Day 4: 301 Participant Resources

Data Use Professional Development Series
Rhode Island Department of Education
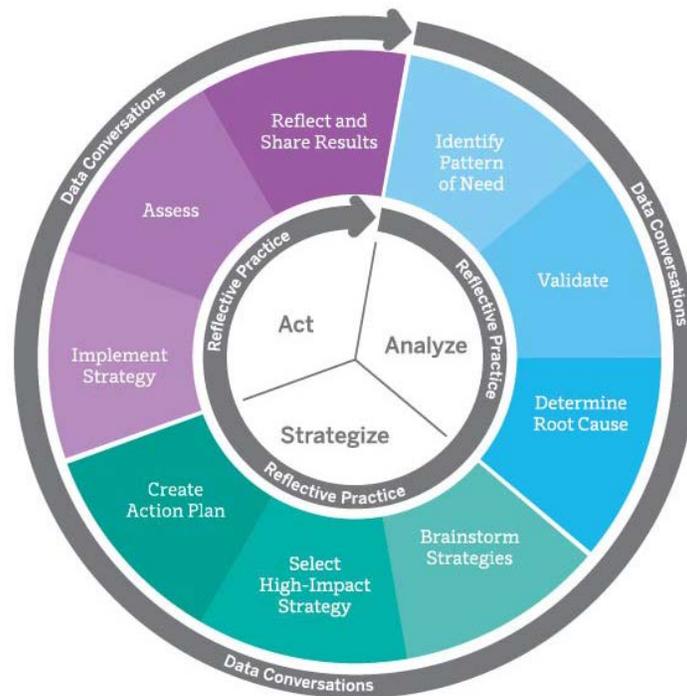
www.ride.ri.gov

www.amplify.com

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Implementation Progress: Survey

With whom have you begun to implement Data Use at your school?

Which turnkeys, exercises, or conversations around Data Use have you implemented with the above group(s)?

In what ways are the teachers you are implementing with using data to inform instruction on a day-to-day basis?

Circle the number that best represents how you feel about your implementation progress in terms of the plan you created in Days 1-3.

1	2	3
Behind Schedule	On Schedule	Ahead of Schedule

Implementation Progress: Cycle of Inquiry

Analyze

The following is a list of possible data sources related to your implementation progress. Analyze your implementation progress using the Cycle of Inquiry with one or more of the following data sources:

Data Conversation Log   Reflection Data

Turnkey Log   Meeting notes

Survey Data   Agendas

Data Source:

_____

Pattern of Need:

After analyzing the data source(s) what evidence-based Pattern of Need can you identify?

_____

Potential Actionable Cause:

What is a Potential Actionable Cause for the Pattern of Need above?

_____

Strategize

Brainstorm some strategies that could be implemented to address this Pattern of Need.

_____

_____

_____

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Action Plan

Create an action plan using one or more of the brainstormed strategies.

Plan
Who will be leading and/or participating?
When? Where? How Long?
What resources will you need?
What data will you collect? How will you assess?

Act

After implementing Action Plan: Assessment results
Next Steps

Implementation Plan: Adaptive and Technical Challenges

Make a list of the challenges you have encountered implementing Data Use in your schools. For example, you may not have allocated adequate time to implement the way you would have liked, or teachers may not yet see the value of a low-stakes Cycle of Inquiry and therefore, are not using it frequently. For each example you list, determine whether it is a technical or adaptive challenge and generate a positively presumed question that will lead to possible solutions.

Challenge	Technical or Adaptive	Question(s) Using Positive Presumptions	Possible Solutions

Sample:

Challenge	Technical or Adaptive	Question(s) Using Positive Presumptions	Possible Solutions
Teachers buy-in is low (do not value data meetings — come unprepared, late, discussion is not focused).	Adaptive	How can we encourage teachers to come prepared to their data meetings?	• Provide an agenda • Make connections between this work and other current initiatives • Dismiss them from meetings where they don't come prepared • Report meeting notes and lack of productivity back to admin • Provide snacks • Focus on their data in the next meeting
Educators do not have time to go through the Turnkey Materials.	Technical	How can we implement the Turnkey Materials in the context of the current work?	• Meet with the principal to find out what grade-level teams are doing during their CPT and find exercises that support the work • Use the materials to analyze new data sets, including newly released NECAP data, schoolwide universal screeners, and classroom formative data
Teachers have data, but are unclear as to how to read or utilize the data.	Technical	How can we prepare teachers to understand their data and utilize it in their decision- making?	• Provide data analysis workshops for teachers • Use the materials to practice analyzing data sets • Conduct a data inventory with teachers to deepen the understanding about what data is currently being used or not used

Exercise 2.8: Data Analysis Questions Specific to a Data Source

Data Set_____

Record a list of questions that educators can use when analyzing this specific data set.

	What questions can you ask of this data source?	Why is this question important to ask?
1		
2		
3		
4		
	What questions can you ask of all data sources?	Why is this question important to ask?
5		
6		
7		
8		

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Exercise 2.9: Data Questioning Protocol

Using your colleague's data set and Data Analysis Questions Specific to a Data Source worksheet, find a Pattern of Need and answer the questions below.

Pattern of Need:

| |
| |

Answers to questions that can be asked of all Data Sources:

1	A
2	A
3	A
4	A

Answers to questions that can be asked of this specific Data Source:

5	A
6	A
7	A
8	A

Additional Thoughts and Questions:

| |
| |

Suggested Next Steps:

| |
| |

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Exercise 2.9: Data Questioning Reflection Sheet

For the "data owner":

Which questions altered your thinking about this data set? Did any question change the direction of your next step?

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For the "colleague":

What insights did you gain from the experience of digging deeper into your colleague's data set?

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For both:

What discoveries did you make about the data? Were there any gaps or redundancies?

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What are some of the advantages of having a colleague analyze your data set?

Which questions did you find most helpful? Which ones will you use in future Data Conversations?

Which questions are most helpful in digging deeper into the data?

Exercise 2.10: Article Synopses

Synopsis 1

Sincere Smiling Promotes Longevity

Date: 20 Feb 2010

Retrieved http://www.worldhealth.net/news/sincere-smiling-promotes-longevity/

- The researchers asked scientists (trained to analyze smiles) to review vintage photographs of 230 major league baseball players from the 1952 season.
- "Duchenne smilers", who engage muscles both near the corners of the mouth and around the eyes, are known as genuine smilers.
- Duchenne smilers tended to live the longest, followed by non-Duchenne smilers. In fact, 70% of Duchenne smilers lived to age 80, as compared to 50% of non-smilers who survived to that age.

Synopsis 2

Facebook Use Leads to Worse Grades in College

Jeremy Hsu
Date: 13 April 2009
Retrieved http://www.livescience.com/3495-facebook-users-worse-grades-college.html

- Facebook users had average GPAs 3.0 – 3.6
- Facebook users studied 1-5 hours/week
- Non-Facebook users had average GPAs 3.5 – 4.0
- Non-Facebook users studied 11-15 hours plus per week
- This raises questions as to how students spend their time outside of class.

Exercise 2.10: Sample Data Graphs

Sample Graph 1

Before a data meeting, Mrs. Smith averaged the scores of a recent unit test against the averages of weekly quizzes (from the same unit). Her graph is below.

Weekly Quiz vs. Unit Assessment
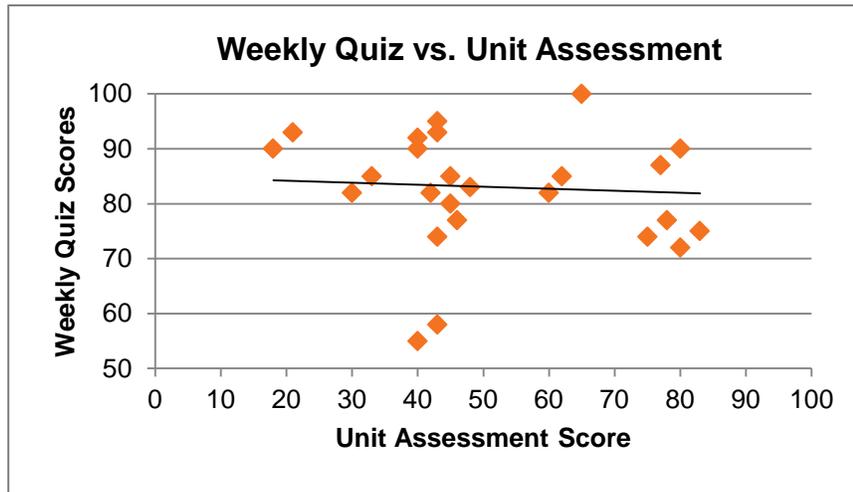
What does this graph represent? What two sources are being compared?

What do you notice?

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If there were a strong correlation between student performance on the quizzes and the unit assessments, what would the graph look like?

What is the next question that Mrs. Smith needs to ask?

*Why might the scores show a weak correlation?*

For each of the possible causes, what next questions would you ask to inform your practice?

Sample Graph 2

Mrs. Smith, a science teacher, and Mr. Jones, a social studies teacher, teach the same students. They graphed the students' scores from a recently administered CCSS-aligned assessment onto a scatter plot. The standard measured on the assessment was:

WHST.1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Each essay was graded on a 4 point rubric. Each bubble represents a cluster of students: smaller bubbles represent clusters with fewer students; larger bubbles represent clusters with more students. Mrs. Smith and Mr. Jones thought they would see results that were highly correlated.
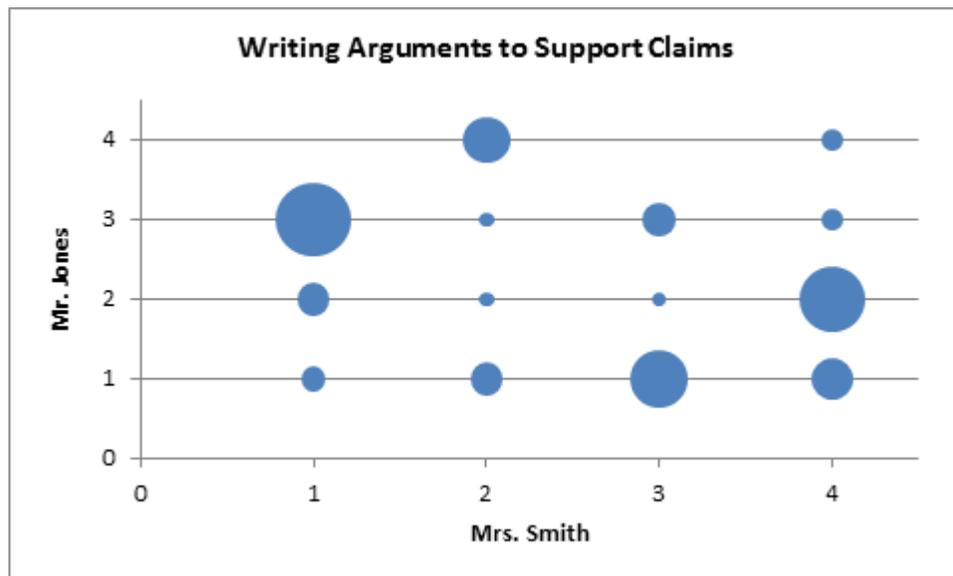
What does this graph depict? What do the bubbles represent? What does the size of the bubble mean?

What do you notice?

If there were a strong correlation between these two data sources what would the graph look like?

What questions do the data provoke?

What are the teachers' next steps in this process?

How can you frame a Data Conversation around this information?

Triangulation Scenarios Worksheet

Scenario	Validate? (Yes/No)	Why/Why not?	Possible data sources
A high school is developing recommendations for individual students to be nominated to take the Advanced Placement English course. To do so, they decide to recommend any student who made an A in English the previous year.			
A Grade 3 teacher developed a reading comprehension assessment and administered it to her students. She was surprised to find that only 40% demonstrated proficiency on the assessment.			
A social studies teacher spends 45 minutes reviewing the similarities and differences between the Articles of Confederation and the Constitution. For the exit ticket, he passes out slips of paper with the two statements, one of which was true and the other, false. Students were asked to identify the factual statement. Ninety percent of the students correctly identified the true statement			

as fact.			
A group of Grade 5 teachers are deciding on the area of focus for next year's intervention block. In reviewing the NECAP scores from the last two years, they notice a Pattern of Need in Functions and Algebra, and they reach consensus to focus on this content strand in next year's intervention block.			
Grade 3 teachers use DIBELS data to create reading groups for a unit of study scheduled to last 8 weeks.			

Template: Triangulating Data Sources

This template may be used as a guide when engaging in the process of validating a Pattern of Need.

- How would this template help you refine your Potential Actionable Cause for a Pattern of Need?
- How does this process relate to your Data Inventory?

Original Data Set: Pattern of Need:	Possible Actionable Cause:	Questions:
Data Source #1: Pattern of Need:	Refined Possible Actionable Cause:	Questions:
Data Source #2: Pattern of Need:	Refined Possible Actionable Cause:	Questions:
Data Source #3: Pattern of Need:	Refined Possible Actionable Cause:	Questions:

Exercise 3.3: Sample Scenario for Effort/Impact

Identify a Pattern of Need:

Math teachers Mrs. Swanson and Mr. Monroe get together after their most recent unit assessment. They examine the results and quickly identify a Pattern of Need.

> 40 out of 62 students scored a 1 or 2 out of 4 on questions dealing with multi-step problems.

Identify a Root Cause (through the fishbone analysis):

> The problem-solving process is not granular enough; what the students think of as one step can be many more.

Identify Potential Strategies:

- Introduce a step-by-step problem-solving procedure

- Create anchor charts to support the use of the problem-solving procedure

- Find special math program to add to student tablets

- Create a graphic organizer to break down steps of problem-solving process

- Have students explain each step in writing

- Create a cross-grade peer tutoring program with an emphasis on problem solving

- Focus lesson on one step of the problem-solving process and conduct repeated practice on that step

- Adjust all Do Now problems to be multi-step problems

- Send at-home assignments for parents to work on multi-step problems with students

- Have students highlight key words in problems

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- Review exemplars as a class

- Send struggling students to Math Coach for interventions

Identify the potential strategies that are most actionable:

- Create anchor charts to support the use of the problem-solving procedure

- Create graphic organizer to break down steps of problem-solving process

- Have students explain each step in writing

- Focus lesson on one step of the problem-solving process and conduct repeated practice on that step

Discussion Questions for mapping potential causes to the Effort/Impact Matrix:

- Where might the first strategy belong on the matrix? Why? (Note: same question for strategies 2-4. Encourage discussion and divergent thinking. The process of discussing where potential strategies fit into the matrix is essential. It can surface important issues.)

- Now that we've placed the different strategies on the matrix, which would be the most valuable to pursue? Why? (Note: There is no "right" answer to this question. Important considerations are school and district goals, available resources, etc. The answer will be situational.)

- How does this process guide the rest of the Cycle of Inquiry?

- How have we refined our initial hypothesis?

- For what kinds of decisions would this protocol be appropriate?

Effort/Impact Matrix

High

Effort

High Effort
Low Impact

High Effort
High Impact

Low Effort
Low Impact

Low Effort
High Impact

Low ← **Impact** → **High**

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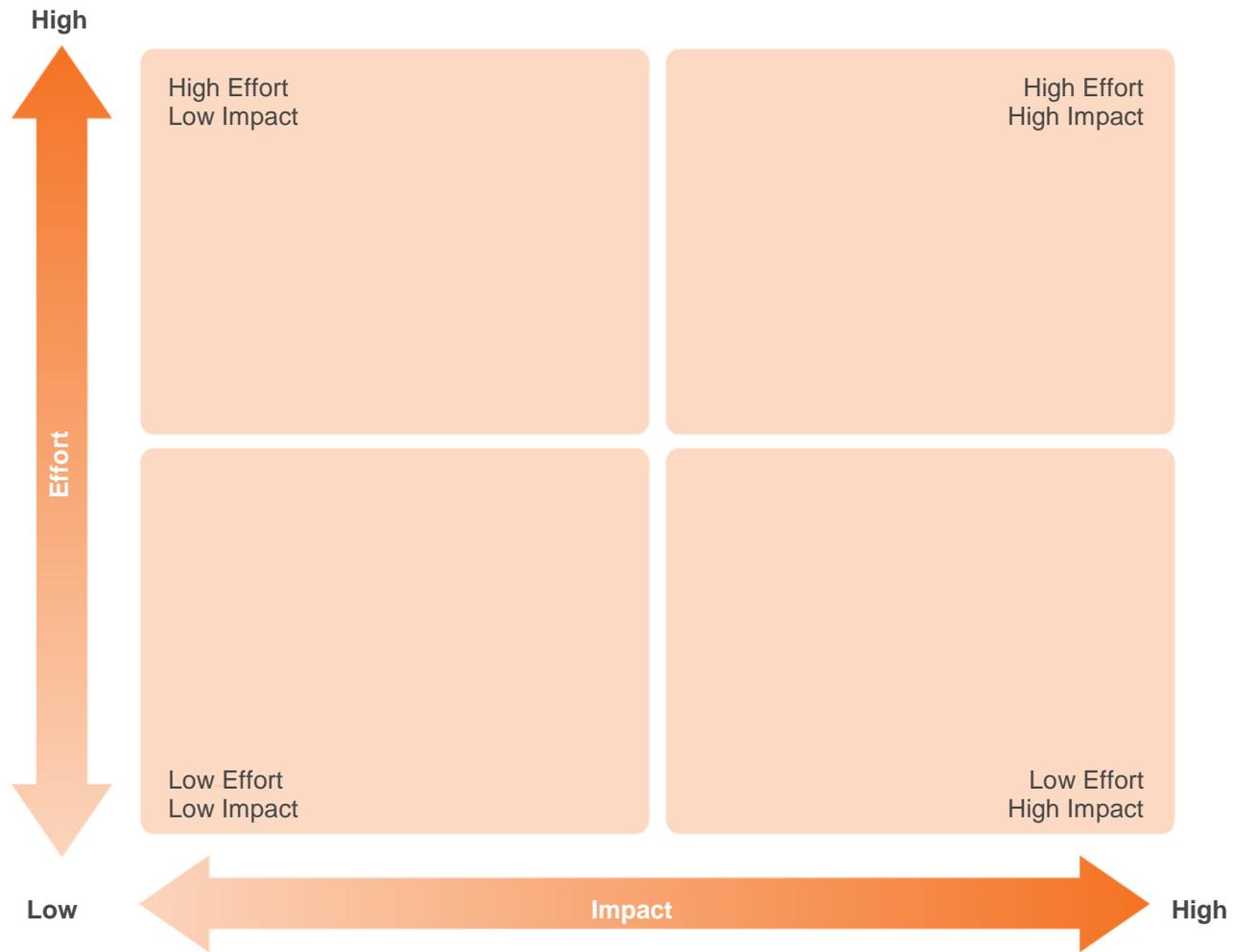
Data Conversation Practice Worksheet

Type: (circle)　　Teacher to Teacher　　　　　Admin. to Teacher　　　　　Teacher to Parent　　　　　Teacher to Student

Before you begin:

What is the purpose of the Data Conversation? _____

What is the first question you will ask (using positive presumptions): _____

Positive Presumptions	Paraphrasing	Data References
Tally:	Tally:	Tally:
Comments/ Notes:	Comments/Notes:	Comments/Notes:

Conversation Stoppers:

Questions for a Planning Conversation

Here are some sample questions for each step of the conversation:

Step 1: Goals

- What are you hoping to accomplish with _____?
- What specifically do you mean when you say_____?
- How does this goal relate to the goals of your colleagues?

Step 2: Indicators of Success

- What might you see or hear to know you've reached your goal?
- What evidence should you collect to show success?
- How will you know that you have reached your set goal?

Step 3: Reaching Success

- How long are you anticipating _____ to take?
- What will guide your decisions about _____?
- What strategies might you use to help reach your goal?
- What might you need to do to be best prepared for reaching this goal?

Step 4: Learning Focus

- On what past successful experiences might you draw?
- What is important for you to pay attention to in yourself?
- What do you want to be sure you do well?
- If you could videotape this lesson, what might you want to see or hear yourself when you replay it?

Step 5: Reflecting

- How has our conversation supported your thinking?
- Where are you in your thinking now, in comparison with your thinking when we started?
- What specific things about this conversation were helpful?

Planning Conversations Sample

SDLT Scenario:

An SDLT member wants to introduce the concept of exit slips to the whole staff as part of "Extending the Learning" in the Sustainability Plan. She consults the rest of the team and they immediately have a "planning conversation." For this example scenario, imagine an SDLT made up of teachers who are thinking about this at one of their meetings. The questions are proposed by the team members and the answers are provided by one of the team members.

Team: What are we hoping to accomplish by introducing the idea of exit slips?

SDLT Member: I really want teachers to use them.

Team: What might we see or hear to know we've achieved that?

SDLT Member: Well, I guess I would see teachers using them. But I don't have the opportunity to observe teachers, so I don't know how much I would see, actually. So maybe I need to ask them to share an exit slip they have used each week. That way we can also start to use a common evaluation tool as well. So I think an indicator of success is that the teachers are using exit slips at least once a week to drive instruction. Hmmm, that doesn't seem like what I'm really aiming at. I really want them using exit slips with more frequency and fidelity, and use them to guide instruction…so maybe at first success would look like teachers using exit slips at the end of each math lesson. Let's start there. So in that case, success would look like teachers bringing the results of their exit slip tallies to their data meeting each week. But also we would need to see how they use the exit slips to guide instruction. So maybe they need to bring the short Cycle of Inquiry document to show how they analyzed, strategized and acted around the exit slips. At least at first so they build the habit of mind.

Team: What might we need to do in order to best prepare teachers to use exit slips with fidelity?

SDLT Member: I want to present this idea at a faculty meeting, so I can talk to the whole faculty at once. I will need to present about the purpose of an exit slip, show them how to use it in a class, and how to align it to instructional goals. Above all, I think I will need to make sure that they see the value. So I could model how I use it in my classroom, and describe how much time it actually saves me in the long run. I would also want to show them how I share the results with students, so it becomes a tool not just for instruction, but also motivation. So I will need to provide some examples of exit slips as well as trackers and other tools I use to share my data. I will also need to make sure that I connect mine to the short Cycle of Inquiry, so I should model that, too. Eventually I will want to share the Turnkey on Evaluating Checks for Understanding that we did during the Amplify Workshop. Wow, that seems like a lot, so that might be a follow-up.

Team: If you could videotape this presentation, what might you want to see or hear from yourself when you replay it?

SDLT Member: I guess I am worried a little about the presentation itself. I have a tendency to repeat myself when I get nervous, and that could bore people. So I would want to pay attention to that to make sure that I don't repeat myself. See, I just did it.

Team: How has this conversation supported your thinking?

SDLT Member: I came in thinking I was just going to introduce exit slips and that I wanted to see teachers using them, but now I see that they have to use them to guide instruction — that's a much different outcome to work toward than just understanding how to deliver an exit slip. Thanks! This really helped.

Planning Conversations

Context: With whom are you having this "planning conversation"? What is the context? *SDLT; Preparing to introduce the concept of exit slips*

Step 1: Set and Clarify Goals
 	
Question:
 	
    What are you hoping to accomplish by introducing the idea of exit slips?
 	
Possible Response/s:
 	
    Teachers use exit slips

Step 2: Indicators of Success Question: *What might you see or hear to know you've achieved that?* Possible Response/s: • *Teachers use exit slips* • *Teachers bring the results of their exit slips to their data meetings* • *Teachers bring their completed short Cycle of Inquiry along with data from the exit slips to compare strategies to their Data Meetings*
Step 3: How will you reach this success? Question: *What might you need to do in order to best prepare teachers to use these with fidelity?* Possible Response/s: • *Present at faculty meeting* • *Purpose of exit slips* • *How to use it to guide instruction* • *How to align it to instructional goals* • *Model use (discuss as time saver)* • *Demonstrate how I share with students daily* • *Use short Cycle of Inquiry form to show analysis, strategy and action* • *Evaluating Checks for Understanding (follow up)*

Step 4: Learning Focus

Question:

If you could videotape this presentation, what might you want to see or hear yourself when you replay it?

Possible Response/s:

Focus on not repeating myself

Step 5: Reflect on Conversation

Question:

How has this conversation supported your thinking?

Possible Response/s:

- *Before- how to deliver exit slips*
- *Now- how to use exit slips to guide and inform instruction*

Guidance for Rhode Island's Data Use PD On-Site Visit

The purpose of the On-Site Visit is to support the implementation plan created by the School Data Leadership Team. The Data Analysis Coach can provide a range of support to the school and the SDLT during the visit. The On-Site Visit is a critical component of the Data Use Professional Development Series, meeting schools are their current levels of implementation in order to move them forward. An On-Site Visit will be most successful when the following conditions for success are in place:

- A workspace conducive to data collaboration;
- Availability of all SDLT members present in school;
- Blocks of time no shorter than 45 minutes for collaboration;
- Appropriate access to data;
- Appropriate access to technology (including usernames/passwords) if appropriate for the agenda for the day;
- Preparation time for members of the SDLT in advance of the On-Site Visit.

The focus of the day's collaboration should be on discussing data that informs school- and classroom-level decisions, low-stakes Data Conversations, and both long and short Cycles of Inquiry. Possible activities for the Data Analysis Coach are:

- Collaboration time with the SDLT and/or school and district leaders.
- Observing Communities of Practice or Data Team meetings.
- Model/review Turnkey Exercises.
- Analyze classroom data with classroom teachers.
- Facilitate a short Cycle of Inquiry using low-stakes, formative data sources.
- Help facilitate steps of the long Cycle of Inquiry using school-wide data sources.
- Introduce topics during, before, or after school meetings.

Sample Agenda:

Time	Location	Who	Purpose
8:30 am	Main office	Data Analysis Coach (DAC), principal, other school leader(s)	Review progress; identify successes and challenges
9:30 am	Conference room/teachers' workroom	DAC, SDLT members, Grade Level Team	Short Cycle of Inquiry (COI), facilitate activity, observation of meeting
10:30 am	Conference room/teachers' workroom	DAC, SDLT members, Grade Level Team (a different one)	Short Cycle of Inquiry (COI), facilitate activity, observation of meeting
11:30 am		**Lunch**	
12:00 pm	Conference room/teachers' workroom	DAC, SDLT, Data Team, Department Meeting	Model turnkey materials or review topic with teachers
1:00 pm	Conference room/teachers' workroom	DAC, SDLT members, Grade Level Team (different from previous)	Short Cycle of Inquiry (COI), facilitate activity, observation of meeting
2:30 pm	Conference room/teachers' workroom	DAC and PLC	Co-facilitate Data Conversation presentation

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.

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On-Site Visit Case Studies

School A

Pre-Visit Preparation

The coach reached out to the principal of Longfellow Elementary in an effort to set an agenda and define goals for the day. The principal stated that finding sub coverage would be difficult for anything more than the SDLT members themselves; working with other teachers in the building would have to wait. Regarding an agenda and goals, she emailed, "We'll meet in the morning at 9:00 and figure out next steps and get a sense of how this work fits in our building."

When the coach arrived, two of the four SDLT members were waiting in a large conference room. The principal had observations throughout the morning and could not make it until 12:30. Another member, a fourth grade special education teacher, had an off-site Common Core workshop and could not make it. The SDLT members who were present — the school psychologist and the 4th grade teacher — were told to report to the room to figure out "how to best use the materials from the first four days of the workshop." They were available for the morning.

Site Visit

The coach asked the two team members if they had their implementation plan, which both did. The 4th grade teacher told the coach: "We did the first couple exercises from Getting Started at our first faculty meeting and I think the feedback everyone had was: 'OK, fine. But why is this necessary?' I got a little discouraged after that."

The coach then suggested clearly defining the goals that the SDLT had for their teachers in the context of Data Use and figuring out a plan from there. The 4th grade teacher offered that data meetings, when they happened, often focused on one or two students who were struggling. She stated that teachers could really benefit from identifying a Pattern of Need and addressing it in their class over a series of lessons.

Everyone felt this was a useful place to start: a) getting teachers to identify clusters of students from data sets and b) using Patterns of Need from low-stakes data to drive instruction; but, the team members did not feel comfortable mapping out a plan without everyone in the room. "We can't really tell people what to do, honestly." Lunch came, and the two members had to go to their other commitments.

Debrief and Next Steps

In the afternoon, the coach met with the principal individually and presented the team's recommendations. The principal found the plan to be reasonable, but felt that sample data might not be received well by all faculty members. "I think we're past this as a school and some might find it insulting." She also needed to check on availability and logistics — "We really do have a ton going on right now" — and made a plan to email the coach with feedback on "how things go from here."

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School B

Pre-Visit Preparation

Goldfish Elementary began talking to their coach before the end of Day 4 about how to construct the Site Visit. Their implementation plan included initially focusing on the Grade 3 team, so they elected to spend most of the Site Visit with the third grade extension cohort. During the Site Visit, they also wanted to have their coach visit some other data meetings and attend a faculty meeting. The SDLT had already begun to introduce some of the broader ideas of Data Use to the whole faculty by helping them make connections from the Data Use initiative with other district and state initiatives by having their teachers construct a metaphor illustrating the way each initiative connects to Data Use. In addition, many of the specific tools and processes were introduced and practiced with the third grade extension cohort.

About a week before the Site Visit, Goldfish Elementary reached out to their coach via email asking for feedback on the agenda for the day. They arranged to free up their Grade 3 team to meet for an hour and a half on the day of the Site Visit so that the coach could observe. Although the Grade 3 team knew the coach was coming, they had some questions about what his role was and where his "report" would go. The team corrected the teachers' misconceptions, but made a note to inform the coach about the team's fears. They decided to focus on constructed response data (their school-wide SLO focus) for the year, and look at data from the district benchmark prompt. In addition, regularly scheduled data meetings would also be part of the day. The SDLT scheduled to meet with their coach toward the end of the day when they were all available to debrief. The day would culminate with a faculty meeting in which the Grade 3 team would share the processes they practiced during the day.

Site Visit

On the day of the visit, the SDLT had fresh coffee and bagels for the initial sit-down meeting with the coach. The SDLT gathered in the morning to review the plan for the day and provide context for the events of the day to the coach. During the Grade 3 meeting, the SDLT members had previously collected the teachers' constructed response data and presented it collectively, with the names removed. The coach primarily observed the meeting, occasionally voicing a suggestion or thought. Facilitated by the SDLT members, the 3rd grade team was able to analyze the data objectively, without getting too caught up in who did what. The data enabled them to hone in on a more specific Pattern of Need, which became the new focus moving forward (thoroughness of constructed response). The team constructed an action plan and decided to implement it in the coming weeks.

The coach attended data meetings with other grade-level teams as scheduled, primarily observing how the process worked at this school. These meetings focused on various topics, but each one followed a set agenda constructed around the Cycle of Inquiry.

Debrief and Next Steps

The coach and the SDLT sat down together to discuss his observations from the various meetings, focusing mostly on the Grade 3 team. They discussed best practices and areas for improvement and came up with several next steps, including assigning roles to the Grade 3 team, as they would gradually take on ownership of the meetings themselves between now and the next Site Visit. The SDLT reviewed the Site Visit Rubric together and realized they could be using positive presumption more effectively in their questioning. A couple of days after the meeting, one of the members of the SDLT sent a summary of the day and next steps to the coach.

School C

Pre-Visit Preparation

Middleburg High School had a leadership transition mid-year. The new principal came in not knowing much about the Data Use initiative and did not attend Days 1-4. There were a few emails and two phone calls between the principal and the coach before the Day 5 visit, but a clear sense of purpose was not established. The principal assured the coach there would be an agenda on the day of the Site Visit.

Site Visit

Upon arriving, the coach learned that the principal would be arriving late and that he was to get set up in the Mail Room. Someone in the Main Office made an announcement that "the data guy" was in the Mail Room and that teachers could drop in during their free periods. From 8:30 am to 1:00 pm, eight teachers dropped in to see the coach — only one of them bringing along classroom data. One teacher poked her head into the mail room and said, "I know I should talk to you about data, but I don't really know how to use a computer. Thanks for coming to our school." The SDLT convened for an after-school meeting and the coach was asked to talk about the day. After 15 minutes, the coach was asked to leave as they had other issues to discuss.

Debrief and Next Steps

The coach submitted a report of the Day 5 Visit to the SDLT detailing the day and making suggestions for the next visit. The Day 7 Visit was essentially the same as Day 5 — the coach sat in the Mail Room waiting for teachers to drop in. There was no after-school meeting held after the Day 7 Site Visit. The principal cancelled the Day 9 Site Visit.

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School D

Pre-Visit Preparation

Hillview High School had an SDLT consisting of two administrators and two classroom teachers. Several emails were exchanged between one of the administrators and the coach prior to the Site Visit. The administrator sent an agenda including: objectives, process, SDLT responsibilities, and who would be in attendance. The SDLT was active in the planning process and requested feedback from the coach. The agenda also included beginning and end times for planning, meeting, lunch, and debrief.

Site Visit

As discussed in the email exchange, the Site Visit began at 9:30 with a meeting with the SDLT and the coach. The team discussed the day's objectives, reviewed the agenda, checked materials, and finalized the process for the day.

Following the planning meeting, members of the High School Leadership Team arrived. The team was made up of curriculum coordinators from each department, the union president, and some additional administrators. The SDLT began the meeting with an ice-breaker activity. Next, they shared a Power Point presentation providing an overview of the Cycle of Inquiry, focusing on low-stakes decision-making. Following the presentation, The SDLT facilitated a discussion on Qualitative and Quantitative data, using Turnkey Exercise 1.4. They ended the meeting with the Pattern of Need turnkey exercises 2.1 and 2.2. Throughout the meeting, SDLT members encouraged participation and discussion among all in attendance. They made connections to SLOs and asked each department to identify how they currently used data to make low-stakes decisions. A plan was outlined where each department head would assist in facilitating the same exercises during a whole-school Professional Development Day. The SDLT would lead this day, but department heads would help support their department.

The day ended with a meeting with the SDLT and the coach to debrief and plan. The team reflected on the meeting, identifying successes and shortfalls. The whole-school PD Day was further discussed.

Debrief and Next Steps

Following the visit, the coach sent a recap email, outlining the day's events and next steps. Both administrators responded with further reflections. One email stated the following: "I think today went better than expected. I feel the staff was receptive to the data work and were sincere with their department needs. The work we did today validated, for me, our next steps. I feel like we have a more realistic view of where we are headed and how we will get there. I am excited for our future work and feel confident that we will be able to accomplish our goals. It was a stressful but uplifting day."

Later, the agenda and outline for the PD Day were provided, and coach feedback was requested

School E

Pre-Visit Preparation

Edison Middle School arranged their Site Visit dates well in advance, but as the day for the visit approached, the principal reached out to the coach to explain they were "just not ready" for the visit. The coach called back and encouraged the principal to move forward anyway. Although there was no clear agenda, the coach and principal managed to come up with a rough plan on the phone. The coach would meet with the SDLT and help them gain some perspective around the Data Use and the expectations for their role.

Site Visit

On the day of the visit, the coach was ushered into the principal's office, where members of a now extended SDLT met at various times of the day (the team added four support staff members who the principal hoped could engage with the work because of their more flexible schedules). "Right now this work is like a foreign language to us," said the principal. "I'm not sure I even understand what is expected of us or where this is all going." The members of the SDLT nodded in agreement.

The coach talked through the Cycle of Inquiry in detail, connected it to specific practice, and provided some samples of formative assessments that could be used in various ways with a short Cycle of Inquiry. The coach also reminded the team that they did not have to do every Turnkey, but rather were expected to adapt what Amplify had provided to their own school's needs. "This is about meeting you where you are at. There are no expectations that you be in a particular place in terms of implementation at any point in this year, only that all educators are proficient in using data to make decisions by the time you are finished…and that is a multi-year process," said the coach.

Debrief and Next Steps

At the end of the day, the coach shared the Site Visit Rubric with the principal and some of the members of the SDLT. The team agreed that they were Basic on all levels, but everyone was determined to improve. With coach guidance, the team came up with clear next steps to implement before the next Site Visit. These included:

- introducing the bigger picture at the next faculty meeting
- asking for volunteers to participate
- identifying more faculty who would be willing to do this work
- practicing dry runs of the "elevator pitch" that could be used when discussing the Data Use initiative
- focus on using data to make daily decisions (low-stakes data)
- embed this work into other initiatives that would help make the work more palatable for teachers
- collect data that will be useful to them as they move forward and meet as an SDLT
- Create a self-rated, or SDLT-rated, scale of independent use of data

Site Visit Case Studies Analysis

How did the SDLT's preparation impact the visit?

School A	School C
School B	School D
School E	

Where can you find evidence of the school's attitude toward the visit?

School A	School C
School B	School D
School E	

What opportunities for leadership and growth presented themselves during the Site Visit?

School A	School C
School B	School D
School E	

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How should this SDLT prepare for their next Site Visit?

School A	School C
School B	School D
School E	

What are the implications of these case studies for your own Site Visit preparations?

Sample Agendas for On-Site Visits

Sample 1

9:00-10:20---Review of our progress since your last visit:

- Review of your recommendations from last visit
- Cycle of Inquiry self-assessment
- COI self-assessment results; COI self-assessment action plan
- Review of our revised data meeting notes template
- Review of our Turnkey Plan from our last district day....and where we are

10:20-10:45---Monthly SDLT Team Planning Meeting

10:45-11:05---Break time!!

11:07-12:00--- Data Meeting with Grade 3

12:00-1:00---LUNCH!! :)

1:00-3:00---Coach can teach us some new stuff!! Particularly, we are interested in thinking about new ways to help teachers look at NECAP data (yes, this is high stakes!). We would also like ideas about other methods of formative assessment besides exit slips. Lastly, what is he observing...?....and how can we refocus our attentions?

3:10-3:40---(if you can stay) SDLT Team will be doing a faculty training activity around SDLT work.

Sample 2

8:30-9:00 Core Team (SDLT)
9:00-9:30 Art Teacher
9:30-9:55 Kinder Teachers
9:57-10:50 Grade 5
10:52-11:45 Grade 4
11:47-12:40 Grade 2
Lunch (with SDLT)
1:42-2:35 Grade 1
2:37-3:30 Grade 3
3:30-4:00 Core Team (SDLT)

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Sample 3:

<div align="center">

Data Day House Meeting
Taking Action with Data
Respective Grade Level Times and Locations

</div>

Introduction
- Data Analysis Coach: Amplify Coach
- Data Team (SDLT)

Data and Small Group Differentiation
- Matrix Activity
  - Please bring a sample set of classroom data from one of your classes, i.e. quiz score, test score, comprehension assessment, midterm exam, writing assessment
  - Please bring your winter Scantron data for your learning center

Reflection
- Turn and Talk/Share Out
  - Instructional Implications from data
  - Trends, outliers, etc.
  - Questions

Sample 4:

<div align="center">

IDENTIFYING PATTERNS OF NEED
LEADERSHIP DATA WORKSHOP
AGENDA
Data Team Members: SDLT

</div>

As a leader of the school, you play an important role in leading your department to understand the use of data and the information it affords us. Today, we will work collaboratively to analyze data, recognize the patterns in a data set, and use the information as a tool for improving instruction and student achievement.

SMART BOARD:
OVERARCHING GOAL: Upon completion of the Data Professional Development, educators will be able to:
- Collect, access, and analyze a variety of student data to improve instruction, drive academic achievement outcomes for students, evaluate curriculum and instruction, and provide appropriate interventions (connection to RTI); and
- Incorporate data analysis into regular instructional planning both independently and collaboratively.

TODAY'S OBJECTIVE:
- To distinguish between quantitative and qualitative data;
- To identify Patterns of Need in a data set; and
- To create a working hypothesis based on Patterns of Need.

RATIONALE:
- Looking for Patterns of Need for clusters of students is an efficient and effective method to identify the needs of multiple students. This information can be used to examine one's own teaching practice, the practices of many teachers, or trends in a department or school.

ICE BREAKER: FACT OR FICTION Activity (On Smart Board with pull-down screen)
CYCLE OF INQUIRY: Smart Board: **Led by two SDLT members**
Critical thinking questions:
- What do we do with Formative Assessment Data?
- What kind of lens do you use to look at it?
- What kind of data do you see every day?
- What do you think about it?

QUALITATIVE AND QUANTITATIVE DATA: Data Team
Materials: One Sheet of chart paper for each pair, set of cards for each pair.
Vocabulary:
Data: Any artifact that provides information about a student or a group of students, qualitatively or quantitatively.
*Qualitative Data***:** Data that describe or explain with **words (observations, conferences, notes).**
*Quantitative Data***:** Data measured and reported in **numbers (student test scores, age, attendance).**
"Name an example of qualitative, quantitative."
Quantitative and Qualitative Activity 1: Chart paper and cards.
- Partners: Determine which category each card belongs.
- Stick cards on chart paper.

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- Report Out/Discuss
- Describe an example of how you will use both qualitative and quantitative data to inform decisions about your instruction.

IDENTIFY PATTERNS OF NEED:
Materials: Data Set 20 copies of Exercise 2.1 and 20 copies of 2.2; two different color highlighters for each group/pair
Think activity:
- Think about your grade book at the end of the first quarter.
    o Were there any patterns that emerged as you examined students' final grades?
- Think about a time you adjusted your instruction because of a pattern in the data.
- What might be an example of a Pattern of Need?

Vocabulary:
Pattern of Need: Trends or patterns that emerge when examining a set of data.
High Stakes: Long-term decisions or important considerations such as placement decisions, IEP goals, etc.
Low Stakes: What to teach tomorrow, how to assign groups, day-to-day considerations.
Pattern of Need Activity 2: 2.1 Data set per pair, 2 colored highlighters, Patterns of Need template
Pass out a set of data to each pair and 2 colored highlighters.
Instruct everyone to look at the chart and notice the column headings and the key at the bottom.
Wait a minute or two and ask CCs to comment on what they see.

1. Examine the data set, identify patterns in the data (either strengths or needs) and then use the highlighters to display the pattern.
2. Discuss with your partner the pattern(s) that emerged.
   Probing Questions:
   Was there an item that students did particularly well on? Did not do well?
   What did you notice about clusters of students?
   What questions might you ask from this data?
   How can you use this type of activity to improve your instruction? In a department meeting?

Patterns of Need Activity 3: Pass out Data Set 2.2, highlighters and the Patterns of Need Template
- Look at the Data Set.
- What kind of data is it?
- Where did it come from?
- Examine the data set and highlight patterns that emerge.
- Complete the Patterns of Need template with your partner.

Discussion Questions on Template for Discussion: Led by two SDLT members
1 & 2: What did you notice about the data and what patterns did you see?
3: How many clusters did you find? Describe the characteristics of the cluster and give supporting evidence.
4: What does your hypothesis say? Report out.
5: What kind of decisions can you make based on this data?
CLOSING:
Return to objectives and overarching goals to connect learning.
Closing questions:
- What kinds of data are there? What might different kinds of data look like? (quantitative and qualitative examples)
- How can you use different forms of data analysis to drive instruction for high and low stakes? (immediately, daily, weekly, and pre- to post-assessments, for long-term planning and placement decisions)

- Do your teachers use this kind of data analysis when looking at student work? Collaboratively during CPT?
- Can you see how looking at data in different ways might give different outcomes or information?

Next Steps:
- **Faculty Meeting , CPT**
- **Continue with Data PD**

On-Site Visit Planner

Goals Question: What are you hoping to accomplish during the On-Site Visit?
Answer:

Indicators of Success Question: What might you see or hear to know you've achieved that goal/s?
Answer:

Reaching Success Question: What might you need to do in order to best prepare teachers for the On-Site Visit?
Answer:

Learning Focus Question: If you could videotape parts of the On-Site Visit, what might you want to see or hear from teachers when you replay it?
Answer:

Reflecting Question: How has this line of questioning supported your planning?
Answer:

Turnkey Plan Worksheet

Analyze: Extended Thinking on Correlation and Causation

The Team

Who will facilitate this set of turnkey exercises?

How do educators currently determine correlation and causation?

What practices are currently in place?

What is at stake?

What might people have to give up or let go of in order to engage in this type of extended thinking on correlation and causation? This may include long-standing practices and deeply held, sometimes limiting, beliefs.

What will success look like?

If someone were to walk through your school three years from now, after this piece of the work has taken root, what would they see?

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Turnkey Plan Worksheet

Strategize: Effort/Impact

The Team

Who will facilitate this turnkey exercise?

[ ]

How do educators currently assess effort and impact before taking action?

What practices are currently in place?

[ ]

What is at stake?

What might people have to give up or let go of in order to engage in this type of prioritization? This may include long-standing practices and deeply held, sometimes limiting, beliefs.

[ ]

What will success look like?

If someone were to walk through your school three years from now, after this piece of the work has taken root, what would they see?

[ ]

Turnkey Plan Worksheet

Analyze: Data Analysis Questions and Applying Data Analysis Questions

The Team

Who will facilitate this turnkey exercise?

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How do educators currently determine what questions to ask when analyzing data?

What practices are currently in place?

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What is at stake?

What might people have to give up or let go of in order to engage in this type of questioning? This may include long-standing practices and deeply held, sometimes limiting, beliefs.

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What will success look like?

If someone were to walk through your school three years from now, after this piece of the work has taken root, what would they see?

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Turnkey Plan Worksheet

Analyze: Triangulation

The Team
Who will facilitate this turnkey exercise?

How do educators currently triangulate data?
What practices are currently in place?

What is at stake?
What might people have to give up or let go of in order to engage in this type of data analysis? This may include long-standing practices and deeply held, sometimes limiting, beliefs.

What will success look like?
If someone were to walk through your school three years from now, after this piece of the work has taken root, what would they see?

Turnkey Plan Worksheet

Data Conversations: Questioning Techniques for Data Conversations

The Team

Who will facilitate this set of turnkey exercises?

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How do educators currently engage in Data Conversations?

What practices are currently in place?

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What is at stake?

What might people have to give up or let go of in order to engage in Data Conversation using paraphrasing? This may include long-standing practices and deeply held, sometimes limiting, beliefs.

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What will success look like?

If someone were to walk through your school three years from now, after this piece of the work has taken root, what would they see?

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Turnkey Plan

School Name: _____ District Name: _____ Date: _____

Topic	Time Frame	Facilitator	Participants	Location	Expected Outcome	Data Collection
Data Analysis Questions Exercise 2.8 & 2.9 Analyze p.47						
Correlation/ Causation Exercise 2.10 Analyze p. 57						
Triangulation Exercise 2.11 Analyze p. 68						

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Turnkey Plan

School Name: _____ District Name: _____ Date: _____

Topic	Time Frame	Facilitator	Participants	Location	Expected Outcome	Data Collection
Effort/Impact Exercise 3.3 Strategize p. 15						

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