Data Use Professional Development Series

201
Day 4
The contents of this slideshow were developed under a Race to the Top grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Rhode Island educators have permission to reproduce and share the material herein, in whole or in part, with other Rhode Island educators for educational and non-commercial purposes.

© 2013 the Rhode Island Department of Education and Amplify Education, Inc.
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
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

Data Source → What kind of decision will be made using this data?

High Stakes
- Validate
- Data Conversations
- Other Data Sources
  - Determine Root Cause
  - Strategize
  - Act

Low Stakes
- Potential Actionable Cause
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.
Effort/Impact Matrix

- High Effort, Low Impact
- Low Effort, Low Impact
- Low Effort, High Impact
- High Effort, High Impact
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

<table>
<thead>
<tr>
<th>Level</th>
<th>Readiness for Visit</th>
<th>Current State of Implementation</th>
<th>Cycles of Inquiry</th>
<th>Quality Data Conversations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic</strong></td>
<td>Little or no communication. School not prepared for visit.</td>
<td>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.</td>
<td>Little or no evidence school is conducting Cycles of Inquiry.</td>
<td>Little or no evidence that Data Conversations are taking place, and/or barriers exist that prevent educators from having Data Conversations.</td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>SDLT communicated with coach. Agenda is either not developed or not detailed enough to ensure success.</td>
<td>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.</td>
<td>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.</td>
<td>Evidence shows Data Conversations inconsistently used, or on a limited basis. Data Conversations tend to be educator-educator.</td>
</tr>
<tr>
<td><strong>Developed</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Independent</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Site Visit Case Studies

School A  School B  School C  School D  School E
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
Welcome/Overview
Implementation Progress
Adaptive Change and Collaborative Structures
Data Analysis Questions
Inference Validation
Root Cause Analysis
Lunch
Effort/Impact Matrix
Techniques for Data Conversations: Paraphrasing
Data Conversations with Parents
Planning Conversations
On-Site Visits
Implementation Planning
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