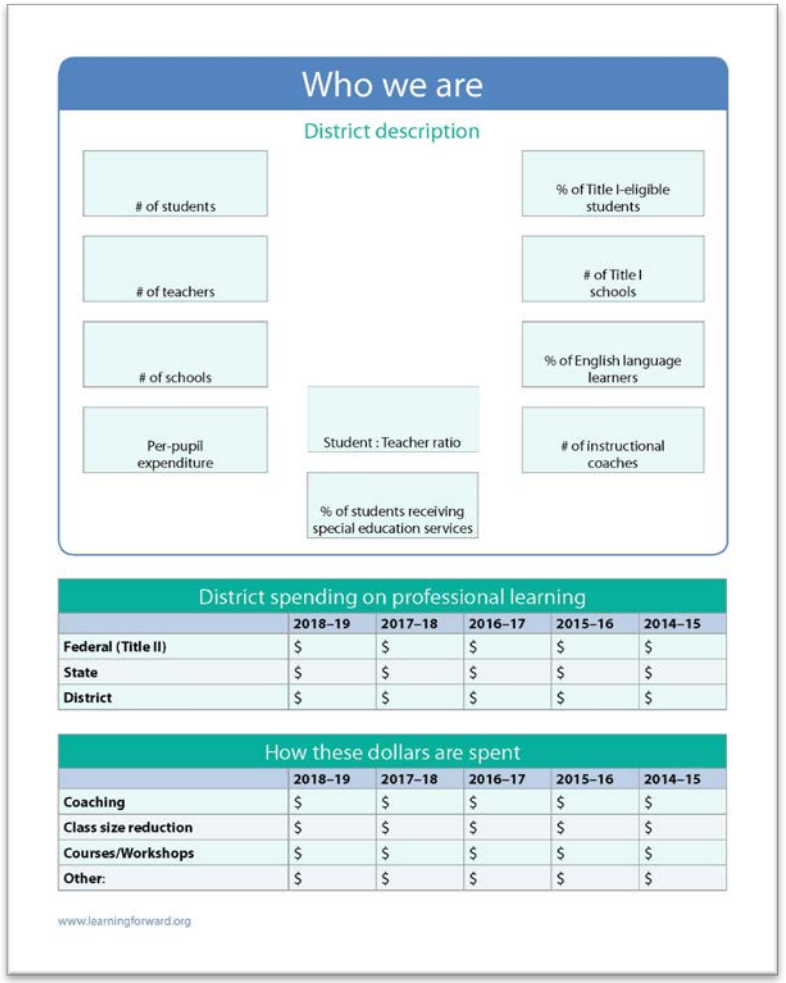


Who we are

District description

# of students

% of Title I-eligible students

# of teachers

# of Title I schools

# of schools

% of English language learners

Per-pupil expenditure

Student : Teacher ratio

# of instructional coaches

% of students receiving special education services

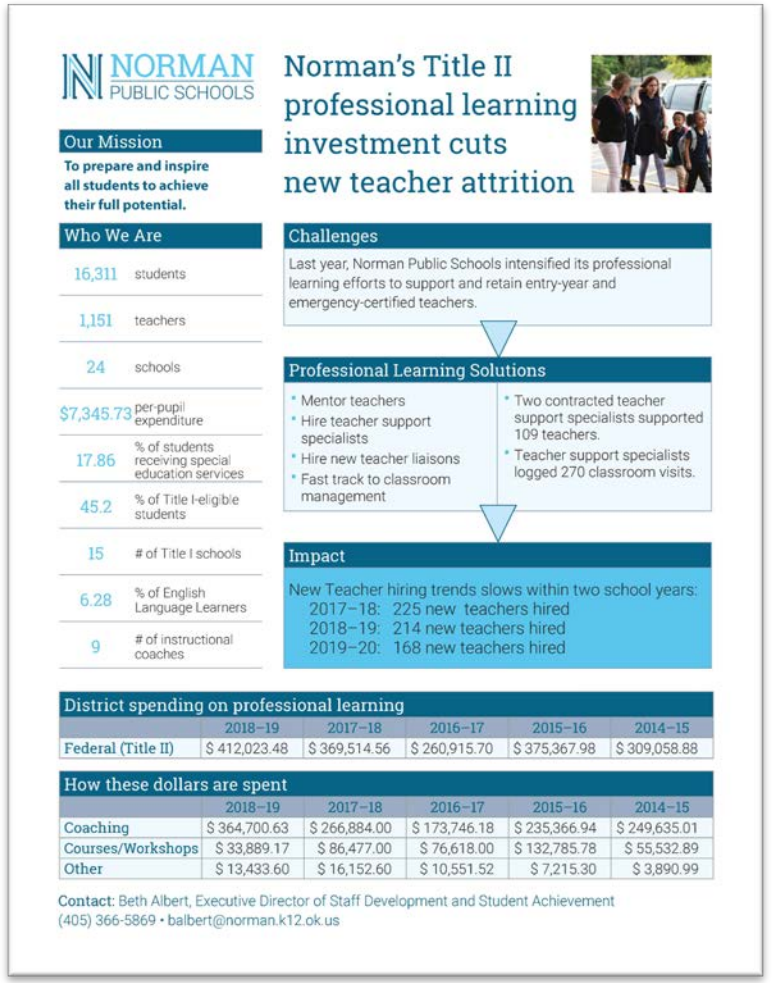
District spending on professional learning

	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



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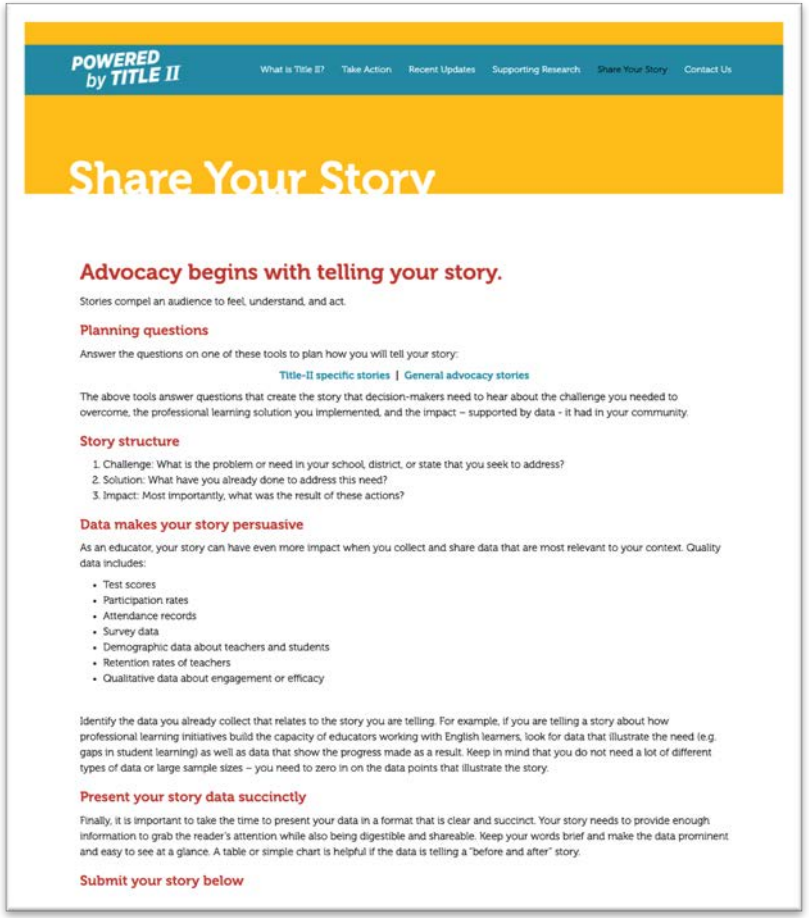
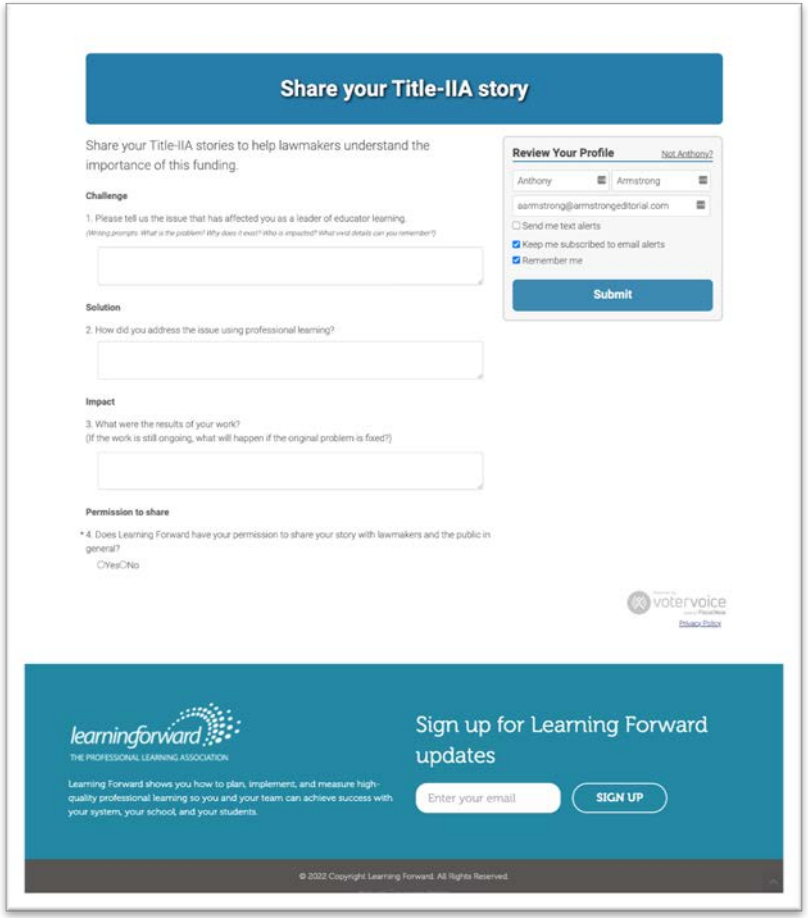
Discussion and Questions

Help us collect Title II stories

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





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	Thursday March 10 3 pm ET	Thursday March 24 3 pm ET
Communication and Collaboration in a Divided World	Using Summer Wisely to Extend Learning	Inclusive and Safe Spaces: Power to Stand Up

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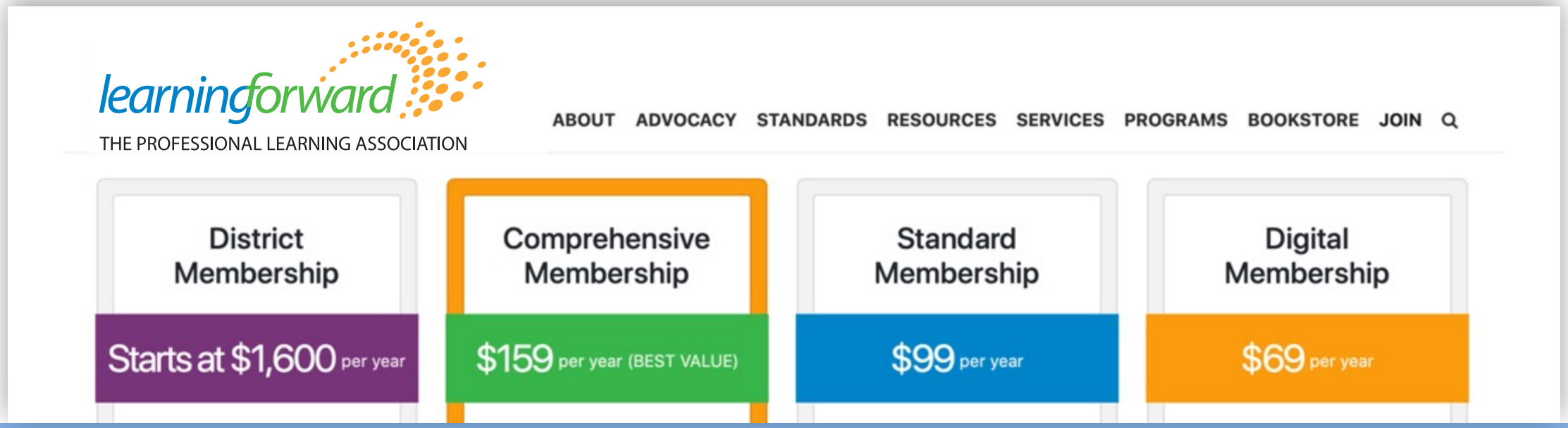

Thank you!