

AGENDA

- ▶ Introduction to Data Process
- ▶ 5 Types of Conversations (introduction)
- ▶ Root Cause
- ▶ Data Analysis Process
- ▶ School Improvement Team Conversations
- ▶ School Improvement Conversations
- ▶ 1-1 Teacher Conversations
- ▶ Instructional Strategy Conversations
- ▶ RtI Conversations
- ▶ Student Goal Conversations

Outcomes

Participants will learn:

- ▶ How to create a culture for data conversations that are focused on inquiry
- ▶ The process for building learning teams that use data to make decisions
- ▶ The different types of data conversations


Outcomes

Participants will learn:

- ▶ The steps of the data analysis process
- ▶ Tools teachers can use as they engage in data dialogues
- ▶ How to facilitate data conversations
- ▶ How to provide structures for teachers to use data to make instructional decisions


2 Minute Interviews

- ▶ On page 1 of your packet, there is a list of 5 questions. You must have a different partner for each of the 5 questions. None of the partners may be people at your table or school.
- ▶ Please record all the answers of your partners.
- ▶ After you have asked and answered all 5 questions, return to your table and share some of the answers you received to questions.




Essential Questions

- ▶ How do I create a culture for data conversations that are focused on inquiry?
- ▶ What is the process for building learning teams that use data to make decisions?
- ▶ What are the different types of data conversations?
- ▶ What are the steps of the data analysis process?



Essential Questions

- ▶ What are the templates and tools I can use with teachers as they engage in data conversations?
- ▶ How do I provide structures for teachers to use data to make instructional decisions?
- ▶ What structures can I use to assist students in goal setting





Data: Now What?

- ▶ Use a “Say Something” protocol. Read first 2 paragraphs, turn to your partner and “say something”:
 - give an example
 - disagree/agree with an idea
 - identify something you are reminded of
 - identify an assumption the author is making
- ▶ Read the section on Navigating the river, turn to your neighbor and “say something”.
- ▶ Read the last section.
 - Time:10 minutes

Use Data to Drive Decision- Making

- ▶ Create a culture of inquiry
- ▶ Build learning teams focused on data
- ▶ Ensure learning teams use a data analysis process

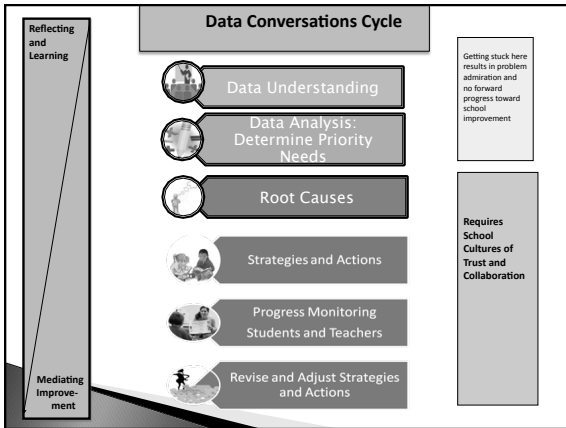


Necessary Shifts

<i>Shifting From:</i>	<i>Shifting To:</i>
A focus on teaching	A focus on learning
Teaching in isolation	Teaching as a collaborative practice
Data dialogues as an option	Data dialogue as an understood requirement
Accountability	Responsibility
A culture of blame	A culture of inquiry

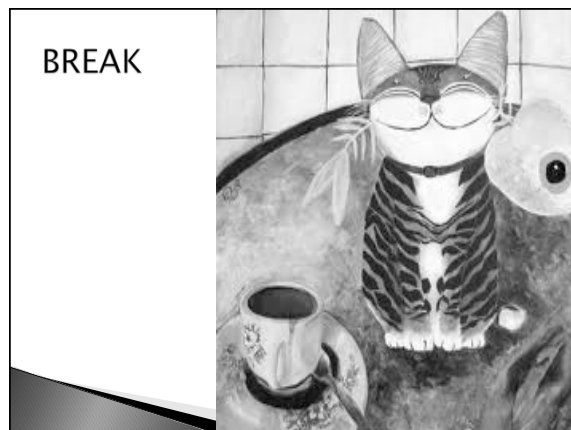
Accountability → Responsibility

Response Ability

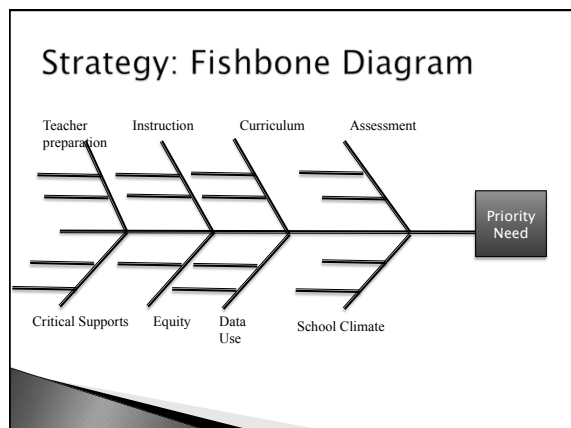


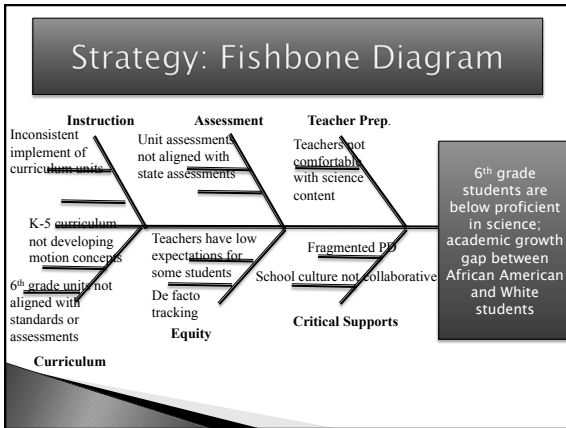
- ### Types of Data Conversations
- ① School Improvement Team Conversations
 - ② Teacher-supervisor conversations/Teacher-coach conversations
 - ③ Department and/or grade-level teams with focus on individual student interventions
 - ④ Department and/or grade-level teams with focus on instructional strategies
 - ⑤ Student goal-setting conversations

- ### Table Discussions
- ▶ Choose one type of data conversation you want to learn more about. Move to the appropriate table.
 - ▶ Read and discuss the section that corresponds to the types of data conversation from the article on pages 6-9.



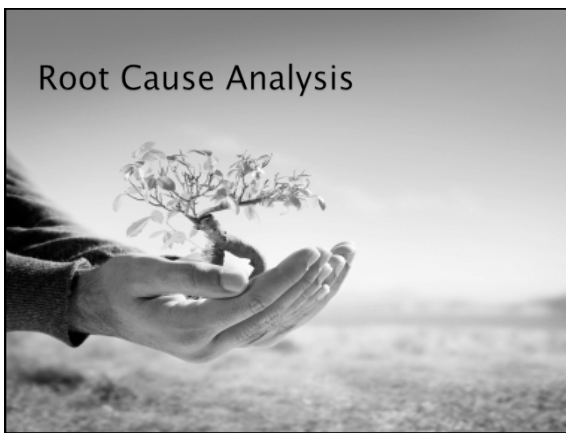
- ### Steps in Explaining Data
1. Generate explanations (brainstorm)
 2. Categorize/classify explanations
 3. Narrow (eliminate explanations over which you have no control)
 4. Prioritize
 5. Get to root cause
 6. Validate with other data
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- Generate, Categorize, Narrow, Validate





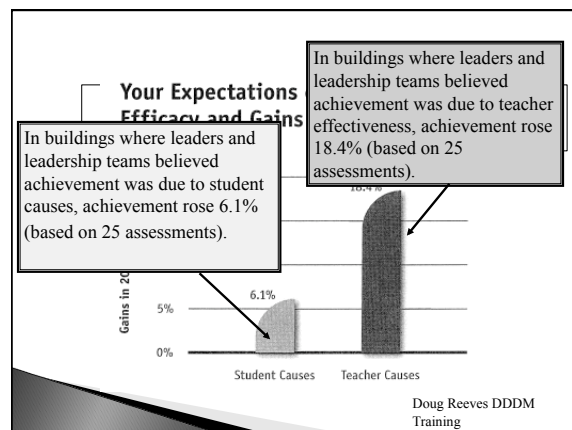
Strategy: Spend A Buck

- Each person is given 4 dots (quarters)
- Individuals are given time to spend their quarters on the causes they think contribute most to the problem
- Identify the 2 causes with the most “money”
- Explore those causes more deeply



Root Cause

- ▶ Statements describing the deepest underlying cause, or causes, of performance challenges, that, if dissolved, would result in elimination, or substantial reduction in performance challenge(s).



Root Cause Questions

- ▶ Would the problem have occurred if the cause had not been present?
- ▶ Will the problem reoccur if the cause is corrected or dissolved?
- ▶ Will correction or dissolution of the cause lead to similar problems?



Non-examples of Root Causes

- ▶ What is NOT a root cause?
 - Student attributes (poverty level)
 - Student motivation
- ▶ Brainstorm a few ideas with your table team of explanations that might appear to be root causes but don't qualify.
- ▶ Share three with whole group

Why? Why? Why?

- ▶ Select one inference and ask "Why?" and answer "Because"
- ▶ Record responses on chart paper
- ▶ Continue this process 3-5 times until you have gotten to the "Root Cause"
- ▶ Repeat the process with the second inference



Unit assessments not aligned with state assessments

why	because
Teachers haven't looked at the state assessment	They don't plan together or meet together
They don't value team collaboration	They don't have the knowledge and structures to make it successful
They haven't had PD about how to create collaborative teams	Teachers determine PD based on interest

Data Analysis Process

- ▶ Collect and disaggregate data.
- ▶ Identify patterns in the data- just the facts.
- ▶ Generate theories of causation with assumptions.
- ▶ Write SMART goal.
- ▶ Examine "best practice" and decide on intervention(s)
- ▶ Implement/measure results/revise goals and interventions

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Deconstructing SMART Goals

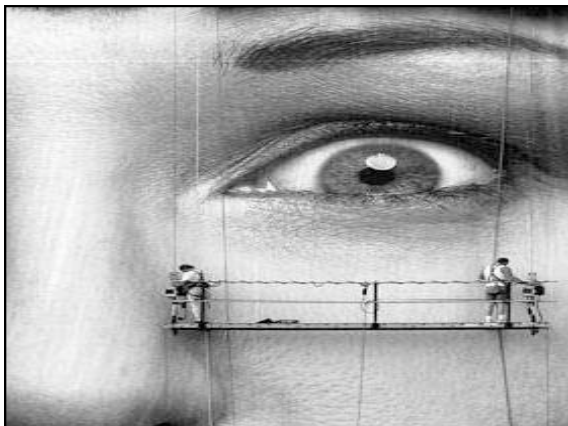
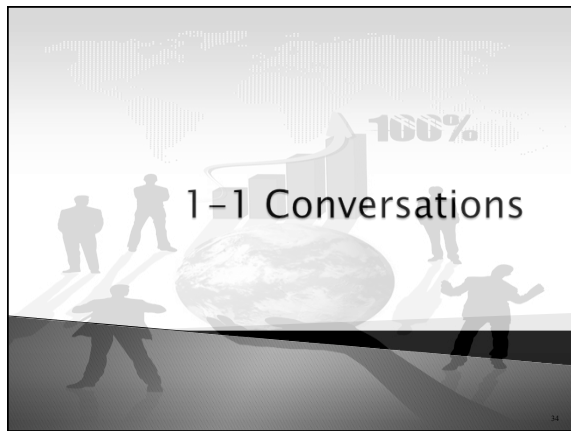
SMART Goals	Performance Management
Strategic	Performance Indicators (Areas for Improvement)
Measurable	Measures (What we will use) Metrics (How we will use the measure)
Attainable	Targets
Research-Based	Performance Indicators (Areas for Improvement)
Time-Bound	Targets (Answers when and defines good enough)



School Improvement Conversations

- ▶ SIP Monthly Update
- ▶ District Data Sources Inventory
- ▶ Other ideas for monitoring whole school progress on Goals?

Turn around to the person behind you at another table and share your ideas on ways you will monitor school goals.



Guidelines for 1-1 Data Conversations

- ▶ Focus is on the individual classroom.
- ▶ The first data discussion should occur within the first or second month of the school year. In this first conversation, individuals set their big goals for the year.
- ▶ If it is an administrator/teacher conversation the focus is on support and accountability.
- ▶ If it is a coach/teacher leader and teacher conversation, the focus is on support.
- ▶ Focus should be on actions to take in individual classrooms.

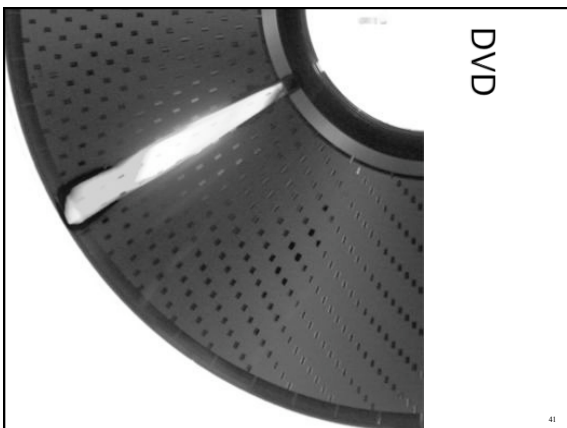
Include in the Data Conversations

- › Conversation about overall student levels of performance.
- › Conversation on the performance of students as disaggregated by gender, ethnicity, ELL level, etc.
- › Conversation about patterns in individual student growth.
- › Discussion about students or groups of students not making growth, interventions that have been used, and possible next steps. Include conversation on successes as well.
- › Discussion of instructional strategies used that resulted in different outcomes.

At your table....

- › Create a chart that identifies the pluses, minuses and interesting (PMI) aspects of 1-1 data conversations.
- › Post your chart when you are done.

Plus	Minus	Interesting



Conversation

- › How was this the same and different from what is currently happening in your grade level/department meetings?

Data Analysis Process

- ▶ Collect and disaggregate data.
- ▶ Identify patterns in the data– just the facts.
- ▶ Generate theories of causation with assumptions.
- ▶ Write SMART goal.
- ▶ Examine “best practice” and decide on intervention(s)
- ▶ Implement/measure results/revise goals and interventions

Role of Facilitator

- ▶ Help group set norms
- ▶ Process person
- ▶ No content ideas
- ▶ Assist group in adhering to process and norms

Norms for Our Work

- ▶ One’s perspective is one’s truth
- ▶ Listen for understanding
- ▶ Operate with a problem solving attitude
- ▶ Assume a non judgmental attitude

Data Teams Process Practice

- ▶ Step 1: Go over the results (assume the results are pre–assessment scores) of your students with numbers for the first standards.
- ▶ Step 2: Look through actual questions and student responses and discuss why you think students might have been successful or not. Record the answers.
- ▶ Step 3: Discuss the level of SMART goals you will use and why. Write a SMART goal.

- ▶ Step 4: Look through list of “Best Practices” and agree on 2–3 to implement.
- ▶ Step 5: Agree on indicators of success for each of the “best practices” identified.
Each teacher implements lessons and gives common assessments. Teachers bring results to step 6.
- ▶ Step 6: Share results of common assessments and discuss what was successful and teach one another as appropriate.

Data Teams Process

- Step 1: Collect and chart data
- Look for trends and patterns across individual students, different groups of students and different teachers.
 - Choose one area for the focus of instruction for the next 4-6 weeks.
 - Consider level of student need with that focus area on mind and fill out the chart below.

Area of focus for instruction _____

Names of teachers	# of students who took assessment	# of students proficient and higher	# of students not proficient	Names of students likely to be proficient at end of teaching, who are already close	Names of students likely to be proficient at end of teaching, who are far from proficient and in need of additional support	Names of students not likely to be proficient – who are in need of extensive support

Step 2: Analyze Strengths and Obstacles

- Think about what knowledge and skills are involved in the focus area.
- What strengths do students generally have in they are proficient in this area?
- What obstacles or other reasons might explain why students did not achieve proficiency? Look for trends, use error analysis, identify misconceptions student may have, etc.
- Start the obstacles/reasons which are within your sphere of control.

Strengths of Students Who are Proficient	List Obstacles to Achieving Proficiency

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Step 3: Write your SMART Goal

- **S**pecific, Data Driven
- **M**easurable and Observable
 - Answers the questions **who, what, how measured, by when**
- **A**ttainable, Realistic, Focused
- **R**esults Oriented, Focused on Student Achievement
- **T**imebound

Percentage of _____ scoring at proficiency or higher in _____ will increase from _____ percent to _____ percent by the end of this SMART goal cycle as measured by _____ administered on _____ (assessment tool) _____ (specific date).

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Step 4: Identify Instructional Strategies	Step 5: List results indicators for each strategy
<ul style="list-style-type: none"> • Examine "best practices for teaching your identified area of focus. • Identify strategies that your group believes will have the greatest impact on student learning. 	<ul style="list-style-type: none"> • What will you see if this strategy is working for students? • List indicators for each strategy.

What support/training/coaching do you need to be successful as a group of teachers?

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6. Discuss assessment results by grade level/content area, teacher, classroom and individual classes

- Compare and contrast results
- Identify areas of success and areas of challenge
- Identify impacts your decisions should have on the pacing charts.
- Identify areas of significant differences between classrooms, teachers, grade levels etc.
- Identify best practices for all teachers to use

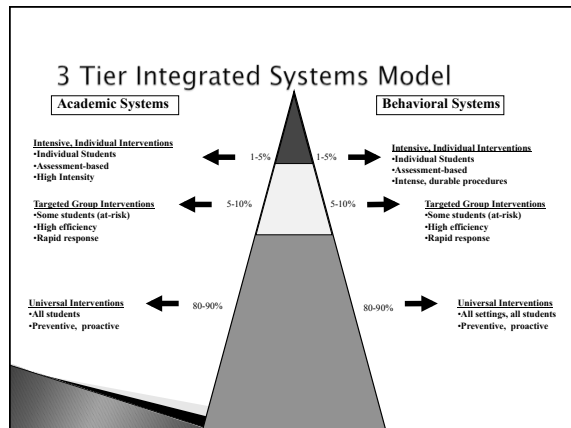
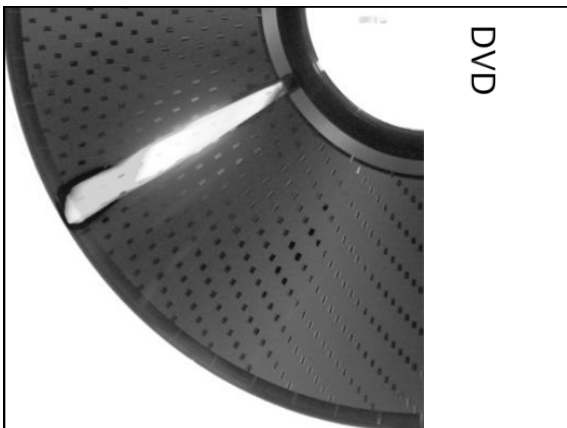
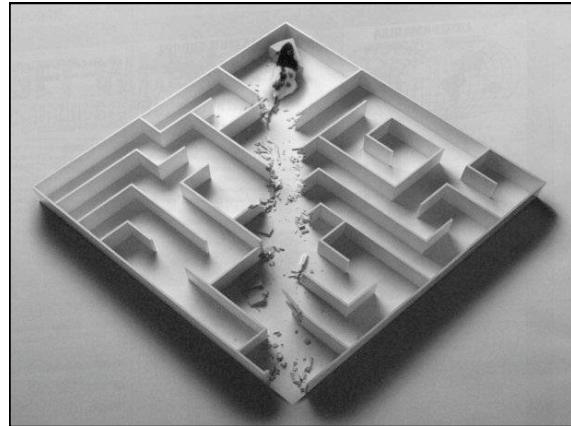
Patterns	Actions to take

Simulation

- What happened for you as a learner?
- What kinds of conversations do you think teams at schools would have at school that are different from those conversations that are now occurring?
- How will you this process in the schools you serve?

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Process for Individual Student Intervention Conversations

- Look through the process on pages 26–28 and talk about how your process is the same and different from the one outlined here.

Student Data and Goal Conversations

Marzano Article

- ▶ Find a partner from a different table.
 - Read page 37 to the top of page 38 to What Produces
 - Talk to your partner about something that surprised you? Something that matches your current practice, something you are not currently doing that you should consider.
 - Read page 38–end
 - What did you learn about effective goal setting?
 - What is one thing you will consider doing in your own classroom?

Student Goal Setting

- ▶ **Premise:**
 - Increasing student responsibility with the goal setting process empowers students and raise student achievement
- ▶ **Students who.....**
 - Understand their learning process
 - Are engaged in the ongoing assessment process
 - Receive quality feedback
- ▶ **.....Dramatically improve their achievement**
 - Research shows that students are motivated to try harder, risk failure, set higher standards for themselves when they are involved in setting goals and monitoring and evaluating their own performance. (Wang, Haertel, & Walberg, 1994)

DVD

- ▶ What did you observe Lina doing?
- ▶ What impacts do you think the actions might have on students?

Application

- ▶ Examine the templates in your packet on pages 41–42. Which ones might you find useful? How might you adapt any of them?
- ▶ Create a template you would use on a large chart and put it on the wall.



Museum Tour

- ▶ Leave one person at your chart to serve as the docent who answers questions about your work.
- ▶ The rest of the team wanders and examines other templates to “acquire” additional ideas.
- ▶ Return to your chart and add any ideas.



Closure

- Show how many siblings you have.
- Stand by a partner with the same number.
- Share what you will now put into action.



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