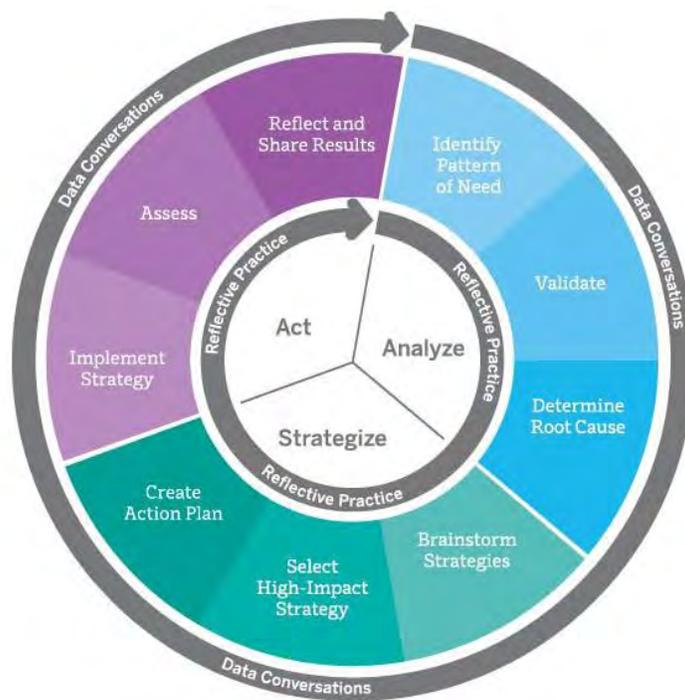




## Day 10: Participant Resources

*Data Use Professional Development Series  
Rhode Island Department of Education*



[www.ride.ri.gov](http://www.ride.ri.gov)

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## RI Data Use Rubric – Day 10 Self-Evaluation

	Readiness for Visit	Current State of Implementation	Cycles of Inquiry	Quality Data Conversations
<b>Basic</b>	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 (lack of planning time) that prevent educators from having data conversations.
<b>Emerging</b>	SDLT communicated with coach. Schedule 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 teachers 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.
<b>Developed</b>	SDLT in regular contact with Data Analysis Coach and detailed plan 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 PD is beginning to be integrated.	SDLT works with an extended cohort to conduct short, frequent Cycles of Inquiry with low stakes data sources. Plan in place to continue work.	SDLT works with an extended to increase quality Data Conversations with all stakeholders. Quality Data Conversations are timely, presume positive intent, and are solutions-oriented.
<b>Independent</b>	SDLT initiates contact with Data Analysis Coach and requests feedback on agenda for on-site visit. DDL included in planning.	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 to the priorities of the district. The PD is seen as enhancing – as opposed to competing with – the other work (CCSS, Educator Evaluation, RTI, etc.)	Cycles of Inquiry consistently take place (utilizing a variety of data sources – low and high stakes) and impact core instruction. Root Cause Analysis and Triangulation 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.

# SDLT Self Assessment

<b>Readiness for Visit</b>	B	
	E	
	D	
	I	
<b>Current State of Implementation</b>	B	
	E	
	D	
	I	
<b>Cycles of Inquiry</b>	B	
	E	
	D	
	I	
<b>Quality Data Conversations</b>	B	
	E	
	D	
	I	

# Turnkey Exercise Log

## **Purpose:**

Educators will complete an inventory of Turnkey Exercises using a Turnkey Exercise Log.

## **Instructions:**

Upon completion of the Exercise 5.1, educators will be able to:

1. In your SDLT, use the Turnkey Exercise Log to complete an inventory of the Turnkey Exercises you have done this year.
2. Distinguish between the Turnkey Exercises that you have done with all of the teachers in your school, with a small group of teachers at your school, and the ones you have not used with any teachers.
3. Determine which Turnkey Exercises you would like to implement with teachers next year.
4. Discuss: How will you incorporate Turnkey Exercises into your work next year?

## **Time:**

20 minutes

# Turnkey Exercise Log

Turnkey Exercise	Shared it with all teachers	Shared it with some teachers	Did not share it	Want to share with teachers next year
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## Getting Started

1.1 Classifying data sources, p. 10				
1.2 List and categorize data sources, p. 14				
1.3 Data Inventory template, p. 17				
1.4 Broadening definition of data to include qualitative data, p. 25				

## Analyze

2.1 Identify a Pattern of Need, p. 7				
2.2 Pattern of Need, p. 12				
2.3 Identify a Pattern of Need in educator-provided data, p. 20				
2.4 Define causation, correlation, and symptom, p. 27				

Turnkey Exercise	Shared it with all teachers	Shared it with some teachers	Did not share it	Want to share with teachers next year
2.5 The 5 Whys, p. 27				
2.6 Using a Fishbone Diagram to identify a Root Cause, p. 37				
2.7 Refining hypothesis of Root Cause of Pattern of Need, p. 41				
2.8 Data Analysis Questions, p. 50 (p. 47 for 301)				
2.9 Applying Data Analysis Questions, p. 54 (p. 51 for 301)				
2.10 Extend thinking on Correlation and Causation, p. 60 (p. 57 for 301)				
2.11 Triangulation, p. 71 (p. 68 for 301)				

### Strategize

3.1 Brainstorm strategies. p. 6				
3.2 Create Action Plan, p. 11				
3.3 Effort and Impact, p. 15				
3.4 Types of Flexible Small Groups, p. 23				
3.5 Using Two Data Sets to Create Flexible Small Groups, p. 29				
3.6 Which Assessment Could Be Used? p. 38				

Turnkey Exercise	Shared it with all teachers	Shared it with some teachers	Did not share it	Want to share with teachers next year
3.7 Evaluating Assessments using Webb's Depth of Knowledge, p. 46				
3.8 Creating Assessments that Check for Understanding, p. 53				

#### Data Conversations

4.1 Types of Data Conversations, p. 6				
4.2 Positive Presumptions, p. 14				
4.3 Applying Positive Presumptions, p. 20				
4.4 Positive Presumptions Role-Play, p. 22				
4.5 Paraphrasing, p. 27				
4.6 Planning Conversations, p. 32				
4.7 Data Conversations with Students, p. 39				
4.8 Data Conversations with Parents, p. 47				
4.9 Asking Powerful Questions, p. 57				

#### Act

5.1 Implementing and Assessing a High-Impact Strategy, p. 5				
5.2 Reading a Data Display, p. 12				
5.3 Choosing a Data Display, p. 18				

# SDLT Member Self-Assessment

## Purpose:

This self-assessment is meant to help you think about your own work as an SDLT member and coach, and to provide you with some data for reflection and action. This is for self-reflective purposes only and is not evaluative.

## Instructions:

1. Please think carefully about each item and circle the number that best describes where you are in your practice now.
2. Use the following scale:
  - 1 I do not have this skill.
  - 2 I need to work on this.
  - 3 I have this skill.
  - 4 I can teach this skill to others.

## Time:

10 minutes

## SDLT Member Self-Assessment

Please rate yourself on the following coaching skills.

Communication				
	I do not have this skill	I need to work on this	I have this skill	I can teach this skill to others
Listening for understanding	1	2	3	4
Setting clear expectations	1	2	3	4
Giving supportive and corrective feedback	1	2	3	4
Collaborative goal setting	1	2	3	4
Collaborative solution generation (without simply giving 'the answer')	1	2	3	4
Paraphrasing	1	2	3	4
Using objective (nonjudgmental) language	1	2	3	4
Questioning with positive intent	1	2	3	4
Relationships				
Building rapport	1	2	3	4
Establishing a trusting relationship	1	2	3	4
Motivating/inspiring	1	2	3	4
Identifying strengths/assets (in yourself and others)	1	2	3	4
Identifying areas to improve (in yourself and others)	1	2	3	4

Action				
Planning for conversations	1	2	3	4
Modeling the consistent use of the Cycle of Inquiry	1	2	3	4
Analyzing data	1	2	3	4
Self-Efficacy				
Asking for help (when needed)	1	2	3	4
Coping with mistakes/failure	1	2	3	4
Taking responsibility for outcomes (versus just 'doing your part')	1	2	3	4

# Coaching Skills: Goal Setting

## Purpose:

School Data Leadership Team members will set a goal for their work next year.

## Instructions:

1. Review your Self-Assessment results and choose one area to improve.
2. Based on your identified skill, set a goal for your work as an SDLT member next year.
3. Using the Coaching Skills: Goal Setting handout, set a goal and create action steps for how you will achieve this goal.
4. After completing the Coaching Skills: Goal Setting handout, talk with a partner to share the following:
  - a. What are your strengths as an SDLT member?
  - b. What are your challenges as an SDLT member?
  - c. What have you identified as your goal and the indicators of progress toward this goal?

## Time:

10 minutes

## Coaching Skills: Goal Setting

Identify and record 1-3 skills from the SDLT Member Self-Assessment that you “do not have” or “need to work on.”

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Goal Setting

Choose one of the above skills you would like to improve upon.

- What is one goal you have for improving this skill?
  
  
  
  
  
  
  
  
  
  
- What might be one impact of achieving your goal?

### Action Plan

The following action steps will help me attain my goal:

Timeline for achieving my goal:

The supports I need to accomplish my goal:

The indicators that I have made progress toward my goal would be:

## Exercise 4.9: Asking Powerful Questions

In “Results Coaching: The New Essential for School Leaders,” Kee et al. (2010) assert that powerful questions have the following characteristics:

**1. Reflect active listening and grasps the perspective of the receiver of the question.**

Like paraphrasing, powerful questions illustrate that you actively listen to and understand what the receiver of the question is saying. All powerful questions should reflect that you listen, so this section will overlap with other characteristics.

Examples	
Can you tell me more about...?	What did you mean by...?

**2. Presume positive intent.**

Powerful questions should always affirm effort, skills, integrity, competence, caring and commitment.

Examples	
What are you planning to...?	How are you going to...?

**3. Evoke discovery, insight, commitment, or action on behalf of the receiver of the question.**

Powerful questions can give the receiver of the question insight into their own patterns, thinking, or encourage them to take action.

Examples		
What would you do if...?	What were you thinking when...?	How can you apply...?

**4. Challenge current assumptions.**

Powerful questions can push the receiver of the question to consider their own patterns or assumptions and help them understand what blocks them or holds them back.

Examples		
How else might you...?	What is stopping you from...?	What would happen if...?

**5. Create greater clarity, possibility of new learning.**

Powerful questions can help the receiver of the question find greater clarity about their own learning, their own behavior, or push them to look at something in a new way.

Examples		
What do you think it means...?	What will you learn from this...	Help me understand what you mean by...?

**6. Move the receiver of the question toward what he or she wants.**

Powerful questions can help the receiver of the question move forward and learn how to take action, set goals, and get the help they need.

Examples		
What do you want to learn?	What kind of help will you need?	What have you tried so far?

## Exercise 4.9 Asking Powerful Questions Role-Play Cards

Reflect active listening and grasp the perspective of the receiver of the question.	Presume positive intent.
Evoke discovery, insight, commitment, or action on behalf of the receiver of the question.	Challenge current assumptions of the receiver of the question.
Create greater clarity, possibility of new learning.	Move the receiver of the question toward what he or she wants.

# Planning a Facilitated Discussion

## Purpose:

SDLT member will use a planning protocol to plan a Facilitated Discussion.

## Instructions:

1. Think about a discussion you will need to facilitate next year. This discussion could be related to your Action Research and Sustainability Plan or could be related to some other aspect of Data Use implementation.
2. Review the *Questions for a Facilitated Discussion* handout.
3. Think through the following steps related to your discussion. Use the *Planning a Facilitated Discussion* handout.
  - a. What can you do to prepare participants for the discussion?
  - b. What is your opening question (using positive presumptions)?
  - c. What are some follow-up questions you will want to ask?
  - d. Where might the conversation become stalled or blocked?
  - e. What questions could you use to sustain the discussion when this happens?

## Time:

15 minutes

## Questions for a Facilitated Discussion

Questions that ask for more evidence:

- How do you know that?
- On what data is that based?

Questions that ask for clarification:

- What do you mean by that?
- What is an example of what you are saying?

Open-ended questions:

- Why do you think about...?
- What does it mean when...?
- What are some data that tell us...?

Linking or Extension Questions:

- Is there a connection between what you are saying and what was said earlier?
- Does your idea challenge or support what we have been discussing?

Cause-and-Effect Questions:

- How might changing our meeting time affect attendance?
- What is likely to be the effect of providing common planning time for grade level teachers?

Summary and Synthesis Questions:

- What do we understand better as a result of today's discussion?
- What remains unresolved about this topic?
- Based on our discussion today, what do we need to talk about next time if we are going to fully understand this issue?

# Planning a Facilitated Discussion

Think about a discussion you will need to facilitate next year. This discussion could be related to your Action Research and Sustainability Plan, or might be related to some other aspect of Data Use implementation.

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?

# SDLT Presentation/Poster Session Feedback

Use this form to provide feedback to the other SDLTs at your Day 10 session.

<p>What excited you about this SDLT's work?</p>	<p>What surprised you about this SDLT's work?</p>
<p>What opportunities for synergy or collaboration do you see between your school and this school?</p>	<p>What questions do you have for this SDLT?</p>