

Data Use Professional Development Series

201
Day 4

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Welcome back!

Norms for Our Time Together

- Professionalism:
 - Reasonable bio/tech breaks
 - Mutual respect for time and others
- Participation:
 - Active listening
 - Shared talk time
 - Willingness to engage with openness and honesty
- Problem Solving:
 - Solution-oriented

Agenda

Day 4

Welcome/Overview

Implementation Progress

Adaptive Change and Collaborative Structures

Data Analysis Questions

Break

Inference Validation

Root Cause Analysis

Lunch

Effort/Impact Matrix

Techniques for Data Conversations: Paraphrasing

Data Conversations with Parents

Planning Conversations

Break

On-Site Visits

Implementation Planning

Wrap-up/Evaluation

Day 4 Objectives

By the end of Day 4, SDLTs will be able to:

- Identify challenges and successes of Data Use Implementation.
- Prepare for and engage in various types of Data Conversations.
- Articulate questions appropriate to various data sources.
- Determine potential Root Cause/s of a Pattern of Need and consider Effort/Impact when identifying strategies.
- Analyze the variety of ways in which On-Site Visits can support Data Use Implementation in schools.
- Utilize Planning Conversations for On-Site Visit planning.
- Articulate a plan for ongoing Data Use Implementation.

Implementation Progress



Adaptive and Technical Challenges



Data Analysis Questions

- What questions can you ask of this particular source of data?
- Which of these questions could you ask of *all* sources of data sets or data types?



Applying Data Analysis Questions

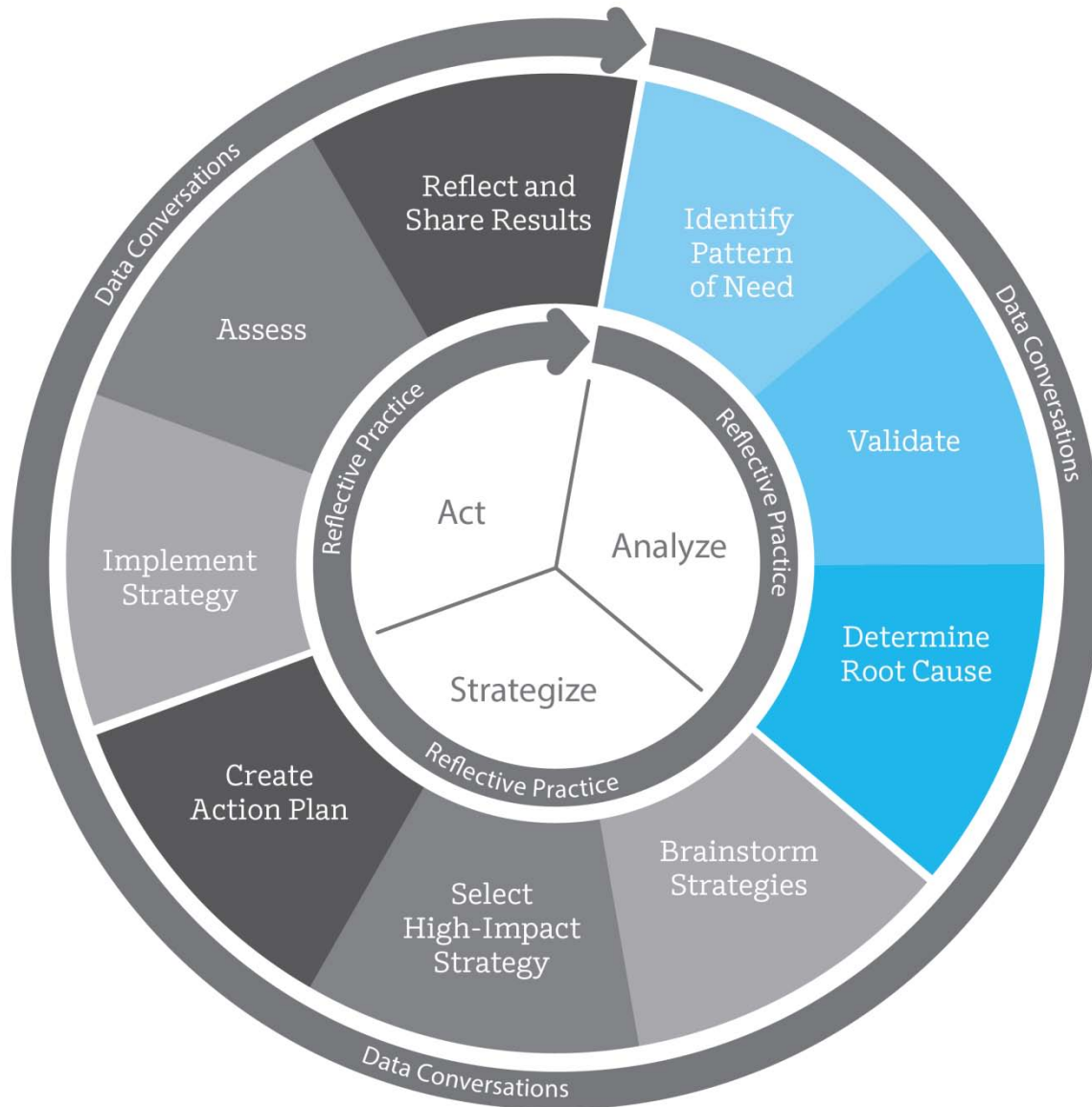


Information

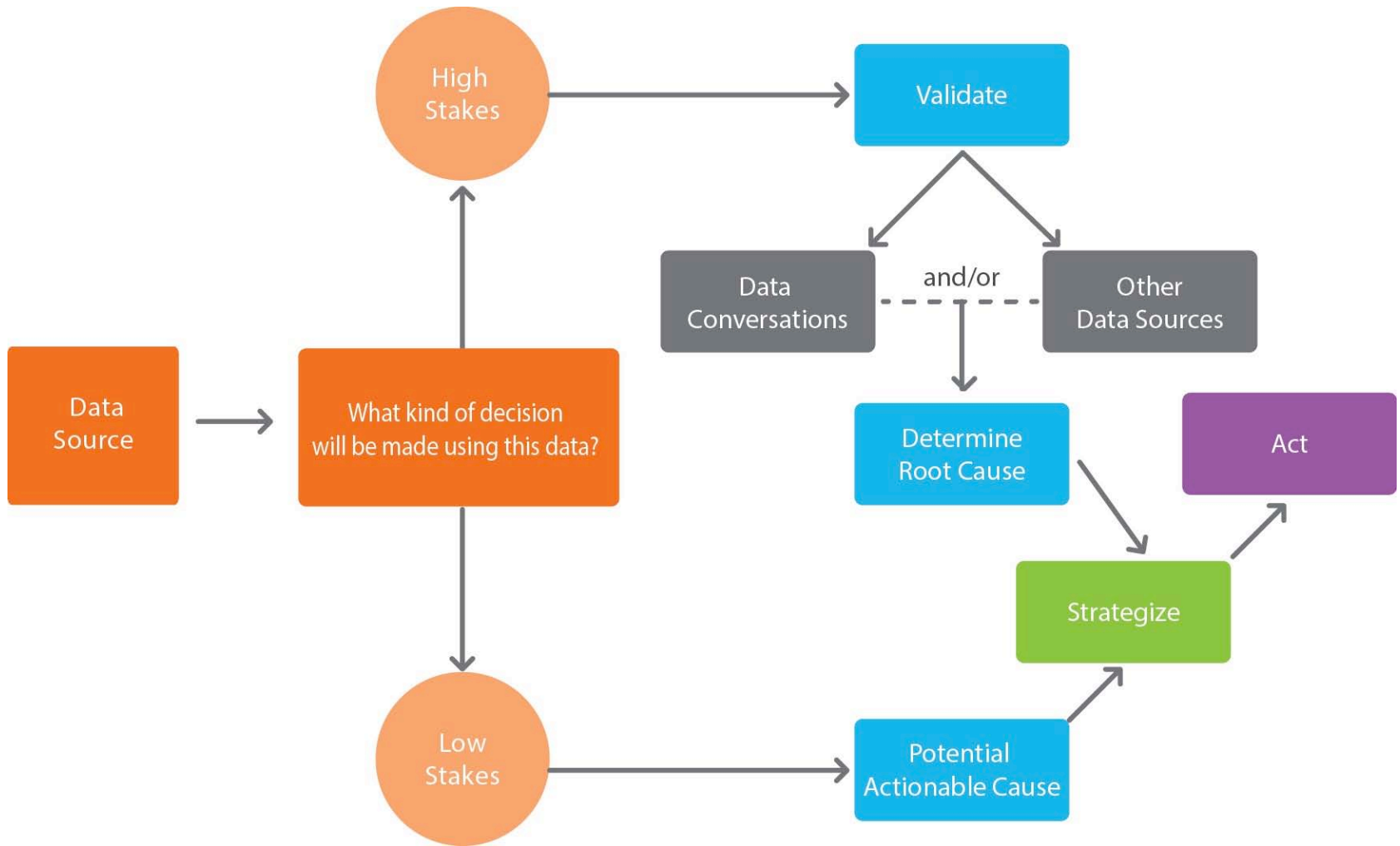


Summary

- Implementation of the work looks different at different schools.
- Understanding the best questions to ask of various data sources and types can help facilitate productive data meetings and Data Conversations.



Inference Validation



Root Cause

The cause of an event that, if eliminated, would substantially reduce or prevent the event.

For higher stakes decisions, validation is used to determine Root Cause in order to address a Pattern of Need.





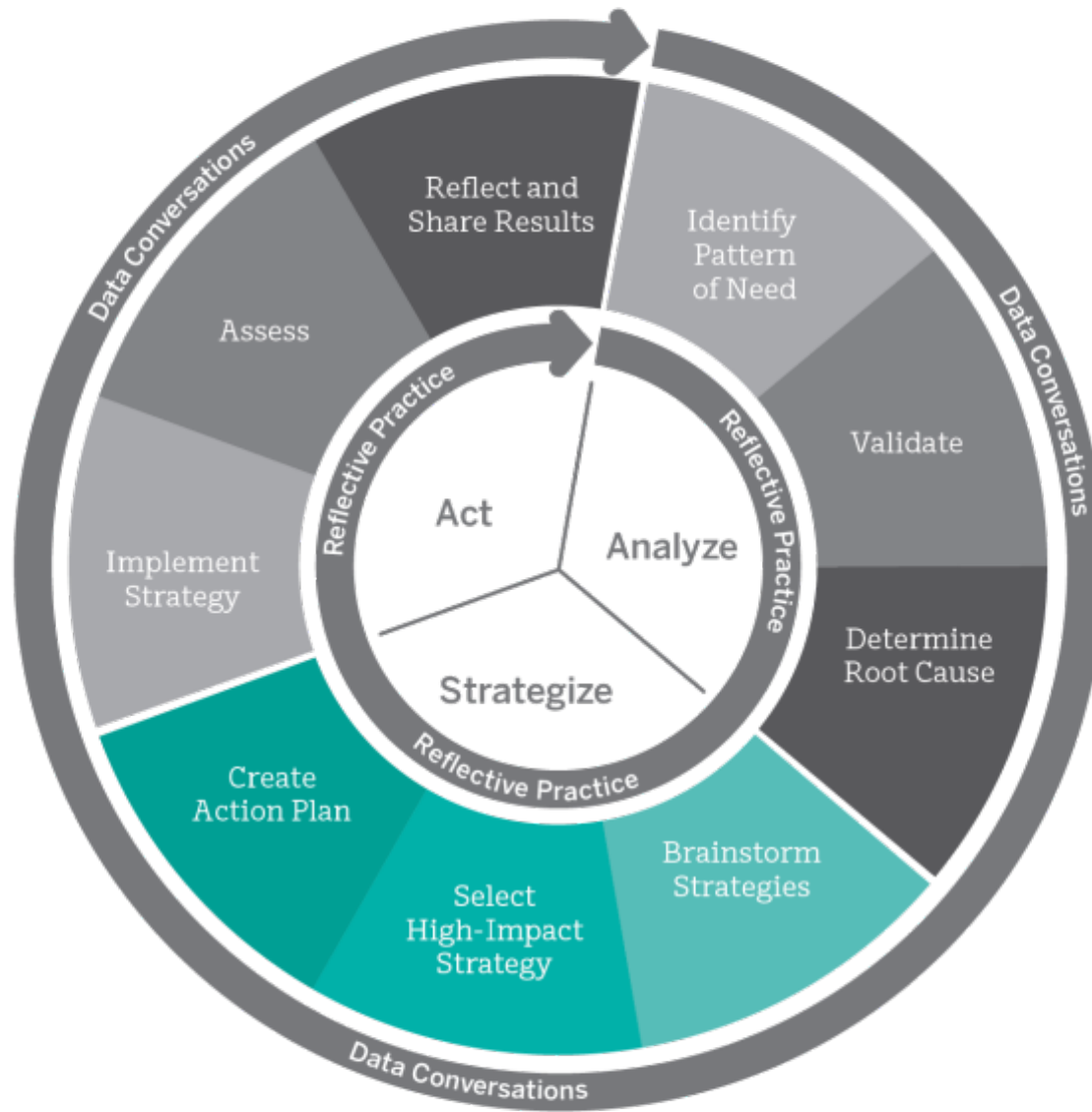
Root Cause Analysis

Summary

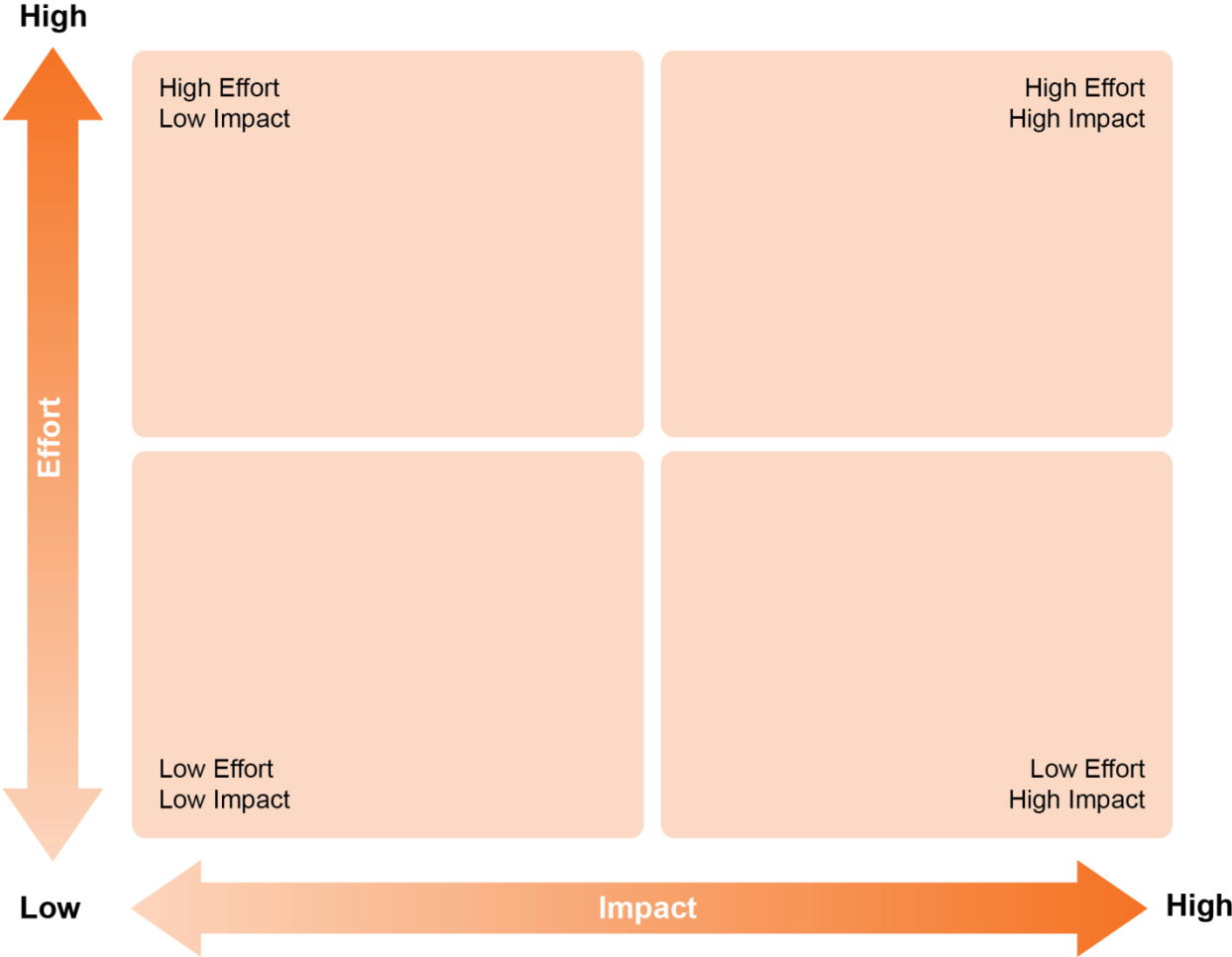
- The need for validation of inferences increases with the stakes of the decision.
- Root Cause Analysis should be used when decisions are higher stakes.

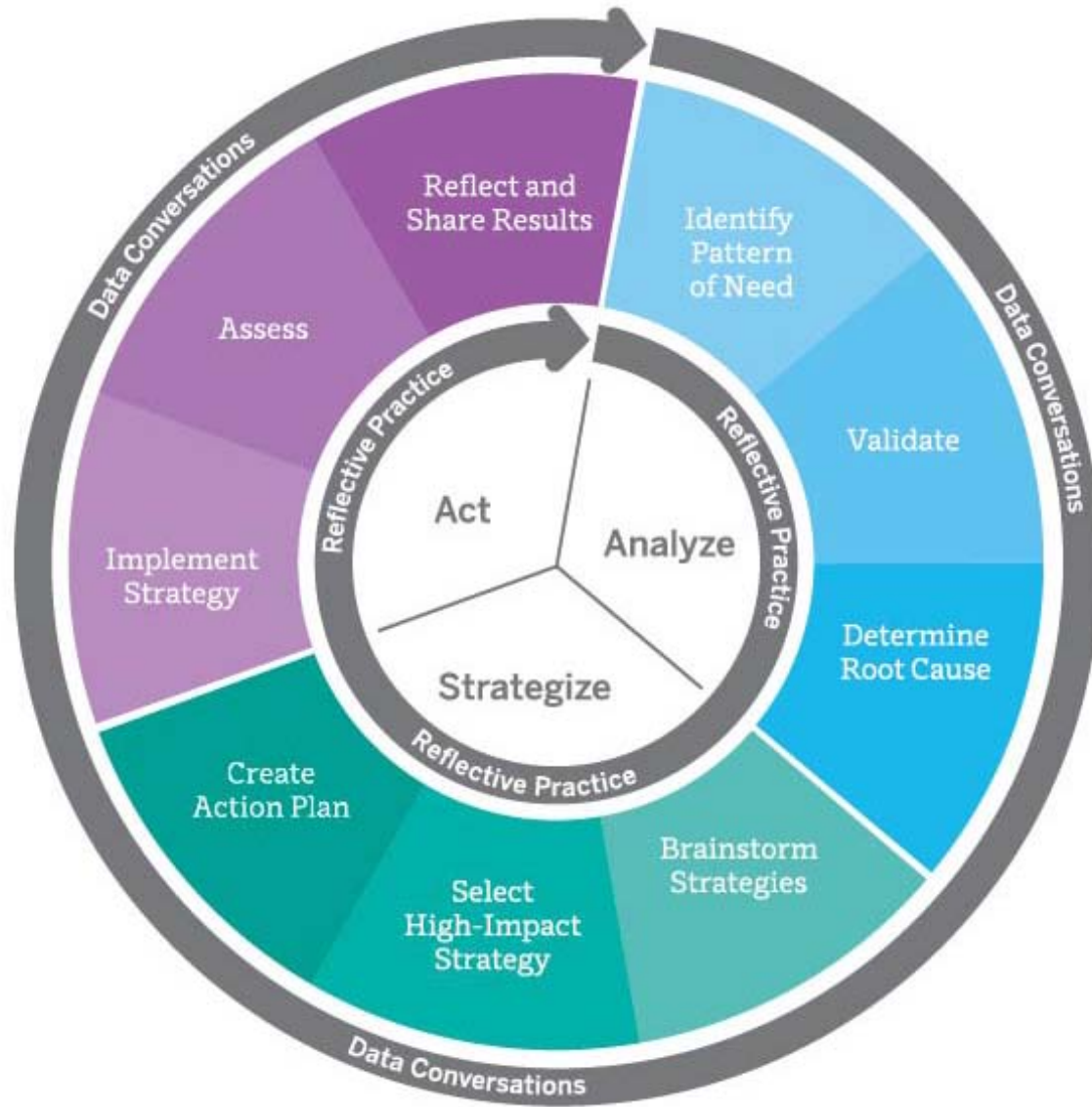


Lunch



Effort/Impact Matrix





Techniques for Data Conversations

- Positive Presumptions
- Paraphrasing



Paraphrasing

Sample Prompts

- Talk to me about your biggest challenge with Data Use this year and some of the strategies you have tried.
- How do you see this work continuing at your school next year?
- Talk about the most exciting thing you have seen as a result of this work back at your school.

Sample Question Starters

- You're hoping that...
- So, you're wondering if...
- You're concerned about...
- You're thinking about...
- So you're (*fill in emotion here*) because...

Data Conversations with Parents



Planning Conversations



Planning Conversation

A coaching conversation with an individual or a group to help plan an event or the implementation of a new activity or strategy.

Prior to:

- Introducing a Turnkey Exercise
- Trying a Data Analysis strategy
- Conducting a faculty meeting
- On-Site Visit
- Parent meetings
- Evaluation conference

Having a Planning Conversation

The Process

Step 1: Set and clarify goals.

Step 2: Establish indicators of success.

Step 3: Determine how you will reach success.

Step 4: Identify the learning focus.

Step 5: Reflect on the Planning Conversation.

Summary

- Using an Effort/Impact Matrix can help us prioritize what strategies are worth pursuing.
- Paraphrasing makes a Data Conversation more productive and sends a powerful message to a speaker.
- Data Conversations can be used in various contexts and with multiple stakeholders, including parents, to foster transparency.
- A Planning Conversation can help guide an individual or a group toward goals.

On-Site Visits

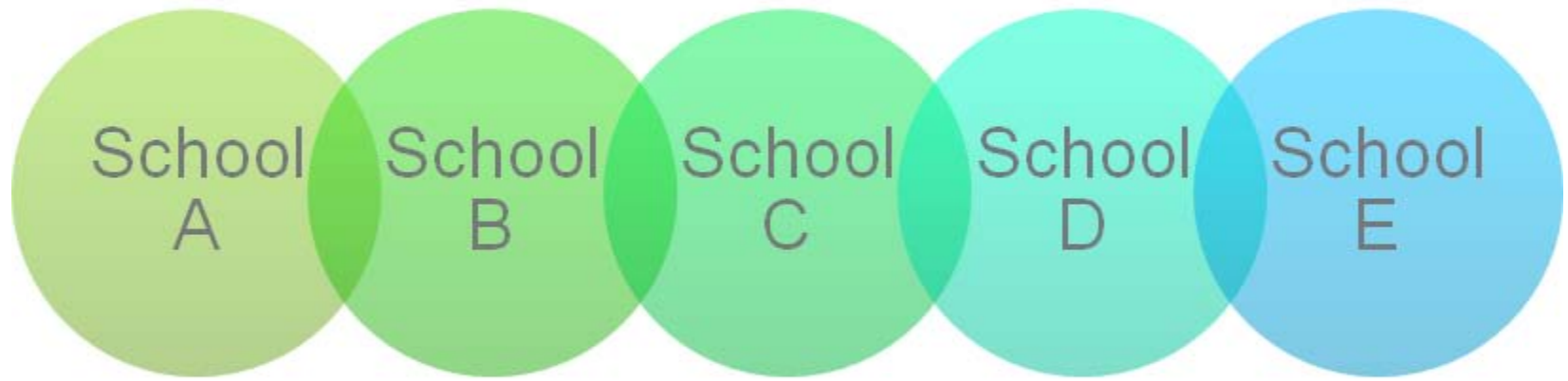
- Guidance for On-Site Visit
- On-Site Visit Rubric
- Case Studies
- Sample Agendas
- On-Site Visit Planning Conversation



RI Data Use Rubric

	Readiness for Visit	Current State of Implementation	Cycles of Inquiry	Quality Data Conversations
Basic	Little or no communication. School not prepared for visit.	Not yet implementing Data Use techniques. Staff not aware of Data Use PD and/or role of SDLT. SDLT has not met together. Data PD is seen as a separate initiative.	Little or no evidence school is conducting Cycles of Inquiry.	Little or no evidence that Data Conversations are taking place, and/or barriers exist that prevent educators from having Data Conversations.
Emerging	SDLT communicated with coach. Agenda is either not developed or not detailed enough to ensure success.	SDLT has shared Data Use techniques with some staff. Planning for wider implementation is not fully developed. SDLT has met once or infrequently. Connections are made to other initiatives, but it is not integrated.	A few educators are using Cycles of Inquiry. Turnkey materials have been shared on a limited basis and/or no plan in place to share with additional teachers.	Evidence shows Data Conversations inconsistently used, or on a limited basis. Data Conversations tend to be educator-educator.
Developed	SDLT conducts a Planning Conversation prior to visit. SDLT in regular contact with Data Analysis Coach and detailed agenda developed and shared prior to visit.	SDLT shares Implementation Plan and engages staff, as well as DDL. Implementation activities planned well in advance. SDLT meets regularly. Connections are made to other initiatives and Data Use PD is beginning to be integrated.	SDLT works with an extended cohort to conduct short, frequent Cycles of Inquiry to make low-stakes decisions to impact core instruction. Plan in place to continue work.	SDLT works with an extended cohort to increase quality Data Conversations with all stakeholders. Data Conversations employ multiple techniques from Data Use PD and foster transparency.
Independent	SDLT independently conducts a Planning Conversation prior to visit. SDLT initiates contact with Data Analysis Coach and requests feedback on the agenda for On-Site Visit.	SDLT engages staff in implementation planning and feedback informs planning. DDL is an active partner. Data Use becoming a part of school improvement planning. Data Use PD is fully integrated into the priorities of the district. It is seen as enhancing – as opposed to competing with – other initiatives.	SDLT works with an extended cohort to conduct Cycles of Inquiry to make low- and high-stakes decisions. Root Cause Analysis and validation with multiple data sources used to avoid inference errors.	Significant numbers of educators participate frequently in low-stakes Data Conversations. Evidence of Data Conversations with students and parents, as well. Data Conversations with community taking place or planned.

Site Visit Case Studies



On-Site Visit



Implementation Planning

Summary

- Planning for On-Site Visits can strengthen the implementation of Data Use in schools.
- This work will look and feel differently at different schools, and for different stakeholders.



Reflection

Day 4 Session Evaluation

www.surveymonkey.com/s/pdsessioneval

Agenda

Today

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Wrap-up/Evaluation

Day 5 On-Site Visit

Possible activities for the Data
Analysis Coach are:

Collaboration time with the SDLT
and/or school and district leaders

Observe PLCs, Communities in
Practice, and/or Data Team
meetings

Model/review Turnkey Exercises

Analyze classroom data with
classroom teachers

Model low-stakes Data
Conversations

Day 6 Emerging Topics

Longer Cycles of Inquiry and
Expanding Circles of Data Use

Data Conversations with Students

Aggregate Data

Data and Small Group
Differentiation

Triangulation and Validation with
Multiple Data Sources

Assessment Literacy

Action Research