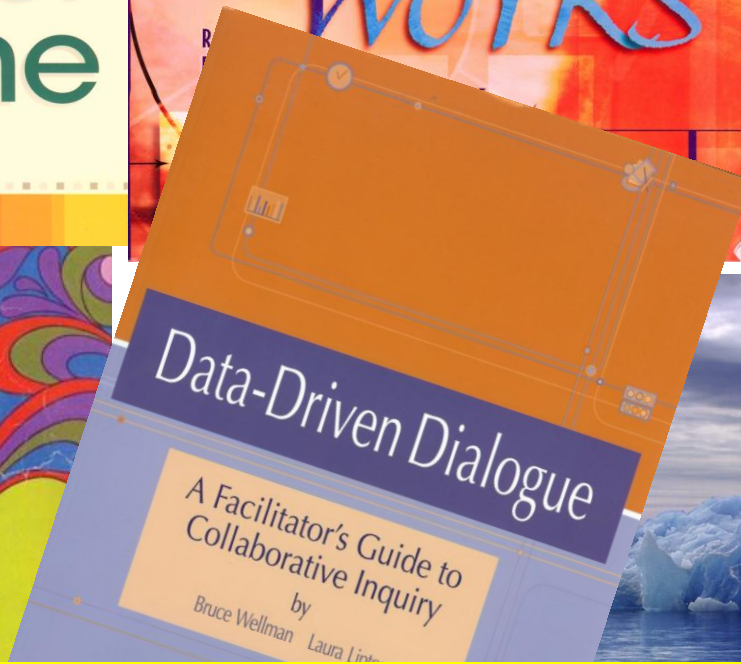
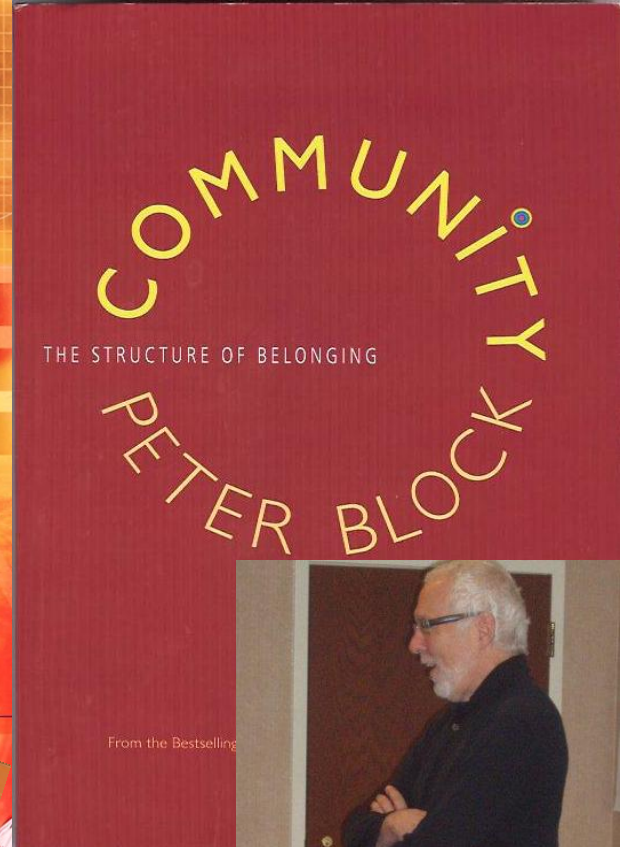
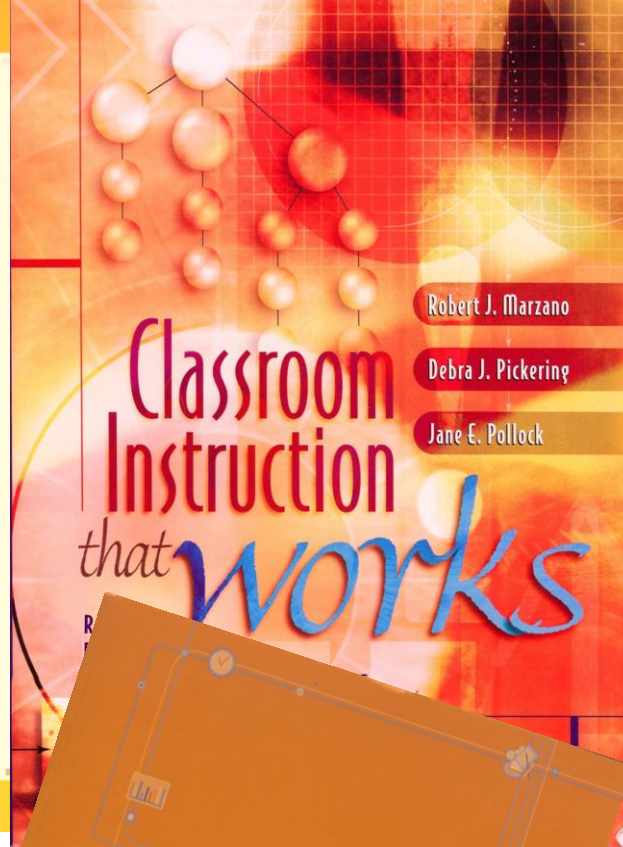


**So, what have we learned this
year?**



**Identifying our data
Making meaning from our data**

Improving Student Learning One Teacher at a Time



Oh, The Places That We Have Gone...

This year we have examined.....

Instructional Strategies

- Direct, Explicit Instruction elements
- Classroom structures to support effective instruction
- Teacher strategies for active student responding and student engagement

Instructional Leadership

- Community Building
- Data Driven Dialogue
- Classroom Walk-Throughs
- Giving Feedback
 - Supplying Data vs. Praise
 - Paraphrasing
 - Mediative Questions
 - Reinforcement vs Feedback
 - Inviting Teacher Reflection

Anticipated Outcomes

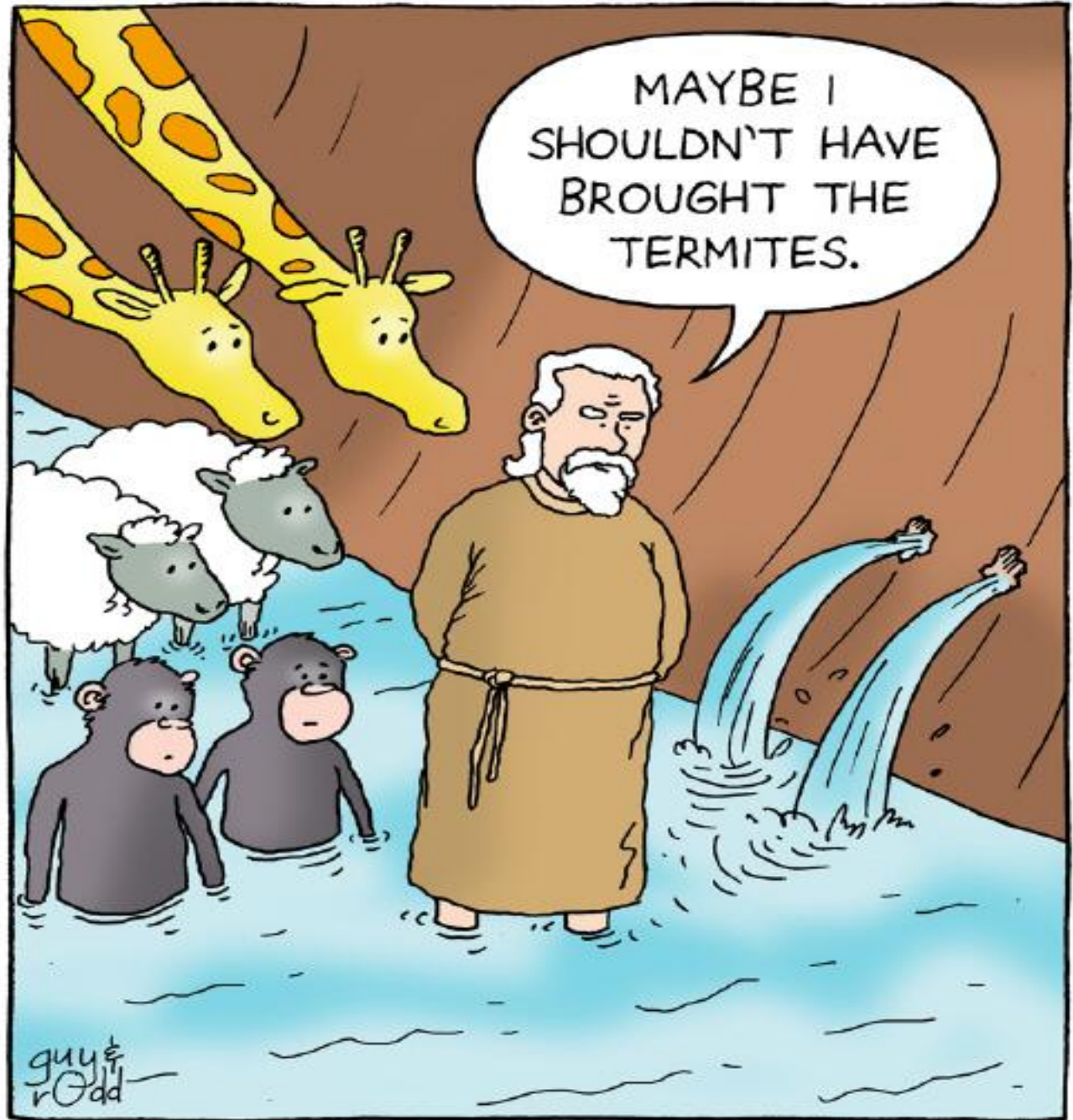
Facility leaders will:

- Reflect on teacher use of elements and strategies for Direct, Explicit Instruction in their facility
- Reflect on personal instructional leadership strategies that have supported growth & change
- Identify patterns across facilities
- Hypothesize about possible causes
- Make suggestions for possible support from CDE for next year

Essential Questions

- What data could help us measure our effectiveness? **WHAT**
- What might we learn from our data? **SO WHAT**
- What implications might we use to plan for next year? **NOW WHAT**

**Why
reflection
on data is
important**



Why are we doing this now?

Our Purposes:

- To collect data on our work
- To improve our skills in a focused way based on data
- To model some ways to collect data efficiently
- To celebrate our successes

Data we will use today

What Data

- Self-assessment of teacher usage of elements of D.I.
- Survey of current state for our identified outcomes for year
- Identification of changes & challenges in your facilities
- Possible directions for CDE to support facilities next year

Process

- Dots on Metaphor Charts
- Survey
- Snowball Toss
- Human Graph
- Trio reflection/conversation
- Sextet discussion
- Individual response cards
- Group sort & categorize

Reminder of underlying assumptions

- Data have no meaning
- Knowledge is both a personal and social construction
- There is a reciprocal influence between the culture of the workplace and the thinking and behavior of its members
- Understanding should precede planning
- Cycles of inquiry, experimentation and reflection accelerate continuous growth and learning
- Norms of data-driven collaborative inquiry generate continuous improvements in student learning

Review: Data Driven Dialogue Process

- Introduction
- Background Information
- Phase 1: Activating & Engaging: Surfacing experiences and expectations
- Phase 2: Exploring & Discovering: Analyzing the data
- Phase 3: Organizing & Integrating: Generating theory

Other Assumptions We Hold

- The people in the room are representative of facility directors.
- The people in the room know the strengths and growth needs for their teachers.
- Others?

Surfacing Predictions & Assumptions

- With a partner:
 - Review the data we will be using (slide 8)
 - Brainstorm predictions about what the data will show (“just the facts” – no judgments about causes)
- As a table group:
 - Record your predictions & underlying assumptions on a chart
 - Post them on the wall

| Prediction | Assumption |
|------------|------------|
| | |

Data we will use today

What Data

- Self-assessment of teacher usage of elements of D.I.
- **Survey of current state for our identified outcomes for year**
- Identification of changes & challenges in your facilities
- Possible directions for CDE to support facilities next year

Process

- Dots on Metaphor Charts
- Survey**
- Snowball Toss**
- Human Graph**
- Trio reflection/conversation
- Sextet discussion
- Individual response cards
- Group sort & categorize

Now, let's collect more data.....

- Locate the *Facilities Directors End of Year Survey May 2011* form
- Indicate your individual assessment in response to the questions, based upon your knowledge of your facility. Place a in the appropriate box.



Snowball Toss



- Complete your survey
- Crush the survey into a ball
- When directed toss your “snowball” across the room
- Pick up a snowball that lands near you and toss it across the room
- Continue tossing until time is called

Human Graph

1. Line up behind the number that is on the survey you now hold
2. Count off back to front to identify how many people are in your line. We will record the #.
3. Repeat the process for each survey item



Preparing to Study the Data

- Form groups as directed
- Select a place with wall space for your group to assemble.
- Designate a Materials Gatherer to get markers and chart paper
- Designate recorder and a facilitator
- Listen for further directions

Describing the Data

- Study the data collected thus far:
 - Metaphor charts for D.I. element usage
 - Data for year's outcome goals
- On a sheet of chart paper, record your group observations (only the facts- no causation)
- Continue until time is called (6 minutes)
- Look for patterns across the charts of all the groups

Group Debrief

- What jumped out at you?
- What surprised you?
- What questions are developing?

Surfacing more Information: Grp 1

- Find 2 other people with whom you have not worked today.
- Sit together knee to knee.
- In round robin fashion each person addresses the question. No cross talk.
- Total time = 5 minutes

P. Block, *Community*

The Questions:

“What are the most significant changes you have witnessed in yourself and/or your teachers this year?”

“To what do you attribute those changes?”

Surfacing more Information: Grp 2

- Find 2 different people with whom you have not worked today.
- Sit together knee to knee.
- In round robin fashion each person addresses the question. No cross talk.
- Total time = 5 minutes

P. Block, *Community*

The Questions:

“What are the most significant challenges facing facility schools in Colorado?”

“Why?”

Surfacing more Information: Grp 3

- Find 2 different people with whom you have not worked today.
- Sit together knee to knee.
- In round robin fashion each person addresses the question. No cross talk.
- Total time = 5 minutes

P. Block, *Community*

The Questions:

“What might be the most important thing facility directors could do to meet the challenges?”

“Why?”

Based on Today's Data.....

- Using the index cards on your table, write:
 - 1) some actions that CDE could take to support teachers in facilities.
 - 2) some actions that CDE might take to support directors & leaders in facilities
 - 3) anything it would be helpful for CDE to know or understand about facilities

“Any group that is too busy to reflect on its work is a group that is too busy to get better.”



Garmston & Wellman, Adaptive Schools



Celebrations

Retirements

New Adventures



**Thanks for a year of
professional growth,
provocative dialogue,
and enriching
relationships.**

See you next year!

Kay, Lois, & Ann