DATA WISE

Presented by: G. McEndarfer

June 4th and 5th, 2019

Welcome/Agenda

- Inclusion
- Norms
- Activate and Engage –Know Your Why
- Explore and Discover
  - *Have a shared understanding of Data Wise*
- Organize and Integrate
  - *Discussion / Round Table*

In the room…

- A: Data Wise is new to me
- B: I participated in Data Wise this year

Norms

- Assume positive intentions
- Take an inquiry stance
- Ground statements in evidence

- What Norms or Working Agreements would benefit your team/grade/school?

Know Your Why…

Initial Hopes and Fears from the district…

Hopes

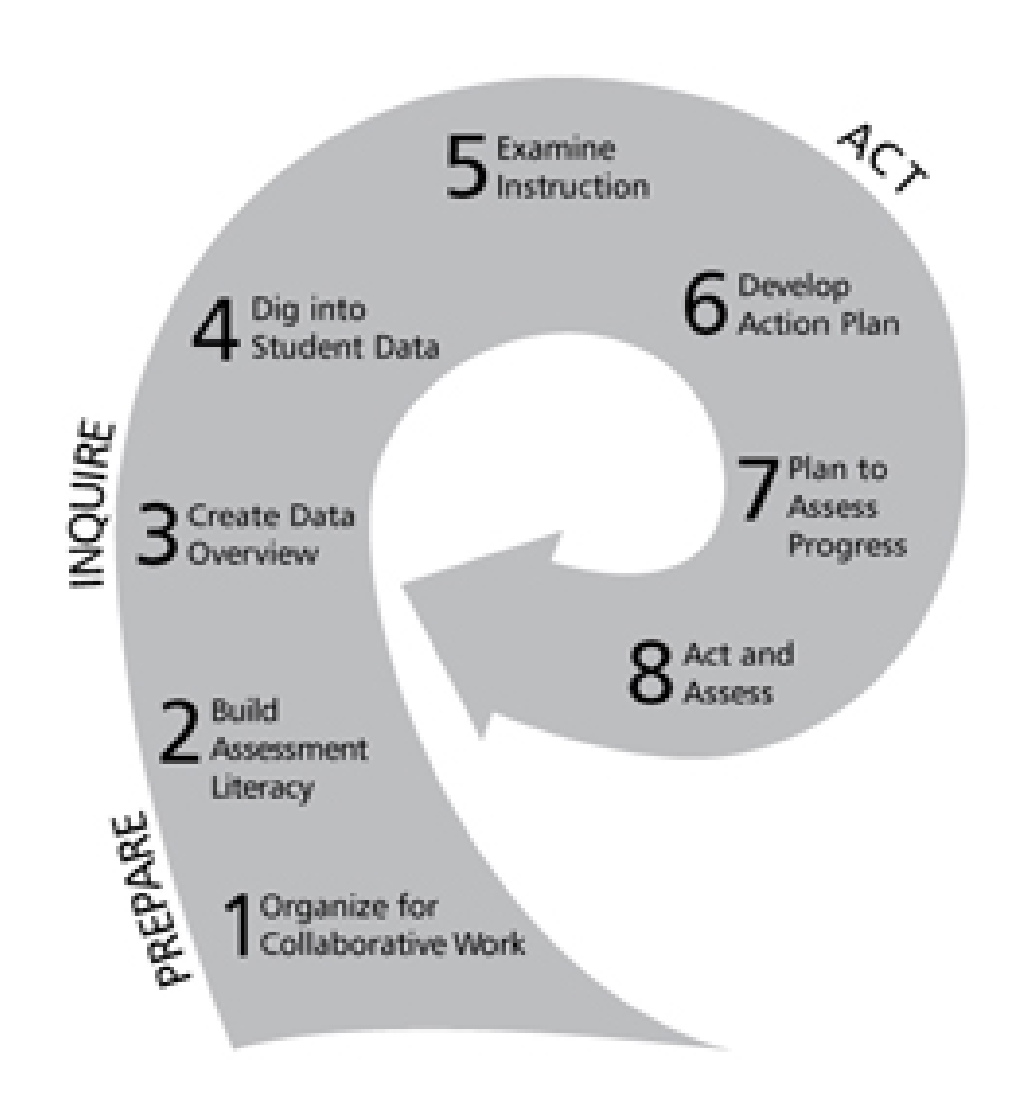
- Consistent
- Useful – makes sense
- Clear
- We stick with it
- Being able to pinpoint where students need to grow
- Actually beneficial
- Benefits students and our teaching

Fears

- More work than benefit
- Not having a clear idea of what is expected
- Seeing students just as numbers
- More work
- Don’t want to have to redo the data work
- Not helpful
- Negative Impact

Reflection Comments...

- It was refreshing being able to have a clear focus
- We really made great gains with our Learner Centered Problem
- Working with a Problem of Practice was new for us and incredibly helpful!
- It was nice to actually do something with the data we collected!



The Swoosh....

- On post it notes....
  - *A) Write down what your currently do for each step*
  - *B) Write down what you did for each step of the Data Wise process this year*

ACE Habits of Mind

- A shared commitment to ACTION, Assessment and Adjustment
- Intentional COLLABORATION
- Relentless focus on EVIDENCE

Compass Points

Which of the four "directions" most closely describes your personal style? Go to the sign.

NORTH: Acting – "Let's do it;" Likes to act, try things, plunge in

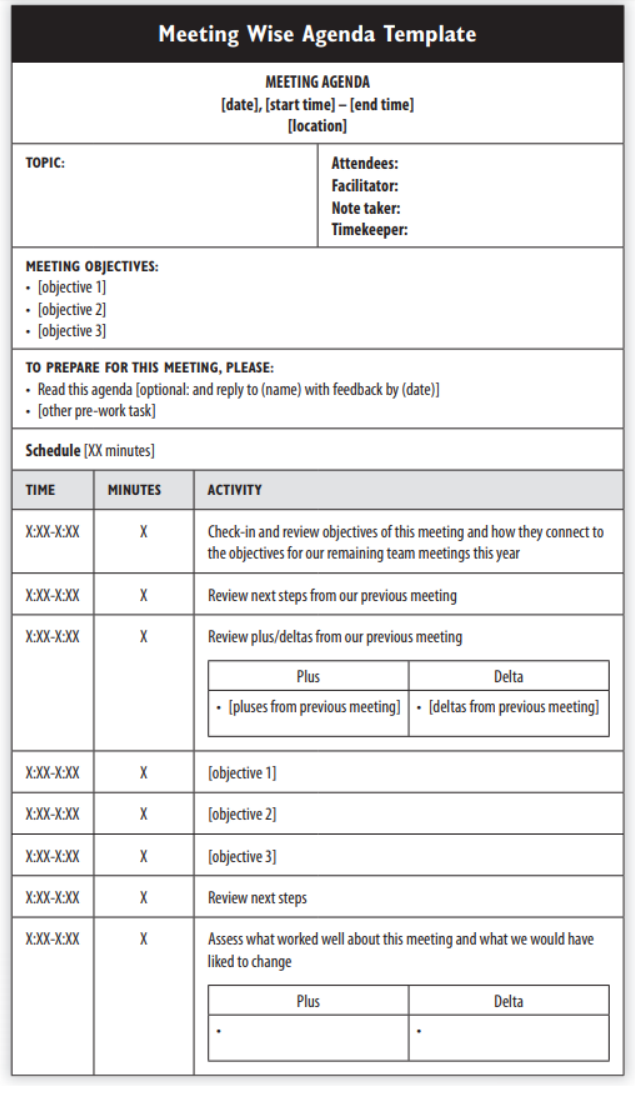
EAST: Speculating – likes to look a the big picture and the possibilities before acting

SOUTH: Caring – likes to know that everyone's feelings have been taken into consideration and that their voices have bene heard before acting

WEST: Paying attention to detail – likes to know the who, what, when, where and why before acting

North, South, East and West

- What are strengths of your style? (4 adjectives)
- What are limitations of your style? (4 adjectives)
- What style do you find it most difficult to work with and why?
- What do people from other “directions” or styles need to know about you so you can work together effectively?
- What do you value about the other three styles?



Meeting Wise Agenda Template

MEETING AGENDA
[date], [start time] – [end time]
[location]

TOPIC:	**Attendees:** **Facilitator:** **Note taker:** **Timekeeper:**

MEETING OBJECTIVES:
- [objective 1]
- [objective 2]
- [objective 3]

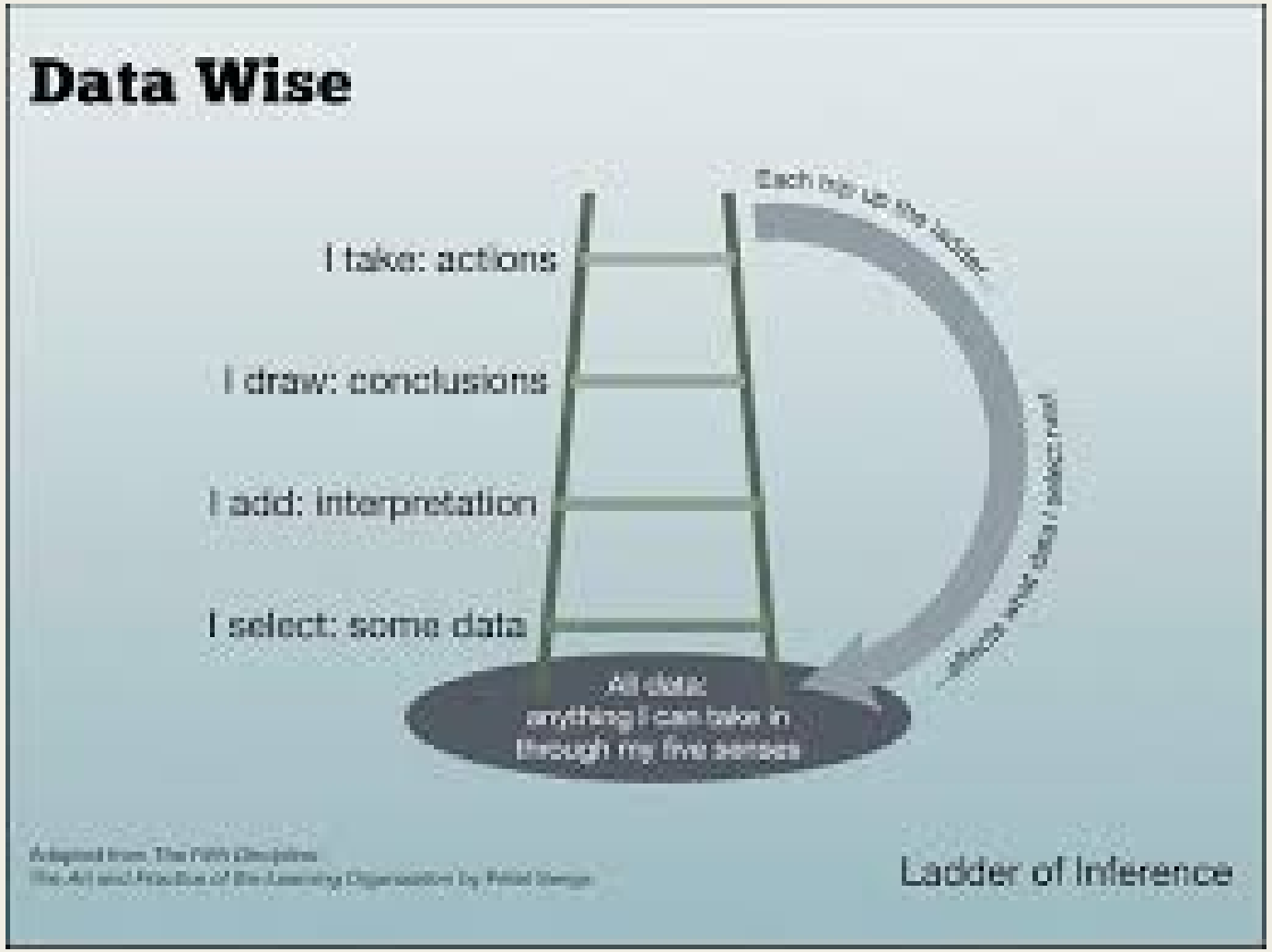
TO PREPARE FOR THIS MEETING, PLEASE:
- Read this agenda [optional: and reply to (name) with feedback by (date)]
- [other pre-work task]

Schedule [XX minutes]

TIME	MINUTES	ACTIVITY
X:XX-X:XX	X	Check-in and review objectives of this meeting and how they connect to the objectives for our remaining team meetings this year
X:XX-X:XX	X	Review next steps from our previous meeting
X:XX-X:XX	X	Review plus/deltas from our previous meeting Plus: • [pluses from previous meeting] Delta: • [deltas from previous meeting]
X:XX-X:XX	X	[objective 1]
X:XX-X:XX	X	[objective 2]
X:XX-X:XX	X	[objective 3]
X:XX-X:XX	X	Review next steps
X:XX-X:XX	X	Assess what worked well about this meeting and what we would have liked to change Plus: • Delta: •

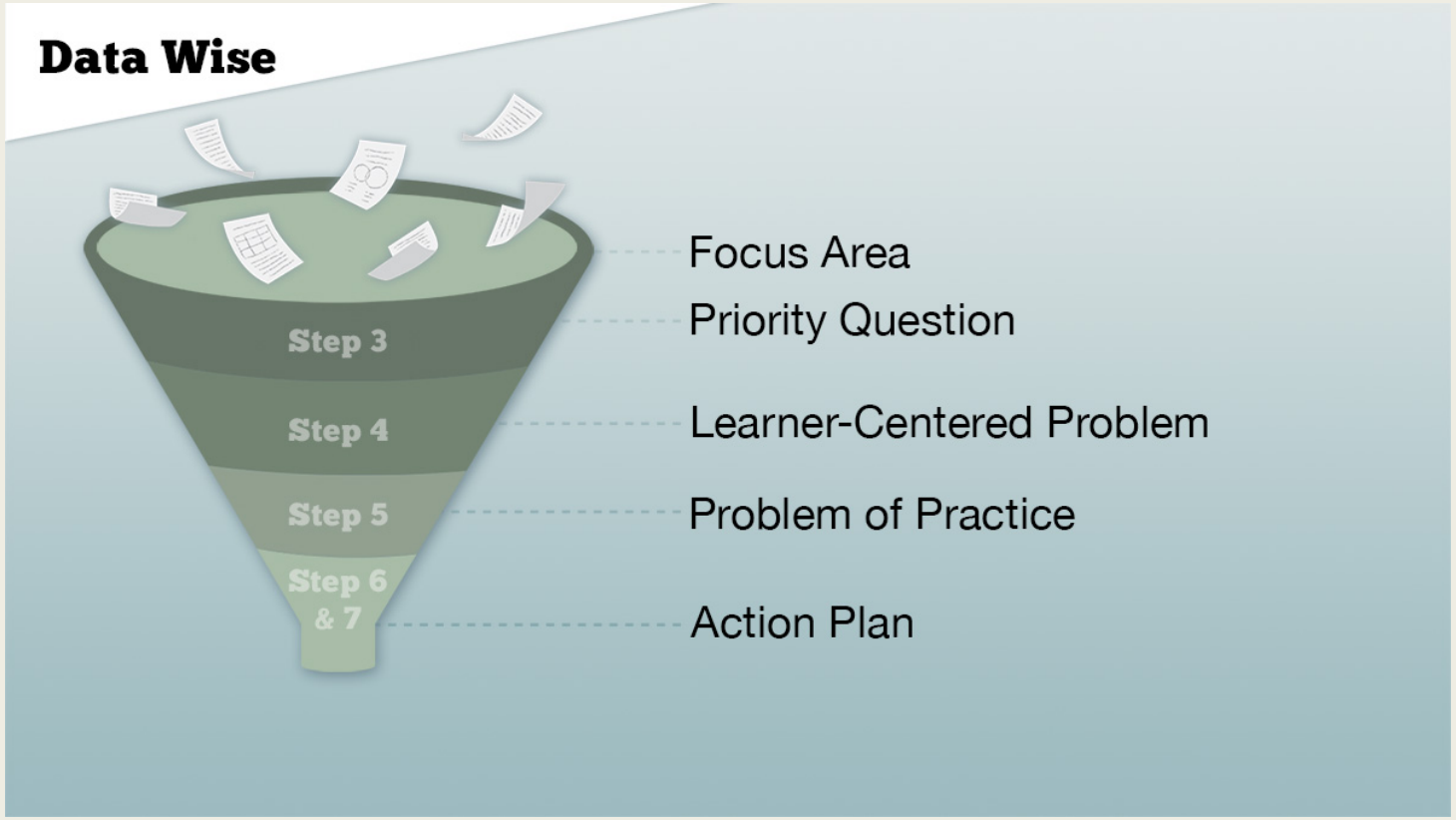
Step 1: Organize for Collaborative Work

- 1.1 Adopt an improvement process
- 1.2 Build a strong system of teams
- 1.3 Make time for collaborative work
- 1.4 Set expectations for effective meetings
- 1.5 Set norms for collaborative work
- 1.6 Acknowledge work style preferences
- 1.7 Create a data inventory
- 1.8 Create an inventory of instructional initiatives



Ladder of Inference

- How did the Ladder of Inference impact you in your work?

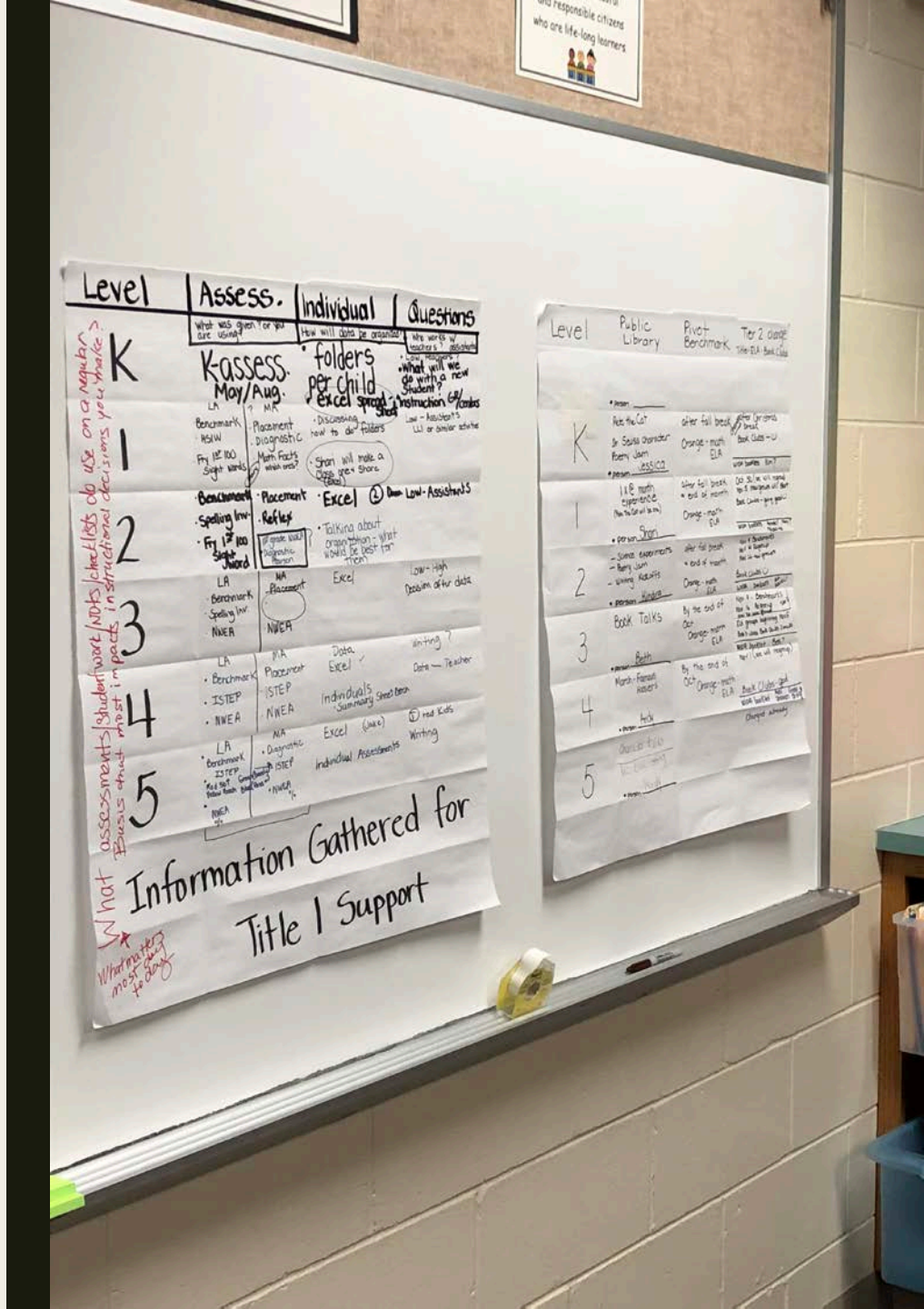


Data Wise Funnel

- Narrowing the scope of your inquiry so that you can identify a specific problem to solve, a strategy for solving it, and a plan for assessing the extend to which your actions achieve the results you are shooting for.

Step 2: Build Assessment Literacy

- 2.1 Review skills tested
- 2.2 Study how results are reported
- 2.3 Learn principles of responsible data use



Phase 1 – Steps 1 & 2
Prepare Phase

1

What are some reflections you have from Steps 1 & 2

2

What are some key ideas you want to remember for next year?

3

What are some challenges you want to conquer for next year?

Step 3: Create Data Overview

- 3.1 Choose a focus area
- 3.2 Analyze data and find the story
- 3.3 Display the data
- 3.4 Allow staff members to make sense of the data and identify a **priority question**

Hopes
Fears
Notice
Wonder

K BOY
2nd grade BOY
3rd grade (Current 4th)

3rd grade (Current 4th)
4th grade BOY NWEA
(EOY 3rd grade)

Priority Question

Objective:

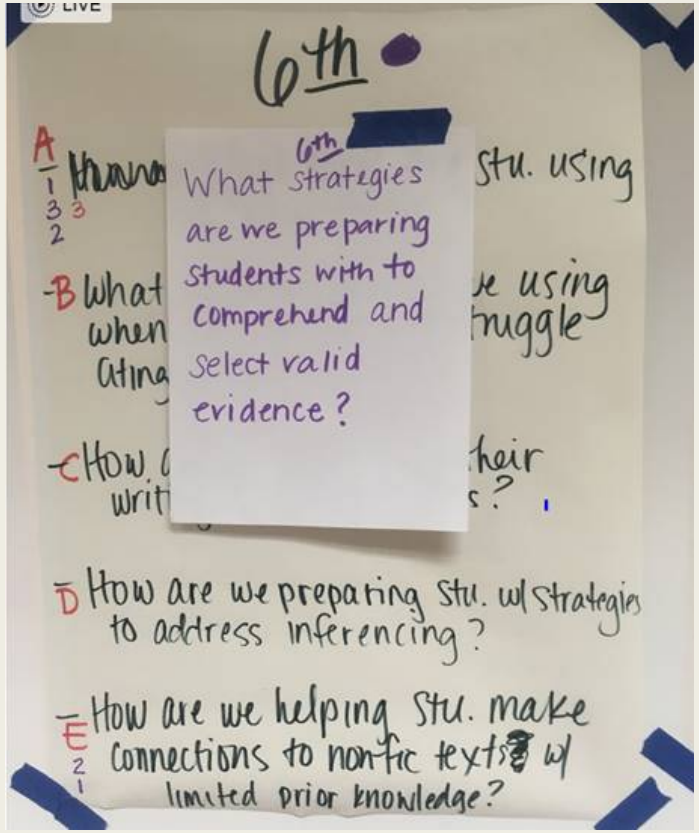
- To develop a priority question to guide our data journey.
- We will look at examples and brainstorm together.

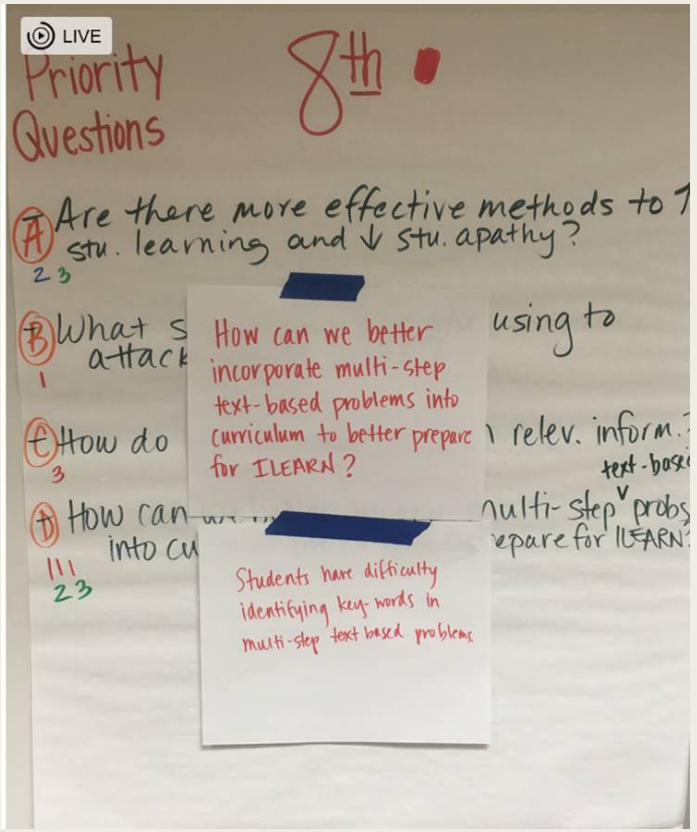
Example Priority Questions:

What skills required on the PSAT do our students struggle with the most?

How do students use evidence from text to support their claims?

How do students approach text based questions?

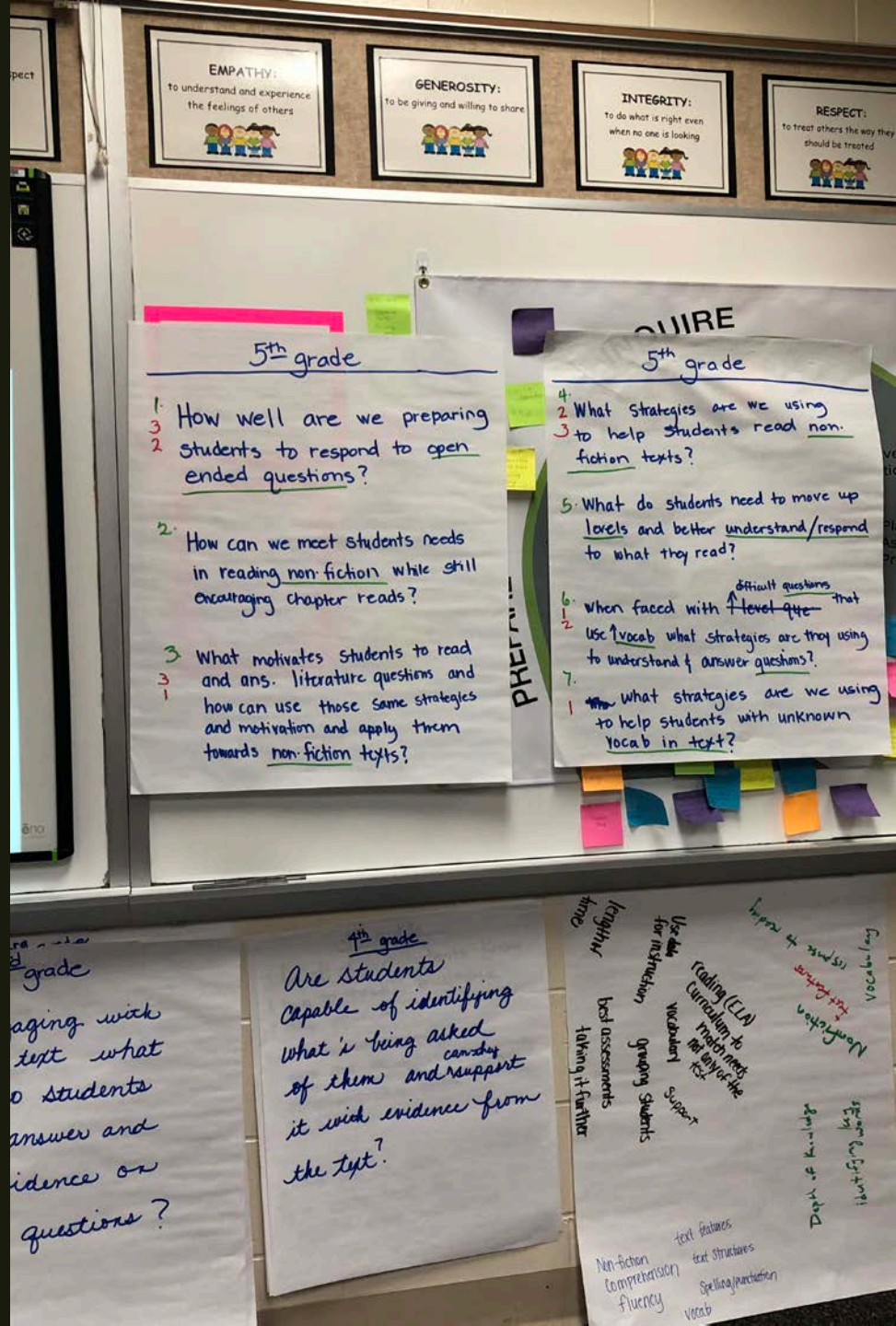




DISTRICT EXAMPLE:

Step 4: Dig into Student Data

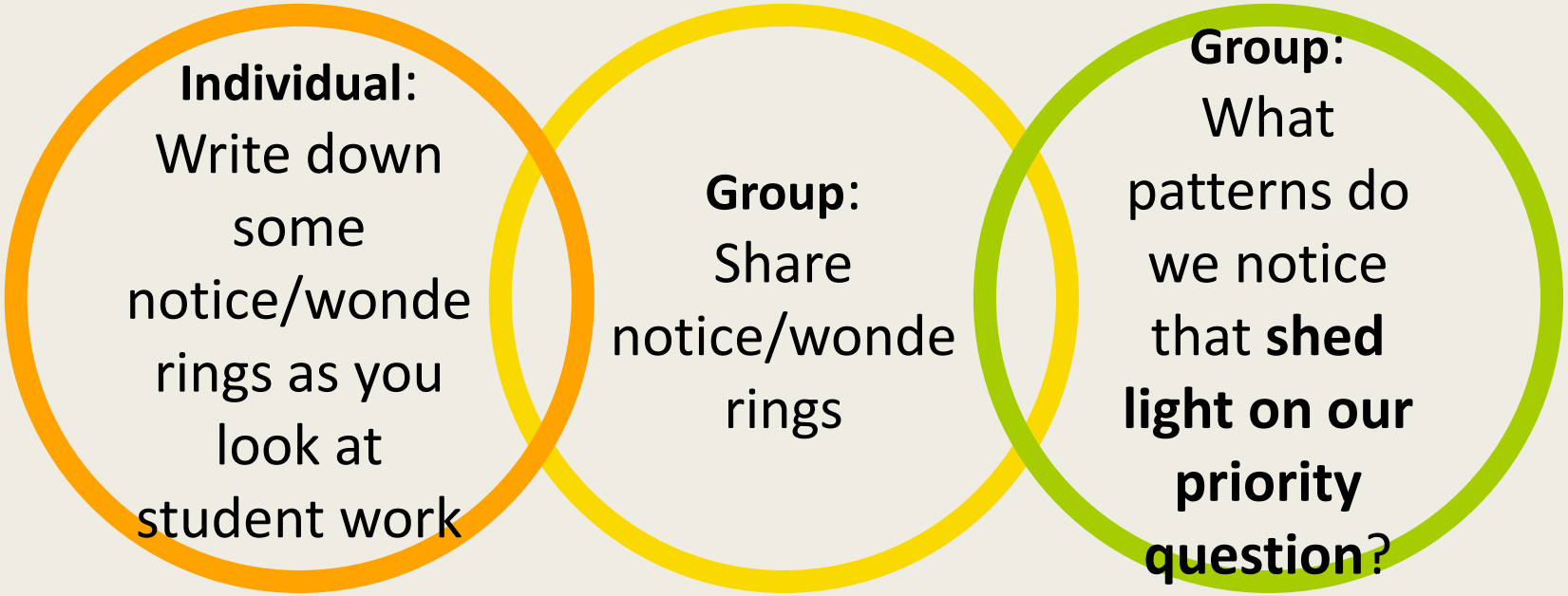
- 4.1 Examine a wide range of student data
- 4.2 Come to a shared understanding of what student data show
- 4.3 Identify a **Learner Centered Problem**



Learner Centered problem

- Directly related to the priority question
- Based on multiple forms of evidence found when digging into data
- Within a school's control
- A statement about student learning, not a questions
- Specific and small

Examining student work



Example of learner centered problem (Lcp)

Step 4: Digging into Student Data

DataWise Team Inquiry Cycle 2

Learner-centered problem:

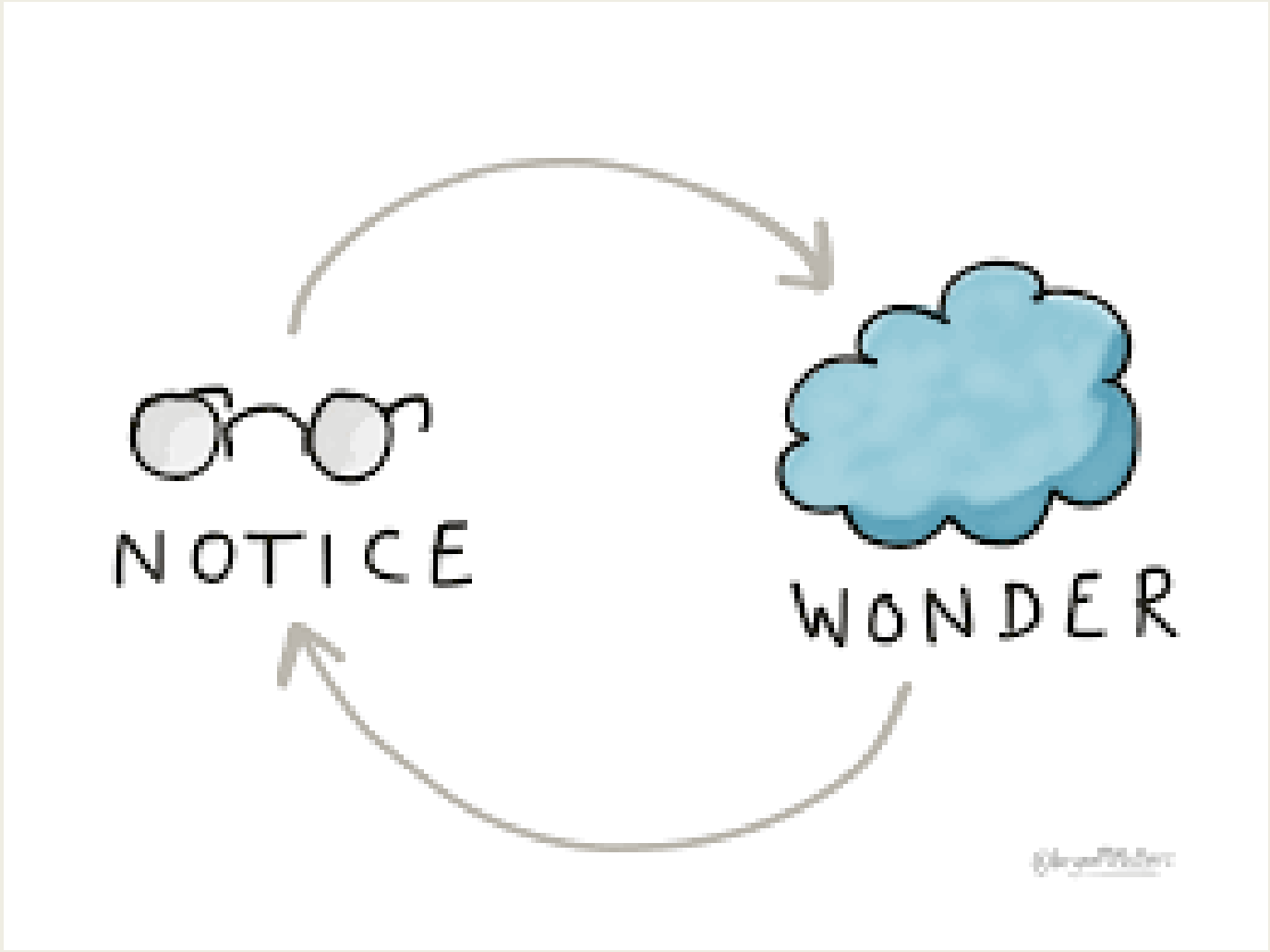
Our students struggle with understanding and implementing effective assessment strategies as well as interpreting and applying external assessment results within the context of PARCC.

District Examples

4 ELA	When completing a writing response, how can students show understanding through justification of their cited evidence? DOK 3 4.RN.2.1	Students are not showing understanding by answering all parts of the question and providing evidence.
5 ELA	How do we get students to use and cite text evidence in responding to literature? (Non-fiction)	Students are not citing evidence from the text that answers the question.

Step 5: Examine Instruction

- 5.1 Examine a wide range of instructional data
- 5.2 Get clear about the purpose of instructional data
- 5.3 Come to a shared understanding of what is happening in classrooms
- 5.4 Identify a problem of practice



Problem of Practice Examples

As teachers, we don't provide students with enough opportunities to independently practice identifying an author's point of view or comparing points of view across rigorous texts.

As teachers, we do not explicitly model how to use quotations to support a claim.

As teachers, we ask students to memorize a list of words/phrases and what they mean mathematically (e.g., "more than" means addition). This promotes a translation-style approach.

PROBLEM OF PRACTICE

As teachers, what can we do to address the Learner Centered Problem?

Phase 2 – Steps 3-5 Inquire Phase

1

What are some reflections you have from Steps 3-5

2

What are some key ideas you want to remember for next year?

3

What are some challenges you want to conquer for next year?

Steps 6-8: Develop and Implement Action Plan

- 6.1 Decide on an instructional strategy
- 6.2 Agree on what the plan will look like in the classrooms
- 6.3 Put the plan in writing
- 7.1 Choose assessments to monitor progress
- 7.2 Set student learning goals
- Step 8: Implement and Assess

District Example:

Data Wise 2018-19 Cycle: Action Plan

6th Grade Language Arts

NorthWood Middle School

Learner-Centered Problem: Students lack an understanding of vocabulary/terms.

Problem of Practice: As teachers, we need to intentionally implement instructional strategies to improve vocabulary comprehension.

Instructional Strategy: As teachers, we will integrate a Writer's Notebook and Marzano's 6-step-process into our daily lessons, class assignments, and assessments.

Task	Who	When	Where
Revisit Action Plan Draft	Carla, Mandy, Katie, Carrie, Val	August 19-22	Prep
Create Teacher Sample of Notebook (beginning)	Carla, Mandy, Katie, Carrie, Val	August 12-23	Prep
Create Pre-Assessment	Carla, Mandy, Katie, Carrie, Val	August 19-22	Prep
Administer Pre-Assessment	Carla, Mandy, Katie, Carrie	August	Classroom
Create/build visual and determine graphic organizer	Carla, Mandy, Katie, Carrie, Val	August 12-29	Prep
PD (if needed)	All (Val Facilitate)	August 12-29	Prep
Determine Key Vocabulary for 1st 9	Carla, Mandy, Katie, Carrie, Val	August 12-29	Prep
Teach lessons, integrate strategy	Carla, Mandy, Katie, Carrie	August-October	Classroom
Mid-plan check-in	All (Val Facilitate)	October	Prep
Determine Key Vocabulary for 2nd 9	Carla, Mandy, Katie, Carrie, Val	September	Prep
Teach lessons, integrate strategy	Carla, Mandy, Katie, Carrie	October-December	Classroom
Refine Assessment	Carla, Mandy, Katie, Carrie, Val	November	Prep
Administer Assessment	Carla, Mandy, Katie, Carrie	December	

Phase 3 – Steps 6-8
Act Phase

1

What are some reflections you have from Steps 6-8

2

What are some key ideas you want to remember for next year?

3

What are some challenges you want to conquer for next year?

DISCUSSION

What are some Plus/Deltas of your Data Wise experience?