

Data Use Professional Development Series

Day 10

End of Year Survey

If you have not completed the EOY Survey, please take a few moments to do so

<https://www.surveymonkey.com/s/EOYPDSurvey>

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Welcome back!

Agenda

Today

Welcome/Overview

Implementation Progress

Individual Self-Assessment and Goal Setting

Asking Powerful Questions

Break

Facilitation and Coaching

Planning a Facilitated Discussion

Assessment Literacy: Comprehensive Assessment System

Lunch

SDLT Poster Preparation

SDLT Presentations and Poster Session

District Sustainability Planning

Wrap-Up

Objectives

By the end of Day 10, SDLTs will be able to:

- Set a professional goal for their coaching practice.
- Ask powerful questions during Data Conversations.
- Articulate the similarities and differences between facilitation and coaching.
- Create a plan for a facilitated discussion.
- Analyze the use of assessments at their school.
- Share Action Research Plan and Sustainability Plan.
- Identify next steps in District Sustainability Plan.

Implementation Progress

1 2 3 4 5 6 7 8 9 ^{day} 10

- RI Data Use Rubric
- Turnkey Exercise Log
- How will you incorporate Turnkey Exercises into your work next year?



Self-Assessment

Coaching Skills: Goal Setting

- Complete Coaching Skills: Goal Setting handout.
- Share with a partner from another SDLT:
 - What are your strengths?
 - What are your challenges?
 - What have you identified as your goal?
 - What will be the impact of your goal?

Techniques for Data Conversations

- Positive Presumptions
- Paraphrasing
- Asking Powerful Questions

Powerful Questions

“Powerful questions are a reflection of committed listening and understanding the other person’s perspective that is confirmed through paraphrasing. This suggests a progression from listening, paraphrasing for understanding, and then asking powerful questions that yield clarity or mediation of thinking.”

(Kee et. al., 2010)



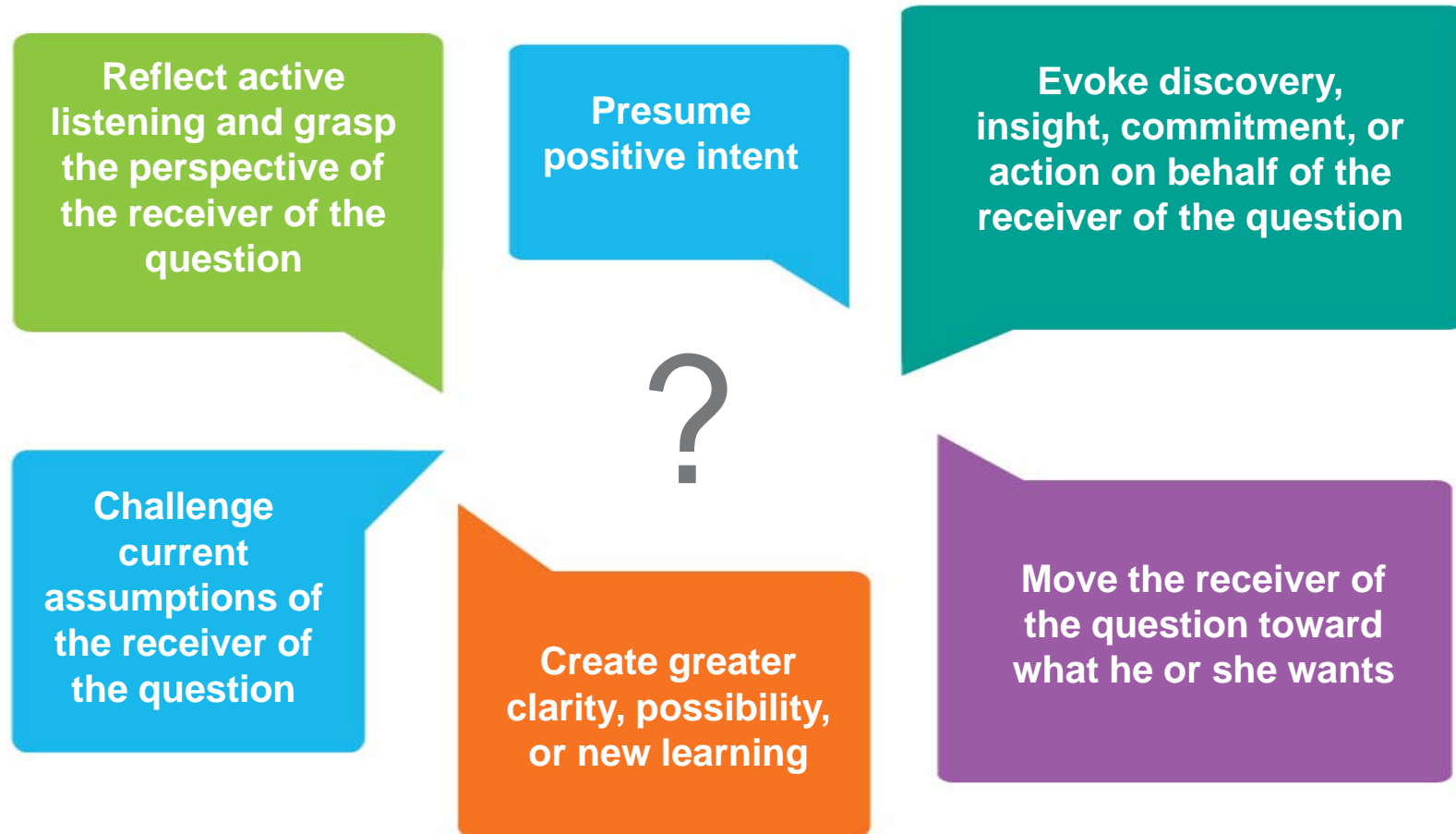
Asking Powerful Questions

- Powerful Questions are:
 - Open-ended questions with no hidden agenda
 - Meant to help the receiver of the question

(Kee et. al., 2010)



Characteristics of Powerful Questions



(Kee et. al., 2010)

Scenario 1

You are sitting in on a grade-level meeting. After identifying a pattern of need, the group has difficulty determining the next step in their process. At the end of the meeting, one of the teachers fumes, “I’m just going to do whatever I want.” You manage to steal a few moments with the teacher to have a Data Conversation.

- How might you paraphrase?
- What powerful question might you ask the teacher?

First Version

Administrator: Nate, do you have a second to talk?

Teacher: Yeah, what's up?

Administrator: Well, as we left that meeting, I sensed that you were frustrated.

Teacher: Absolutely I was. We only get 45 minutes a week of common planning, which really turns into 35 by the time everyone shows up. We spent 10 minutes finding what your data team calls the “Pattern of Need,” and then we spend the rest of the time with everyone throwing out all their “great” ideas. I’ve been doing this for 15 years, I don’t need some circle or cycle, whatever you call it, to tell me that our students stink at writing; It’s the same thing with every group of students that come to us year after year. I’m not saying I am going to ignore it, but there is only so much that I can do.

Second Version

Teacher: So every year these kids come to me below grade level, I spend the first quarter filling in MOST of the gaps, and then I am supposed to squeeze in a year's worth of Common Core into the remaining 7 months, not to mention all the time we take off for testing. And then my evaluation is tied to their end of year performance? I'd love to hear how the administration thinks that is fair. That's what I call a pattern of need.

Paraphrase and Powerful Question.

Scenario 2

During a Data Conversation with a teacher, you start talking about Webb's Depth of Knowledge. The teacher, Donna, tells you she only uses levels 1 and 2 with her students because "that is all they can do."

- How might you paraphrase?
- What powerful question might you ask the teacher?

First Version

Donna: I only use level 1 and 2 because that's all my students can do.

Teacher: Really?

Donna: Yeah, and even then they can't always answer the questions. I get how it would be so great to have these in depth discussions where the kids are analyzing and investigating but there is no way my class could get to that level. I tried to have a class debate once and it devolved into complete chaos, never doing that again. And once I tried to put a higher level question at the end of the test, and the kids freaked out on me. "Mrs. Lemur, I don't even know what you're asking here, we never covered this in class!!" I even got an email from a parent, BEFORE I graded the test, asking for a meeting because his daughter was sure that question was going to ruin her average in the class.

Paraphrase and Powerful Question

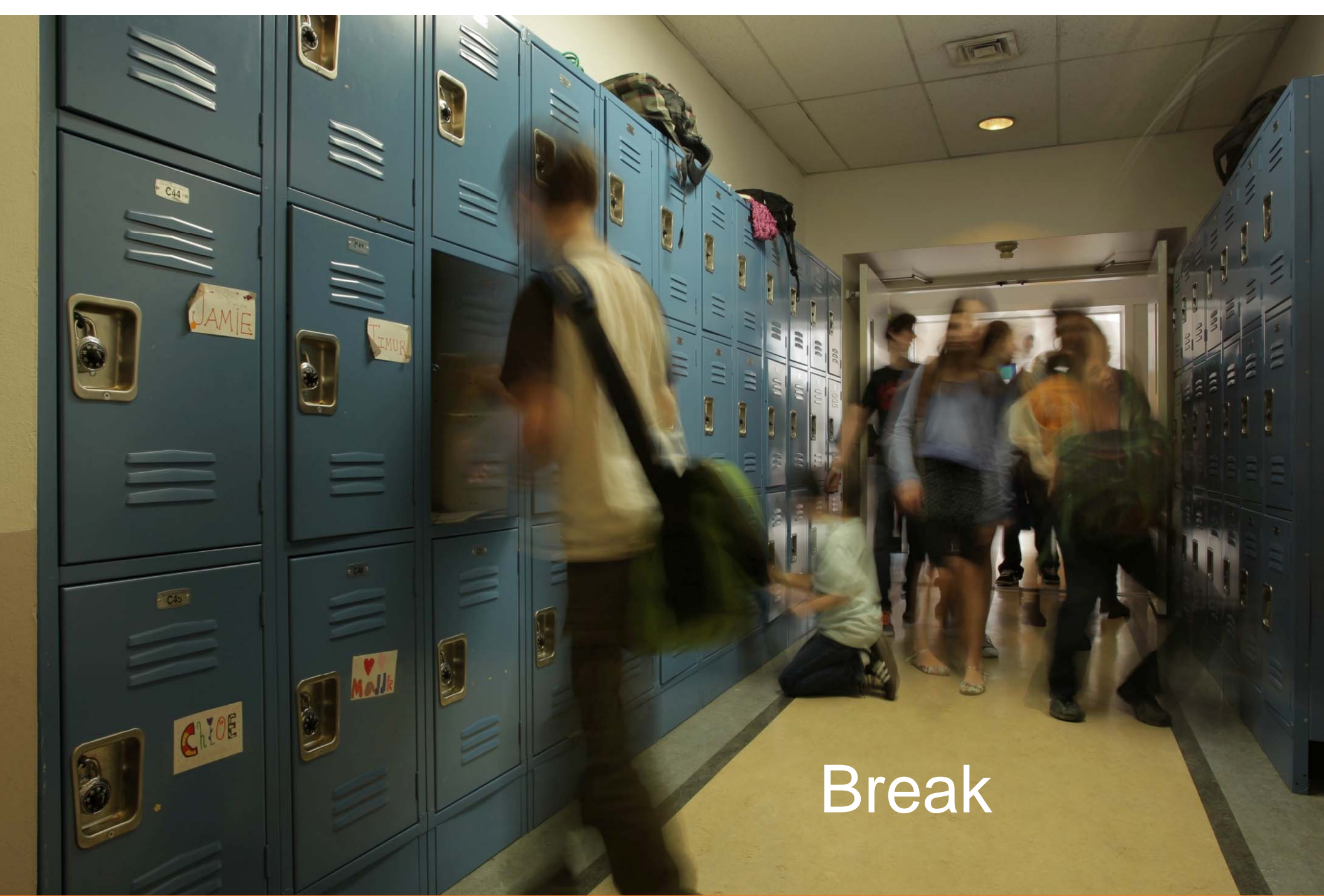
Planning for Data Conversations

Think about Data Conversations that teachers currently have with students, administrators, parents and colleagues.

- How could teachers incorporate techniques such as paraphrasing and powerful questions more often?
- How could quality Data Conversations happen more often?

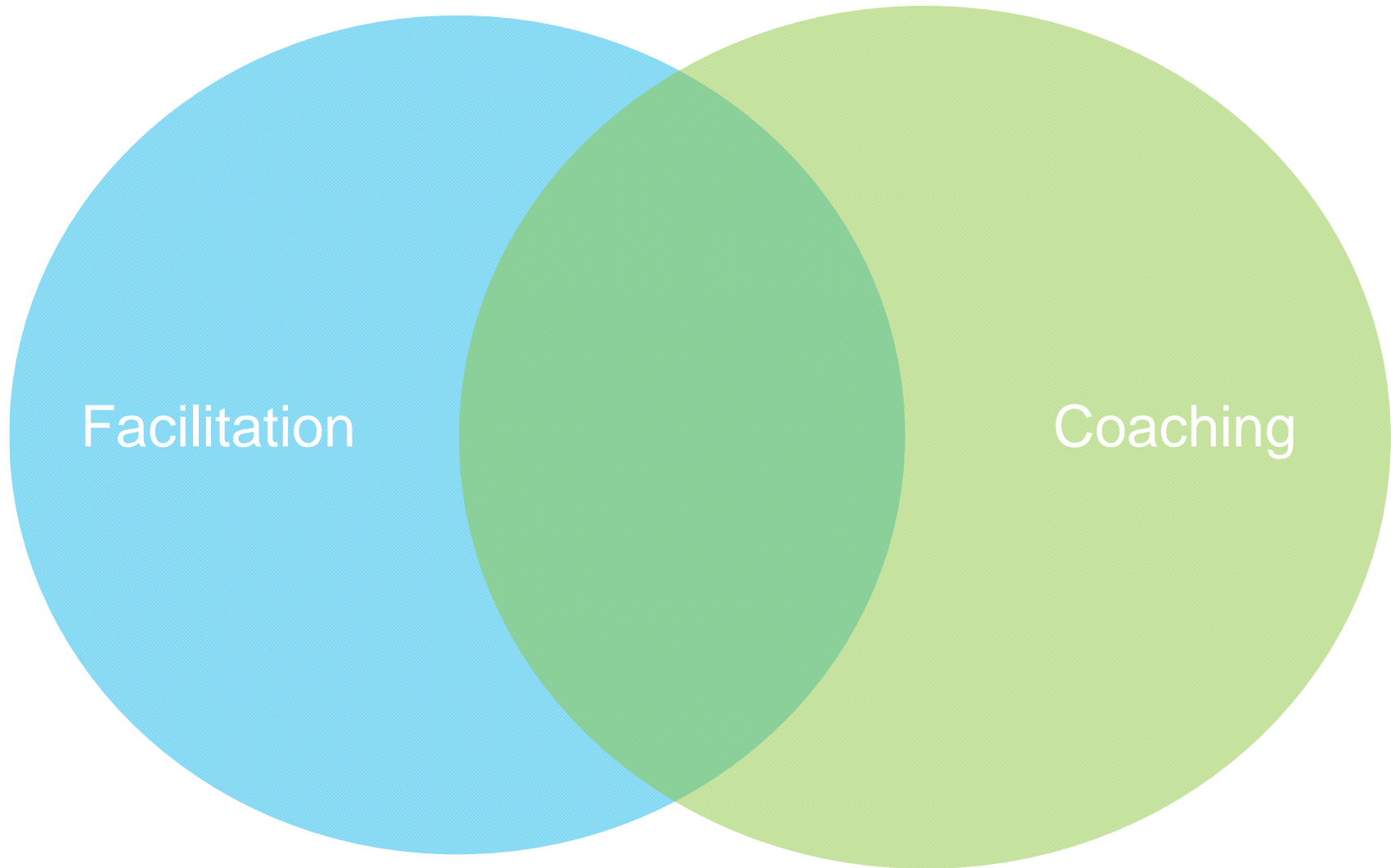
Summary

- It is important to examine our own coaching strengths and challenges to plan for continued implementation.
- Asking powerful questions can move listeners toward a different understanding of their own questions.



Break

Facilitation and Coaching



Facilitation and Coaching

Facilitation

- Orchestration of meaningful interactions which lead to changes in mindset (Oakley & Krug, 1992)
- Can lead to problem solving, decision making, conflict resolution, and task accomplishment (Killion & Simmons, 1992, p. 2)

Coaching

- Practice of constructing and posing questions with the intention of engaging and transforming thought
- Employing a set of nonjudgmental response behaviors to establish and maintain trust and intellectual engagement (Costa & Garmston, 2002)

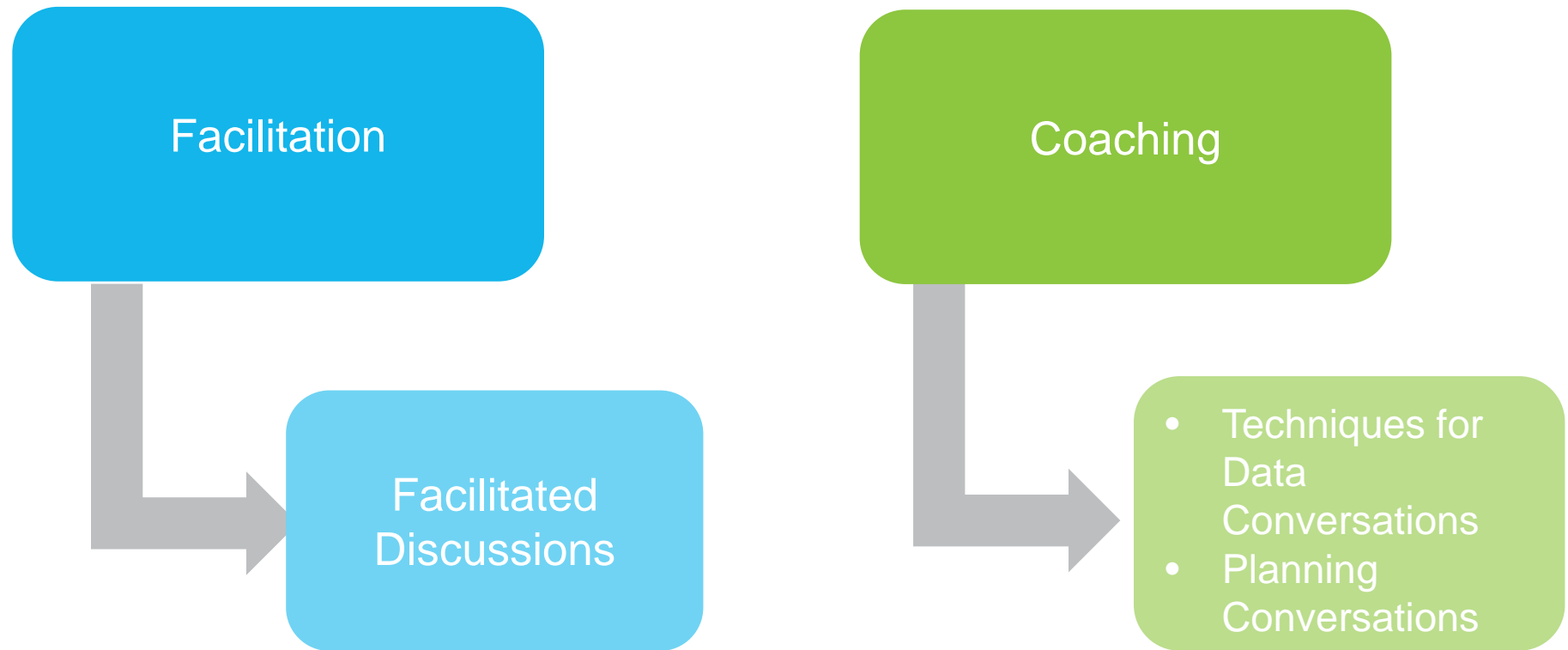
Quick Write

Think about your role as an SDLT member this past year and for upcoming implementation next year:

- At what points in your work are you a “coach”?
- At what points in your work are you a “facilitator”?
- Are there other roles that you play?



Planning Data Conversations



Planning Facilitated Discussions

- What strategies can you use to prepare for a facilitated discussion?
- How can you use questioning to keep a facilitated discussion going?



“As Palmer (1998) has noted, how we ask **questions** can make the difference between a discussion that goes nowhere and one that turns into a ‘**complex communal dialogue that bounces all around the room.**’”

(Brookfield & Preskill, 2005)

Types of Questions

Questions that ask for more evidence

Linking or extension questions

Cause-and-Effect questions

Summary and Synthesis questions

Open questions

Questions that ask for clarification

(Brookfield & Preskill, 2005)

Planning a Facilitated Discussion

Think about a discussion you will need to facilitate next year and consider the following steps:

1. What can you do to prepare participants for the discussion?
2. What is your opening question (using positive presumptions)?
3. What are some follow-up questions you will want to ask?
4. Where might the conversation become stalled or blocked?
5. What questions could you use to sustain the discussion when this happens?

Assessment Literacy: Comprehensive Assessment System

A Comprehensive Assessment System:

- “provides multiple perspectives and sources of data to help educators understand the full range of student achievement” (p.3)
- “provides a framework that LEAs should use to take inventory of existing assessment so as to determine any possible redundancy or gaps” (p.4)
- Thoroughly evaluating the assessment systems in place to ensure that they are comprehensive will enable LEAs to introduce more efficiency, rather than additional burdens” (p.4)

(The Rhode Island Department of Elementary and Secondary Education, 2011)

Assessment Literacy: Comprehensive Assessment System

Revisiting the Data Inventory

- What are the purposes of each assessment?
- How do we use the information?
- For what work/initiatives could we use the data?
- Are there redundancies and gaps?
- Are there ways you could streamline your school's comprehensive assessment system?

A photograph of two women in professional attire standing on a staircase and talking. The woman on the left is wearing a white blazer and black pants, while the woman on the right is wearing a grey suit and holding a blue folder. In the background, another person is visible on a higher level of the stairs.

Vertical Articulation and Horizontal Alignment



Revisiting Your Data Inventory

Summary

- An SDLT member plays a dual role of coach and facilitator.
- Facilitated discussions require planning and preparation to move participants toward meaningful interactions.
- It is important to examine the purpose of an assessment and how it will fit into a larger Comprehensive Assessment System.
- Collaborative structures help facilitate vertical articulation and horizontal alignment.

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Lunch

SDLT Share Process

- SDLT Presentations
- SDLT Poster Session
 - 1 or 2 SDLT members at each poster
 - Other team members circulate, observing and asking questions of other posters
 - Switch
- SDLT Feedback Template

SDLT Presentations & Poster Session

- Create a poster that tells the story of your Sustainability Plan. The poster should convey:
 - The challenge(s) you face: *Pattern of Need*
 - How you will address it: *Research Question; Action Plan*
 - What success will look like at your school next year: *Assess; Reflect and Share Results*



SDLT Poster Session Prep



SDLT Presentations & Poster Session

District Sustainability Planning

- Now that you have seen the work of other schools, how does your plan relate to the other schools in your district?
- Where might there be opportunities for collaboration within your district?
- What resources and/or supports from the district office might help support this collaboration?

Data Use PD Feedback



- What was the most helpful aspect of Data Use PD?
- If you could go back to Day 1, what would you do differently in your Data Use implementation?



Wrap-Up