

**IMPLEMENTING THE DATA WISE PROCESS FOR
SCHOOL IMPROVEMENT TO CLOSE THE ACHIEVEMENT GAP**

by

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An executive position paper submitted to the Faculty of the University of Delaware in partial fulfillment of the requirements for the degree of Doctor of Education in Education Leadership

Spring 2015

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ACKNOWLEDGMENTS

Doug Archbald, Ph.D., Frank Murray, Ph.D. (my advisor), Dan Shelton, Ed.D., Jackie Wilson, Ed.D., for the continuous advice, guidance and academic support;

My professional friends and colleagues of the Christina School District and Leasure Elementary School, who have supported and helped me throughout my graduate education.

The Aikens, Gaines, Harrigan, Logan, Moore and Small families for the continuous support in everything I do.

Donald and Judith Moore for making all things possible; Carmella Harrigan for all the sister love; Doris Lambert for the encouragement and inspiration; Brian Lee for all the partnership; and David Wilkie and Dan Shelton for all the friendship.

Ondre Gipson and Chase Battle, my beautiful sons, for the unending love, patience and understanding. I do this work for you. You will always be the center of my joy.

Curtis Battle, my last love, thank you for loving me through everything. Without you, none of this would be as sweet.

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ABSTRACT

This Education Leadership Portfolio will document the journey of May B. Leasure Elementary School faculty members as they implement the Data Wise Process for School Improvement in their weekly Professional Learning Community meetings. The expected outcome of the implementation was to improve the current state of Leasure's Professional Learning Community meetings and to increase student achievement. Led by the school's leaders, the implementation included training from the Data Wise Team at Harvard University on how to organize for collaborative work, how to inquire about school data by digging deeper and how to identify dilemmas and then act on our findings to create instructional solutions for students and teachers. As a result of the implementation, Leasure Elementary School is experiencing its highest test scores since 2009 and is closing the achievement gap in test scores between regular education and special education students. Leasure Elementary School has become a partner with Harvard University and is the featured school for a Data Wise online course which features video footage of Leasure team members engaged in the Data Wise process, participating in Professional Learning Community Meetings, and personal interviews. The principal of Leasure Elementary School is now a Teaching Fellow and national Data Wise Coach Candidate for the Harvard University Data Wise team, where she continues to lead the Leasure school team, in addition to helping new school teams, begin their journey as they implement the process.

Chapter 1

INTRODUCTION

The lack of appreciable growth in student achievement and the increasing achievement gap over the years between Special Education and Regular Education students at Leasure Elementary School has been a concern for many years. Even though Leasure Elementary has been rated as a Superior school by the Department of Education, the proficiency rate for all students on end of year reading and math sstate assessment has not exceeded 75% in any year between 2002 and 2009. In addition, Leasure's Special Education cell has not recorded a proficiency rate over 10% since No Child Left Behind was authorized.

According to No Child Left Behind guidelines, if a cell did not contain at least 40 students, the cell did not count in accountability ratings. In August 2012, however, No Child Left Behind was reauthorized and guidelines were revised to decrease the cell to 30 students. Because Leasure Elementary now records 36 students in the Special Education cell, the new cell is now added to Leasure's accountability.

The implementation of Professional Learning Communities was identified by our district as an initial solution. However, the Professional Learning Community meetings lacked action and felt more like an act of compliance.

To improve our meetings we implemented the "Data Wise Process for School Improvement." (Boudett, City & Murnane, 2005). The eight-step process, broken down into three phases, embraces strategies to prepare school teams to establish a foundation for learning from student assessments, to inquire by looking at patterns in data and act on what was learned from the inquiry by designing and implementing

instructional improvements. Once an eight-step cycle is completed, school teams re-enter the process and start another cycle as dictated by the data and needs of teachers and students. As a result, Professional Learning Community meetings gained structure and generated action.

This rest of this portfolio contains descriptions and reflections of our journey and growth as we implement the Data Wise Process for School Improvement and artifacts of our work. The remaining sections are organized as follows:

- Problem Addressed – This section succinctly restates our problem, provides detailed information about the organizational context of Leasure Elementary, and describes my role in the organization and my responsibility to address the problem. It also states the improvement goal(s) for Leasure, including what existed before the problem was addressed and the desired state as a result of the implementation.
- Improvement Strategies – This section describes the action I have taken to help address our problem. It contains the overall improvement design as well as specific information about the implementation of each step of the process and the resources and timelines to carry them out.
- Improvement Strategies Results – This section describes the results of the improvement initiative with appropriate evidence and data. It also describes some new policies, procedures and/or outcome data for educators and/or students.
- Reflection on Improvement Effort Results – This section draws conclusions on whether our improvement goal was met along with a rationale or justification for this conclusion. It also discusses what went well and what needs to be redesigned in order for Leasure

Elementary to build and improve its work. This section ends with my thoughts about next steps and recommendations for continued work in this area.

- Reflection on Leadership Development – This section reflects on my development as a scholar, problem solver, and partner during this journey including my candidacy in the Ed.D program at the University of Delaware.
- References – This section lists all references included in any section of this paper.
- Appendices – This section includes my original Education Leadership Portfolio Proposal paper and each completed artifact.

Chapter 2

THE ORGANIZATION

Leasure Elementary School serves students in grades kindergarten through five from the suburbs of Bear, DE. Figure 1 describes Leasure's enrollment demographics.

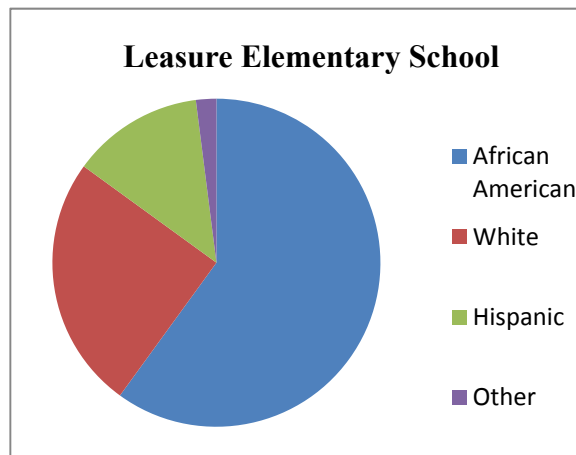


Figure 1 Proportion of Leasure Students in Various Demographic Categories

Leasure Elementary employs 31 teachers and 16 support staff members. There are five reported time paraprofessionals, hired with Title I Funds, to help provide small group instruction in reading and math. Eighty-five percent of Leasure staff is female; 15% is male. Ninety percent of Leasure's staff is white and 10% is African American. There is one bilingual staff member. Leasure is also home to two statewide programs, REACH and an Emotional Supportive Classroom. Students attending these special programs come from schools throughout the Christina School District. These

programs are housed in the building but student achievement scores are not tied to Leasure Elementary accountability.

Tables 1, 2 and 3 describe Leasure's staff broken down by grade, role and mean years of experience.

Table 1 The Mean Years of Teaching Experience (minimum & maximum) and Number of Each Gender for Leasure Teaching Staff at Each Grade

Team	Mean Yrs. Exp	Min. Exp.	Max. Exp.	Gender
Kindergarten	14	2	28	F – 6 M – 1
First	18.4	10	25	F – 6 M – 0
Second	19.4	3	31	F – 3.5 M – 1
Third	17.25	10	23	F – 6 M – 0
Fourth	25	15	25	F – 4 M – 0
Fifth	11.2	9	14	F – 3.5 M – 0

*The “.5 Staff Member” indicates a teacher who shares a grade level.

Table 2 Number of Support Staff Categories and Days per Week at Leasure Elementary School

Support Staff	Number of Positions	Full-Time/Part-Time
Psychologist	1	Full-Time – 5 Days Per Week
Educational Diagnostician	1	Full-Time – 5 Days Per Week
Speech Therapist	1	Part-Time – 3 Days Per Week
Enrichment Teacher	1	Full-Time – 5 Days Per Week
Family Crisis Therapist	1	Full-Time – 5 Days Per Week
Counselor	1	Full-Time – 5 Days Per Week
Student Support Interventionist	1	Full-Time – 5 Days Per Week
Expressive Arts	4	Physical Education, Art, Music and Library Full-Time – 5 Days Per Week
Reported Time Paraprofessionals	5	Full-Time – 5 Days Per Week

Table 3 Number of Leasure Elementary Students and Staff by Grade

Grade	Number of Students	Number of Teaching Staff
Kindergarten	95	5 Teachers/2 Paras
First	109	6 Teachers
Second	95	4.5 Teachers
Third	103	6 Teachers
Fourth	100	4 Teachers
Fifth	84	3.5 Teachers
TOTAL	586	31

The Problem

The achievement concerns at Leasure Elementary have been longstanding. For the past nine years, the percentage of students scoring proficient on state reading and math assessments averaged 65%. Our assessment results have changed over the years, but the emphasis and alignment to state standards has remained constant. The sub-group presenting the most deficient proficiency rate is Special Education, which would be expected by definition. This sub-group, however, has not shown the expected growth from fall to spring, therefore widening the achievement gap with Regular Education peers.

The state of Delaware uses a four point scoring scale to measure student proficiency on end of year state assessments; 1 is the lowest and 4 is the highest attainable rubric score. In addition, the state utilizes two different models to report student proficiency and calculate school accountability.

- The Original Model – This model is based on proficiency. It reports the percent of students who were proficient. By definition, proficient refers to those who scored a 3 or higher on the state assessment. Targets for expected rates of proficiency are set by the state and change each year.
- The Growth Model – This model is based on student growth and is broken down by cell. If a school misses the Original Model proficiency target, they can still calculate school accountability by cell using the Growth Model. Every student and cell is assigned a target based on field test data. A formula includes factors such as a student moving a proficiency level for example, from a 1 to a 2, and/or meeting their set target. This is the operational definition of “growth.” In the end, a three digit index score ranging from 150 to 300 is created. Using this model, schools can achieve a positive rating by meeting

growth targets in accountable cells regardless of the percentage of students who were proficient.

Using the Original model, Leasure Elementary met Adequate Yearly Progress every year until 2013. Tables 4 and 5 illustrate Leasure's targets and actual results from end of year state assessments in reading and math for the 2012 and 2013 school year using the Original Model.

Table 4 State Targets and Percentage of Leasure Elementary Students by Accountable Demographic Categories Who Scored Proficient on 2012 and 2013 State Assessment in Reading

Sub-Group	2012 Reading Target	2012 Actual Reading Result	2013 Reading Target	2013 Actual Reading Result
All	67.0	73.0	70.0	64.5
Black	53.5	68.8	57.8	60.5
White	76.7	77.5	78.8	64.3
Spec Ed.	35.6	22.1	41.4	6.5
Low SES	55.1	69.0	59.2	57.7

In 2012, our state-set Reading proficiency target for ALL students, was 67% proficient. Our actual result was 73%. proficient In fact, we met our target for every cell that year, except for Special Education. The target for Special Education was 35.6% proficient. Our actual result was 22.1% proficient. In 2013, we did not meet our target for any cells except for Black students. We missed the target significantly in our Special Education cell.

Table 5 State Targets for Proficiency and Actual Percentage of Leasure Students by Accountable Demographic Categories Who Scored Proficient on 2012 and 2013 State Math Assessment

<u>Sub-Group</u>	<u>2012 Math Target</u>	<u>2012 Actual Math Result</u>	<u>2013 Math Target</u>	<u>2013 Actual Math Result</u>
All	67.2	69.4	70.2	66.3
Black	52.0	67.2	56.3	63.9
White	77.2	67.3	79.3	62.9
Spec. Ed.	36.0	30.6	41.8	19.3
Low SES	56.0	65.0	60.0	56.9

In 2012 our math proficiency target for all students was 67.2%. We achieved 69.4%. However, in 2013, we missed all of our targets except for Black students. We did not reach any of our targets for Special Education in either year. As a school team we recognized the expectation for proficiency targets was increasing. Our current data verified our inability to keep pace.

Tables 6 and 7 illustrate the statewide targets for each subgroup through 2017 for the Original Model in reading and math.

Table 6 Statewide Percentage Targets for Sub-Groups Through the Year 2017 in Reading Using the Original Model

Sub-Group	2012	2013	2014	2015	2016	2017
Reading						
All	67.0	70.0	73.0	76.0	79.0	82.0
Hispanic	56.0	60.0	64.0	68.0	72.0	76.0
White	76.7	78.8	81.0	83.1	85.2	87.3
Spec Ed	35.6	41.4	47.7	53.1	59.0	64.9
Low SES	55.1	59.2	63.3	67.3	71.4	75.5

Table 7 Statewide Percentage Targets for Sub-Groups Through the Year 2017 in Math Using the Original Model

Sub-Group	2012	2013	2014	2015	2016	2017
Math						
All	67.2	70.2	73.2	76.1	79.1	82.1
Hispanic	58.8	62.5	66.3	70.0	73.8	77.5
White	77.2	79.3	81.3	83.4	85.5	87.6
Spec Ed	36.0	41.8	47.7	53.5	59.3	65.1
Low SES	56.0	60.0	64.0	68.0	72.0	76.0

We turned to the Growth Model to further assess our progress. Tables 8 and 9 illustrate Leasure's growth targets and actual results from end of year state assessments in reading and math for 2012 and 2013.

Table 8 Growth Targets Set and Achieved for Leasure Students on 2012 and 2013 State Reading Assessment

<u>Sub-Group</u>	<u>2012 Reading Target</u>	<u>2012 Reading Result</u>	<u>2013 Reading Target</u>	<u>2013 Reading Result</u>
All	201.0	251.8	210.0	236.5
Black	160.5	243.5	173.4	227.2
White	230.1	263.0	236.4	243.5
Spec. Ed.	106.8	135.3	124.2	84.2
Low SES	165.3	248.2	177.6	226.5

With this model, we exceed our targets in all cells for 2012. In 2013 we missed one cell, Special Education. In reading, we missed the cell significantly.

Table 9 Growth Targets Set and Achieved for Leasure Students on 2012 and 2013 State Math Assessments

<u>Sub-Group</u>	<u>2012 Math Target</u>	<u>2012 Math Result</u>	<u>2013 Math Target</u>	<u>2013 Math Result</u>
All	201.6	252.7	210.6	242.4
Black	156.0	250.0	168.9	235.9
White	231.6	243.2	237.9	241.4
Spec. Ed.	108.0	162.5	125.4	127.1
Low SES	168.0	250.6	180.0	224.3

Table 9 shows all cells met their targets for the 2012 and 2013 school year in math.

Since 2013, we have not been able to meet all targets in reading and math in the same year. Leasure's proficiency rates have not exceeded 75% for ALL students since 2002, and if that trend continues, we will not meet Adequate Yearly Progress using the Original Model.

Our growth rates are positive but not in all cells. In fact, as the expectations for proficiency rates and growth targets increase each year, we will struggle to stay on pace with either model. Tables 10 and 11 illustrate the statewide targets for each subgroup through 2017 for the Growth Model.

Table 10 Statewide Growth Index Targets for Sub-Groups Through the Year 2017 in Reading Using the Growth Model

Sub-Group	2012	2013	2014	2015	2016	2017
Reading						
All	201.0	210.0	219.0	228.0	237.0	246.0
Hispanic	168.0	180.0	192.0	204.0	216.0	228.0
White	230.1	236.4	243.0	249.3	255.6	261.9
Spec Ed	106.8	124.2	141.9	159.3	177.0	194.7
Low SES	165.3	177.6	189.9	201.9	214.2	226.5

Table 11 Statewide Growth Index Targets for Sub-Groups Through the Year 2017 in Math Using the Growth Model

Sub-Group	2012	2013	2014	2015	2016	2017
Math						
All	201.6	210.6	219.6	228.3	237.3	246.3
Hispanic	176.4	187.5	198.9	210.0	221.4	232.5
White	231.6	237.9	243.9	250.2	256.5	262.8
Spec Ed	108.0	125.4	143.1	160.5	177.9	195.3
Low SES	168.0	180.0	192.0	204.0	216.0	228.0

In order to address our achievement concerns, Leasure Elementary school implemented Professional Learning Community meetings. It was our hope that we could use the time spent in Professional Learning Communities to work together, sharing and planning ideas for improved teaching and learning. We later found out that our meetings needed more than cooperation. We needed a viable plan for working together.

Our Improvement Goal

I became the principal of Leasure Elementary School in July 2009. One of my primary responsibilities is leading instruction. This includes increasing student achievement. I am charged with choosing, monitoring and evaluating those activities that support teaching and maximize learning. An example of one of those initiatives was Professional Learning Communities.

The statewide implementation of Professional Learning Communities became a mandate for all schools in August 2010. I began the implementation one year early, starting with the 2009 school year. Professional Learning Communities was a logical solution for us, initially. The idea that teachers would work and perform better if they had time to collaborate with others seemed like a good one. But the idea was vague and contained too many intangibles to get to the heart of the work. We found that our agendas felt prescribed and there was no action following the meetings.

Our improvement goal evolved into also improving the organization, structure and quality of our Professional Learning Communities. We operated from the theory that if we improved our Professional Learning Community meetings, they would produce the type of action that teaches us to use data responsibly and look at the needs

of both teachers and students. These actions would lead us towards instructional improvement and ultimately increasing student achievement.

Chapter 3

IMPROVEMENT STRATEGIES

Advocates of education reform believe that better collaboration amongst teachers can lead to better instruction (DuFour 2004). Leasure teachers wanted to create a way to share time and space together in order to collaborate with peers and share teaching strategies. However, the research was clear that Professional Learning Communities were more than just collaborating and sharing. The Professional Learning Community should be led to follow a clear process and cultivate habits that support continuous improvement. These habits are defined as fostering a culture of accountability, fostering a culture of intentional collaboration and maintaining a relentless focus on evidence (Boudett, City & Murnane 2005).



Figure 2 The Data Wise Process for School Improvement

The Data Wise Process for School Improvement is an initiative developed at Harvard University's Graduate School of Education (Boudett, City & Murnane, 2005). Led by Kathy Boudett, Elizabeth City and Richard Murnane, Data Wise is a framework that helps educators organize the work of instructional improvement around a process that has specific, manageable steps. Figure 2 shows the eight steps broken down into three phases and illustrates the cyclical nature of the work.

In the PREPARE phase, teams prepare by establishing a foundation for learning from student assessment results.

<p>Step 1 – Organize for Collaborative Work</p> <p>“Teams are formed and build necessary structures for intentional collaboration.”</p>
<p>Step 2 – Build Assessment Literacy</p> <p>“Teams increase their comfort with identifying, accessing and analyzing the data around them.”</p>

Figure 3 The Prepare Phase of the Data Wise Process for School Improvement

Teams then INQUIRE by looking for patterns in the data that indicate shortcomings in teaching and learning.

<p>Step 3 – Create Data Overviews</p> <p>“Teams pull data from a variety of sources and analyze the data to form a priority question.”</p>
<p>Step 4 – Dig Into Student Data</p> <p>“Teams dig deeper by performing error analysis and root cause activities to identify a learner centered problem.”</p>
<p>Step 5 – Examine Instruction</p> <p>“Teams use the Data Wise resources as they learn to “see” and not “judge.” Then participate in peer observations to solidify a problem of practice.”</p>

Figure 4 The Inquire Phase of the Data Wise Process for School Improvement

Lastly, teams ACT on what they learn by designing and implementing instructional improvements.

<p>Step 6 – Develop Action Plan</p> <p>“Teams use a template to outline an instructional plan for solving the learner centered problem and problem of practice.”</p>
<p>Step 7 – Plan to Assess Progress</p> <p>“Using the same template, teams include a plan for monitoring and evaluating the progress. This includes identifying short, medium and long term goals.”</p>
<p>Step 8 – Act and Assess</p> <p>“Teams identify measures to evaluate improvement and commit to adjusting as needed . This evaluation continues until the plan has ended.”</p>

Figure 5 The Act Phase of the Data Wise Process for School Improvement

Once a cycle is complete, school teams cycle back through the inquiry and action phases in a process of ongoing school improvement. (Boudett, City & Murnane 2006).

While researching the Data Wise Process for School Improvement, I learned about the week-long summer institute held each year in June at Harvard University. The institute is designed to teach school teams about the process and help them create a plan for implementation.

In February 2011, I wrote a grant proposal to the Harvard Club of Delaware. They are a group of Harvard Alumnus committed to securing funds to help Delaware School Teams take advantage of Harvard Professional Programs in Education. My grant was approved and I obtained \$21,000 to take a team of seven Leasure staff

members to engage in the Data Wise Process. The seven staff members included four grade level team leaders, two administrators and one instructional coach.

Our school team attended the June 2011 Summer Institute which was organized like a mini-course. We were assigned a teaching fellow who walked us through various learning activities to understand the process. We spent time learning from colleagues by sitting with school teams from different parts of the country experiencing the same achievement and school related concerns. We spent time as a cohort of learners listening to experts from the field present best practices around teacher collaboration. Lastly, we spent time as a school team reflecting on our learning and planning our work for when we returned home.

Upon completion of the Data Wise Summer Institute, our team agreed to form our own summer retreat. We contacted the rest of our Leadership Team. We sent copies of research articles and a summary of our week-long experience. We created a detailed agenda for our first Leasure Leadership summer retreat. We spent our time providing clarity and designing a launching point for the implementation.

We wanted to send the message that this implementation was not a program, but a process we were going to adopt in our Professional Learning Community meetings. Using all the strategies, vocabulary and protocols we learned around each step of the process, we introduced Data Wise to the rest of our Leadership Team. We planned our implementation to start with our September Professional Learning Community meetings.

The Implementation

Beginning with our summer retreat in July 2011, we engaged in the following steps as we implemented each step of the process.

Step 1 – Organize for Collaborative Work: See Appendix B

Implementation Step	Resources	Person(s) Responsible	Timeline
Planned/Held a summer retreat for Leasure's Leadership Team in July 2011.	Data Wise Notes, Handouts, Materials, Books and Videos from training.	Administrators Leadership Team Members Who Attended the Institute	July 2011 Ongoing Retreat is held every July to reflect and continuously improve our implementation.
<p>Created an agenda for the summer retreat that included introducing the team to:</p> <ul style="list-style-type: none"> • Data Wise Vocabulary • Newly Adopted Habits of Mind • Newly Adopted Meeting Norms • Newly Adopted Meeting Agenda Template <p>Taught a Variety of Protocols:</p> <ol style="list-style-type: none"> 1. What I See/What I Wonder 2. Ladder of Inference 3. Stoplight Protocol 4. Compass Points Protocol 5. Plus/Delta 	Data Wise Notes, Handouts, Books and Videos	Administrators Leadership Team Members Who Attended the Institute	July 2011 Ongoing As Needed
Created a master	Title I Funds	Administrators with	July 2011

<p>schedule to include 90 minute Professional Learning Community meetings for every grade level team.</p> <p>Named the new schedule “Team Thursdays.”</p>	<p>to pay Extra Specialists for Team Thursdays</p>	<p>Input from Leadership Team</p>	<p>Ongoing Each year in July</p>
<p>Leadership Team and administrators began teaching the Data Wise Process to grade level teams.</p>	<p>Data Wise Notes, Handouts, Materials, Books and Videos.</p>	<p>Administrators and Leadership Team</p>	<p>August 2011 Ongoing</p>
<p>Created a Data Room as a work space for the Leadership Team to protect time and efforts devoted to the implementation.</p>	<p>Space in the Building</p>	<p>Administrators</p>	<p>July 2011 Ongoing</p>
<p>Changed the name and roles of Leasure’s Leadership Team to a Data Team to build capacity and sustainability.</p>	<p>None Needed</p>	<p>Administrators</p>	<p>July 2012</p>
<p>Created a Summer Retreat for Special Education staff to mirror the Data Wise work of the Data Team.</p>	<p>None Needed</p>	<p>Administrators Special Education Team</p>	<p>July 2013 Ongoing Meeting is held every July thereafter.</p>
<p>Added a Special Education Professional Learning Community meeting to the master schedule; in addition to the regular grade level meeting.</p>	<p>Scheduling</p>	<p>Administrators</p>	<p>August 2013 Ongoing Meeting is held every month.</p>

Step 2 – Build Assessment Literacy: See Appendix C

Implementation Step	Resources	Person(s) Responsible	Timeline
<p>Taught all grade level teams how to access data in our District Data Warehouse, DCAS on-line reporting tool and DIBELs reporting website.</p> <p>Scored common assessments together and developed a vocabulary, process and procedure for accessing and analyzing data from formal and informal sources.</p>	<p>Formal and Informal Data Sources</p> <p>Data Wise Materials</p>	<p>Administrators Data Team Members Instructional Coach</p>	<p>September 2011 Ongoing Started with first month of Professional Learning Community Meetings and continues as needed.</p>
<p>Used protocols and other activities to teach the importance of conducting item analyses, error analyses, reviewing student work, establishing root cause and grounding statements in evidence.</p>	<p>Student Work Data Wise Materials</p>	<p>Administrators Data Team Members Instructional Coach</p>	<p>August 2011 Ongoing Started with first Professional Learning Community Meeting and continues as needed.</p>
<p>Held monthly Data Team Meetings where one teacher leader from each grade level increased their skill level with using</p>	<p>Scheduling</p>	<p>Administrators</p>	<p>August 2013 Ongoing Meetings are held once a month</p>

data and understanding the Data Wise process.			
Kept school teams informed as new assessments were developed and new applications or opportunities to interact with data were introduced.	None Needed	Administrators Instructional Coach	July 2011 Ongoing Started with first month of Professional Learning Community Meeting as continues as needed.

Step 3 – Create Data Overviews: See Appendix D

Implementation Step	Resources	Person(s) Responsible	Timeline
Taught teams to explore any available data and organize them by aggregate, cohort and value added sources.	Available Data from Formal and Informal Sources	Administrators Data Team Members Instructional Coach	August 2011 Ongoing Started with first month of Professional Community Meetings and continues as needed
Created Data Overviews by school and grade level. Gave a name to our Data Overview each August (Data Story) which echoes our theme for the school year.	Available Data from a Variety of Sources	Administrators	July 2011 Ongoing Schoolwide Data Overview/Data Story is released to Data Team and Spec Ed Team during Summer Retreats; Then released to staff during Back to School Professional Development Grade Level Data Overviews are

			released at the first Professional Learning Community Meeting and continues as needed.
Reinforced the use of the Ladder of Inference and Inquiry Protocol to model how to structure conversations about data.	Protocol Posters and Handouts	Administrators Data Team Members Instructional Coach	July 2011 Ongoing Started with first Professional Learning Community Meeting and continues as needed.

Step 4 – Dig Into Student Data: See Appendix E

Implementation Step	Resources	Person(s) Responsible	Timeline
Taught school teams how to triangulate data using Triangulation worksheets to come up with a hypothesis of what we thought was happening with teaching and learning.	Available Data Triangulation Worksheets Protocol Posters and Handouts	Administrators Data Team Members Instructional Coach	November 2011 Ongoing Started with third month of Professional Learning Community Meetings and continues as needed.
Walked school teams through the process of identifying a priority question .	Available Data Triangulation Worksheets Notes from Previous Professional Learning Community	Administrators Data Team Members Instructional Coach	November 2011 Ongoing Started with the third month of Professional Learning Community Meetings and continues as needed.

	Meetings		
Dug deeper into data by helping teams complete item analysis, error analysis, analyze student work and conduct activities to identify root cause.	Available Data Protocol Posters and Handouts Notes from Previous Professional Learning Community Meetings	Administrators Data Team Members Instructional Coach	December 2011 Ongoing Started with the fourth month of Professional Learning Community meetings and continues as needed.
After delving into student data, teams agreed on a learner centered problem .	Available Data Triangulation Worksheets Root Cause Activities Notes from Previous Professional Learning Community Meetings	Administrators Data Team Members Instructional Coach	December 2011 Ongoing Started with the fourth month of Professional Learning Community meetings and continues as needed.

Step 5 – Examine Instruction: See Appendix F

Implementation Step	Resources	Person(s) Responsible	Timeline
Read Chapter 5 of the Data Wise in Action book and discussed takeaways from the teacher's experience.	Book: <i>Data Wise In Action</i>	Administrators Data Team Members Instructional Coach	January 2012 Ongoing Started with the fifth month of Professional Learning Community meetings and continues as needed.
Used a graphic	Book: <i>Data Wise</i>	Administrators	January 2012

organizer to record takeaways and questions from the chapter and used them to facilitate dialogue around peer observations.	<i>In Action</i> Graphic Organizer	Data Team Members Instructional Coach	Ongoing Started with the fifth month of Professional Learning Community meetings and continues as needed.
Used the Hopes/Fears Protocol to dispel any myths around peer observations.	Protocol Posters and Handouts	Administrators Data Team Members Instructional Coach	January 2012 Ongoing Started with the fifth month of Professional Learning Community meetings and continues as needed.
Used the Data Wise DVD to show teams holding a Focus Meeting, conducting the Peer Observation and running a Debriefing Session after the observation.	Data Wise DVD	Administrators Data Team Members Instructional Coach	January 2012 Ongoing Started with the fifth month of Professional Learning Community meetings and continues as needed.
Used excerpts from the book <i>Instructional Rounds</i> and note-taking protocol to teach school teams how to “see and not judge.” Used the Data Wise DVD and practiced taking notes. Created a	Book: <i>Instructional Rounds</i> Data Wise DVD Note-taking Protocol Debriefing Protocol	Administrators Data Team Members Instructional Coach	February 2012 Ongoing Started with the sixth month of Professional Learning Community meetings and continues as needed.

Debriefing Protocol to use after the observation.			
Conducted Peer Observations	Team Thursday Schedule for Coverage	Data Team Members Grade Level Team Members Instructional Coach *Administrators did not participate in the peer observation but did participate in the Debriefing session.	February 2012 Ongoing Started with the sixth month of Professional Learning Community meetings and continues as needed
Used the data gathered from the peer observation to identify a problem of practice .	Peer Observation Data Notes from Previous Meetings	Administrators Data Team Members Grade Level Team Members Instructional Coach	February 2012 Started with the sixth month of Professional Learning Community meetings and continues as needed.

Step 6 – Develop Action Plan: See Appendix G

Implementation Step	Resources	Person(s) Responsible	Timelines
Used the Affinity Protocol to agree on what strategies we were already doing in classrooms to address our problem of practice.	Protocol Posters and Handouts Notes from Previous Meetings and Peer Observation(s)	Administrators Data Team Members Grade Level Team Members Instructional Coach	March 2012 Ongoing Started with the seventh month of Professional Learning Community meetings and continues as needed.
Used an action plan template to capture our work thus far,	Action Plan Template	Administrators Data Team Members	March 2012 Started with the seventh month of

<p>and record what strategies/best practices would take place to solve our learner centered problem and problem of practice.</p> <p>This included identifying any resources needed and timelines for implementation.</p>	<p>Notes from Previous Meetings and Peer Observations</p>	<p>Grade Level Team Members Instructional Coach</p>	<p>Professional Learning Community meetings and continues as needed.</p>
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Step 7 – Plan to Assess Progress

Implementation Step	Resources	Person(s) Responsible	Timelines
<p>Looked at upcoming formative and summative assessments and determined if the expected outcome would inform our work.</p> <p>If an assessment did not meet our needs, we spent time developing alternate assessments.</p> <p>We put these assessments into our action plan template.</p>	<p>Any Available Assessment Data and Future Assessments</p> <p>Action Plan Template</p>	<p>Administrators Data Team Members Grade Level Team Members Instructional Coach</p>	<p>March – May 2012 Started with the last three months of Professional Learning Community meetings and continued as needed.</p>
<p>We set dates for short, interim and</p>	<p>Action Plan Template</p>	<p>Administrators Data Team</p>	<p>March – May 2012 Started with the last</p>

long term assessments and plugged those dates into our action plan template along with a date for Professional Learning Community discussion.	Assessment Data	Members Grade Level Team Members Instructional Coach	three months of Professional Learning Communities and continues as needed.
Anchored the plan by creating a Data Analysis Question to drive our actions towards improvement.	Action Plan Template	Administrators Data Team Members Grade Level Team Members Instructional Coach	March 2012 The Data Analysis Question exists until the action plan is closed out. It is revisited and revised as needed.

Step 8 – Act and Assess

Implementation Step	Resources	Person(s) Responsible	Timeline
Used a Plus/Delta Protocol after each meeting and discussion of progress.	Protocol Posters and Handouts	Administrators Data Team Members Grade Level Team Members Instructional Coach	March – May 2012 Started with the last three months of Professional Learning Community meetings and continues as needed.
Developed additional formative and summative assessments to accompany the problem solving portion of our district math assessments.	Curriculum Materials	Administrators Data Team Members Grade Level Team Members Instructional Coach	March – May 2012 Started with last three months of Professional Learning Community meetings and continues as needed.
When discussing	Action Plan in	Administrators	March – May 2012

progress of short, interim and long term goals, if any adjustment to the action plan was suggested, we note it on the plan by identifying evidence and/or a data source for the decision and agreement on implementation.	Progress	Data Team Members Grade Level Team Members Instructional Coach	Started with last three months of Professional Learning Community meetings and continues as needed.
Remembered to celebrate small wins and set goals where we see areas for improvement.	None	Administrators Data Team Members Grade Level Team Members Instructional Coach	March – May 2012 While this was introduced formally in Step 8, we were reflective throughout the implementation by using the Plus/Delta protocol after each meeting.

Chapter 4

IMPROVEMENT STRATEGY RESULTS

During a Data Team meeting in June 2014, a focus group was held to reflect on our current state of Professional Learning Communities and the implementation of the Data Wise Process for School Improvement. I asked two questions: *What went well this year? What can we do differently?* The responses from the Data Team, which consisted of two administrators, one leader from each grade level, one member of the expressive arts team, one special education team member and our instructional coach, are listed below:

What Went Well This Year?	What Can We Do Differently?
<ul style="list-style-type: none">• The addition of the Special Education PLC has been helpful in helping us understand and help that student population.• Guest speakers/presenters during our Data Team meetings helped us better understand and explain concepts to our teams.• Great resources were shared all year long.• After we identified problems or needs, having our Instructional Coach coming to our PLCs to help, yielded positive results.• Using our Instructional Coach and Deirdra as a thought partner. We feel like one big group with the same goal.• I feel so much more comfortable with data and every year I get	<ul style="list-style-type: none">• Expressive Arts teachers would like Deirdra to spend more time with them integrating the Data Wise process. We want to play a part as we collaborate with the other grade levels.• Can we ensure all committee meetings minutes are sent to everyone? I really want to know what everyone else is doing. If they learn a new protocol or something I would like to know about it.• I would love it if Deirdra would continue to be our Data Coach. It's so easy to come to you with questions and your leadership with this work has been fantastic.

<p>better.</p> <ul style="list-style-type: none"> • First grade is really feeling like they are part of the “big picture,” even though we’re not a tested grade level. • Doing an action plan for one subject area allows us to focus more in that one area. • Everybody is working for all the students at Leasure, not just their own grade level. • Expressive Arts teachers are a lot more comfortable with helping the other grade levels. • There is consistency in the organization of meetings; there is mutual respect of time; meetings are productive and agendas are followed. • I don’t dread any meeting at Leasure. I look forward to seeing what Deirdra is going to teach us. 	
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This focus group helped confirm my thoughts about our improvement efforts.

Leasure School teams have brought into the Habits of Mind, the learning stance and the structures we put in place.

Evidence of Improvement

Table 12 illustrates a comparison of our 2013/2014 DCAS data as measured by the Original Model. It includes the targets set by the state of Delaware and our actual results for reading and math.

Table 12 State Targets for Proficiency and Actual Percentage of Leasure Students by Accountable Demographic Categories Who Scored Proficient on 2013 and 2014 State Reading and Math Assessments

<u>Sub-Group</u>	<u>2013 Reading Target</u>	<u>2013 Reading Result</u>	<u>2014 Reading Target</u>	<u>2014 Reading Result</u>
All	70.0	64.5	73.0	69.6
Black	57.8	60.0	62.0	69.8
Hispanic	N/A	N/A	64.0	65.9
White	78.8	64.3	81.0	70.4
Spec. Ed.	41.4	6.5	47.3	23.1
Low Income	59.2	57.7	63.3	63.3

<u>Sub-Group</u>	<u>2013 Math Target</u>	<u>2013 Math Result</u>	<u>2014 Math Target</u>	<u>2014 Math Result</u>
All	70.2	66.3	73.2	71.0
Black	56.3	63.9	60.7	69.8
Hispanic	N/A	N/A	66.3	79.6
White	79.3	62.9	81.3	65.0
Spec. Ed.	41.8	19.3	47.7	18.2
Low Income	60.0	56.9	64.0	59.2

During the 2014 assessment year, the Hispanic cell became Leasure's newest accountability cell. We increased our proficiency percentage in nearly every accountable cell. Our Special Education Reading proficiency grew from 6.56% to 23.12%. In math, we increased our proficiency in every cell except for Special Education. The rate fell slightly from 19.34% to 18.23%. Our intended outcome was to get back on a positive trajectory and ultimately meet state targets. We are moving in a positive direction and will continue to drive our efforts in that direction.

Table 13 illustrates a comparison of our 2013/2014 DCAS data as measured by the Growth Model. It includes the targets set by the state of Delaware and our actual results for reading and math.

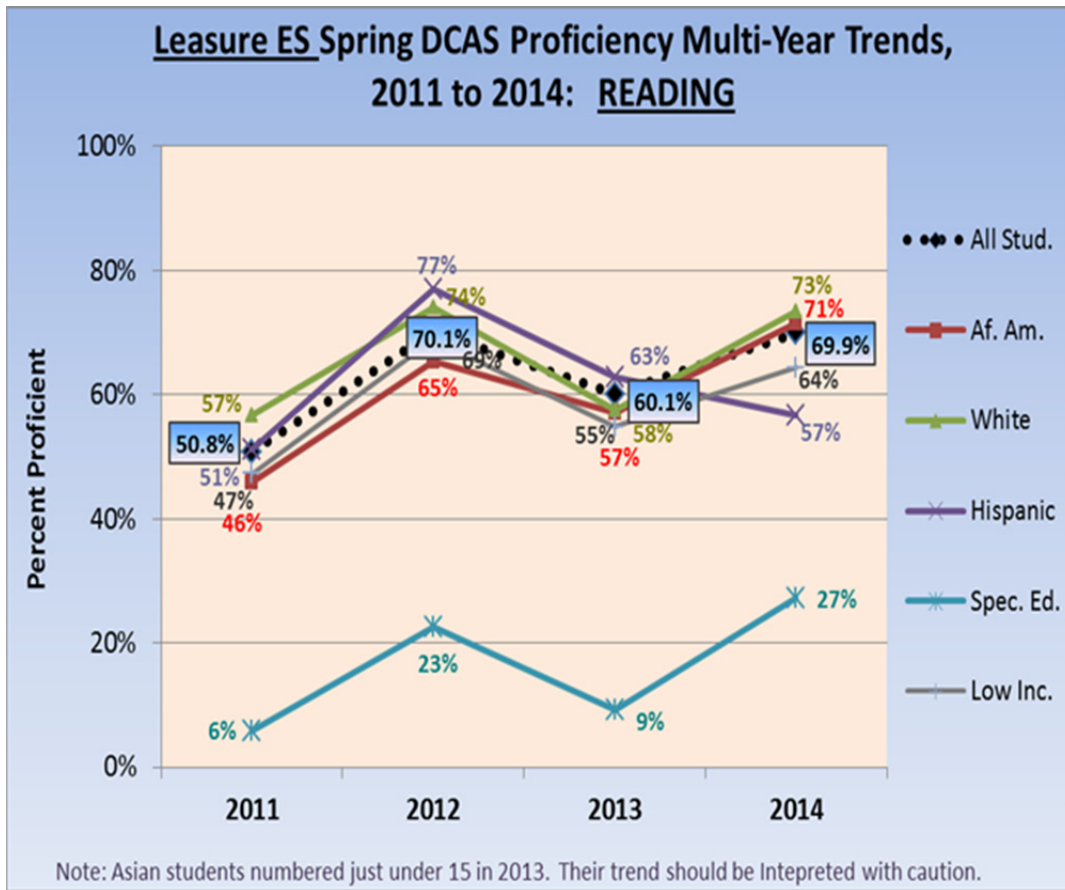
Table 13 Growth Targets Set and Achieved for Leasure Students on 2013 and 2014 State Reading and Math Assessments

<u>Sub-Group</u>	<u>2013 Reading Target</u>	<u>2013 Reading Result</u>	<u>2014 Reading Target</u>	<u>2014 Reading Result</u>
All	210.0	236.5	219.0	250.5
Black	173.4	227.2	186.0	256.9
Hispanic	N/A	N/A	192.0	220.5
White	236.4	243.5	243.0	251.3
Spec. Ed.	124.2	84.2	141.9	155.4
Low Income	177.6	226.5	189.9	240.2

<u>Sub-Group</u>	<u>2013 Math Target</u>	<u>2013 Math Result</u>	<u>2014 Math Target</u>	<u>2014 Math Result</u>
All	210.6	242.4	219.6	254.0
Black	168.9	235.9	182.1	252.4
Hispanic	N/A	N/A	198.9	270.5
White	237.9	241.4	243.9	249.3
Spec. Ed.	125.4	127.1	143.1	145.0
Low Income	180.0	224.3	192.0	234.5

Table 13 further illustrates we are continuing a positive trajectory towards improvement. In fact, in 2014 we met Adequate Yearly Progress in both Math and Reading for the first time in the same year. This means we met state targets in all cells including Hispanic and Special Education. We attribute this success to our action planning efforts learned from the Data Wise Process.

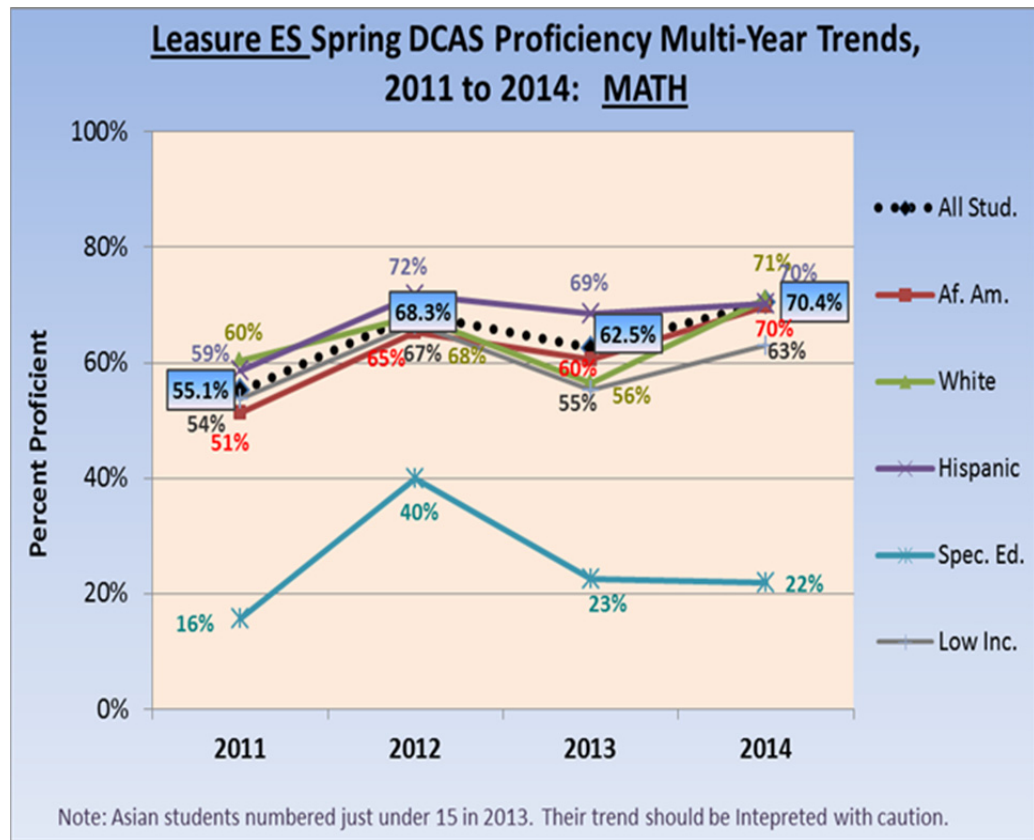
Figures 6 and 7 illustrate our three-year DCAS trend data for all cells in Reading and Math. This trend data is being used to illustrate the positive trajectory we've maintained since implementing the Data Wise process in 2011.



Note: Asian cell is not illustrated in the graph since $n=1$ student.

Figure 6 Leasure Elementary School Reading Multi-Year Trend Data By Accountability Cell 2011-2014

We declared our trend data another indicator of our success. We continued our Data Wise efforts and formed our new Special Education Professional Learning Community in 2013. As a result, we saw a commendable increase in achievement for 2014. We recognized the lulls or valleys in our data set, but we believe that the line indicating improvement may not always manifest itself as a straight line. Instead, we suspect that the line would resemble a curve.



Note: Asian cell is not illustrated in the graph since n=1 student

Figure 7 Leasure Elementary School Math Multi-Year Trend Data By Cell 2011-2014

Figure 7 illustrates our improvements in math. The overall trajectory remains positive.

As a result of the Data Wise implementation and our improved Professional Learning Community meetings we feel equipped to prepare for challenges around student learning. We learned how to inquire about the causes and dilemmas we face and to act by designing instructional improvements.

Mean Rubric and Scale Scores

In order to delve deeper into our improvement efforts, we created a spreadsheet of every factor we could think of, and that we could obtain, that might affect the achievement of Leasure students for 2012-2014. This spreadsheet captured only those students who were in grades three, four and five during our implementation of the Data Wise process. This spreadsheet doubled as a self-assessment tool to inform our work throughout the implementation. We used it to conduct mini-studies by disaggregating and analyzing raw data.

DCAS achievement is reported in scale scores. Figures 8, 9 and 10 illustrate the mean DCAS scale scores for 3rd, 4th and 5th grade over the past three years. Since our implementation of Data Wise began, our scale scores have increased in every grade level, each year. In third grade, the mean scale score in reading has increased from 752 in 2012 to 793 in 2014. In math the mean sale score has increased from 742 in 2012 to 797 in 2014.

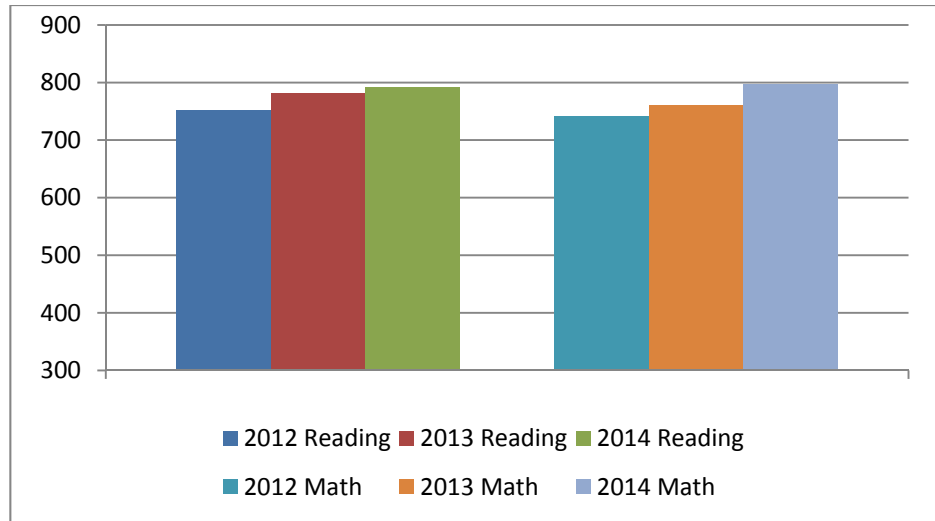


Figure 8 Mean DCAS Scale Scores for Third Grade Reading and Math 2012-2014

Our mean scale scores in reading for fourth grade show an increase from 728 in 2012 to 785 in 2014. In math, the mean scale scores increase from 708 in 2012 to 775 in 2014.

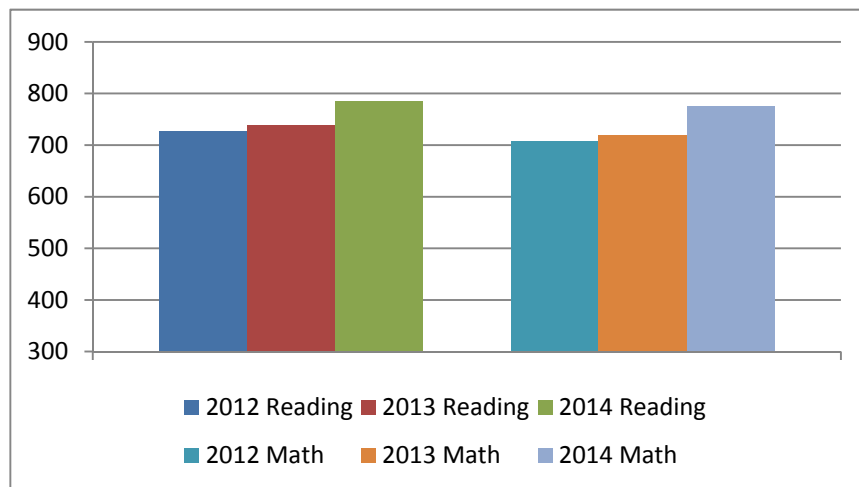


Figure 9 Mean DCAS Scale Scores for Fourth Grade Reading and Math 2012-2014

In fifth grade, the mean reading scale score increased from 644 in 2012 to 762 in 2014.

The mean math scale scores increased from 625 in 2012 to 764 in 2014.

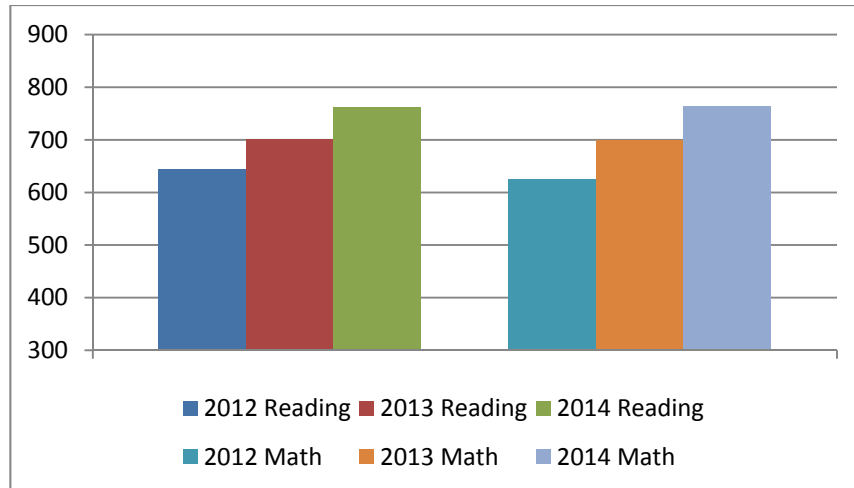


Figure 10 Mean DCAS Scale Scores for Fifth Grade Reading and Math 2012-2014

The mean DCAS scores were analyzed for regular education and special education students.. Our mean scale scores in both reading and math increased for both populations each year. For regular education students, the mean reading DCAS scale score increased from 740 in 2012 to 795 in 2014. In math, the mean scale score increased from 710 in 2012 to 790 in 2014.

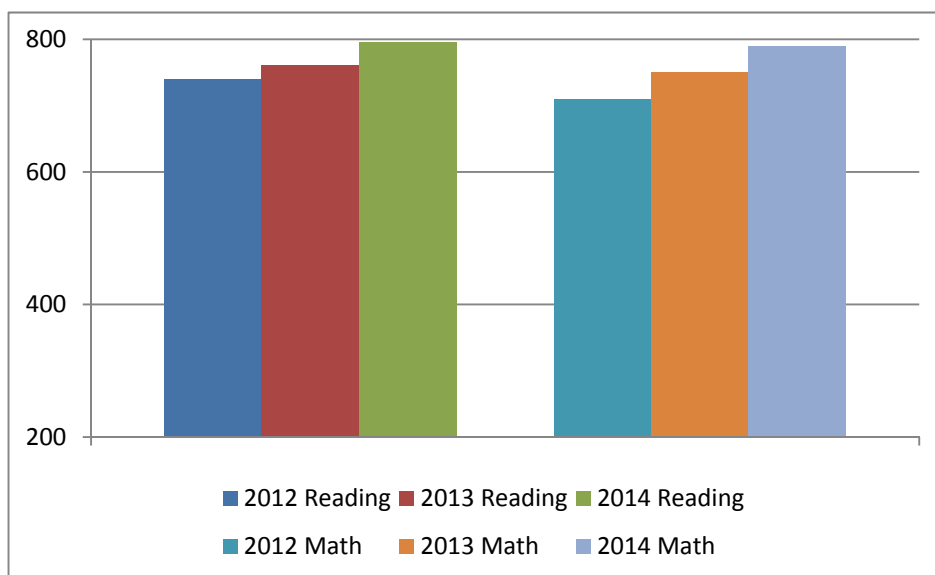


Figure 11 Mean DCAS Scale Scores for Regular Education Students in Reading and Math 2012-2014

Our special education population showed similar gains. In reading, the mean scale score increased from 700 in 2012 to 790 in 2014. In math, the mean scale score increased from 670 in 2012 to 765 in 2014.

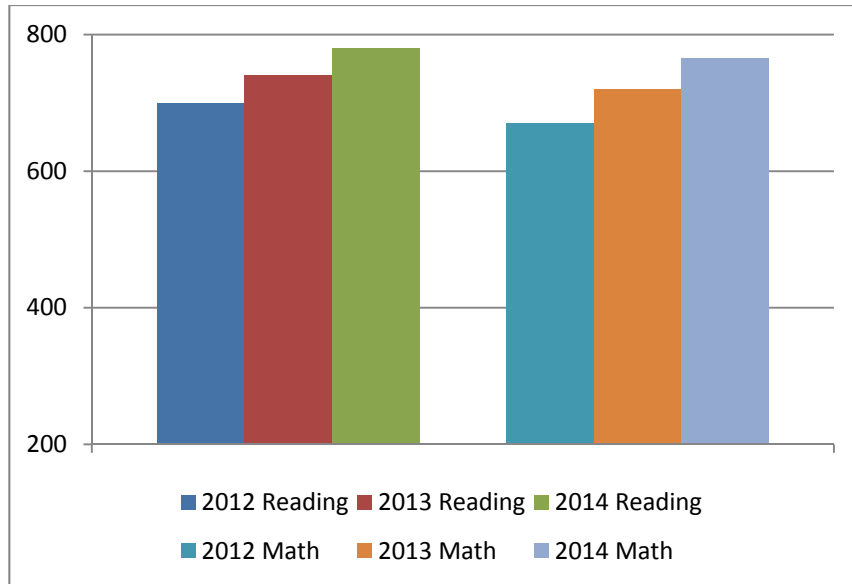


Figure 12 Mean DCAS Scores for Special Education Students in Reading and Math 2012-2014

These mean scale scores for regular education and special education students are the scores used to calculate the growth model index for state AYP accountability. The steady gains we achieved is the reason we met AYP for the first time since special education became an accountability cell.

Cut scores are established for student performance to identify performance levels. There are four performance levels for the DCAS assessment:

- Performance Level 1 – Well Below Standard
- Performance Level 2 – Below Standard
- Performance Level 3 – Meets Standard
- Performance Level 4 – Advanced

There is a range assigned for each performance level by grade and subject. Figures 5, 6 and 7 illustrate our increase in proficiency levels, which is the basis for the Original Model AYP calculation. Considering the range of scale scores between the proficiency levels, the illustrated improvement is significant.

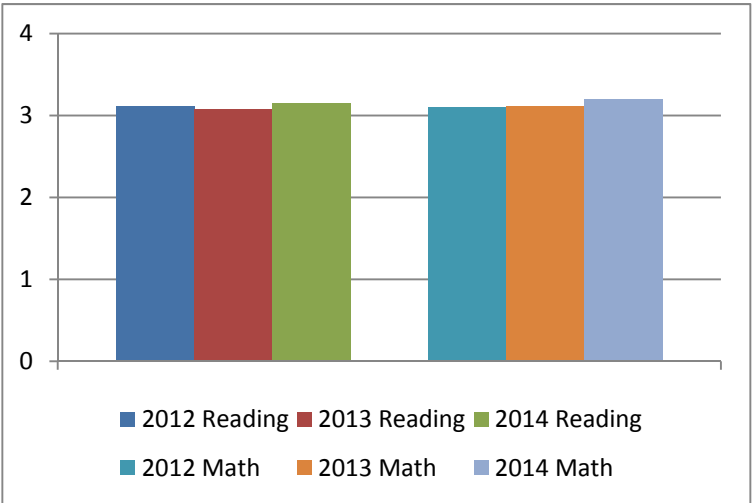


Figure 13 Regular Education Mean Proficiency Levels for DCAS Reading and Math 2012-2014

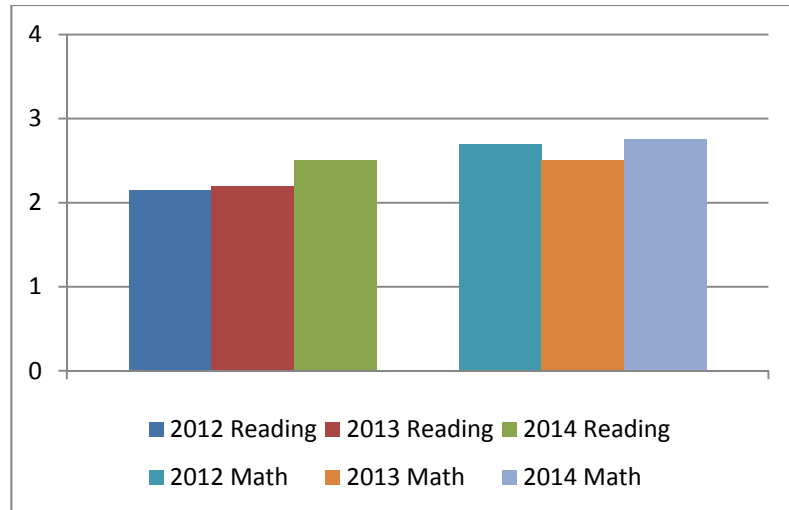


Figure 14 Special Education Mean Proficiency Levels for DCAS Reading and Math 2012-2014

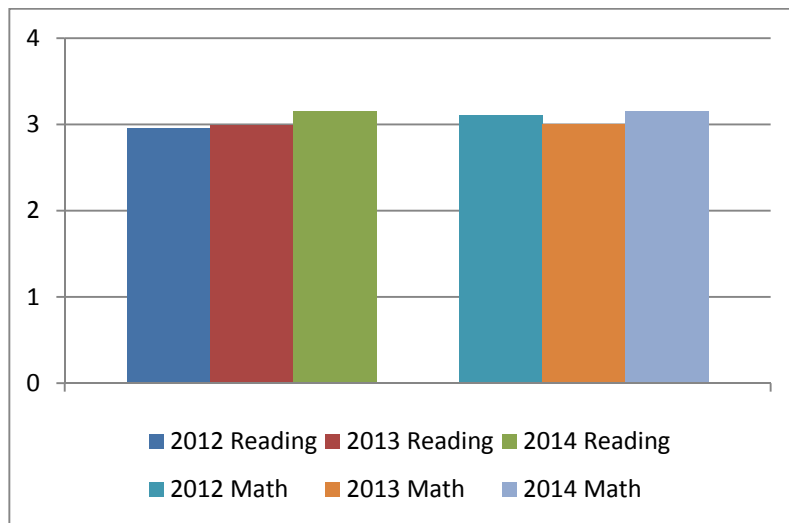


Figure 15 Mean DCAS Proficiency Levels for All Students in Reading and Math 2012-2014

The Dynamic Indicator for Early Literacy Skills assessment (DIBELS) is given to students in grades kindergarten through five. This assessment is given three times per year and is used by our teachers as a progress monitoring tool for reading

intervention groups. DIBELS achievement is reported as a composite score. Our DIBELS composite scores have increased over the implementation for both regular and special education students. The gains range from 125 – 175 points.

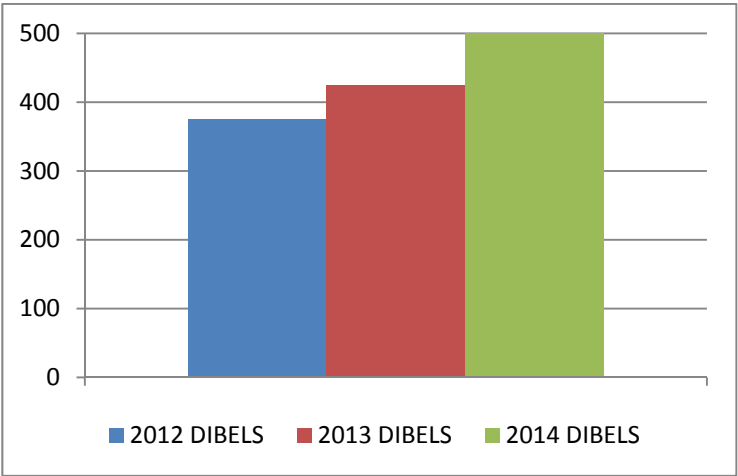


Figure 16 DIBELS Mean Composite Scores Regular Education Students 2012-2014

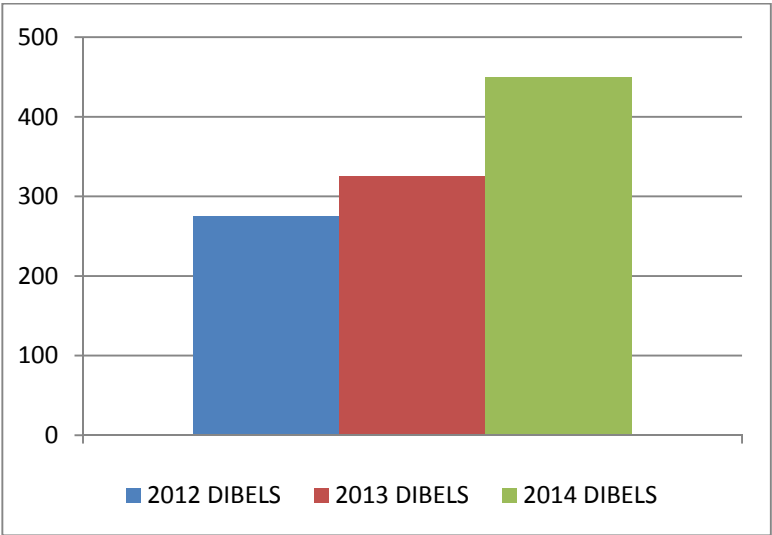


Figure 17 DIBELS Mean Composite Scores Special Education Students 2012-2014

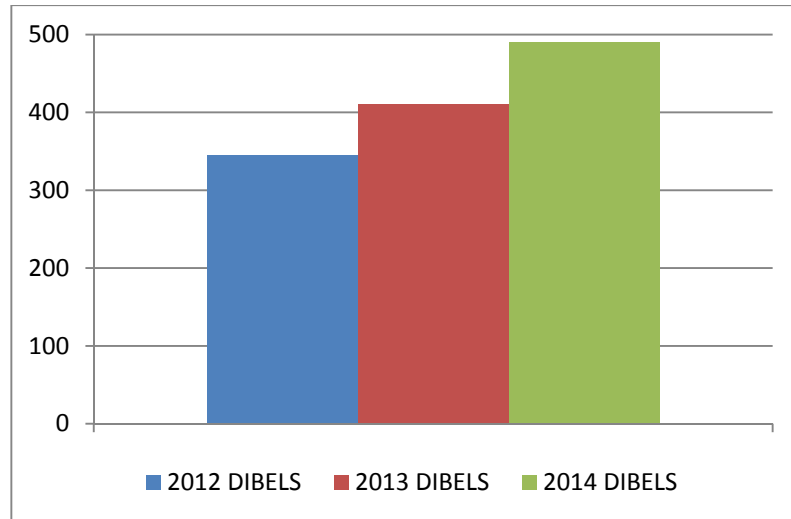


Figure 18 DIBELS Mean Composite Scores ALL Students 2012-2014

Figures 18 and 19 show a comparison of our regular education and special education mean DCAS scores. These figures illustrate our most telling improvement effort, the closing of the achievement gap.

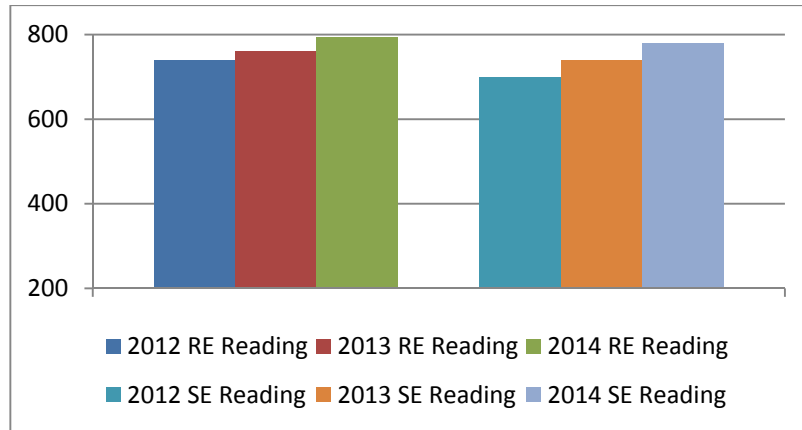


Figure 19 Comparison of Special Education and Regular Education Mean Scale Scores in Reading 2012-2014

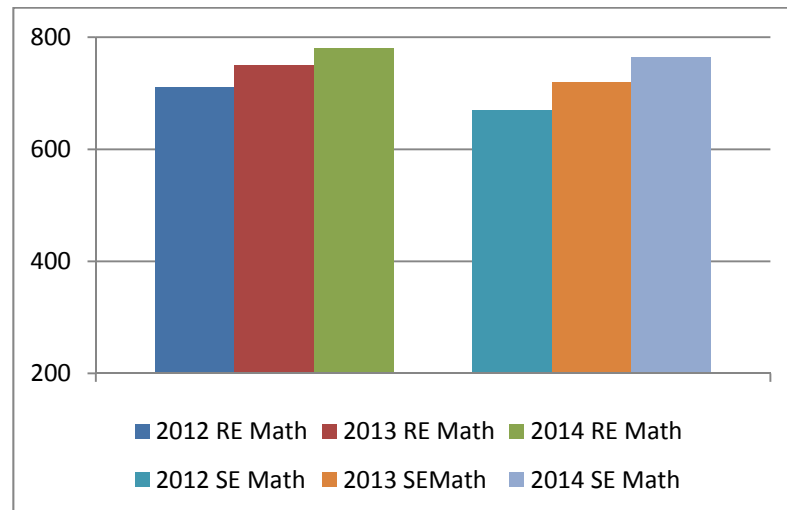


Figure 20 Comparison of Special Education and Regular Education Mean Scale Scores in Math 2012-2014

In reading, our mean DCAS scale scores increased from 740 to 795 for regular education students and 700 to 780 for special education students. We closed the achievement gap from 40 to 15 mean scale score points. In math, our mean DCAS scale scores increased from 710 to 790 for regular education students. The increase

was 670 to 765 for special education students, closing the gap from 40 to 35 mean scale score points.

Figures 16 and 17 also illustrate closing of the achievement gap in our DIBELS scores. The mean composite scores for regular education students increased from 375 to 500 over the three year period. Our special education students grew from 275 – 450 during the same time. We closed the gap from a mean of 100 to 50 composite score points.

Consulting with the Experts

As a follow-up to the summer institute, Harvard held an Impact Workshop in May 2012 and 2013. I attended both workshops with my Assistant Principal. It was an opportunity for us to report our progress with the implementation and receive feedback from the Data Wise experts. We provided evidence of our improvements by the practices we observed and data we collected.

This Data Wise Impact Workshop served two purposes for us. It solidified the fact that we had implemented the process correctly. It also provided us the opportunity to learn and grow in areas where we needed it. For example, while attending the workshop in 2013, we presented the dilemma of our Special Education cell. The lack of consistent growth in this cell was a factor in our overall student achievement so we worked with our Teaching Fellow to extract root cause and possible solutions. We agreed to implement the Data Wise Process for School Improvement in a newly formed Special Education Professional Learning Community. This is one way our work has evolved since the implementation and ongoing training from Harvard.

Another observation of improvement was how the protocols and activities changed the way we adapt to challenges. For example, during a Professional Learning Community meeting in January 2013, instead of spending time complaining about unreasonable expectations for kindergarteners, our kindergarten team was able to draw from our new knowledge and use a protocol to structure their conversation. This helped us steer the focus towards solutions instead of our perceived problem.

I attended a Social Committee meeting in April 2013, where some staff members were planning our end of year luncheon. The committee chair had prepared an agenda using our meeting agenda template and reviewed our meeting norms before the meeting started. I expressed approval of the norms and the agenda. She responded by stating, “This is the way we do business now.”

After our second year, I started to observe the Data Wise habits in our everyday work. As a school team, we became committed to holding each other accountable.

The cultural change became one of our biggest takeaways of this improvement initiative. We became learners. Meetings were relevant, agendas were productive and action was finally taking place.

Chapter 5

REFLECTION ON IMPROVEMENT EFFORT RESULTS

Our work has been praised continuously by the Harvard Data Wise Team. In an effort to make Data Wise more accessible to school teams across the country, Data Wise is developing an on-line course. School teams would learn the process through vignettes, interviews and video footage from an active Data Wise team. Leasure is proud to be the featured school team chosen by Harvard for the on-line course. The HarvardX video crew completed their taping in October 2014. The on-line course will be available in early 2015. This was an amazing accomplishment. Three years prior to this honor, we were looking for ways to improve our meetings. We have now become an example for others.

In June 2013, I was asked to join the Data Wise teaching team as a Teaching Fellow for the Summer Institute. The Harvard Data Wise Team felt I had such a breadth of knowledge to share since I embraced my dual role of leader and learner with the implementation. It is a privilege to now serve as a Teaching Fellow in the very same venue where I started as a participant.

The Data Wise implementation also helped us change some of the system-level structures at Leasure Elementary:

- We developed a new Master Schedule with time carved out for intentional collaboration.
- We adopted a new Meeting Agenda Template, the ACE Habits of Mind and Meeting Norms.

- We transformed our Leadership Team into a Data Team.
- We created a Special Education Professional Learning Community.

Our new master schedule now includes a separate schedule for Professional Learning Community meetings. We call it Team Thursdays. This ensures the time for Professional Learning Community meetings remains visible and protected. I trained my support staff to understand how everyone owns a piece of Professional Learning Community meetings. My calendar is unnavigable on Thursdays while I attend every grade level Professional Learning Community meeting.

Our Leadership Team was reconfigured to a Data Team. We handle team leader activities such as ordering supplies and managing field trips by email. We now spend our monthly meetings examining data and the eight steps of the Data Wise process. We learn new protocols and strategies to continuously teach our teams the meaning of each step.

We created a Special Education Professional Learning Community and I meet with that team once a month, in addition to the regularly scheduled Team Thursday meetings. Having a separate learning community for this team gave us the opportunity to target their needs and find an entry point to improving teaching and learning for their population.

One of the most important shifts we made was to adopt a meeting agenda template, the ACE Habits of Mind and Meeting Norms to our work. We now identify these as universal tools for Leasure Elementary and we use them in every meeting or training delivered by our team. What started as tools for our Professional Learning Community Meetings, have now filtered down to other aspects of our work.

My role during the Data Wise implementation has changed. I've now added coach and facilitator to my work. I've been a diligent student of the work by keeping

in touch with the Harvard Data Wise team and receiving on-going training. I slowly walked our team through the process the first year in order for them to understand each step. There was a deliberate yet purposeful release and sharing of ownership throughout the implementation. My dual role has played a major factor in our success.

For a new Data Wise team, I would explicitly state that this work starts and ends with leadership. It's not a top down initiative; it's a journey that the entire school team takes together. The school leader must be willing to embrace new roles such as coach, facilitator and learner. I would also tell a new team to always remember the ACE Habits of Mind:

- Commitment to Assessment, Action and Adjustment.
- Commitment to Intentional Collaboration.
- Commitment to a Relentless Focus on Evidence.

These mindset shifts will change the culture, one commitment at a time. I would remind a new team to continue to remember to hold each other accountable for adhering to norms and becoming chronic problem solvers. Lastly, I'd tell a new team to pace themselves. We only completed one Data Wise cycle in our first year. We took it slowly to ensure we were talking with our teams and learning together. Starting out slowly gives you an opportunity to be reflective and commit to adjusting if necessary.

My reflection on this improvement effort is that it is appropriate in its original design and I would not change or re-design any aspects of the process. The process is based on extensive research and Steps 1 and 2 prove to be the most valuable. Spending time to organize your teams for collaborative work sets the foundation for the remaining steps. I wouldn't change anything about our implementation but I would continue to reflect early and often. I'll continue to partner with the Harvard

Data Wise team which will be invaluable since I have now joined their Teaching Team and Candidacy for National Coach Certification. As a Data Wise Coach, I'll be assisting school teams all over the country as they implement the process.

This opportunity for consultancy is just what I intended as a result of my work at the University of Delaware. As a learner, it is rewarding to now teach, facilitate and coach in the same room where I was a participant such a short time ago. I stay abreast of the latest changes and research around the process as I lead my team through our fourth year of the work. I'm excited to embrace the opportunity to share my experiences and expertise as I help Harvard University introduce Data Wise to the world.

Chapter 6

REFLECTION ON LEADERSHIP DEVELOPMENT

I began the Ed.D. Program in September 2011. My coursework and readings strengthened my inquiry skillset and revealed how I should go about approaching a topic for my work.

I've become a consumer of research. When discussing a topic with colleagues, I now pursue the research whenever possible. I've learned how to think critically and ask relevant questions. I've become data driven and have learned to focus on solutions, instead of problems.

The Ed.D program was successful at strengthening my development as an instructional leader. I may not have researched the Data Wise Process so diligently if I did not have to fulfill the requirements of this degree. This is one reason I sought candidacy in the program. I wanted to develop myself professionally.

I feel confident in my ability to address any educational problem and propose a meaningful, appropriate, research-based solution. I've grown tremendously in my ability to use data in planning and decision making. I immersed myself into learning every aspect of the Data Wise process and emerged as a learner, a teacher and a coach.

Being part of the Data Wise Teaching Team gave me the opportunity to see my growth from learner to leader. As a Data Wise Teaching Fellow and Coach candidate, I am currently mentored by a member of the Harvard Data Wise team. Our mentoring will culminate in June 2015 where I will review my Data Wise Coaching Portfolio. Afterwards, I will become one of the first Data Wise Coaches in the country.

As a Problem Solver, I have learned to use data in defining a problem and always digging deeper to uncover causation. I also learned how to assess outcomes and improvement efforts by choosing the right data sources.

Our Research Design class taught me to understand how data is collected. I learned to examine research findings by the way they are organized and measured. My biggest takeaway as a Problem Solver is the focus I now place on validity, reliability and expected outcomes. I have adopted this new expectation of action and I use that mindset when aligning goals and strategies to solve a problem.

As a Partner, I've learned the significance of including all stakeholders in decision making. As a school leader, I've always included stakeholders but now I include them in more academic and scholarly events. For example, during our Parent Advisory Council meetings, I explained the Data Wise Process for School Improvement and our plans for implementation. Sharing this side of schoolhouse with families was energizing. It strengthened our relationship. I was able to share updates at future parent meetings and parents were overwhelmingly considerate of the information.

My network has expanded as a result of my participation in the Ed.D. program and my work with the Harvard Data Wise Team. A rigorous process was developed to select and certify Data Wise coaches to serve the United States, Australia, Chile and other countries where Data Wise teams reside. Having a chance to consult, share and problem solve with school leaders around the world is an amazing addition to my practice.

Being the featured school for the Data Wise Online Course was validating for me and my school team. We are proud to provide participants with access to information, protocols, work samples and videos of our work.

The Harvard camera crew captured videos of us delivering a Data Team Meeting, grade level Professional Learning Community Meetings, classroom instruction and numerous one on one interviews. We humbly accepted the invitation to model the process and be a catalyst for teaching it to others. The Harvard Data Wise Team visited Leasure Elementary before the videotaping and now we are gaining national exposure which is a true expansion of our daily work.

Over the past three years, I've become a reflective practitioner with a great team of learners. My cohort members and I have become Scholars, Problem Solvers and Partners together. We have built relationships outside of the classroom and learned about each other's leadership through our many class presentations and topics studied. I've built a relationship with the university staff and look forward to coming back and working with them in the future. It is my hope that my Data Coach work will find an interested colleague at the university where I can further expand my network and return to the place where I started my journey.

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Appendix A

EDUCATION LEADERSHIP PORTFOLIO PROPOSAL PAPER AND ARTIFACT TABLE

Overview

Leasure Elementary, the seventh largest elementary school in the Christina School District located in Bear, Delaware serves 586 students in kindergarten through fifth grade. Approximately 20% of Leasure students (110) are identified as Special Education and 68% of Leasure families qualify for Free or Reduced Lunch. The stagnant growth and increasing achievement gap between our Special education students and other sub-groups has been a concern for many years. We wanted to improve academic achievement for this sub-group and wanted it to evolve from a systematic process with a focus on instructional improvement. Our initial solution was Professional Learning Communities. It was believed that if teachers had time to collaborate and share, it would improve student achievement. Instead, we found that teacher sharing was more like storytelling, the meetings lacked action and had no impact on student achievement. After consulting the research, I learned about the Data Wise Process for School Improvement. The process is anchored in specific, manageable steps educators can implement as they organized themselves for collaborative work and build confidence and skill in using data effectively; to improve student achievement.

The process starts with establishing a foundation for learning from student assessment results. Then school teams inquire by looking for patterns in their data that indicate shortcomings in teaching and learning. Lastly, schools act on what they learn from their inquiry by designing and implementing instructional improvements. Schools then cycle back in a process of ongoing improvement. (Boudett, City & Murnane, 2005)

This leadership portfolio of reflection and artifacts will document the journey of Leasure Elementary School's implementation of the Data Wise Process for School Improvement to strengthen Professional Learning Community meetings and improve student achievement.

Organizational Context

Leasure Elementary School serves students in grades kindergarten through five from the suburbs of Bear, DE. Leasure's enrollment demographics are described in the chart below:

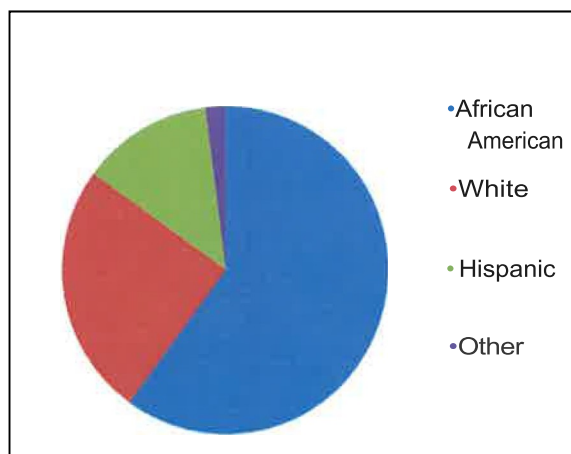


Figure 1 Proportion of Leasure students in various Demographic categories

Table 1 Number of Leasure Students and Staff in Each Grade

Grade	Number of Students	Number of Teaching Staff
Kindergarten	95	5 Teachers/2 Paras
First	109	6 Teachers
Second	95	4.5 Teachers
Third	103	6 Teachers
Fourth	100	4 Teachers
Fifth	84	3.5 Teachers
TOTAL	586	31

Table 2 The Mean Years of Teaching Experience (minimum & maximum) and Number of Each Gender for Leisure Teaching Staff at Each Grade

Team	Mean Yrs. Exp	Min. Exp.	Max. Exp	Gender
Kindergarten	14	2	28	F-6 M-1
First	18.4	10	25	F-6 M-0
Second	19.4	3	31	F-3.5 M-1
Third	17.25	10	23	F-6 M-0
Fourth	25	15	25	F-4 M-0
Fifth	11.2	14	9	F-3.5 M-0

*The ".5 Staff Member" indicates a teacher who shares a grade level .

Table 3 Number of Support Staff Categories and Days per Week at Leisure

Support Staff	Number of	Full-Time/Part-Time
Psychologist	1	Full-Time – 5 Days Per Week
Educational Diagnostician	1	Full-Time – 5 Days Per Week
Speech Therapist	1	Part-Time – 3 Days Per Week
Enrichment Teacher	1	Full-Time – 5 Days Per Week
Family Crisis Therapist	1	Full-Time – 5 Days Per Week
Counselor	1	Full-Time – 5 Days Per Week
Student Support Interventionist	1	Full-Time – 5 Days Per Week
Specialist	4	Physical Education, Art, Music and Library Full-Time – 5 Days Per Week
Reported Time Paraprofessionals	5	Full-Time – 5 Days Per Week

Leasure employs 31 teaching and 16 support staff members. There are five reported time paraprofessionals hired with Title I Funds used to help provide Response to Intervention reading and math groups. Eighty-five percent of Leasure staff is female while 15% are male. Ninety percent of Leasure Staff is White and 10% are African American. There is one bilingual staff member. Leasure is also home to two statewide programs, REACH and the Emotional Support Classrooms. Students attending these special programs come from schools throughout the Christina School District. These programs are housed in the building but student achievement scores are not tied to Leasure Elementary accountability.

The achievement concerns at Leasure Elementary are longstanding. For the past nine years, the percentage of students proficient in reading or math has not exceeded 70%. The sub-group creating the most deficiencies in Leasure's achievement data is Special Education, but the problem we face is that this sub group is not showing growth over time, and as the expectations for this sub-group to perform increases, our gap widens.

Appendix A contains detailed slides to illustrate Leasure's longitudinal data. The stagnant growth in this cell, affects our other cells which determines our rank amongst our district's elementary schools.

The state of Delaware employs two models for determining Adequate Yearly Progress as measured by DCAS, our state assessment. One is the Growth Model. It is based on a formula calculated to show an index score. State-set targets are established for sub-groups and individuals. Schools earn points for moving students from one proficiency level to another or by meeting their state set targets. The indexes for all sub-groups are calculated and reported for each sub-group as a school. For example, Tables 4 illustrate the state set targets for reading and math

by sub-group and Leasure's actual result for each cell. We met all targets in 2012 for Reading and Math, but Special Education was not an accountable cell for us that year, so we did not add it to our calculation. In 2013, when Special Education became an accountable cell for us, we did not meet the Special Education target in Reading and in math we met the target by 2 points. In order to meet Adequate Yearly Progress, schools must meet the targets in both reading and math in at least one of the models. We did not.

The Original Model is based on proficiency rates. As with the Growth Model, state-set targets are established for sub-groups and schools must meet the targets in all sub-groups in Reading and Math to meet Adequate Yearly Progress. Table 5 illustrates the state set proficiency percentage target for all sub groups for 2012 and 2013 and Leasure's actual result.

Table 4 State Set Growth Targets and Actual Results of DCAS Reading and Math by Sub-Group in Reading and Math for 2012 and 2013 at Leasure Elementary School

Sub-Group	2012 Reading	2012 Reading	2013 Reading	2013 Reading
	Target	Result	Target	Result
All	201.0	251.8	210.0	236.5
Black	160.5	243.5	173.4	227.2
White	230.1	263.0	236.4	243.5
Spec.Ed.	106.8	135.3	124.2	84.2
Low SES	165.3	248.2	177.6	226.5

Sub- Group	2012 Math	2012 Math	2013 Math	2013 Math
	Target	Result	Target	Result
All	201.6	252.7	210.6	242.4
Black	156.0	250.0	168.9	235.9
White	231.6	243.2	237.9	241.4
Spec. Ed.	108.0	162.5	125.4	127.1
Low SES	168.0	250.6	180.0	224.3

Table 5 State Set Proficiency Percentage Targets and Actual Results of DCAS Reading and Math by Sub-Group in Reading and Math for 2012 and 2013 at Leasure Elementary School

Sub-Group	2012 Reading	2012 Reading	2013 Reading	2013 Reading
	Target	Result	Target	Result
All	67.0	73.0	70.0	64.5
Black	53.5	68.8	57.	60.5
White	76.7	77.5	78.8	64.3
Spec. Ed.	35.6	22.1	41.4	6.5
L w SES	55.1	69.0	59.2	57.7

Sub-Group	2012 Math	2012 Math	2013 Math	2013 Math
	Target	Result	Target	Result
All	67.2	69.4	70.2	66.3
Black	52.0	67.2	56.3	63.9
White	77.2	67.3	79.3	62.9
Spec. Ed.	36.0	30.6	41.8	19.3
Low SES	56.0	65.0	60.0	56.9

We did not make Adequate Yearly Progress, nor did we meet our targets in all cells. In fact, since Special Education became an accountability cell for us, we have not met Adequate Yearly Progress and according to this year's beginning of the year DCAS data, this trend is continuing. We implemented Professional

Learning Community meetings as a possible solution to our achievement dilemma. Our meetings were not productive and they lacked action. As a result, we made no progress towards improving teaching and learning.

Leasure Elementary School wants to find a way to address its achievement concerns and help Leasure teachers use their Professional Learning Community meetings as a vehicle to examine teacher practices and improve instruction.

Problem Statement

In 2009, Leasure's Leadership Team began discussing the implementation of Professional Learning Community meetings as a solution for improving student achievement. Advocates of education

reform believe that better collaboration amongst teachers can lead to better instruction (Duf our 2004). A Professional Learning Community is defined as time set aside for teachers to engage in meaningful, collaborative discourse around issues of student achievement, teacher practice and school improvement.

In addition to having time and space to collaborate, the research community agrees that Professional Learning Communities should be led to follow a clear process and cultivate professional habits that support continuous improvement. (Boudett, City & Murnane 2005)

These habits are defined as:

- Fostering a culture of accountability,
- Fostering a culture of collaboration
- Maintaining a relentless focus on evidence

Recent observations of teacher collaboration practices revealed some worrisome information. The activities taking place during our Professional Learning

Community meetings were not guiding teachers to examine their instruction, make adjustments or ultimately increase student achievement. Detailed agendas, meeting minutes and well- kept binders illustrated compliance, but no commitment to action.

This lack of action amongst Leasure teachers needed a response. We wanted to continue the Professional Learning Communities and incorporate the Data Wise Process for School Improvement as a guide to lead our teams. In order to address our achievement concerns, we needed to teach teachers to use their meetings to effectively examine teaching and the deficiencies aiding our widening achievement gap. We anchored our problem around a focus on strengthening collaborative practices in order to improve student achievement.

Improvement Goal



The Data Wise Process for School Improvement is an initiative out of Harvard University's Graduate School of Education (Boudette, City & Murnane, 2005). Led by Kathy Boudett, Elizabeth City and Richard Murnane, Data Wise is a framework that helps educators organize the work of instructional improvement around a process that has specific, manageable steps which helps build confidence and skill around using data to improve student achievement. The graphic to the left shows the three phases governing the eight steps.

The graphic further illustrates the cyclical nature of the work. In the PREPARE phase, teams prepare for the work by establishing a foundation for learning from student assessment results. Teams then INQUIRE by looking for patterns in the data that indicate shortcomings in teaching and learning. Lastly,

teams ACT on what they learn by designing and implementing instructional improvements. However, the work does not end there. Teams cycle back through the inquiry and action phases in a process of ongoing school improvement.

(Boudett, City & Murnane 2005)

Boudett, City & Murnane (2005) cite the following examples of effective teacher collaboration practices using the Data Wise Process for School Improvement.

Embrace Learning Rather than Teaching:

- Examine instruction of self and colleagues.
- Develop focus lessons for target areas.
- Participate in peer observations and instructional rounds.
- Develop instructional plans for assessment and progress.
- Plan instruction for all students including assessment of/for learning.

Enable Teachers to Work Collaboratively to Help All Students Learn:

- Set time aside for collaborative work.
- Use of protocols to guide collaborative work.

Emphasize Responsible Use of Data With a Focus on Results:

- Create data overviews.
- Dig deeper into student data.
- Develop learner centered problems.
- Reframe learner centered problems into problems of practice.
- Identify solutions to problems of teaching and learning.

Assume Individual Responsibility and Accountability to Create Great Schools:

- Prepare agendas and identify roles for Professional Learning Community meetings.
- Include administrators, instructional coaches and data coaches as members of each team.
- Develop minutes after each meeting with action items and any follow-up needed.

Leasure Elementary will use these examples as a tool for guiding our work. We believe if we implement the process and teach our teachers to embrace this mindset, it will impact and improve student achievement.

The improvement goal is to implement the Data Wise Process for School Improvement in Leasure Elementary School Professional Learning Community meetings to increase achievement in reading and math and decrease the widening achievement gap amongst Special Education students. As the practice of using a structured approach to improving instruction becomes ingrained, teachers will find it easier to know what questions to ask, how to examine the data and how to support each other and their students. Teaching teams will be able to go deeper into the work, asking tougher questions, setting higher goals, involving more stakeholders and increasing student achievement. (Boudett, City & Murnane 2005)

Organization Role

Throughout my tenure as a school/district leader, I have been involved in the work of school improvement. I became the principal of Leasure Elementary School in June 2009. Our proficiency rates on the reading and math assessment hovered around 55% for the past six years. Our special education population exhibited stagnant or non-existent growth. As annual measureable targets were increasing, Leasure's achievement dilemma became evident. In fact, Leasure is no longer meeting Adequate Yearly Progress when using the Original Model, and we have varying rates of growth in our sub-groups when using the Growth Model. We implemented Professional Learning Community meetings as an initial solution. The meetings were unproductive and lacked action from week to week. In fact, our grade level team leaders would often ask me what they should do during the

Professional Learning Community meeting. We hadn't created a system around this implementation and as a result, there was no structure. As the leader of this school team, I had to act, with purpose.

After extensive research of best practices around how to lead Professional Learning Communities, I came across a pamphlet from Harvard University. I applied for a grant for \$21,000 from the Harvard Club of Delaware, a group that offers scholarships for Delaware school teams to attend Professional Programs in Education at Harvard University. I completed an on-line application for our school team to be accepted to the Data Wise Summer Institute. In June 2011, we were awarded the scholarship and I took my Leadership Team (6 Teachers), Assistant Principal and Instructional Coach to Harvard for the week long learning opportunity. In May of 2012 and 2013, my Assistant Principal and I attended a Data Wise Impact workshop where we had the opportunity to update the Data Wise Team and visiting colleagues on our progress with the implementation. After each workshop, we walked away with an identified area of the process where we wanted to improve and set goals. As the leader of this school team, it was my role to stay abreast of the new information around the process and keep in touch with the Data Wise team to help us monitor and evaluate our work.

Before attending the Data Wise Summer Institute, there was no strategic action planning around how to address the achievement issues in our data. In order to help us investigate the lack of growth and achievement gap in our Special Education cell, I spent valuable time studying and learning the eight crucial steps of the Data Wise Process for School Improvement.

Once our team returned from Harvard, I deliberately re-organized the structure of our school teams and started to create a system where I redefined roles and

responsibilities of everyone, including myself to support the work. For example, I added the role of coach and facilitator to my work and I re-structured our Leadership Team into a Data Team.

I will continue to lead this work by building on the foundation and structures we've created to implement the process in our Professional Learning Community meetings in order to improve student achievement.

The Data Wise Team from Harvard has started to use Leasure as a resource and have asked me to consider becoming a Teaching Fellow for the Data Wise 2014 Summer Institute. In this role, I will play an integral part of a teaching team who will teach Data Wise to school teams from around the world. The Harvard Team is also looking to identify certified Data Wise Coaches, they have asked me to consider this position as well.

All of these opportunities will enable me to grow professionally and strengthen my knowledge in using data to improve instruction and student achievement. It is my goal to bring Data Wise to the Christina School District. I would start at the system level with key stakeholders and district leaders; then work the implementation down to the school level. It is my hope to build coherence amongst school teams and district level leadership. Having the opportunity to lead this learning at the system level will be a major impact on my personal and professional growth.

This portfolio will compile the latest research and best practices around being wise about how school leaders and teams create, consume and act on the data they have at their disposal. In addition, it will be a reflection of our Data Wise journey as we implement the process and launch Leasure Elementary to the forefront as a leader in using data to inform instruction, change teaching practices and increase student achievement.

Artifact Table and Narrative

Number	Artifact	Type	Audience	Description	Action Steps	Timeline	Status
1	ELP Proposal Paper	Leadership Communication	District Leaders Building Leaders Teachers Board Members and other Stakeholders	Original paper written to identify problem and proposed solution.	Proposal Paper presented to doctoral committee and defended December 2013.	Fall 2013	Complete
2	How Leasure Re-Organized Themselves for Collaborative Work	Products & Tools	District Leaders Building Leaders Grade Level Teams	A copy of the meeting agendas, minutes, vocabulary and protocols used throughout the implementation.	Agendas and minutes are prepared weekly to document our work.	Weekly Beginning September 2011	Ongoing
3	Root Cause Worksheets Templates	Product & Tools	District Leaders Building Leaders Grade Level Teams	Copy of Worksheets used by grade level teams to establish Root Cause.	Worksheets are used as needed when analyzing student data.	August 2011	Ongoing
4	School-wide Data Overview	Products & Tools	District Leaders Building Leaders Grade Level Teams	A variety of aggregate data showing our school progress for the current school year.	Aggregate data is collected, organized and presented in graph/chart form.	Yearly Beginning September 2011	Ongoing
5	Completed Item/Error Analysis Worksheets	Products & Tools	District Leaders Building Leaders Grade Level Teams	Completed worksheets to show teams digging deeper into data.	Analyses are completed as teams identify a priority question and a learner-centered problem.	As needed Beginning December 2011	Ongoing
6	Tools for Examining Instruction	Products & Tools	District Leaders Building Leaders Grade Level Teams	Copies of protocols and organizers used during peer observations.	Peer observations are conducted to inform the learner-centered problem and identify a problem of practice.	As needed Beginning February 2012	Ongoing
7	Action Plan Template	Products & Tools	District Leaders Building Leaders	Copy of template and completed instructional	Action plans are created based on teaching and learning needs.	Every Cycle Beginning May 2012	Ongoing

			Grade Level Teams	plan designed to solve the problem of practice.			
8	Data Spreadsheet	Empirical Analysis	District Leaders Building Leaders Grade Level Teams	Excel spreadsheet with analysis.	A spreadsheet of demographic and achievement data created as a tool for self-assessment.	Spring 2014	Ongoing
9	Data Wise Coach Certification Documents	Leadership Communication	District Leaders Building Leaders Teachers Board Members and Stakeholders	Data Wise Coach Certification Process outlined for completion in Winter 2014.	Competencies to receive Data Wise Coach Certification completed with feedback from mentors in the Data Wise community.	Began the Process in Winter 2013	Will be Complete Winter 2014
10	Data Wise Online Course Video and Commentary Featuring Leasure Elementary School Taping Schedule Provided until Video is Available.	Products & Tools	District Leaders Building Leaders Teachers Board Members and Stakeholders	Data Wise online course will be available to the public in March 2015. The course will feature videos and interviews from Leasure Elementary staff and school leaders.	Harvard Graduate School of Education camera crew and program leaders conducted interviews and taping over a two day period.	Fall 2014	Video Available March 2015

Artifact Narrative

1. **ELP Proposal Paper** – This artifact will include my original proposal paper defining the problem, and improvement goal(s) for Leasure Elementary School as a result of this implementation.
2. **How Leasure Organized Themselves for Collaborative Work – The** artifact will include a copy of our agenda and minutes from the 2011 Summer Retreat held with the Leadership Team after we returned from the Data Wise Summer Institute, a copy of the Data Wise "swoosh," a graphic illustrating the cyclical nature and each step of the process, a copy of the agenda and minutes from our 2011 Back to School Professional Development meeting with staff where we launched the implementation, a copy of the newly adopted ACE Habits of Mind, a copy of our newly adopted Meeting Norms, a copy of our newly adopted Meeting Agenda Template, a copy of the Meeting Wise agenda checklist, a copy of pertinent Data Wise Vocabulary, a copy of our newly adopted Master Schedule, a copy of the agenda and minutes from our 2013 Special Education Team Summer Retreat where we brought the process to them as a Special Education team, a copy of five major protocols used throughout the implementation: What I See/What I Wonder?, Ladder of Inference, Stoplight, Compass Points, and Plus/Delta Protocol.

3. Root Cause Worbheets and Templates -This artifact will include a copy of blank item analysis worksheets used to organize our data, a copy of Root Cause activities including the Five Whys Protocol, 3 sets of Data Team Meeting Agendas and minutes.
4. Schoolwide Data Overview(s) –This artifact will include a copy of aggregate data for 2011, 2012 and 2013 used at the beginning of each respective school year to show our teams the big picture and a Data Display Checklist used to ensure all tables and charts met Data Wise specifications. We used this data sets as a starting point for grade level discussions.
5. Completed Item/Error Analysis Worbheets – This artifact will include a copy of actual completed item analysis sheets with error analysis notes and completed triangulation worksheets created during the implementation.
6. Tools for Examining Instruction – This artifact will include a copy of the graphic organizers and note taking tools used when grade level teams participated in Peer Observations.
7. Action Plan Template -This artifact will include a copy of the action plan template used and actual completed action plans by grade level teams to demonstrate how teams planned for action.
8. Data Spreadsheet – This artifact will include a spreadsheet of Leasure's 3rd, 4th and 5th grade students' demographic and academic data. This spreadsheet is used as a self-assessment tool to inform our work. We use it to conduct mini-studies by disaggregating and analyzing raw data.
9. Data Wise Coach Certification Documents - This artifact will include the Coach Certification process and documents illustrating my role as leader and learner as a result of this implementation. I will present my progress thus far in becoming a nationally certified Data Wise Coach.
10. Data Wise Online Course Video and Commentary Featuring Leasure Elementary School – This artifact will include a link to the Data Wise Online Course Video and Commentary filmed by HarvardX as a testament to our progress as a school team and partner with the Harvard Data Wise Team. When looking for a team to feature for their newly developed online course, the Harvard Data Wise Team selected Leasure Elementary School for their project. The online course comprised of video clips, interviews and artifacts from Leasure Elementary's journey will be available to school teams in March 2015.

Note - Until the video link is available, this artifact will contain the filming schedule which includes the focus for each video and interview clip.

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Appendix B

HOW LEASURE RE-ORGANIZED THEMSELVES FOR COLLABORATIVE WORK

Data Wise Improvement Process Graphic

Data Wise Vocabulary

Master Schedule

Meeting Agenda Template

Meeting Wise Agenda Checklist

School Leadership PREPARE Meeting Agenda

Special Education PREPARE Meeting Agenda

Back to School Professional Development Agenda

School Leadership Data Team Agendas

Stoplight Protocol

Ladder of Inference

Norm-Setting Protocol

Leasure Elementary Meeting Norms

Leasure Elementary ACE Habits of Mind

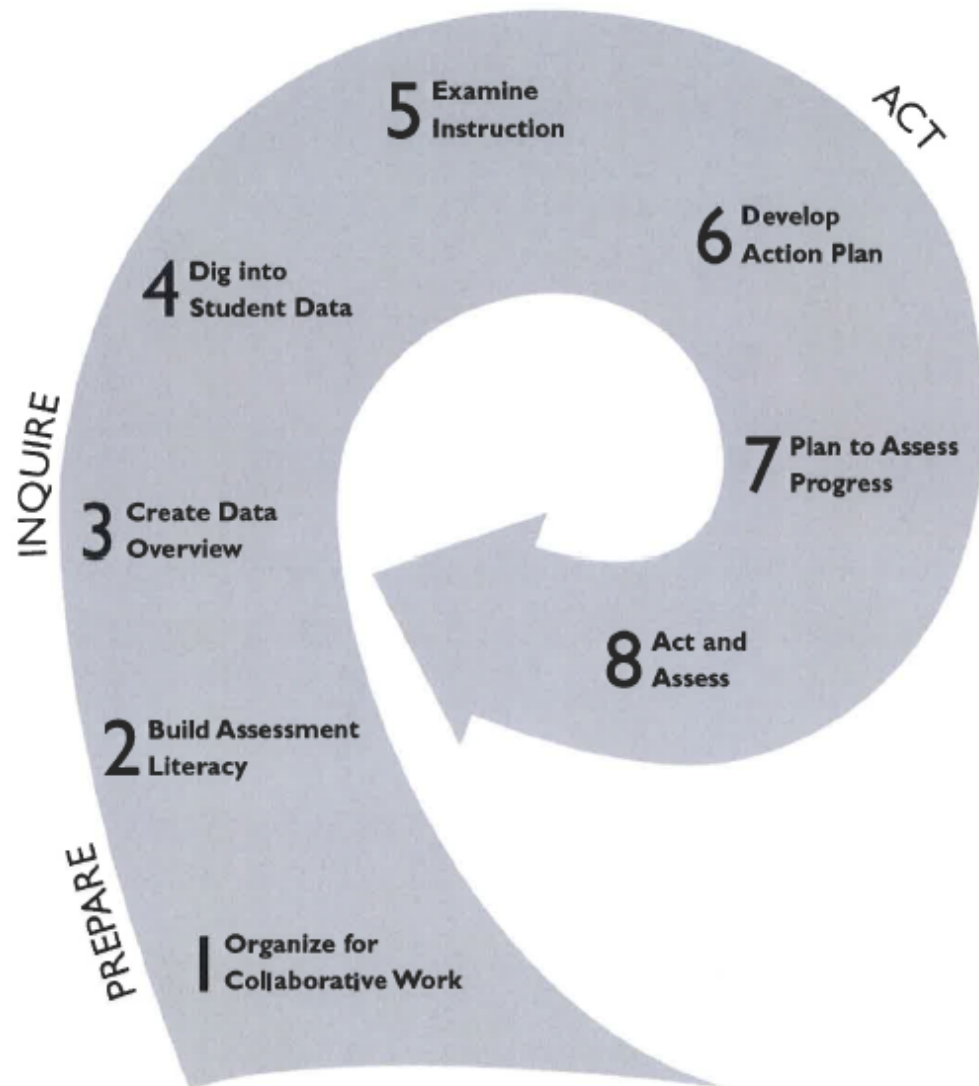
Plus/Delta Protocol

Professional Development and PLC Meeting Agendas with Plus/Delta Examples

Compass Points Protocol

What I See/What I Wonder Protocol

The Data Wise Improvement Process



Source: *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Learning and Teaching, Revised and Expanded Edition*. Ed. K.P. Boudett, E.A. City, R.J. Murnane. (Cambridge, MA: Harvard Education Press, 2013).

Data Wise Vocabulary

1. **Data Wise "Swoosh"** –the nickname affectionately given to the graphic that describes the Data Wise Process for School Improvement. It resembles the letter "p" but is often called the "swoosh."
2. **Priority Question** –after looking at aggregate data, school teams identify something they want to know more about their learners. Once identified, it is put in the form of a question. For example, *Why are our third grade students struggling in math problem solving?*
3. **Learner Centered Problem** –after establishing root cause, school teams define a problem of student learning to focus on where their efforts can make a meaningful difference. This is often the answer to the Priority Question. For example, *Students are making computation errors when solving word problems.*
4. **Problem of Practice** -after conducting data overviews, identifying root cause and observing peers, teams identify an instructional issue teachers are facing. It is generally something teachers need knowledge in or are trying to learn more about. The Problem of Practice is the proposed solution to the Learner Centered Problem. For example, *As teachers we are not giving students enough opportunities to build and use fact fluency in order to solve complex word problems.*
5. **Data Analysis Question** –a SMART goal in the form of a question. It is created to ensure teams remain focused on their goal to solve and/or inform the Problem of Practice. For example, *What strategies can we employ to increase proficiency in DCAS math problem solving from 31% to 80% by the end of the school year.*
6. **Triangulation** -the process of using three or more data sources to make a hypothesis about what might be happening with students and their learning.
7. **Item-Analysis** –using a grid or worksheet to itemized questions on an assessment. Highlighters are used to mark correct answers and to identify trends in student answers.
8. **Error Analysis** –after item analysis is complete, errors are prioritized and categorized to inform proposed instructional solutions.
9. **Root Cause** -the reasons associated with dilemmas of teaching and learning.
10. **Aggregate Data** –data compiled and reported for an entire group. For example, schoolwide data is an example of aggregate data.
11. **Cohort Data** –data compiled and reported for a group of students in a particular sub-group or grade. The data collected for the group is compared year to year. For example, some data is collected for a group of students in third grade, additional data is collected for the same students in fourth grade, fifth grade, etc.
12. **Value-Added Data** –data compiled and reported for a sub-group in a particular grade level. The data collected for the grade is compared to students in that grade, year to year. For example, some data is collected for second graders in 2013, additional data is collected for second graders in 2014, then 2015, 2016, etc.

Leasure Elementary School 2014-2015
Classroom, RTI, and Inclusion Schedule
Monday, Tuesday, Wednesday, and Friday

	K	1st	2nd	3rd	4th	5th
	401, 402, 403, 404	302, 304, 306, 308	301, 305, 303, 309, 207	202, 203, 206, 208	201, 204, 206	101, 103, 106
8:00 AM						
8:05 AM						
8:10 AM						
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Prepared by Deirdra Aikens and Brian Lee 11/4/2014

Leasure Elementary School 2014-2015
Classroom, RTI, and Inclusion Schedule
Team Thursdays

	K		1st		2nd		3rd		4th		5th
	401, 402, 403, 404		302, 304, 306, 308		301, 303, 305, 309, 207		202, 203, 206, 209		201, 204, 208		101, 103, 108
9:00 AM		9:00 AM		9:00 AM		9:00 AM		9:00 AM		9:00 AM	
9:05 AM		9:05 AM		9:05 AM		9:05 AM		9:05 AM		9:05 AM	
9:10 AM		9:10 AM		9:10 AM		9:10 AM		9:10 AM		9:10 AM	
9:15 AM		9:15 AM		9:15 AM		9:15 AM		9:15 AM		9:15 AM	
9:20 AM		9:20 AM		9:20 AM		9:20 AM		9:20 AM		9:20 AM	
9:25 AM		9:25 AM		9:25 AM		9:25 AM		9:25 AM		9:25 AM	
9:30 AM		9:30 AM		9:30 AM		9:30 AM	Intervention	9:30 AM		9:30 AM	
9:35 AM		9:35 AM		9:35 AM		9:35 AM	9:15-9:50	9:35 AM	PLC	9:35 AM	PLC
9:40 AM	Reading 9:15-10:50	9:40 AM	Reading 9:15-10:50	9:40 AM	Reading	9:40 AM		9:40 AM		9:40 AM	9:15-10:45
9:45 AM		9:45 AM		9:45 AM		9:45 AM		9:45 AM		9:45 AM	
9:50 AM		9:50 AM		9:50 AM		9:50 AM		9:50 AM		9:50 AM	
9:55 AM		9:55 AM		9:55 AM		9:55 AM		9:55 AM	9:15-10:45	9:55 AM	
10:00 AM		10:00 AM		10:00 AM		10:00 AM		10:00 AM		10:00 AM	
10:05 AM		10:05 AM		10:05 AM		10:05 AM		10:05 AM		10:05 AM	
10:10 AM	Intervention 10:00-10:30	10:10 AM		10:10 AM		10:10 AM		10:10 AM		10:10 AM	
10:15 AM		10:15 AM		10:15 AM		10:15 AM		10:15 AM		10:15 AM	
10:20 AM		10:20 AM		10:20 AM		10:20 AM		10:20 AM		10:20 AM	
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10:40 AM	Reading	10:40 AM		10:40 AM		10:40 AM	Reading 9:30-11:20	10:40 AM		10:40 AM	
10:45 AM		10:45 AM		10:45 AM		10:45 AM		10:45 AM		10:45 AM	
10:50 AM		10:50 AM	Intervention 10:30-11:15	10:50 AM		10:50 AM		10:50 AM		10:50 AM	
10:55 AM		10:55 AM		10:55 AM	Lunch 10:40-11:30	10:55 AM		10:55 AM		10:55 AM	Math
11:00 AM	Lunch 10:50-11:20	11:00 AM		11:00 AM		11:00 AM		11:00 AM		11:00 AM	Intervention Room 103
11:05 AM		11:05 AM		11:05 AM		11:05 AM		11:05 AM		11:05 AM	10:45-11:15
11:10 AM		11:10 AM		11:10 AM		11:10 AM		11:10 AM	Math	11:10 AM	
11:15 AM		11:15 AM		11:15 AM		11:15 AM		11:15 AM		11:15 AM	
11:20 AM		11:20 AM		11:20 AM	Recess 11:10-11:40	11:20 AM		11:20 AM	10:45-11:45	11:20 AM	Rotating Schedule
11:25 AM		11:25 AM	Lunch 11:15-11:45	11:25 AM		11:25 AM		11:25 AM		11:25 AM	
11:30 AM	Math	11:30 AM		11:30 AM		11:30 AM	Math	11:30 AM		11:30 AM	
11:35 AM	Intervention	11:35 AM		11:35 AM		11:35 AM	Intervention 11:20-11:45	11:35 AM		11:35 AM	10:45-12:45
11:40 AM		11:40 AM	304 & 308 at 11:10	11:40 AM	Science Social St	11:40 AM		11:40 AM		11:40 AM	
11:45 AM	11:25-11:55	11:45 AM		11:45 AM	11:40-11:50	11:45 AM		11:45 AM		11:45 AM	
11:50 AM		11:50 AM		11:50 AM		11:50 AM		11:50 AM		11:50 AM	
11:55 AM		11:55 AM	Recess 11:45-12:15	11:55 AM	Math	11:55 AM		11:55 AM	Math	11:55 AM	
12:00 PM		12:00 PM		12:00 PM	Intervention	12:00 PM	Lunch	12:00 PM	Intervention	12:00 PM	
12:05 PM	Writing Activities 11:55-12:20	12:05 PM	304 and 308 at 11:40	12:05 PM	11:50-12:20	12:05 PM	11:45-12:15	12:05 PM	11:45-12:15	12:05 PM	Math
12:10 PM		12:10 PM		12:10 PM		12:10 PM		12:10 PM		12:10 PM	Intervention Room 106
12:15 PM		12:15 PM		12:15 PM		12:15 PM		12:15 PM		12:15 PM	12:00-12:30
12:20 PM		12:20 PM		12:20 PM		12:20 PM		12:20 PM	Science 12:15-12:50	12:20 PM	
12:25 PM		12:25 PM		12:25 PM		12:25 PM		12:25 PM		12:25 PM	
12:30 PM		12:30 PM		12:30 PM		12:30 PM		12:30 PM		12:30 PM	
12:35 PM		12:35 PM	Math	12:35 PM		12:35 PM	Recess 12:20-12:50	12:35 PM		12:35 PM	
12:40 PM		12:40 PM		12:40 PM		12:40 PM		12:40 PM	Lunch 12:30-1:00	12:40 PM	
12:45 PM	PLC	12:45 PM		12:45 PM		12:45 PM		12:45 PM		12:45 PM	
12:50 PM		12:50 PM	12:15-1:15	12:50 PM		12:50 PM		12:50 PM		12:50 PM	Lunch 12:45-1:15
12:55 PM		12:55 PM		12:55 PM	PLC	12:55 PM		12:55 PM		12:55 PM	
1:00 PM		1:00 PM		1:00 PM	12:20-1:50	1:00 PM		1:00 PM		1:00 PM	
1:05 PM	12:20-1:50	1:05 PM		1:05 PM		1:05 PM		1:05 PM		1:05 PM	
1:10 PM		1:10 PM		1:10 PM		1:10 PM		1:10 PM		1:10 PM	
1:15 PM		1:15 PM		1:15 PM		1:15 PM		1:15 PM		1:15 PM	
1:20 PM		1:20 PM		1:20 PM		1:20 PM	Math	1:20 PM	Recess 1:00-1:30	1:20 PM	
1:25 PM		1:25 PM	Math	1:25 PM		1:25 PM		1:25 PM		1:25 PM	
1:30 PM		1:30 PM	Intervention	1:30 PM		1:30 PM	12:50-1:30	1:30 PM		1:30 PM	Rotating Schedule
1:35 PM		1:35 PM		1:35 PM		1:35 PM		1:35 PM		1:35 PM	
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1:45 PM		1:45 PM		1:45 PM		1:45 PM		1:45 PM	Intervention 1:30-2:10	1:45 PM	
1:50 PM		1:50 PM	Writing 1:45-2:00	1:50 PM		1:50 PM		1:50 PM		1:50 PM	Math
1:55 PM		1:55 PM		1:55 PM		1:55 PM		1:55 PM		1:55 PM	Intervention Room 101
2:00 PM		2:00 PM		2:00 PM		2:00 PM		2:00 PM		2:00 PM	1:40-2:10
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2:10 PM		2:10 PM		2:10 PM		2:10 PM		2:10 PM		2:10 PM	
2:15 PM		2:15 PM		2:15 PM	Math 1:50-2:50	2:15 PM		2:15 PM		2:15 PM	
2:20 PM	Math Lessons & Activities 1:55-2:45	2:20 PM	PLC 2:00-3:30	2:20 PM		2:20 PM	PLC 2:00-3:30	2:20 PM		2:20 PM	Intervention
2:25 PM		2:25 PM		2:25 PM		2:25 PM		2:25 PM		2:25 PM	
2:30 PM		2:30 PM		2:30 PM		2:30 PM		2:30 PM		2:30 PM	2:10-2:45
2:35 PM		2:35 PM		2:35 PM		2:35 PM		2:35 PM		2:35 PM	
2:40 PM		2:40 PM		2:40 PM		2:40 PM		2:40 PM		2:40 PM	
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3:10 PM		3:10 PM		3:10 PM	2:50-3:30	3:10 PM		3:10 PM		3:10 PM	
3:15 PM		3:15 PM		3:15 PM		3:15 PM		3:15 PM		3:15 PM	
3:20 PM	3:00-3:30	3:20 PM		3:20 PM		3:20 PM		3:20 PM		3:20 PM	
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Prepared by Deirdra Aikens and Brian Lee 11/4/2014

Meeting Agenda Template

MEETING AGENDA Date: Insert date here Time: Insert meeting time here Location: Insert meeting location here		
Topic: Insert Meeting Topic Here	Attendees: Insert attendees or group name Facilitator: Insert facilitator's name Recorder: Insert note taker's name Timekeeper: Insert timekeeper's name Other Role(s): Use if there are other roles	
Meeting Objectives: <ul style="list-style-type: none"> Insert meeting objectives, one per bullet point 		
To prepare for this meeting, please: <ul style="list-style-type: none"> Insert preparation instructions, one task per bullet point 		
Materials we will use at the meeting: <ul style="list-style-type: none"> Insert names of documents & other resources to be used in meeting, one per bullet point 		
Schedule [insert total number of minutes]		
Time	Minutes	Activity
X:XX-X:XX	X	Welcome: Review meeting objectives and agenda
X:XX-X:XX	X	Recap: Review activities and feedback from last meeting (if applicable)
X:XX-X:XX	X	Topic name (protocol name, if applicable)
X:XX-X:XX	X	Topic name (protocol name, if applicable)
X:XX-X:XX	x	Next Steps: Agree on what participants will do after this meeting
X:XX-X:XX	X	Plus/Delta Protocol: Assess what worked and what didn't in this meeting

The Meeting Wise Checklist—Full Version			
		YES	NO
PURPOSE	1. Have we identified clear and important meeting <i>objectives</i> that contribute to the goal of improving learning?	<input type="checkbox"/>	<input type="checkbox"/>
	2. Have we established the <i>connection</i> between the work of this and other meetings in the series?	<input type="checkbox"/>	<input type="checkbox"/>
PROCESS	3. Have we incorporated <i>feedback</i> from previous meetings?	<input type="checkbox"/>	<input type="checkbox"/>
	4. Have we chosen challenging <i>activities</i> that advance the meeting objectives and engage all participants?	<input type="checkbox"/>	<input type="checkbox"/>
	5. Have we assigned <i>roles</i> , including facilitator, timekeeper, and note taker?	<input type="checkbox"/>	<input type="checkbox"/>
	6. Have we built in time to identify and commit to <i>next steps</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
	7. Have we built in time for <i>assessment</i> of what worked and what didn't in the meeting?	<input type="checkbox"/>	<input type="checkbox"/>
PREPARATION	8. Have we gathered or developed <i>materials</i> (drafts, charts, etc.) that will help to focus and advance the meeting objectives?	<input type="checkbox"/>	<input type="checkbox"/>
	9. Have we determined what, if any, <i>pre-work</i> we will ask participants to do before the meeting?	<input type="checkbox"/>	<input type="checkbox"/>
PACING	10. Have we put <i>time allocations</i> to each activity on the agenda?	<input type="checkbox"/>	<input type="checkbox"/>
	11. Have we ensured that we will address the <i>primary objective</i> early in the meeting?	<input type="checkbox"/>	<input type="checkbox"/>
	12. Is it <i>realistic</i> that we could get through our agenda in the time allocated?	<input type="checkbox"/>	<input type="checkbox"/>

Meeting Wise: Making the Most of Collaborative Time for Educators (Boudett & City 2014)

School Leadership PREPARE Meeting Agenda

MEETING AGENDA Date: July 27, 2011 Time: 9:00 – 2:00 Location: Library		
Topic: Summer Leadership/Data Team Retreat	Attendees: Leadership/Data Team Facilitator: Deirdra Recorder: Lin Timekeeper: Sharon Norms Monitor: Dave Other Role(s):	
Meeting Objectives: <ul style="list-style-type: none"> • Review and Discuss the Data Wise Process for School Improvement. • Identify an Action Plan for moving forward with Data Wise Work. • Review plan for back to school professional development. • Identify needs/action items for upcoming school year. 		
To prepare for this meeting, please: <ul style="list-style-type: none"> • Read the article "The Data Wise Improvement Process" • Read the article "The Work of Leadership" • Take note of guiding questions sent with each article • Using information from the article, think about your grade level PLC and how you see the group moving forward to achieve our goals as a school. 		
Materials we will use at the meeting: <ul style="list-style-type: none"> • Two articles • Data Wise Handouts • Colored Dots • Chart Paper • Markers • Schedules • Data Packets • Post-it Notes • Laptop • Projector 		
Schedule		
Time	Minutes	Activity

9:00 - 9:10	10	Welcome/Introduction: Review meeting objectives and agenda
		Minutes: Deirdra introduced everyone and discussed the new agenda template. She reviewed the agenda and gave a brief synopsis of the trip to Boston last month where four other members of the team, our instructional coach and assistant principal accompanied her to the Data Wise Summer Institute. The main purpose of this meeting was to discuss what was learned and launch the implementation this school year.
9:10 – 9:30	20	Stop Light Protocol: Where are we now?
		Minutes: A protocol learned at Harvard. Used a copy of the Data Wise swoosh and used red, yellow and green dots to indicate to what extent we feel our grade level teams are engaging in the eight steps. There was an overwhelming display of red and some yellow.
9:30 – 10:00	30	Article Discussion: The Data Wise Improvement Process <ul style="list-style-type: none"> Guiding Questions
		Minutes: Article was received at Harvard. Those who didn't attend received the article in the mail about 3 weeks ago. The article spelled out the eight steps to the Data Wise Process and its purpose. Deirdra presented guiding questions and those who attending the Summer Institute answered questions from the rest of the team.
10:00 – 10:30	30	Inquiry Protocol: Talk in PLCs this year <ul style="list-style-type: none"> My first experience with data was
		Minutes: A protocol learned at Harvard. Deirdra led the protocol to show what it means to use an inquiry stance, when having conversations, especially about data. We used the sentence starter as an example. We broke into two teams and shared our thoughts on the protocol. Deirdra answered questions about how we could lead these types of conversations in our grade level PLCs.
10:30 – 10:45	15	Break
10:45 – 11:15	30	Article Discussion: The Work of Leadership <ul style="list-style-type: none"> Guiding Questions
		Minutes: Article was received at Harvard. Those who didn't attend received the article in the mail about 3 weeks ago. We used guiding questions to talk about the work of leadership and how this new implementation will start and end with us!

11:15 – 11:30	15	S.U.M.I. – Checking in
		Minutes: Protocol was learned at Harvard. Deirdra used this opportunity to check on our thinking and new learning so far: S= What has surprised us so far? – new vocabulary and way of thinking. The process seems interesting. U=How can we use what we have learned so far? – we can duplicate these activities in our grade level PLCs as we teach/implement the process to our team members.
11:30 – 11:45	15	Norm Setting
		Minutes: Protocol learned at Harvard. Engaged in a group discussion about why norms are important and what norms we would adopt as a leadership team and as a school. We talked about how to duplicate this process to establish norms during our grade level PLCs. Brian committed to making the norms poster.
11:45 – 12:30	45	Lunch
12:30 – 1:00	30	Data Review using the Ladder of Inference <ul style="list-style-type: none"> • Reading Comprehension Data
		Minutes: Protocol learned at Harvard. Using reading comprehension data, we practiced using the Ladder of Inference and grounding statements in evidence.
1:00 – 1:50	50	Next Steps: Moving Forward <ul style="list-style-type: none"> • Review Schedules • Review Professional Development for August • Actionable Items
		Minutes: We made the agenda for Back to School Professional Development. The Data Wise implementation will be the main objective for Monday. We assigned roles to help with the launch: Erin and Natasha: Stoplight Protocol Amy and Sally: Ladder of Inference Brian and Lin: Inquiry Introductions
1:50 – 2:00	10	Plus/Delta Plus: The meeting was very organized.

	<p>I like the agenda. We used every minute and it was very productive. I think the implementation will go well. It seems to be thorough and easy to understand.</p> <p>The protocols were good. I hadn't seen those before.</p> <p>Having those who went to Harvard fill in some gaps for us was helpful. I like the way we planned for the staff during back to school week. I can't wait to get started.</p> <p>Delta:</p> <p>It does seem like a lot of work. I think we are up for the challenge but I am a little nervous.</p> <p>It was a lot of information to digest. We aren't used to that but I like the direction we are headed.</p> <p>Since I didn't go to Harvard, I felt like I missed something. Maybe we can go another time.</p> <p>I feel anxious trying to anticipate questions my team will have.</p> <p>**Deirdra responded to Deltas and assured us we would be in this together!</p>
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Special Education Summer PREPARE Meeting

MEETING AGENDA	
Date: August 7, 2013	
Time: 9:30 – 12:30	
Location: Library	
Topic: Special Education Team Summer PREPARE Meeting	Attendees: Sandy, Amanda S., Janet, Sharon, Jenn F., Laura, Brian, Deirdra Facilitator: Deirdra Recorder: Brian Timekeeper: Amanda S. Norms Monitor: Sharon Process Monitor: Janet Other Role(s): N/A
Meeting Objectives: <ul style="list-style-type: none"> • Review Special Education data. • Examine current instructional practices of Special Education staff. • Determine best practice around special education (and general education) instruction. • Examine/Inventory materials used by Special Education staff. • Complete 4 As Protocol. • Examine screeners (reading and math) used by Special Education staff. • Identify a day and time for Special Education PLC this upcoming school year. • Identify next steps as we begin our school year. 	
To prepare for this meeting, please: <ul style="list-style-type: none"> • Think about our goals for special education this past year. Has our special education population made progress? How can we make the best use of time, staffing and materials? What professional development needs can be identified for all? 	
Materials we will use at the meeting: <ul style="list-style-type: none"> • Paper • Pencils/Pens • Chart Paper • Laptop • Data Packets • Schedules • Post-it Notes • Articles 	

Schedule		
Time	Minutes	Activity
9:30 – 9:35	5	<p>Welcome:</p> <ul style="list-style-type: none"> Review Objectives Review Agenda
		Deirdra reviewed norms, roles and objectives for the meeting.
9:35 – 10:00	25	<p>Review Schoolwide Special Education Data: What I See/Wonder?</p> <ul style="list-style-type: none"> DCAS – AYP Reports DIBELS – Disaggregated Reports District Comparisons
		<p>Completed a What I See/What I Wonder Protocol. Then had a conversation about root cause around some of our special education deficiencies:</p> <ul style="list-style-type: none"> Fact Fluency Phonics/Decoding Comprehension Fractions!!!! Alignment of Special Education curriculum vs. High Stakes Assessments <p>We prioritized the list to use as a starting point for the school year. Deirdra talked about Data Collection and how she wanted that to look. She shared a spreadsheet we were going to keep for the school year, a matrix of interventions we have to fill out and the action plan template. We are going to making our own action plans to supplement the grade level ones.</p>
10:00 – 10:05	5	<p>Word Splash: Equity</p> <ul style="list-style-type: none"> What does it mean to you?
		<p>Deirdra led a discussion on Equity. We did a word splash, everyone used a post it note and posted what equity means to them. Some responses:</p> <ul style="list-style-type: none"> Access FAPE <p>Deirdra noted that the term Equity and what it means will come up regularly from now on. She wanted us to make it a part of our mindset.</p>
10:05 – 10:30	25	<p>Current Practice</p> <ul style="list-style-type: none"> What instructional materials do you use for reading? Math?

		<ul style="list-style-type: none"> • During Intervention? • Writing? • What service delivery model do you employ for your special education students? • What else can I do?
		Everyone shared answers to the bullets above. Deirdra made comments and took notes. She committed to meeting with everyone in September to look at all these area and coach us in tweaking them as needed.
10:30 – 11:00	30	<p>4 As Protocol</p> <ul style="list-style-type: none"> • Award - Those practices we want to celebrate and continue doing. • Abandon – Those, within our control, that we want/need to stop doing. • Adopt – Those practices we’ve seen, heard or read about and want to start doing. • Amend – Those practices we’re already doing but not with fidelity, consistency and/or commitment.
		Insightful activity to help us identify those practices we want to adopt and those we want to stop doing. Had lots of conversation about abandoning worksheets and busy work as independent work for our students and ensuring more alignment. Deirdra said Jenn Woods and our Special Education Coach would be working with us throughout the school year.
11:00 – 11:15	15	Break
11:15 – 11:45	30	<p>Universal Screeners</p> <ul style="list-style-type: none"> • What are we using to determine instructional levels for reading? Math? • Running Record/Comprehension Screener For Purchase • What if this is not aligned with IEP goals? • Support/Training from Laura and Debbie – What will that look like?
		Received training on a Scholastic Reading Inventory to help us identify reading levels.
11:45 – 12:10	15	<p>Where do we go from here?</p> <ul style="list-style-type: none"> • Next Steps

		<ul style="list-style-type: none"> Starting the school year . . . New Special Education items on the Teacher Task List
		Everyone shared their immediate, urgent and important needs. Deirdra took notes and committed to having the immediate done now, the urgent done by our August PD and the important addressed by September.
12:10 – 12:15	5	<p>Plus/Delta</p> <p>Plus:</p> <ul style="list-style-type: none"> I really like us getting together like this, as a Special Education group. We get to share and talk about our needs and the needs of our students. I really like looking at the data. Digging deeper really makes sense. The meeting was very organized, everything was prepared. Made me feel that Spec Ed was important. I like the fact that I got the opportunity to share with other special education teachers from other grades. I really don't think I had any idea what you guys were doing. I like the Four As Protocol. It's was very insightful. After our conversation today, I feel energized. <p>Delta:</p> <ul style="list-style-type: none"> I was the notetaker and I felt like I couldn't participate in the conversation and take notes at the same time.
12:15		Lunch

BACK TO SCHOOL

<p align="center">MEETING AGENDA Date: August 22, 2011 Time: 7:45 – 3:30 Location: Leasure Elementary Library</p>					
<p>Topic: Back to School Meeting: A Bold Beginning</p>		<p>Attendees: All Leasure Staff Facilitators: Deirdra and Dave Recorder: Deirdra and Dave/Grade Chair Timekeeper: Deirdra and Dave Other Role(s): NA</p>			
<p>Meeting Objectives:</p> <ul style="list-style-type: none"> • Understand District Priorities and our role(s) in that work • Introduce the Data Wise Process for School Improvement • Examine and analyze academic and behavioral data from multiple resources • Review PBS and new referral process/forms • Introduce Windows 7 and Office 10 operating system/Receive guidance in setting up email/printers, etc. • Disseminate handbooks, checklists, schedules, etc. for the upcoming school year 					
<p>To prepare for this meeting, please:</p> <ul style="list-style-type: none"> • Bring your PBS Binder if you did not turn it in at the end of the school year 					
<p>Materials we will use at the meeting:</p> <ul style="list-style-type: none"> • Handouts • Presentation Cart • Data Packets • Chart Paper • Markers • Post-Its • PBS Binders • Meeting Norms • Red, Yellow, Green Dots • Ladder of Inference • Timers 					
<p>Schedule</p> <table border="1"> <thead> <tr> <th>Time</th> <th>Minutes</th> <th>Activity</th> </tr> </thead> </table>			Time	Minutes	Activity
Time	Minutes	Activity			

7:45-8:30	45	Enjoy Breakfast
8:30-8:45	15	Welcome Back! <ul style="list-style-type: none"> • Introductions • Review Objectives and Agenda
		Introduced new staff, shared good news, reviewed objectives and agenda for today. Talked about norm setting which is a process we will adopt this year and spend more time on a little bit later.
8:45-9:45	60	District Priorities <ul style="list-style-type: none"> • What does that mean for us?
		Reviewed district priorities and initiatives. Our roles and responsibilities as CSD staff.
9:45-11:00	75	An Introduction to the Data Wise Process for School Improvement <ul style="list-style-type: none"> • Stoplight Protocol • Ladder of Inference • Inquiry Introductions • Compass Points Protocol
		Member of leadership team took turns co-facilitating a new process we would engage in this school year. Stoplight Protocol – Introduced the Data Wise process for School Improvement. Deirdra presented the process, used a video and answered questions. Ladder of Inference – Deirdra demonstrated how to use this tool to avoid “jumping to conclusions” when having conversations together. Inquiry Introductions – broke up into groups and introduced ourselves to each other using an inquiry stance. This modeled how we will have conversations in the PLC this upcoming school year. Compass Points Protocol – an activity used to determine the best way to work in groups.
10:45-11:00	15	Break
11:00-11:45	45	Data Overview: Our Data Story – Every Rose Has A Thorn <ul style="list-style-type: none"> • Protocol: What do you see? What do you wonder?
		Received data packets. Each team went through the packets in details and marked notes, observations and questions. The Data

		Story was introduced and Deirdra said this story would frame the work we would do in PLCs this year.
11:45 – 12:00	15	Setting the Stage for this year's work . . .
		Deirdra talked more about the new Data Wise process and explained how we approach PLCs will be different this year. She answered questions and provided articles for those who were interested in reading them.
11:45-1:00	75	Lunch
1:00-2:00	60 (two 30-minute sessions)	Session 1: PBS/Discipline Referral Process/Forms Session 2: Office 10/Windows 7 **K-2 starts in Session 1 (Library) **3-5 starts in Session 2 (Room 205)
2:05-3:20	75	School Year at a Glance <ul style="list-style-type: none"> Handbook updates, schedules, forms, PLC background, DPAS II, committee sign-up, calendars, old teaching resources, Language Arts Binder, DCAS, Beginning of the Year Checklist
		Deirdra spent extra time on the new schedule. It included a different schedule for PLCs. It is called Team Thursdays. It is now a 90 minute block of uninterrupted time. She answered questions and told teams we would talk more about logistics during team time this week.
3:20-3:30	10	Bold Statements for a Bold Beginning

Have a Wonderful School Year!
Make this Beginning One to Remember

School Leadership Data Team Meeting Agenda

MEETING AGENDA		
Date: November 19, 2013		
Time: 8:00 – 8:47		
Location: Data Room – Room 510		
Topic: September Leadership/Data Team Meeting		Attendees: Deirdra, Brian, Sally R., Suzanne, Sam F., Amy, Erin W., Natasha R., Sharon H., Pat Grant, Jenn W., Mark Facilitator: Dan Weinles Recorder: Brian Timekeeper: Sally Norms Monitor: Erin Process Monitor: Natasha Other Role(s):
Meeting Objectives: <ul style="list-style-type: none"> Receive training on the SAS Growth Model and a review of the model's reports for our school. 		
To prepare for this meeting, please: <ul style="list-style-type: none"> Think about the data you feel our school and/or your teams are seeking as you sift through data to determine our/your priority question and how the reports we review can assist in your search for key data. Keep in mind that a priority question is something we want to know more about in our data. We may stay an extra minute or two in case the presentation runs over a bit. I've been told that it is a lot of great information, usually done in a one hour presentation. 		
Materials we will use at the meeting: <ul style="list-style-type: none"> Chart Paper Markers Handouts Post-it Notes Laptops/Projector 		
Schedule		
Time	Minutes	Activity
8:00 – 8:03	5	Welcome/Review Objectives, Norms and Agenda

8:03 – 8:45	42	<p>SAS Growth Model</p> <ul style="list-style-type: none"> • What is it? <ul style="list-style-type: none"> ○ Looks at growth relative to statewide growth, including Christina. ○ Takes DCAS & DSTP data & converts it to a single scale ○ Takes what the 2 things share in common (bell shaped curve for standardized assessment). Converted both scales into what's called a normal curve equivalency scale. ○ They take the percentile rank and convert it to NCE. ○ They model student growth within each student. Looks at each student across time. ○ It does take into account standard error (meaning a kid could score differently on any given day) ○ This model removes the standard error that could happen and adjusts it upward or downward, depending on the error. • What do Leasure's reports tell us? <ul style="list-style-type: none"> ○ Everything is about growth on the report. For instance, in 3rd grade reading, it shows a negative 3.9%, that simply means that Leasure grew at a rate of 3.9% less than the state average. ○ Scatterplots – a lot of options on how to view this data. "Zero" is state modeled growth. We looked at several scatterplots for reading and math, all grade levels and discussed their significance and meaning. ○ The "between years" graphs represent Spring to Spring comparisons.
8:45 – 8:47	2	<p>Plus/Delta</p> <p>Plus :</p> <ul style="list-style-type: none"> • Very informative • A lot of good information • It's a good system/I feel comfortable sharing the information with my team. <p>Deltas:</p> <ul style="list-style-type: none"> • None

School Leadership Data Team Meeting Agenda

MEETING AGENDA		
Date: October 20, 2014		
Time: 8:00 – 8:45		
Location: Data Room		
Topic: School Data Team Meeting		Attendees: Sally, Vern, Sam, Amy, Erin, Natasha, Joanne, Sharon, Mark, Deirdra Facilitator: Deirdra Recorder: Brian Timekeeper: Erin Norms Monitor: Sally Process Monitor: Natasha Other Role(s): N/A
Meeting Objectives: <ul style="list-style-type: none"> Engage in activities around creating a hypothesis: The launching point of an action plan. Help generate a beginning of the year task list as we begin to have conversations about data. 		
To prepare for this meeting, please: <ul style="list-style-type: none"> There is no preparation for the meeting. You may bring your laptop if you wish. 		
Materials we will use at the meeting: <ul style="list-style-type: none"> Paper Pencils/Pens Laptop Handouts Hypothesis Sorting Cards 		
Schedule		
Time	Minutes	Activity
8:00 – 8:05	5	Welcome: <ul style="list-style-type: none"> Review Objectives <ul style="list-style-type: none"> Sally read the norms Jenn read the ACE habits of mind Deirdra reviewed objectives Review Agenda
8:05 – 8:30	25	Creating a Hypothesis: Launching the Action Plan <ul style="list-style-type: none"> How do we identify a quality hypothesis? Hypothesis Sorting Activity

		<ul style="list-style-type: none"> ○ Send data team the cutouts from the hypothesis activity ○ Grade level teams will use this activity.
8:30 – 8:40	10	<p>Our Checklist:</p> <ul style="list-style-type: none"> • Review Aggregate Data if necessary <ul style="list-style-type: none"> ○ • What data do we want to see as a grade level? • Some preliminary hypotheses: What do we think is happening? • Are there any trends or patterns from the previous year(s)?
8:40 – 8:45	5	<p>Plus/Delta</p> <p>Plus:</p> <ul style="list-style-type: none"> • I Like the idea behind the hypothesis, it is a new look for our action plan. • The activity was good for us to get a sense of what a good hypothesis looks like. • I'm excited about sharing with mu team. • It was helpful to have the 4 "musts" we need for a data-based hypothesis. • The activity gave non-examples as well as examples. • Deirdra appreciated the active participation. <p>Delta:</p> <ul style="list-style-type: none"> • We're meeting in a different location than normal, needed some of our posters. • We need a copy of the current action plan templates.

School Leadership Data Team Meeting Agenda

MEETING AGENDA		
Date: May 19, 2014		
Time: 8:00 – 8:45		
Location: Data Room		
Topic: School Data Team Meeting		Attendees: Sally, Suzanne, Sam, Amy, Conor, Natasha, Joanne, Sharon, Mark, Megan, Jenn & Deirdra Facilitator: Deirdra Recorder: Brian Timekeeper: Conor Norms Monitor: Suzanne Process Monitor: Joanne Other Role(s): N/A
Meeting Objectives: <ul style="list-style-type: none"> Look at AYP Cells, Proficiency Rates and DIBELS data to date. Engage in an Affinity Protocol to brainstorm some priorities. Engage in a Plus/Delta Protocol to reflect on our practice this year. 		
To prepare for this meeting, please: <ul style="list-style-type: none"> There is no preparation for the meeting. 		
Materials we will use at the meeting: <ul style="list-style-type: none"> Paper Pencils/Pens Chart Paper Laptop Data Packets Data Worksheet Post it Notes 		
Schedule		
Time	Minutes	Activity
8:00 – 8:05	5	Welcome: <ul style="list-style-type: none"> Review Objectives Review Agenda

8:05 – 8:20	25	<p>Look at AYP Cells, Proficiency Rates and DIBELS data:</p> <ul style="list-style-type: none"> • Where do we stand as a school? <ul style="list-style-type: none"> ○ Review of all cells, discussion about who has and has not tested yet. • What cells do we need to watch? <ul style="list-style-type: none"> ○ Spec. Ed. – students recently identified with either be not counted in the spec ed. cell, or Laura will make the IEP initiation date June 10 so DOE won't count them in that cell. Numbers are close, but we will keep an eye on them. ○ White • What testing still remains to be done? <ul style="list-style-type: none"> ○ Many spec. ed. have not begun testing 2nd round of math yet. ○ Some older grades have not completed much of their DIBELS yet. Scores look good so far with younger groups.
8:20 – 8:35	15	<p>Affinity Protocol: <i>Sample Problem of Practice</i></p> <ul style="list-style-type: none"> • K-5 – We are not adequately supporting students who are struggling in multi-step problem solving and reading comprehension. <p>Use a post-it note to write down ideas for next steps we could take to address this problem of practice.</p> <ul style="list-style-type: none"> ○ Priority question, data overview, triangulate, find learner centered problem, then determine problem of practice. Affinity protocol – everyone takes a few post-it notes to write down suggestions and ideas to address the problem of practice. Everyone brings their brainstormed ideas to discuss as a group. It's a nice way to calm the "heat" and shed some "light" on the problem. This can be used with any issue, even non-academic. ○ We used the problem of practice above as a sample. Everyone wrote down one thought and we shared them out. Notes were categorized by similar attributes. Plans can be drawn up from these to help address the problem.

8:35 – 8:45	5	<p>Plus/Delta for 2014:</p> <ul style="list-style-type: none"> • What Went Well? <ul style="list-style-type: none"> ○ Spec Ed. PLC has been helpful ○ Guest speakers explaining things to the team throughout the year ○ Good resources shared all year ○ After we identified problems, Jenn coming in to help us was very positive ○ Megan and Jenn as thought partners, all team members as thought partners in fact. ○ We grew with how we used data, we are getting better ○ Sally got rid of some old data from 1972. ○ 1st Grade is starting to feel like more of the “whole picture”, even though they’re not a DCAS Grade. ○ Doing an action plan in one subject area allowed us to focus a lot more in just that area.....very helpful. ○ Everybody is working for all of the students at Leasure, not just for their own grade level. ○ Expressive Arts was a lot more comfortable with the 5th grade stuff, getting things done in a more timely fashion. ○ Consistency in organization, mutual respect of time, meetings are consistent, agendas are followed. ○ Conor stepping in for Erin was a smooth transition. • What Can We Do Differently? <ul style="list-style-type: none"> ○ Wireless DCAS testing, even DIBELS was very slow and could be problematic at times. ○ Deirdra wants to spend more time with the specialists in the data-wise process. ○ Minutes of the meetings sent to all committee members next year.
8:40 – 8:45	5	<p>Summer Retreat</p> <ul style="list-style-type: none"> ○ We will meet early on June 13th – the team will be called to the library with their calendars to determine a date.

Stoplight Protocol

Purpose

To inform participants about the steps of the Data Wise Improvement Process and provide them with an opportunity to reflect on where the school is with respect to the process. I also helps participants learn to use evidence to support their conclusions.

Steps

INTRODUCING THE DATA WISE IMPROVEMENT PROCESS

1. **2 Minutes.** Distribute materials to participants: one copy of the Data Wise Improvement Process handout and dot stickers in red, yellow and green (eight of each color). Remind participants of the Data Wise Improvement Process video viewed previously.
2. **1 Minute.** Tell participants that you are going to replay the video, pausing after the description of each step to give them time to think about how well their school is addressing that step. They will capture their assessment by placing a colored sticker next to that step on the handout as follows:

Red	We don't really do this step.
Yellow	We "sort of" do this step (it happens in pockets or inconsistently).
Green	We really do this step and it happens consistently.
3. **3 Minutes.** After the video description of the first step, pause the video and tell participants that without talking to or peeking at their neighbors, they should put a sticker on the handout. They're voting from their own experience and perspective. Other people in the group may have different experiences that they're drawing on, which is okay. The most important thing, however, is that participants be able to cite evidence to support their response.
4. **14 Minutes.** Follow the same procedure for the remaining seven steps of the process.

ANALYZING AND DISCUSSING THE DISPLAYS

5. **3 Minutes.** Break into groups of five to ten people, making sure that everyone can see the displays of everyone else in their group. You can put the displays on a table, tape them on a wall, or have people hold them up. Point out that these sticker dots are a form of data. Tell everyone that we are going to spend time analyzing this data. Whenever we look at data, the essential first question is "What do we notice?" We are looking for responses that are descriptions of what we see. They should be supported by evidence.

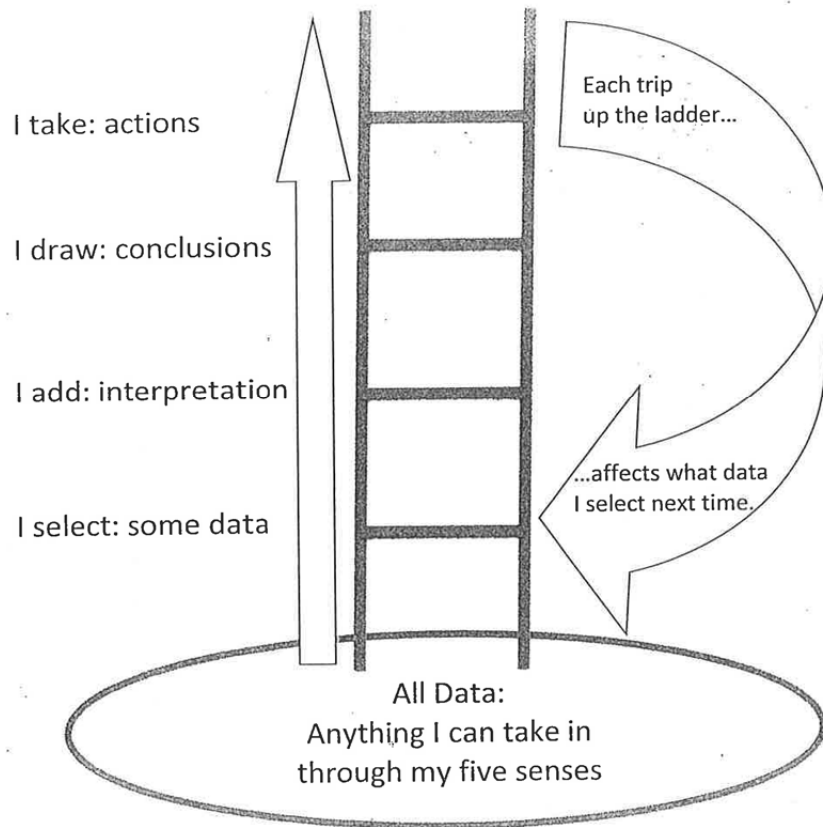
Example: As I look across our displays, I see more green dots on the first half of the arrow than on the second half.

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6. **2 Minutes.** Ask participants to discuss with the person next to them what they notice about the displays.
7. **10 Minutes.** Have the groups discuss what they notice about the displays. Encourage participants to ask for and provide evidence to support their sticker votes. Suggest the following questions that could guide their discussion.
 - Are the votes consistent?
 - Are there particular steps where there is agreement? Disagreement?
 - What does the picture tell you overall about how we approach the work of improvement?
 - What are you wondering as you look at the displays?
 - Are there any surprises?
8. **10 Minutes.** If you have multiple groups, post the papers on a wall or ask people to hold them up so that everyone can see the color coding across the groups. Use it as a reference or assessment tool throughout the process.

TIP: Repeat the process at the end of the school year to see how the display differ.

Ladder of Inference
(adapted from Senge et al.)



Adapted from Senge, P., Cambron-McCabe, N., Lucas, T. Smith, B. Dutton, J., and Kleiner A. (2012). *Schools that Learn: A Fifth Discipline Handbook for Educators, parents, and Everyone Who Cares about Education*. Doubleday/Currency, p. 102.

Norm Setting Protocol

Purpose:

This protocol helps a group agree to the ground rules for how they will behave during meetings.

Notes:

- ❖ As described below, this protocol can take 25-30 minutes. It can also be shortened considerably if the group starts with a proposed list of norms and a clarification of what each means. If you take this approach, you can skip steps 2 through 5 below.
- ❖ Give each participant an index card.
- ❖ Have chart paper or a projection screen available for capturing norms.

Steps:

1. **1 Minute:** Explain that in order to work together effectively over time on challenging issues, a group needs to agree on how people will behave during meetings.
2. **2 Minutes:** Give participants time to write silently and independently on their index cards the behaviors that they would like to see the group follow.
3. **2 Minutes:** Give participants time to share their proposed norms with a partner. (This helps “prime the pump” for the group brainstorming that follows: by getting everyone talking right away, you make it more likely that the norm-setting conversation will not be dominated by a few voices.)
4. **5 Minutes:** Have participants call out norms as you capture the brainstormed list on chart paper or on a screen that everyone can see.
5. **5-10 Minutes:** Allow participants to ask for clarification of what a norm on the list means, or to propose collapsing two or more norms into one. Explain that having a manageable number of norms (three to seven is ideal) makes it more likely that the group will be able to remember and internalize the list.
6. **1 Minute:** Have participants look at the revised list with a partner and discuss whether they are not able to live with any of the norms.
7. **1-5 Minutes:** Have participants share with the group any norms they cannot live with and their rationale. Revise or eliminate norms until everyone is comfortable with the list.

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8. **2 Minutes:** Discuss what the group commits to doing if a norm is violated.
9. **1 Minute:** Explain where the list of norms will “live” and identify a time in the future when the group will revisit the list to assess (1) How well the norms are being followed and (2) whether the list needs to be revised.

Tips

- When allowing time for clarification of what norms mean, it can be helpful to ask “What would it look like and feel like if this norm were followed?”
- If the group has substantial experience with norm setting, it can be good to acknowledge that up front. Sometimes asking people to describe their past experience can help get out into the open some frustrations people may feel with the whole norm-setting process. If there is a sentiment that norms are a “touchy-feely” thing that groups do on the first day they work together and then never return to again, you may want to challenge participants to figure out what the group could do to avoid that outcome in the present situation.
- It can be helpful to have the norms “live” in multiple places, including on a poster in the meeting room, in a footer on the agenda template, or even on tents on each table. The most important place, of course, is in people’s hearts and minds. As facilitator, when you see a norm being followed, it can be helpful for you to point that out explicitly so that the group becomes aware of the extent to which norms are alive in the group.

Leasure Elementary Meeting Norms

Meeting Norm	What it Looks Like
Take an inquiry stance.	Not making any assumptions about statements but asking clarifying questions such as: <ul style="list-style-type: none"> • Can you say more about that? • So, what I hear you saying is • Am I correct in assuming ?
Ground statements in evidence.	Staying low on the ladder of inference. Make statements that are grounded in evidence and not judgment. For example . . . <ul style="list-style-type: none"> • Instead of saying Our students can't do this math. • Ground it in evidence 23 out of my 30 students scored 50% or lower on the last chapter test. I'd like to do an error analysis and find out what gave my students so much trouble.
Assume positive intentions.	Whether we are in our small grade level groups or working as a school team, we take the stance that everyone involved wants to do well by children. Then, we use an inquiry stance to anchor any discussion. We speak one at a time and we listen attentively to others.
Start and end on time.	When we are called together for meetings or training we commit to starting and ending on time.
Stick to protocol.	We stick to the topic and adhere to timelines and instructions of the protocol as directed by the meeting leader. An agenda is sent for every meeting at least 24 hours in advance. If we have any changes to the agenda they are proposed before the start of the meeting.
Be here now.	We use active listening and remain engaged for our own learning. We silence/vibrate all electronic devices and step outside if we need to interact with them.

Leasure Elementary

ACE Habits of Mind

A: Shared commitment to **Action**,
Assessment and **Adjustment**.

C: Intentional **Collaboration**

E: Relentless focus on **Evidence**.

Plus / Delta Protocol

Purpose:

This protocol helps a group develop a shared sense of responsibility for having effective meetings by engaging everyone in assessing what worked well in a meeting and what they would have liked to change. By capturing reflections within the meeting, it offers facilitators and participants immediate feedback on how to improve subsequent meetings.

Notes:

- ❖ It is possible to do this protocol in five minutes (as shown below). However, it can be helpful to allow up to ten minutes for the protocol in longer meetings, where you may feel it is important for individuals to have more time for quiet reflection, or in large meetings, where you may want the group to be able to hear reflections from a greater number of participants.
- ❖ Give each participant an index card
- ❖ Project on a screen or draw on chart paper the following chart:

<div>+</div> <div>What Worked Well</div>	<div>▲</div> <div>What To Change Next Time</div>

Steps:

1. **1 Minute:** Explain that a powerful way of improving collaborative work is to gather feedback about how the meeting went, and use this information to make future meetings more effective. Review the objectives of the meeting so that everyone is reminded of what the meeting was designed to achieve.
2. **2 Minutes:** Show participants the chart and ask them to copy it onto their index card. Ask them to silently and independently write down what worked well in the meeting (under the plus column) and what they would have liked to change (under the delta column)

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3. **1 Minute:** Ask for a few volunteers to share pluses and capture the responses on a chart or screen.
4. **1 Minute:** Then ask for deltas and write those responses on the chart. Collect all index cards at the end of the protocol.

Tips:

If participants offer very general comments that do not provide much guidance about what is working or how to improve:

- Ask people to be specific and descriptive in their comments. Instead of stating that the meeting was “really helpful,” explain that you would like them to describe *what about it* was really helpful. You may want to encourage participants to start each plus with a word ending in “ing.” Pluses such as “getting the agenda will in advance of the meeting,” “having an opportunity to work in small groups with people I don’t usually talk with,” and “adjusting our objectives to take into account new information” will give a much richer picture about what people value in meetings.
- Similarly, you may want to ask people to phrase their deltas as verbs in the command form. This helps ensure that the deltas are not a list of gripes but rather a list of specific suggestions for what to do differently. “Allow more time to review next steps,” “Use a more transparent process for making decisions,” and “Provide more opportunities for movement” are deltas that will give you a clear sense of what needs to be changed.

If participants are hesitant to provide deltas:

- Remind them that deltas will help the group have better meetings (and perhaps put a delta of your own on the list to get things started).
- Build in time to allow people to share their deltas with a partner; sometimes this helps generate some energy and confidence around articulating areas for improvement.
- If you begin each meeting by reviewing the previous meeting’s pluses and deltas and explaining how the meeting will take them into account, you are likely to find participants are more forthcoming with their comments at future meetings.

Key Elements of Observing Practice: A Data Wise DVD and Facilitator’s Guide

If you are running short on time:

- Ask individuals to write their pluses and deltas on index cards and leave them in the middle of the table or hand them in as they leave the meeting. This method allows the comments to be more anonymous, which in some situations may lead to more candid feedback.
- Skip the index cards and instead have everyone offer pluses and deltas out loud. This method works for small groups and when you don't feel it is essential to get feedback from each individual.
- If you are using a shared electronic agenda during the meeting, ask people to type pluses and deltas directly into the document.
- Invite people to send feedback electronically after the meeting

If you have a lot of participants:

- Use polling software to create a survey that contains two open-ended questions: "What worked well in this meeting?" and "What would you have liked to change about this meeting?" Have participants complete the survey in the last few minutes of the meeting, perhaps leaving a little time for people to share out a few of their entries. The advantage of collecting data in this way is that all of the responses are captured electronically, making it easy to analyze and share.

Professional Development
The Whole Child
The No-Nonsense Nurturer – Strategy #2 Positive Narration

MEETING MINUTES Date: November 4, 2014 Time: 8:00 – 3:30 Location: Cafeteria								
Topic: Professional Development – November 2014	Attendees: ALL Leasure Staff Except Those Attending PD in other Buildings Facilitator: Deirdra Recorder: Brian Timekeeper: Conor Norms Monitor: Karen Process Monitor: Amy Other Role(s):							
Meeting Objectives: <ul style="list-style-type: none"> Meet new members of our “Whole Child Class.” Check on Strategy #1: Giving Precise Directions in classrooms this past week. Continue providing context around Strategies #2 and #3 – Positive Narration and Building Relationships. Engage in role playing and group work/discussion(s) to highlight each strategy. 								
To prepare for this meeting, please: <ul style="list-style-type: none"> You will want to bring your Whole Child Folder/Binder your started this year.. During these workshops we may have handouts. Bring your laptop if you wish to type notes. 								
Materials we will use at the meeting: <ul style="list-style-type: none"> Paper Pencils/Pens Video Clips Handouts Notice and Note Books (Grades 3-5 – afternoon only) Laptop(s)/Projector/Screen 								
Schedule <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 15%;">Time</th> <th style="width: 15%;">Minutes</th> <th style="width: 70%;">Activity</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">8:00</td> <td></td> <td> ARRIVAL <ul style="list-style-type: none"> Session will begin promptly at 8:20 in the cafeteria. </td> </tr> </tbody> </table>			Time	Minutes	Activity	8:00		ARRIVAL <ul style="list-style-type: none"> Session will begin promptly at 8:20 in the cafeteria.
Time	Minutes	Activity						
8:00		ARRIVAL <ul style="list-style-type: none"> Session will begin promptly at 8:20 in the cafeteria. 						

		<ul style="list-style-type: none"> Breakfast will be on your own
8:20	5	<p>Welcome:</p> <ul style="list-style-type: none"> Review Norms, Objectives and Agenda Review Roles for the Meeting
8:25	30	<p>Presentation:</p> <ul style="list-style-type: none"> Attributes of the No-Nonsense Nurturer – teachers shared thoughts on the following points concerning the expanded role of the teacher: <ul style="list-style-type: none"> Showing respect to students Getting to know your kids Be Authentic Engage in Non-academic talk with students Contact after a difficult day Call when absent Have positive contact with families Giving precise directions: <ul style="list-style-type: none"> Expectations for verbal, movement, and participation Beliefs of the No-Nonsense Nurturer Positive Narration <ul style="list-style-type: none"> Don't respond to students who are off task Narrate the behavior of students who are on task first This gives you some positive momentum Positive Narration Guidelines: <ul style="list-style-type: none"> Narrate immediately after giving directions Narrate 2-3 Students Narrate BEFORE you correct Look for difficult students to narrate Pair with class-wide reward Narrate approximately every minute during instructions (especially in the first 6 weeks of doing this)
8:55	20	<p>Positive Narration in Action:</p> <ul style="list-style-type: none"> Whole Child Team performed a "skit", providing 2 scenarios of positive narration. Kim was the "teacher", Suzanne, Joyce, Gina R. & Amanda R. were the "students". Between skits, we held discussions and critiqued the narration and interaction with the students. (what worked, what didn't etc.)

9:15	10	<p>Sharing From Colleagues:</p> <ul style="list-style-type: none"> Hearing from those who have tried it <ul style="list-style-type: none"> Suzanne – Directions become more complicated as the demand increases on students. Students do stop and listen to what she’s saying when she’s doing positive narration. May not last long, so narration may be more frequent. Trying to leave the judgment part out of statements. Gina R. – Trying to change the way she offers praise. Either with clip board or tally sheet, keep track of student behavior without openly praising the same student over and over again. Keeping track of who is getting the positive narration Joyce – Uses narration when students come into class. Does not do it for the whole period. When working on a solution, and at the end of the period Amanda R. – At the beginning of the day moreso. Uses narration by group a lot, some individual. Kim – Using it less frequently now, used it a lot in the beginning of the year after the training. Students seem to know the expectation more now. Students are now trying to help each other. Students love hearing their names. Working very well. There is evidence of a lot less kids being off task now.
9:25	5	<p>Our Commitment:</p> <ul style="list-style-type: none"> Giving Precise Directions Positive Narration <p>Asking all staff to try it and report out during a November PLC.</p>
9:30	10	Break
9:40	30	<p>PBS Matrix</p> <ul style="list-style-type: none"> Review Proposed Revisions As a working team, look over the entire matrix looking for opportunities to incorporate more language around Culturally Responsive PBS where we teach children to respect others, learn and care about one another. Each grade level should choose a master copy to use for making any revisions and submit the copy to Deirdra by the end of the day.

		<ul style="list-style-type: none"> ○ During the October PD Day, each grade level did one area. ○ As a grade level team, look over all revisions and notes, add anything further you feel needs to be added, and come up with one master copy. ○ Not all groups finished, but we shared out by group what had been discussed on different areas of the matrix. Constructive conversation followed each set of ideas. ○ Groups will turn the master copy into Deirdra
10:10	10	<p>Sharing</p> <ul style="list-style-type: none"> • Each grade level should choose a spokesperson to summarize their work on the PBS matrix.
10:20	5	<p>Plus/Delta</p> <ul style="list-style-type: none"> • Plus – <ul style="list-style-type: none"> ○ Better understanding of positive narration ○ Good to have people share ○ Nice to see how not to do narration in two different scenarios ○ Staying on something for more than one meeting ○ Glad Ms. Brandt is here from NYU to observe ○ Good conversation to try to push each other in the direction we need to be ○ Taken an already established document (matrix) and make it better. ○ We were able to complete things – did not feel rushed. ○ Skits were good • Delta – <ul style="list-style-type: none"> ○ Some would like a copy of the slides before the presentations. ○ Having all the changes on the PBS matrix would have been better than having all the copies ○ Put the polling sign out sooner since we were sharing space today with the elections department – cut down on interruptions. ○ Whole child team won't be with us this afternoon in our sessions.

10:25	5	Instructions for the Afternoon <ul style="list-style-type: none"> • Whole Child Teams to Marshall Elementary • Grade Level Teams Meet w/Jennifer Woods in the afternoon as assigned.
10:30		Meeting Adjourned
1:00	60	Grades 3-5: Notice and Note Book Study (Cafeteria) <ul style="list-style-type: none"> • Bring your Notice and Note books to the session.
2:05	60	Grades K-2: Numbers Talk and Visuals with Math Vocabulary (Cafeteria) <ul style="list-style-type: none"> • Please bring your CHARGED laptops to the session.
3:30		Dismissal for All

PLC Meeting Agenda

MEETING AGENDA Date: October 22, 2014 Time: 9:15am-10:45am Location: Library	
Topic: Weekly PLC Meetings	Attendees: Amanda Marusa, Amanda Ramsey, Natasha Reid, Deirdra Aikens, Joyce Duker Facilitator: Natasha Reid Recorder: Amanda Ramsey Timekeeper: Joyce Duker Norms Monitor: Amanda Marusa Process Monitor: Deirdra Aikens Other Role(s):
Meeting Objectives: <ul style="list-style-type: none"> • Review Norms • Review ACE habits of mind • Review ladder of inference • Review PLC Roles • Review Beginning of the year data • Math Error analysis Unit 1 test • Determine learner centered problem • Develop next steps and action items 	
To prepare for this meeting, please: <ul style="list-style-type: none"> • Bring copies of School Norms, ACE habits of mind handout, and Data wise swoosh • Bring copies of Star, Dibels, DCAS, and CBA reports • Math Unit 1 item analysis spreadsheet 	
Materials we will use at the meeting: <ul style="list-style-type: none"> • Laptop(s) • Triangulating data organizer 	

Schedule		
Time	Minutes	Activity
9:15-9:20	5	Review Agenda- Natasha reviewed agenda
9:20-9:25	5	Review of Grade Level Meeting Norms – Amanda M. Reviewed Norms
9:25-9:30	5	ACE Habits of Mind – Amanda R. - reviewed
9:30-9:35	5	Ladder of Inference – stay low on the ladder today
9:35-9:40	5	Review PLC Roles – stated at the top
9:40-9:50	10	<p>Review Beginning of Year Data Sources</p> <p>Star Testing – color-coded. We’re looking at red (intensive), yellow (strategic), and green (benchmark).</p> <p>Math –</p> <p>Room 106: 0 were intensive, 6 strategic</p> <p>Room 103: 9 intensive, 8 strategic</p> <p>Room 101 – 1 intensive, 7 strategic</p> <p>Reading:</p> <p>Room 101- 1 intensive, 5 strategic</p> <p>Room 103- 11 intensive, 8 strategic</p> <p>Room 106- 1 intensive, 6 strategic</p> <p>Amanda M. noticed that the 103 students have more intensive in both subject areas.</p>
9:50-10:00	10	<p>Area of Focus: Math</p> <ul style="list-style-type: none"> • Triangulating Math Data – Natasha brought this form for us using 3 data sources. Hypothesis – focus on problem solving instruction, specifically rigorous word problems as seen on curriculum based assessments. • Inference: 5th grade students struggle with problem solving on math assessments • See triangulation form for data sources and assessment results • Today we’ll look at the problem solving portion of most recent math assessment
10:00-10:20	20	<p>Item Analysis of Math Unit 1 Chapter Test</p> <ul style="list-style-type: none"> • Questions # 7 and 9 were most often missed by students across all 3 classrooms • We looked at #7 and noticed that students seemed to be missing
10:20-10:35	15	<ul style="list-style-type: none"> • Identify learner centered problem

		<ul style="list-style-type: none"> Students are struggling to read carefully to identify key words and numbers when solving complex word problems.
10:35-10:40	5	<p>Instructional Strategies</p> <ul style="list-style-type: none"> Close reading- be selective with what you are highlighting. Reread, chunking, annotating in the margins. Use a graphic organizer to help with annotating. Unpack the vocabulary ahead of time so they are not stuck because of unknown words.
10:40-10:45	5	<p>Action Items</p> <ul style="list-style-type: none"> Come back and share any other best practices that we find and put that together to form a lesson Examining instruction to give Natasha feedback of what we see Experiment with technology – using Google docs
10:45-10:50	5	<ul style="list-style-type: none"> Plus – <ul style="list-style-type: none"> Cohesive highlighting coding to zone in on the issues Shared strategies Even though we teach different subjects we can come together (cross-curricular) Preparedness Students are not struggling in all areas. Delta – <ul style="list-style-type: none"> Bring extra copies of the data for administration Time cues Stay low on the ladder Copies of the STAR data for everyone

PLC Meeting Agenda

MEETING AGENDA Date: May 8, 2014 Time: 9:25-10:40 Location: 204		
Topic:	Attendees: Conor, Denise, Gena, Nicole, - Brian, Jen, Deirdra, Facilitator: Conor Recorder: Nicole Timekeeper: Gena Norms Monitor: Denise Process Monitor: everyone Other Role(s):	
Meeting Objectives: <ul style="list-style-type: none"> Review New Calender Update Action Plan Discuss Centers 		
To prepare for this meeting, please: <ul style="list-style-type: none"> Come with an open Mind Copy of PLC norms 		
Materials we will use at the meeting: <ul style="list-style-type: none"> Paper Pencils/Pens Action Plans Blank notes 		
Schedule		
Time	Minutes	Activity
9:20-9:25	5	Review norms and objectives
9:25-9:40	20	Discuss new calendar with Brian.
		- Brian handed out directions to add laptop carts to outlook. We went through the directions. Everyone was able to set up the two new calendars to their outlook.

9:40-10:10		-Review and Update actions plans		
		We reviewed our action plan and added our sources of assessment. We will come together as a team for the first 5 minutes of planning on Wed, 5-14 to discuss our next RTI questions.		
10:10-10:35		Discuss, research and Create centers for DCAS Academy		
		By the end of the day tomorrow (5-9) One reading and one math center from each teacher will be completed and in the Center box.		
10:35-10:40	5	<div>Plus/ Delta:</div> <div>On the agenda for next time:</div>		
		<table border="1"> <tr> <td> <div>Plus</div> <ul style="list-style-type: none"> - We got the cart schedules added to our calendar -Updated math action plan -4th grade went up in DCAS </td> <td> <div>Delta</div> <ul style="list-style-type: none"> -Not all teachers had their centers completed. -Conor got the agenda out late. </td> </tr> </table>	<div>Plus</div> <ul style="list-style-type: none"> - We got the cart schedules added to our calendar -Updated math action plan -4th grade went up in DCAS 	<div>Delta</div> <ul style="list-style-type: none"> -Not all teachers had their centers completed. -Conor got the agenda out late.
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COMPASS POINTS

This protocol is adapted from the Turning Points website: <http://www.turningpts.org/tools.htm>.

PARTICIPANT WORKSHEET

DIRECTIONS:

Circle which "direction" you think best describes the way you work within a group.

PERSONAL STYLES

"Compass Points"

NORTH: Acting

Likes to act, try things, and just plunge in.

EAST: Speculating

Likes to look at the big picture, the possibilities, before acting.

SOUTH: Soliciting ideas

Likes to know that everyone's perspectives have been taken into consideration & voices have been heard, before acting.

WEST: Paying attention to detail

Likes to know the "who, what, when, where, why," before acting.

COMPASS POINTS For Participants, continued

This protocol is adapted from the Turning Points website: <http://www.turningpts.org/tools.htm>.

Personal Style Questions:

Record the group's answers on this form or on chart paper.

What are four strengths of our style?

What are four limitations of our style?

What style do we find the most difficult to work with? Why?

What do others need to know about us that will make our work together more successful?

we're working together!

North

- Strengths
- get stuff done
 - willing to try new things
 - near Santa Claus
 - leadership

Limitations

- have to redo things
- not always aware of others feelings
- don't think things through
- we aren't good at recognizing our weaknesses
- impatient

don't get along with West (wanna mix)

We want to get stuff done quickly and are highly intelligent

South

Strengths

- 1) Coexisting. Everyone has a Voice. Bring out Best & encourage, Self please to share ideas.

Limitations

- Does not work with large groups
- Long time to make Decision
- ~~over thinking~~ - thinkers
- Afraid to hurt feelings

style Difficult to work with

1. North, East

what others need to know to work with us.

parent

others before self

takes a while to make decisions

West

get things done

1. we need to know the details to look at
2. Organize
3. Analytical

Limit

1. Bog down in detail
2. Time management challenges
3. Over extended
4. flexibility

Difficulty - Everyone who is not like us.

Success - Spell it out for us and time to process

* Information

East

Strengths

- * Detail oriented
- * Informed
- * Organized
- * Thorough

Limitations

- * Cautious
- * Need more time
- * Quiet Time
- * Take too long to make decisions

Success Plan

- * Time
- * Quiet
- * Information

Can't Work With

- * NORTH
- ↳ Impulsive
- ↳ Too Fast

What I See / What I Wonder Protocol

What I Learn / What I Do Protocol

Purpose:

To provide a framework for participants to discuss a shared observation and reflect on what they learned.

Steps:

1. **10 Minutes:** In the first round of discussion, ask participants: “What did/do you see?” You may keep track of responses on chart paper or on a computer projected on a screen. Depending on your situation, you can have participants call out answers, go around the room, or raise their hands to be recognized. If a response does not directly answer the question, ask the respondent to rephrase his or her comment so that it does.
2. **10 Minutes:** In the second round of discussion, ask participants: “What do you wonder?” Make sure participants phrase these responses as questions, and that they’re not comments in disguise.
3. **6 Minutes:** In the third round of discussion, ask participants: “So what did you personally learn?” Here you are inviting participants to share what they *individually* will take away from looking at data, watching the video, etc. Note that participants should not feel constrained to only point out practices that they would like to emulate. They are also welcome to identify practices that they would not choose to include in their own setting, or simply reflect on anything that has become important or relevant for them.
4. **10 Minutes:** In the final round of discussion, ask participants: “So what will we do to commit to action as a result of our learning?” Be sure to record the responses on chart paper to use in future meetings.

Appendix C

ROOT CAUSE WORKSHEETS AND TEMPLATES

Professional Development Materials for Brainstroming Root Causes

Blank Item Analysis Templates

ACTIVITY: BRAINSTORMING ROOT CAUSES

Modified version of Chalk Talk http://www.nsrharmony.org/protocol/doc/chalk_talk.pdf

Purpose: To brainstorm and stimulate solutions-oriented discussion about a variety of potential causes for the identified Pattern of Need.

Objectives: By the end of this activity, educators will be able to:

- Incorporate diverse perspectives into the creation of a list of possible causes

Details:

Materials: chart paper, markers

Procedure:

1. Label eight pieces of chart paper each with one of the following categories: curriculum, instruction, assessment, student engagement, professional knowledge and craftsmanship, organizational culture, climate and structure, and data use (add additional categories as needed). Post each chart.
2. Explain the purpose of this activity, emphasizing that this is merely the beginning of the exploration of causes. In order to actually identify and verify the root cause, educators will need to collect additional data.
3. Post the Pattern of Need that is being explored.
4. Allow participants time to reflect on the possible causes.
5. Have educators brainstorm possible causes for the Pattern of Need using Chalk Talk. Explain that this is a silent activity. Everyone should receive an appropriate writing utensil and circulate through each of the pieces of chart paper and write down possible causes for the Pattern of Need.
6. How the facilitator chooses to interact with the Chalk Talk influences its outcome. The facilitator can stand back and let it unfold or expand thinking by:
 - circling other interesting ideas, thereby inviting comments to broaden
 - writing questions about a participant comment
 - adding his/her own reflections or ideas
 - connecting two interesting ideas/comments together with a line and adding a question mark.
7. When it's done, it's done. Once all causes have been identified, ask educators to prioritize the causes for further verification.

Facilitator Note

- Ensure that the causes generated reflect diverse perspectives.
- Focus on systemic causes.
- Ensure the educators reflect in silence. They can comment on other people's ideas simply by drawing a connecting line to the comment.
- Allow for long silences—that is natural—and plenty of wait time before deciding it is over.

PROTOCOL: PRIORITIZING POTENTIAL CAUSES

Modified version of the *Impact/Effort Matrix* in [A Data Coach's Guide to Improving Learning for All Students](#)

Purpose: To assist educators in prioritizing and winnowing potential root causes.

Objectives: By the end of this discussion, educators will be able to:

- determine the impact of potential root causes on the Pattern of Need
- determine the amount of effort needed to address root causes

Details:

Materials Needed: Post-its, Template:
Impact/Effort Matrix (see step 2 below)

Procedure:

1. Review all of the possible causes for your Pattern of Need. Write one cause on each post-it.
2. Prepare an impact/effort matrix by taping four sheets of chart paper together to form a matrix with four quadrants. Write the identified Pattern of Need at the top of the matrix and label one axis "Impact on Students" and the other "Effort". Number each quadrant clock-wise 1-4 starting from the upper left hand quadrant (see Handout 1 for an example).
3. Explain that this activity will assist educators in prioritizing and winnowing causes that they have generated as possible causes of the identified Pattern of Need. Through this process, the PLC will be able to narrow their inquiry and focus on important/fruitful causes for further analysis. The matrix will help the PLC identify those causes that are likely to have the most powerful impact on students. (3 min)
4. Orient the PLC to the matrix on the chart paper, the criteria (i.e., "amount of effort" and "impact on students"), and the numbered quadrants. Ask the PLC to dialogue about what these criteria might mean in relation to the possible causes for the Pattern of Need they have identified. Make certain that they agree on a shared meaning for both criteria. (10 min)

Facilitator Note

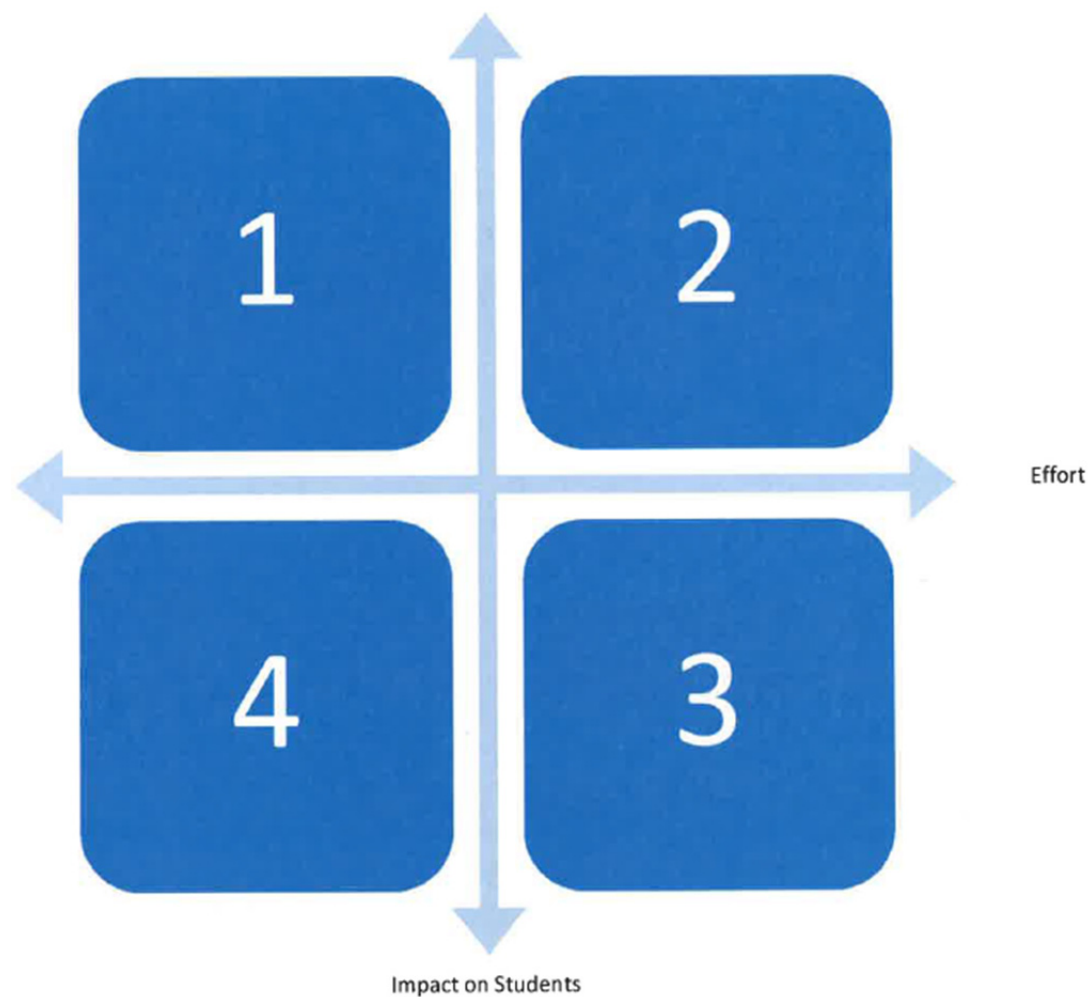
Symbol Winnowing Process

- Place a symbol next to the causes that you think you have control to change.
- Place a different symbol next to the causes that can have the greatest impact on student learning.
- Place a different symbol next to the causes that you are most eager to investigate further through research and local data.
- Place a different symbol next to the causes that you believe you have the time and resources to address.
- Ask the PLC to identify up to four causes that have the most symbols next to them (i.e., meet the most criteria). These will be the possible causes they will investigate further.

5. Once the PLC has agreed on what the criteria mean, ask them which quadrant would have the most desirable outcome. Which is the least desirable? Stress the following point: the idea is not to find an "easy" potential cause to investigate, but to find the "best" and most powerful potential cause to investigate. (7 min)
6. Model the process of sorting the causes. Ask in which quadrant the PLC would place the first few causes. Place the post-it in the quadrant the PLC selects. Allow time for the group to ask and answer any questions they may have about the process. (5 min)
7. Distribute the remaining causes to the PLC and ask them to place the causes in the appropriate quadrant.
8. Once the activity has been completed, ask the PLC which causes (quadrants) they believe they should explore further. Have the PLC recorder collect all of the causes to be investigated.

TEMPLATE: IMPACT/EFFORT MATRIX

Pattern of Need: _____



PROTOCOL: THE FIVE WHYS

Modified version of *Peeling the Onion* http://www.nsrharmony.org/protocol/doc/peeling_onion.pdf

Purpose: The purpose of “Peeling the Onion” is to provide a structured way to develop an appreciation for the complexity of a problem. This is done in order to avoid the inclination of the PLC to start out by immediately “solving” the problem, before the root cause(s) has been fully explored.

Objectives: By the end of this discussion, educators will be able to:

- Move beyond a surface level identification of Patterns of Need towards a clarification of a substantive learning problem and the root cause.

Procedure:

1. Identify a facilitator who is responsible for keeping the group to the allotted time. This allows the group to maintain focus, keep on track, and frees the group to do its best thinking. The facilitator reviews the process with the group and then it begins. The times for each step can be adjusted to fit the available amount of time and the number of people in the group.
2. Someone agrees to *share the Pattern of Need* for which he or she would like to find the root cause (5 min.)
3. Group members *ask clarifying questions* to the presenters (these must be purely informational) (5 min.)
4. Everyone completes the statement: “I understand the student learning need to be ...” (The presenters are silent and take notes) (5 min)
5. Again, everyone completes the following: “A question this raises for me is...” (The presenters are silent and take notes) (5 min)
6. The facilitator invites a response from the presenters as follows: “Having heard these questions, please share any new thoughts about the problem you presented.” (5 min)
7. Everyone has another opportunity to ask: “What if...?” or, “Have we thought about...?” or, “I wonder...?” (The presenters are silent and take notes) (5 min)

Facilitator Note

Most people are eager to solve problems before truly understanding its depth. This protocol is designed to help peel away the layers in order to address the deeper issues that lie underneath the surface and uncover the root cause(s). If the problem were easy to solve, it would not still be a concern to the group. The facilitator should keep to the times strictly and gently remind people when they are giving advice too early.

8. Presenters review their notes and reframe the student learning problem, "Having heard these comments and questions, now I think..." (The group members are silent and take notes) (3 min)
9. *Five Whys?*: Educators ask the presenter "Why did this happen?" the Pattern of Need exists and "How do you know? What data supports your claim?" A recorder volunteers to record the responses on chart paper (or one of the templates provided in this module). Educators ask "Why did this happen?" and "How do you know?" again, either about the preceding response or about the original statement. Repeat the "Why did this happen? How do you know?" questioning at least three more times, or until the group believes they have surfaced the "root" or underlying inference or cause (10 min)
10. Debrief on the process. How was this like peeling an onion? What about the process was useful? Frustrating? (2 min)

Facilitator Note

PLCs may find that "Why?" does not always need to be asked five times, especially if the cause is evident sooner. For instance, if an identified cause is that students missed a question because a teacher accidentally omitted a possible correct response, there is no need to continue to explore the issue.

Facilitator Note

Student-learning Patterns of Need are often quite complex and multifaceted with a number of reasons for their existence. Therefore, using approaches that seek to uncover a simple single root cause linearly (e.g., The Five Whys) when a lack of linearity exists will often not address the multifaceted nature of the problem. For example, you may have a problem with student learning, which does not only seem to be traced to attendance, but to staff morale, bullying, schools/districts in your geographic location having conflicting schedules, and the problem being found more exclusively among boys in your school/district than girls. Isolating one of these issues would demonstrate a disregard for the multifaceted nature of problem.

REFERENCE SHEET: ROOT-CAUSE ANALYSIS

Using Solutions-Oriented Conversations helps focus conversations on factors that can be addressed by stakeholders. Two possible templates to document the work of Solutions-Oriented Conversation around Root-Cause Analysis are included in this module. The table below is a tool to facilitate completion of the matrix or the fishbone; it addresses six major categories that typically contribute to root causes, as well as explanations and potential causal factors.

It is important to note that the potential causal factors below are negative causes to explore and address. Conversely, these causes could be seen as indicators of what positive roots need to be planted. For instance, if a pattern of success is explored, a potential cause might be that the classroom curriculum is aligned with appropriate standards. If a Pattern of Need is explored, a potential cause might be that the classroom curriculum is not aligned with appropriate standards.

Category:	What It Is:	Sample Causes to Explore:
Curriculum	Conveys expectations for student learning, including the scope and sequence of standards, units and Depth of Knowledge	<ul style="list-style-type: none"> The classroom curriculum is not aligned with appropriate standards. The curriculum is not clearly articulated across grade levels. The content of the K-12 curriculum overlaps or has gaps from one grade to another.
Instruction	The pedagogical strategies and decisions implemented by teachers to deliver curriculum	<ul style="list-style-type: none"> Classroom instruction does not address the student performance expectations outlined in the state standards. Teaching strategies do not elicit and scaffold student thinking. Instructional strategies implemented by teachers are not research-based or data-based, nor are they differentiated to address diverse student learning needs.
Assessments	Formal or informal formative and summative evaluations used to measure what students know, understand, and can do in relation to the curriculum	<ul style="list-style-type: none"> Common assessments are not used across courses to ensure equivalent expectations for proficient student work. Material and/or rigor of classroom assessments are not appropriate to content standards. Teachers do not adequately or effectively utilize data from formative assessments to adjust instructional strategies or pacing. Student achievement data is not used to identify strengths and weaknesses in curriculum or instructional practices.
Professional Knowledge & Craftsmanship	The background knowledge, skills, and preparation that enable educators to perform their duties proficiently, including pedagogy, classroom	<ul style="list-style-type: none"> School leaders lack the foundational knowledge, skills, and/or support they need to serve as strong instructional leaders. Teachers lack pedagogical or content knowledge needed to improve student achievement. Teachers are unsure about school leaders' expectations for instruction, assessment, classroom management, etc.

	management, technology, organization, etc.	<ul style="list-style-type: none"> Teachers lack technology, management, or organizational skills, which inhibits them from differentiating appropriately.
Culture & Climate	Values, beliefs, attitudes and perceptions of the learning environment, school processes and equitable access for all stakeholders	<ul style="list-style-type: none"> All stakeholders do not feel appropriate levels of ownership and involvement (e.g., students do not feel ownership of their learning; parents do not feel informed about school events). Teachers do not have the same clear, consistent, and high expectations for each student. Every student does not have access to challenging curriculum. Teachers do not focus on solutions-oriented collaboration to address concerns
School Processes	School programs and expectations, including schedules, supportive resources, teacher collaboration, and professional development, etc.	<ul style="list-style-type: none"> Available fiscal resources are not allocated optimally to support achievement. School staff does not frequently evaluate progress towards goals within its school improvement plan. Professional development is not sustained to enable teachers to move beyond basic understanding to full-fledged implementation. PLCs do not incorporate cycles of inquiry or action research to support a culture of continuous improvement among all stakeholders-teachers, specialists, paraprofessionals, etc.

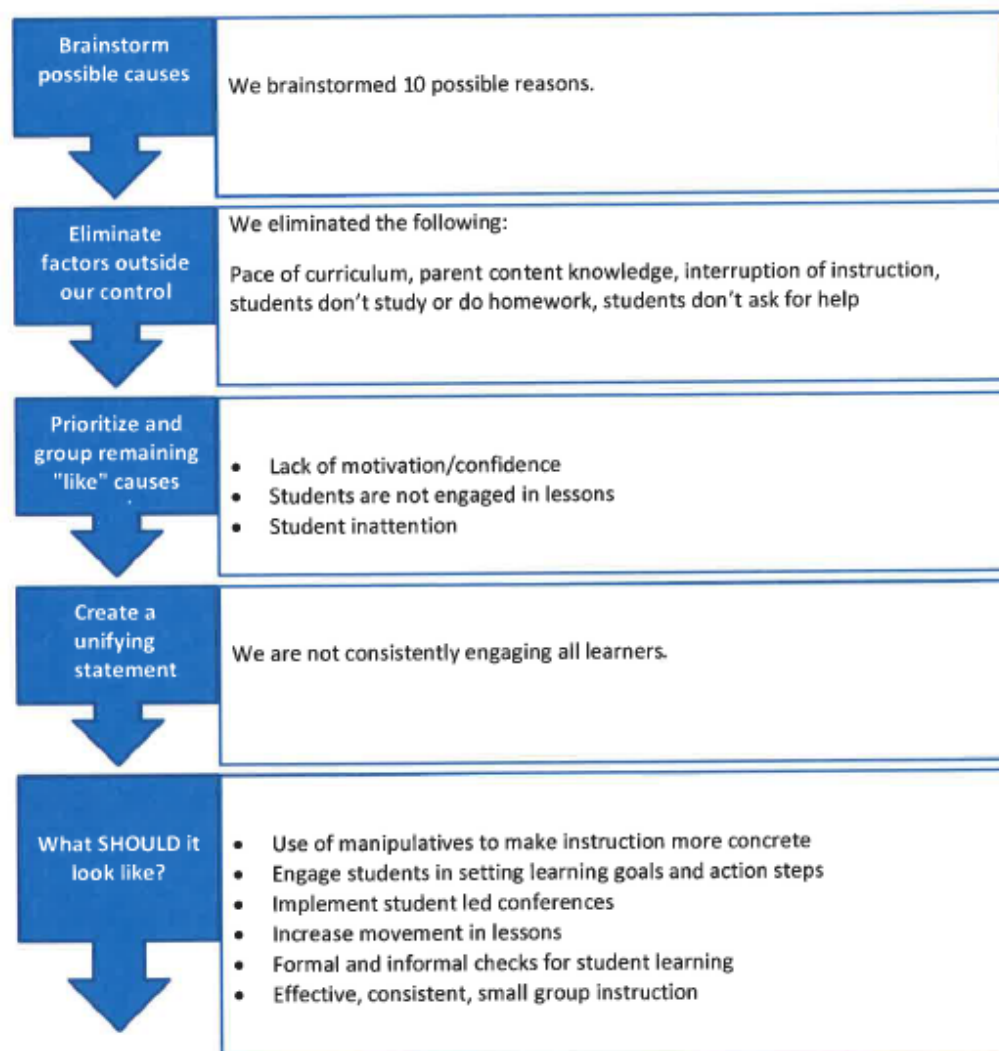
TEMPLATE: CONNECTING ROOT CAUSE ANALYSIS TO THE CYCLE OF INQUIRY

Student Learning Pattern of Need: _____

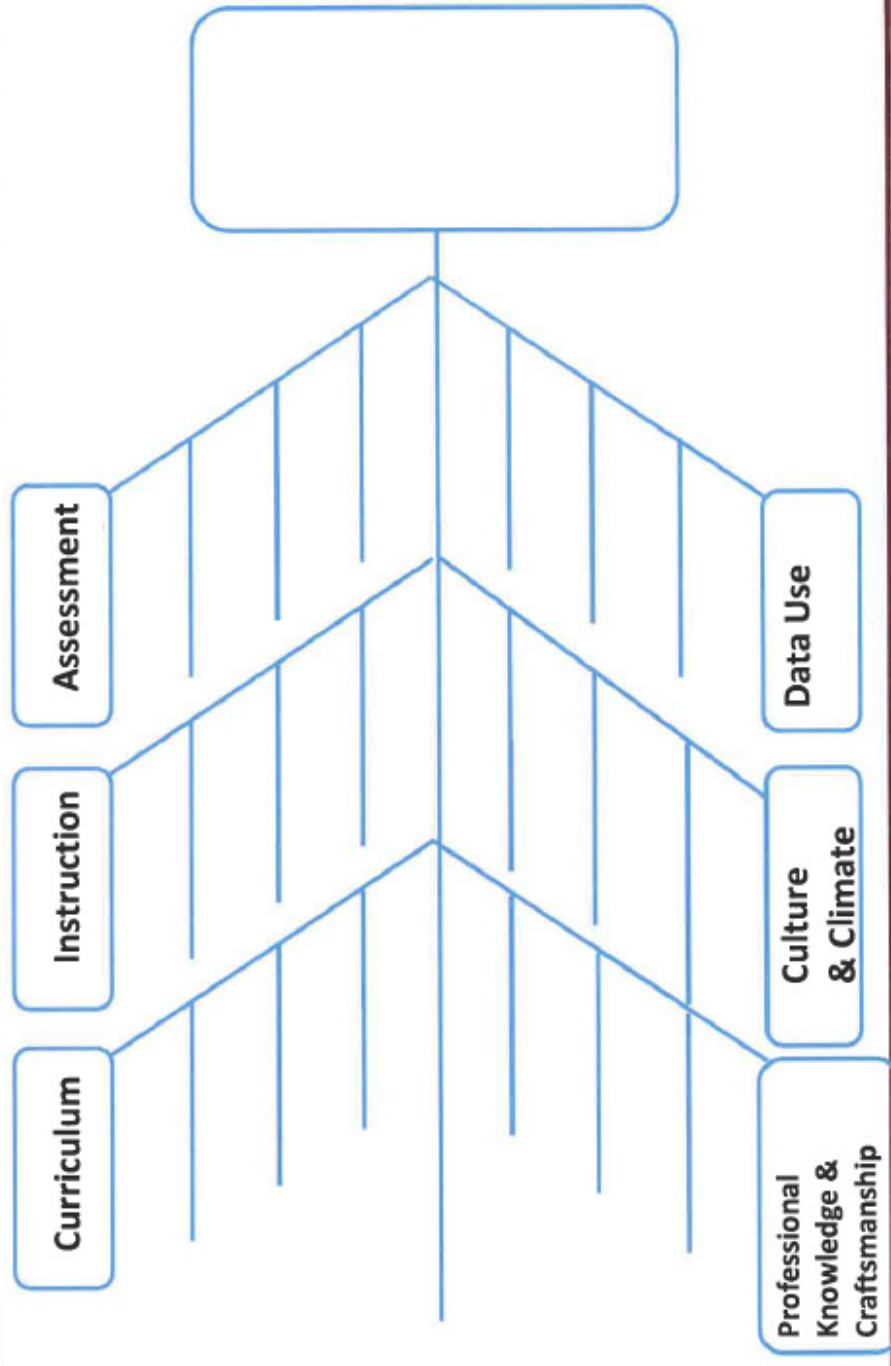
Brainstorm possible causes	
↓	
Eliminate factors outside our control	
↓	
Prioritize and group remaining "like" causes	
↓	
Create a unifying statement	
↓	
What SHOULD it look like?	
↓	

SAMPLE TEMPLATE: CONNECTING ROOT CAUSE ANALYSIS TO THE CYCLE OF INQUIRY

Student Learning Pattern of Need: Our African American students do not meet AMO.



TEMPLATE: FISHBONE



SCENARIO: ROOT CAUSE ANALYSIS IN ACTION

Wayne is a 3rd grade student who recently has been classified as having special needs, and moved from a general education to a special education classroom. When the special education teacher met with the general education teacher, he told him "Wayne consistently has extreme behavior problems and consistently does not meet the standard in math and literacy". With this information, the special education teacher went to work, and after a few weeks of knowing Wayne, he was able to conduct a root cause analysis.

First, he realized there were three different symptoms to analyze—behavior problems, poor math grades and poor literacy grades. He had to separate the symptoms to organize his thoughts.

He began with behavior problems. Wayne would throw chairs, scream at his teachers and peers, and hide under desks. He asked himself, "Why is he engaging in these behaviors?" After careful observation, it appeared that he engaged in these behaviors when he was embarrassed. "Why is he embarrassed?" The teacher looked at the times that the behavior occurred. Wayne was embarrassed when he was put on the spot to answer a question or asked to complete independent work. He was embarrassed because he could not complete the work and was aware that his peers could. "Why couldn't he complete the work?" After three "Whys," it appeared to the teacher that this analysis will coincide with his other two symptoms.

The teacher put his Root Cause Analysis about behavior aside, since the symptoms crossed into academic concerns, and moved on to ask himself "Why is Wayne failing literacy?" He is a third grader who is reading on a kindergarten level. "Why is he reading at a kindergarten level?" He gave him a sight word assessment, and he only knew 13/50 Dolche words. "Why doesn't he know his Dolche words?" After giving him a Marie Clay Letter Assessment, he only knew 35/54 of his letters. "Why doesn't he know his letters?" The teacher knows that Wayne has been taught his letters in previous grades, because he is familiar with the curriculum. The teacher worked with Wayne one-on-one and pulled up some work samples. When looking at his error trends, it shows that he could not tell the difference between a, b, p, d and q, nor could he differentiate between m, n, w, and z. His visual discrimination was impeding his letter recognition, which was inhibiting his sight words, and therefore making him read well below grade levels in literacy.

He moved on to look at "Why is he failing math?" It seems that, verbally, he is able to complete on-grade-level math. However, when given a written assessment, he is failing. "Why is he failing his written assessments?" He called Wayne over to discuss the problems that he missed. He asked him to talk through the problems. As he was explaining the questions, Wayne was unable to read the numbers. "Why is he

unable to read numbers?" Taking what the teacher had discovered about literacy, he gave Wayne an assessment with a row of 4 numbers and asked him to find the different number. He was unable to do so, therefore verifying that his problems with visual discrimination are again causing his math problems.

At this point, the teacher reflected back on the behavior problems and could conclude that they were caused by academic frustration from poor visual discrimination. Now, he could get to work!

Follow-Up Questions:

- What could be the next steps for this teacher?
- What might have happened if the teacher's analysis of Wayne's underachievement stopped with the uncovering of his lack of mastery with sight words?
- What are the connections between this scenario, Patterns of Need, and the Cycle of Inquiry?

Possible Responses to Scenario: Root Cause Analysis in Action

Follow-Up Questions:

- **What could be the next steps for this teacher?**
 - a. Discuss other aspects of Wayne's school experience affected by visual discrimination

- **What might have happened if the teacher's analysis of Wayne's underachievement stopped with the uncovering of his lack of mastery with sight words?**
 - a. She would not have uncovered the root cause of Wayne's underachievement.

- **What are the connections between this scenario, Patterns of Need, and the Cycle of Inquiry?**
 - a. This scenario reflects the first few steps of the Cycle of Inquiry.

[illegible]

CCSS Test 4: Multiplying One and Two Digit-Numbers
(4.NBT.1, 4.NBT.4, 4.NBT.5, 4.OA.1, 4.OA.2, 4.OA.3)

[illegible]

Fourth Grade
Teacher: _____

Math Connects Chapter 14 and Supplemental Resources: 2013-14

[illegible]

Appendix D
SCHOOLWIDE DATA OVERVIEWS

Professional Development Materials Used for Interpreting Aggregate Data

Data Display Checklist

Schoolwide Data Overview 2012-2013

Schoolwide Data Overview 2013-2014

ACTIVITY: INTERPRETING AGGREGATE DATA

Background: Critical Interpretation Factors

When considering Aggregate Data and the implications from this data, it is important to consider a few critical interpretation factors. Not fully considering these factors could result in a misinterpretation of the data, and would therefore misinform the Cycle of Inquiry at both the school and grade levels. Some critical factors to consider include:

- **Sample Size Error** includes changes or differences in data due to the number of students tested or included in the sample. If working with Aggregate Data that represents a small group of students, a small statistical change may yield a large difference in the overall data. Conversely, when looking at Aggregate Data representing a large group of individuals, even sizeable differences may present as insignificant because the difference was absorbed by the high number of students. Sample size becomes an important consideration when considering how meaningful changes may be, whether positive or negative.
- **Measurement Error** is inconsistency in scores that occur over multiple testing opportunities. Measurement error tends to be greater when working with data that represents a small sample size or for students whose performance is outside of the standard deviation limits of the original normed data set. Measurement error is a critical factor to consider when thinking about changes of a group over time, and the significance of those changes.
- **Sampling Error** refers to changes in the Aggregate Data due to differences in the sampling of items or sampling of students. When considering how one group of students performed as compared to a different group of students, sampling error is something to consider when interpreting the data. Often there are substantive differences between two groups of students, and these differences must be considered when looking at the overall changes. Likewise, if there is great instability in the rigor or content of a given test, data may suggest changes in learning that may or may not be correct.

Facilitator Note

Other useful terms from previous work include: reliability, validity, value-added comparisons, and cohort-to-cohort comparisons.

Purpose: This activity provides the opportunity for educators to discuss Aggregate Data concepts and common misconceptions.

Objectives:

By the end of this activity educators will be able to:

- Cite examples and non-examples of Aggregate Data
- Consider critical interpretation factors of Aggregate Data: understand some common misuses of Aggregate Data

Details:

- *Materials Needed:* One set of Interpreting Aggregate Data Scenarios and one set of Interpreting Aggregate Data Cards per group, envelopes for storing cards
NOTE: While preparing the cards for the activity, pull out the cards that are labeled "Category" (there are four), "Aggregate Data," and "Not Aggregate Data" and reserve for parts 2 and 3.

Procedure:

1. Create groups of 3-4 educators.
2. Introduce the purpose of the activity.
3. Review procedures and hand out cards to each group.
4. *Part 1* (10 minutes): Educators should match each short scenario to the appropriate term. Each term can have multiple scenarios with it.
5. Educators share classifications (5-10 minutes).
Possible strategies:
 - Have groups each share a scenario and explain how they determined where to place it.
 - Have one group share all the scenarios they associated with a given term
6. *Part 2* (5 minutes): Distribute a set of the four "Category" cards to each group. Educators should review the scenarios again, now resorting cards by which category is being used for the data (student performance, school programs, stakeholder perception, or demographic).
7. Educators share out new classifications (5 minutes). Look for understanding of the four categories when educators share their responses.
8. *Part 3* (5 minutes): Distribute the cards labeled "Aggregate Data" and "Not Aggregate Data" to the group. Educators again classify the scenarios, this time into scenarios which use aggregated data and those that do not.
9. Educators share out their final categorizations. Explanations should be focused on whether the data is school wide or broken into smaller groups (grade level, educators, program, etc.).

Facilitator Note

By planning to include coaching questions that focus on the objectives in each part of this activity, you will build base-level knowledge for educators to work confidently with aggregate data in their buildings.

Additional Considerations:

This can also be a jigsaw activity. Each group can be given different scenarios to sort. Make sure they each have a variety of the definitions, categories and Aggregate/non Aggregate Data scenarios.

Interpreting Aggregate Data Scenarios

1. As a large middle school, Jones Middle School wanted to gain insight into how parents felt about the school and its programs. The administration team decided to survey parents, and collected the survey from 23 parents. What concerns should they have around their data?
2. Washington Elementary School is reviewing their testing data from the last state assessment. When they look at their student scores, the scores are listed using averages. What are the considerations they should make when planning for the upcoming year using this information?
3. Ms. London administered a computer based test to her class this week. Lana scored lower than expected, so Ms. London had Lana retake the test again the same week. Lana scored much higher on the second test. What did this cause Mrs. London to question?
4. Principal Martinez wants to know if the school's current data practice sessions were effective. The administrative team reviewed building-wide data and looked for growth, and did not see much improvement. What issue might be of concern with their data collection?
5. When reviewing their state assessment data, educators in the math department noticed this year's 10th grade showed a 12% improvement in proficiency over last year's 10th grade class. What type of comparison is this?
6. An educator is unsure whether her end-of unit assessment is capturing the standards on Planetary Systems appropriately. What is she concerned about?
7. As the principal of an elementary school, Mr. Ahmad was interested in looking at how children progress in their learning during their time in the school. He decided to review data from the current fifth grade class, and look at their testing data from the last three years. What comparison strategy did he use?
8. When determining whether schools are making sufficient progress, the State Department of Education issued a rule that schools must report on any subgroup in the building that has 30 or more students in it. For what reason do they determine this number of students?
9. The staff at Plumpton High School is wondering whether the sports programs they run during the school year have any impact on their graduation rates. They analyzed data on the football team to determine any correlations. What is the concern with their methodology?

10. Greene Elementary School surveyed every student to determine what activities the students liked best in school and what kinds of incentives would motivate the students during the state assessment week. When they surveyed all students, what did they minimize?
11. Redner School District asked all of its educators to complete a survey regarding their feelings about district and building operations. When educators attempted to take the survey, they found the computer system difficult to use. What concerns should the district have about this data?
12. The 9th Grade state assessment scores are low this year. The administrator wants to know whether this is a pattern for this group of students. She decides to review past data on this group of student. What method is she using?
13. A social studies educator wanted to collect data about student understanding. He decides to collect data from the answers students offer in class. Analysis of his data showed strong student understanding. What might the educator have forgotten in his data collection?
14. A fifth grade educator compared class data from this year to last year's class. She noticed the average score is similar to that of last year, which surprised her because this year's class had many students who well-surpassed the proficiency standards. What could be the issue at hand?

Interpreting Aggregate Data Cards

Reliability

Validity

Limitations of Averages

Sampling Error

Cohort To Cohort Comparison

Value Added Comparison

Sample Size Error

Category:
Student Performance

Category:
School Programs

Category:
Stakeholder Perceptions

Category:
Demographics

AGGREGATE DATA

NOT AGGREGATE DATA

ACTIVITY KEY: INTERPRETING AGGREGATE DATA

	Response	Data Category	Aggregate Data?
1	Sample Size Error	Stakeholder Perception	No
2	Limitation of Averages	Student Performance	Yes
3	Reliability	Student Performance	No
4	Sampling Error	Student Performance	Yes
5	Cohort-to-Cohort Comparison	Student Performance	Yes
6	Validity	Student Performance	No
7	Value-Added Comparison	Student Performance	Yes
8	Sample Size Error	Student Performance	No
9	Sampling Error	Student Performance	No
10	Sample Size	Stakeholder Perception	Yes
11	Validity	Stakeholder Perception	Yes
12	Value-Added Comparison	Student Performance	Yes
13	Sampling Error	Student Performance	No
14	Limitation of Averages	Student Performance	No

TEMPLATE: ELEMENTARY SCHOOL AGGREGATE DATA

SCHOOLWIDE STATE ASSESSMENT PROFICIENCY

Grade	Reading Spring 2011	Reading Spring 2012	Reading Spring 2013
2			
3			
4			
5			

Grade	Mathematics Spring 2011	Mathematics Spring 2012	Mathematics Spring 2013
2			
3			
4			
5			

Cohort-to-Cohort: Read across the rows to compare this year's grade level students to those students in the same grade level from a previous year.

Value-Added: Read down a colored diagonal to follow the same group of students over several years.

Data Inferences:

TEMPLATE: MIDDLE SCHOOL AGGREGATE DATA

SCHOOLWIDE STATE ASSESSMENT PROFICIENCY

Grade	Reading Spring 2011	Reading Spring 2012	Reading Spring 2013
6			
7			
8			

Grade	Mathematics Spring 2011	Mathematics Spring 2012	Mathematics Spring 2013
6			
7			
8			

Cohort-to-Cohort: Read across the rows to compare this year's grade level students to those students in the same grade level from a previous year.

Value-Added: Read down a colored diagonal to follow the same group of students over several years.

Data Inferences:

TEMPLATE: HIGH SCHOOL AGGREGATE DATA

SCHOOLWIDE STATE ASSESSMENT PROFICIENCY

Grade	Reading Spring 2011	Reading Spring 2012	Reading Spring 2013
9			
10			

Grade	Mathematics Spring 2011	Mathematics Spring 2012	Mathematics Spring 2013
9			
10			

Cohort-to-Cohort: Read across the rows to compare this year's grade level students to those students in the same grade level from a previous year.

Value-Added: Read down a colored diagonal to follow the same group of students over several years.

Data Inferences:

TEMPLATE: HERE'S WHAT, SO WHAT, NOW WHAT? AGGREGATE DATA

Here's What	So What?	Now What?
<p>Observe:</p> <ul style="list-style-type: none"> What do you see overall? What do you see that is expected? Unexpected? What patterns do you see in the cohort-to-cohort data? What patterns do you see in the value-added data? 	<p>Interpret:</p> <ul style="list-style-type: none"> What grade level, department and/or school processes are contributing to these patterns? What is your personal impact on the data? How does the current reality compare to our ideal state? 	<p>Use data to develop a plan:</p> <ul style="list-style-type: none"> What other questions might we need to answer? What other data sources would provide additional perspectives on these findings? What grade level, department wide and/or school wide S.M.A.R.T. goal will move our building forward as we begin our Action Research into the issue at hand?

SAMPLE TEMPLATE: HERE'S WHAT, SO WHAT, NOW WHAT? AGGREGATE DATA

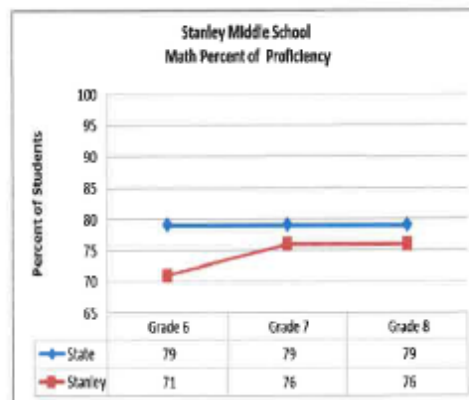
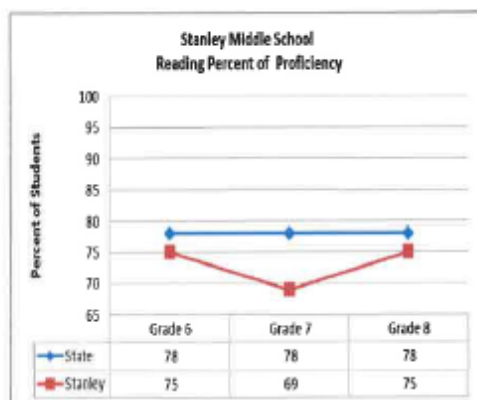
Here's What	So What?	Now What?
<p>Observe:</p> <ul style="list-style-type: none">• What do you see overall?• What do you see that is expected? Unexpected?• What patterns do you see in the cohort-to-cohort data? <p>What patterns do you see in the value-added data?</p>	<p>Interpret:</p> <ul style="list-style-type: none">• What grade level, department and/or school processes are contributing to these patterns?• What is your personal impact on the data?• How does the current reality compare to our ideal state?	<p>Use data to develop a plan:</p> <ul style="list-style-type: none">• What other questions might we need to answer?• What other data sources would provide additional perspectives on these findings?• What grade level, department wide and/or school wide S.M.A.R.T. goal will move our building forward as we begin our Action Research into the issue at hand?
<p><i>Sample Responses:</i></p> <p>I see that grades 2 and 4 have lower proficiency than 3 and 5.</p> <p>Grade 5 has the highest percentage of proficient students.</p> <p>Grade 2 reading scores are lower than they were last year.</p> <p>The third grade class scored better this year than they did as second graders.</p>	<p><i>Sample Responses:</i></p> <p>Vertical articulation meetings are occurring.</p> <p>RTI process and supplemental reading program have been put in place.</p> <p>Previous year educators contribute to the data this year.</p> <p>We are not meeting AYP in some areas.</p> <p>Most of my students are proficient despite the overall scores at my grade level.</p>	<p><i>Sample Responses:</i></p> <p>How do our current lessons align with the common core standards?</p> <p>Why does proficiency drop in grade 4? Is this a trend?</p> <p>What similarities are we seeing in the school-wide data?</p> <p>What should we investigate as possible areas of need as a building?</p> <p>What strategies can we share that have proven to be successful?</p>

SCENARIO: COLLABORATIVELY LOOKING AT SCHOOL-WIDE AGGREGATE DATA

Purpose:

In Phase 4, educators are working together toward school-wide improvement, therefore staff meetings can involve the whole school coming together to look at data from a standardized assessment in aggregate form. In this scenario, educators from subsequent grades will work together to create a common goal using Aggregate Data. Educators in middle school grades 6-8 are using the Cross Team Collaboration protocol to analyze Aggregate Data in math and reading. By reading the scenario, one will get a sense of how educators from subsequent grades can work together to create an action plan based on each grade level taking part in raising student achievement.

Mr. Roberts, the school principal, begins the conversation: "Today we are going to look at last year's state assessment data in reading and math for grades 6-8. We will use the Cross-Team Collaboration protocol to help us work together. On your tables, you will find the data and a list of roles to assign in order to strengthen the process. Let's take 15 minutes to look at the data and analyze it for any patterns of need."



Next, the group presenters read aloud to the staff about the group's **observations**.

Mrs. Price, one of the reporters, says, "We saw that in all grades we were just below the state average."

Mr. Jon, a reporter with another group, says, “That’s true. Look at the reading data, each grade is at 75% proficiency; except for 7th grade which is at 69% proficiency and we wondered if the 7th grade reading data displays what a tough bunch they were.”

Mrs. Wright, a reporter with another group, states, “We’re also observing the math data shows 76% student proficiency in 7th and 8th grade, but 6th grade at 71%. We wondered did the 6th grade math students not come in with enough math skills?”

Mr. Roberts, the school principal, summarizes “You observed that 7th grade has the lowest reading proficiency with 69% and 6th grade has the lowest math proficiency with 71%. Next week, we will come back as a staff to create an action plan on how to raise these proficiencies.”

Follow-up questions:

- How can looking at school wide data in aggregate form help improve student achievement?
- If the 7th grade was a “tough bunch”, what other questions can we ask this grade level to get to the heart of the student learning?
- How can the 8th grade teachers contribute to the achievement of the students?
- Does this data give the educators the whole picture or will they need to disaggregate the data to learn more about the causes of these data?
- What other data sources should they consider to help inform their observations on a deeper level?
- Based on their observations, what do you think their school wide goal could be?
- How does this scenario deepen your understanding of Aggregate Data?

Sample Responses for Scenario: Collaboratively Looking at School-Wide Aggregate Data

Follow-up Questions:

- **How can looking at school wide data in aggregate form help improve student achievement?**
Aggregate data allows educators to note school-wide trends over time and across different groups of students. It allows the observers to note trends whose roots may be outside of one classroom or grade.
- **If the 7th grade was a “tough bunch”, what other questions can we ask this grade level to get to the heart of the student learning?**
Other helpful questions may include: Why do we consider this group a “tough bunch”? Do we have office referrals to substantiate that claim? Is this pervasive across the grade level or just with a certain group of students? What strategies for behavior management have worked in the past? When are the disruptions occurring? Is there a pattern that may be rooted in another problem?
- **How can the 8th grade teachers contribute to the achievement of the students?**
If teachers are able to uncover specific learning patterns in 8th grade of strength or weakness, this will inform the learning at the other grade levels. Perhaps the 8th grade students are over-prepared in a specific area, this information may be helpful to the 6th and 7th grade teachers as they consider what instruction may be in need of deeper reflection and where they can possibly reduce the time spent.
- **Does this data give the educators the whole picture or will they need to disaggregate the data to learn more about the causes of these data?**
This data only tells educators part of the story. They must begin to gather additional data to triangulate which will tell more of the story and illuminate potential root causes. This information may alert them to the need to disaggregate the data to investigate subpopulation data for further analysis.
- **What other data sources should they consider to help inform their observations on a deeper level?**
For both reading and math: Specific state test strand data for each cohort of students for given year and also strand data using value added model. Teachers would use this data to begin looking for trends and patterns within the data. These patterns would illuminate the need for the gathering of further data and triangulation.
- **Based on their observations, what do you think their school wide goal could be?**
The goal might be to close the achievement gap between the current 8th grade students and the 6th and 7th grade students to ensure similar performance across grades.
- **How does this scenario deepen your understanding of Aggregate Data?**
This scenario highlights what aggregate data might look like as well as possible outcomes from the analysis of the data therein. It also helps note the importance of investigating other data sources to triangulate before making inferences.

SCENARIO: PLC LOOKING AT AGGREGATE DATA THROUGH COHORT-TO-COHORT AND VALUE-ADDED MODELS

Background:

In Phase 3, teachers have been looking at data that evaluates the effectiveness of whole and small group instruction. In Phase 4, teachers are looking at data that evaluates the effectiveness of instruction, curriculum, and resources horizontally and vertically with Aggregate Data.

Purpose:

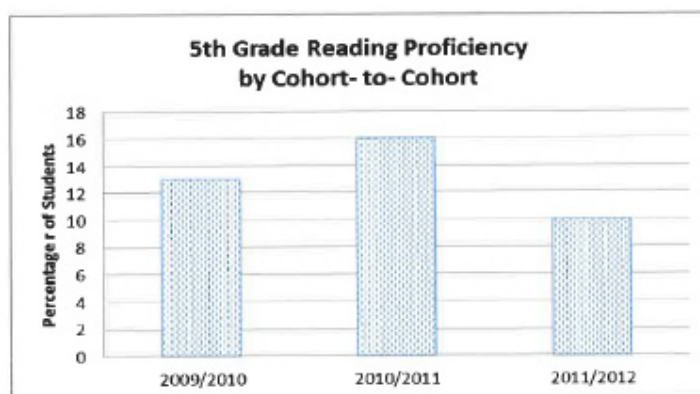
The purpose of this scenario is to look at teachers using two types of aggregate data models: Cohort-to-Cohort and Value-Added. They are recording their observations in the *Here's What, So What, Now What? Aggregate Data Template*.

Here are the definitions for Cohort-to-Cohort and Value-Added models:

Cohort-to-Cohort: displays increases or decreases in student learning by using the same test with the same scoring criteria. E.g., compares 5th grade classes over consecutive years.

Value-Added: displays data on a vertical scale which is based on learning from the previous year. E.g., compares the same group of students with same type of assessment in 2nd, 3rd, and 4th grade.

Lead Teacher: "Today we are going to look at Aggregate Data with 5th grade reading. This Aggregate Data is comparing cohort-to-cohort. Take 10 minutes to reflect on the data and make any notes on the observations you have using the *Here's What, Now What, So What? Aggregate Data Template*."



- **Take a moment:** In your PLC, discuss what observations you have from this data set. What questions do you have about the data set?

Below is the template teachers filled out based on their observations.



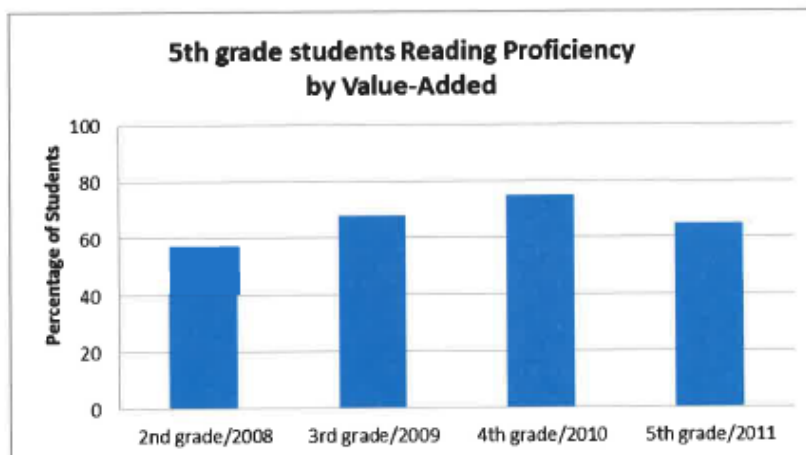
Taking Action with Data

Here's What, So What, Now What? Aggregate Data Template

Here's What	So What?	Now What?
<p>Observe:</p> <ul style="list-style-type: none"> • What do you see overall? • What do you see that is expected? Unexpected? • What patterns do you see in the cohort-cohort data? • What patterns do you see in the value-added data? <p>I see that in 2009 and 2011 there are fewer students proficient than in 2010. 2010 has the highest percentages of students being proficient.</p>	<p>Interpret:</p> <ul style="list-style-type: none"> • What grade level, department and/or school processes are contributing to these patterns? • What is your personal impact on the data? <p>In 2009 the students were a rough bunch. In 2011, the assessment changed. 5th grade teachers and students contribute. RTI process and supplemental reading program contributes.</p>	<p>Use data to develop a plan:</p> <ul style="list-style-type: none"> • What other questions might we need to answer? • What other data sources would provide additional perspectives on these findings? • What grade level, department wide and/or school wide S.M.A.R.T. goal will move our building forward as we begin our Action Research into the issue at hand? <p>Did we have the same number of students?</p> <p>Are the students similar in background?</p> <p>Are the schools using the same reading programs?</p> <p>Are the teachers using the same reading curriculum, assessments, and standards for re-teaching?</p>

Take a moment: In your PLC discuss what the teacher's observations were. Were your questions similar? What other observations did you have?

Lead Teacher: "Now let's look at reading aggregate data of the fifth graders using value-added model. Place the graphs side-by-side and take a few minutes to reflect on how this data is different than cohort-to-cohort data and make any notes on the observations."



- **Take a moment:** In your PLC, discuss how value-added data is different from cohort-to-cohort data.
- If teachers filled out the *Here's What, So What, Now What? Aggregated Data Template*, what might they say?

Lead Teacher: "Let's share out a few observations."

Mrs. Smith: "When we look at cohort-to-cohort we are analyzing different groups of 5th grade students. We mentioned initially that we had a rough group of students. I felt ready to say that the performance of the students was directly related to their overall behavior. However, now that I see the value-added graph, which shows me how this group of students did over time, I see that they were increasing in overall performance until 5th grade. This makes me wonder what we did differently than the teachers in previous years. I really need more data to get a clearer picture of the learning of this year's students, particularly what we did this year in relation to what strategies worked for teachers in the previous grades."

Follow-up questions:

- Which Aggregate Data model gives a clearer picture into the student learning?
- Can teachers create a solid learning inference with these data sets or will they need to add in other data sets?
- What would their agenda for their next PLC look like? What would they need to bring?
- How did this scenario help your PLC understand the different models of Aggregate Data?

Facilitator Note

In the *So What?* column, notice that some of the observations are "The students were a rough bunch or the assessment changed." Part of the getting to the root cause of learning is to go beyond these statements and ask, "Why?"

Why do the teachers perceive the students as a tough bunch?

Why did the assessment change? Were they prepared for the assessment changes? Were the standards aligned in the classroom to the blueprint of the assessment?

Sample Responses for Scenario: PLC Looking at Aggregate Data through Cohort-to-Cohort and Value-Added Models

Follow-up questions:

- **Which Aggregate Data model gives a clearer picture into the student learning?**
In this scenario, both models are used together to help illuminate patterns and trends. Using one without the other could potentially result in erroneous inferences about student learning.
- **Can teachers create a solid learning inference with these data sets or will they need to add in other data sets?**
Teachers are able to make an *observation* using this data set, which is that 5th grade student performance has decreased. Teachers cannot make an *inference* as to why without referencing additional data sets.
- **What would their agenda for their next PLC look like? What would they need to bring?**
Educators could bring the data for this group of students further broken down by reading strand for both this year and the preceding years. This may give them more information about what specific areas students are struggling in, allowing them to gather additional data to further inform WHY students are struggling in this area.
- **How did this scenario help your PLC understand the different models of Aggregate Data?**
This scenario helps to illuminate the different models and how they are used together to help uncover patterns and trends in student data.

Data Display Checklist

Each display provides a complete title, including:	Present?	Comments
Assessment name and subject		
Group Assessed		
Date of assessment		
Number of students tested (n= __)		
Any other important information needed for readers to interpret the graph (e.g., boys vs. girls)		
Each display is simple and easy to read:		
Choice of chart style is appropriate.		
Space and color are used effectively.		
Fonts are large enough that the audience can read them.		
X- and Y-axes are clearly labeled.		
Y-axis has an appropriate scale.		
A legend is included to aid interpretation, as needed.		

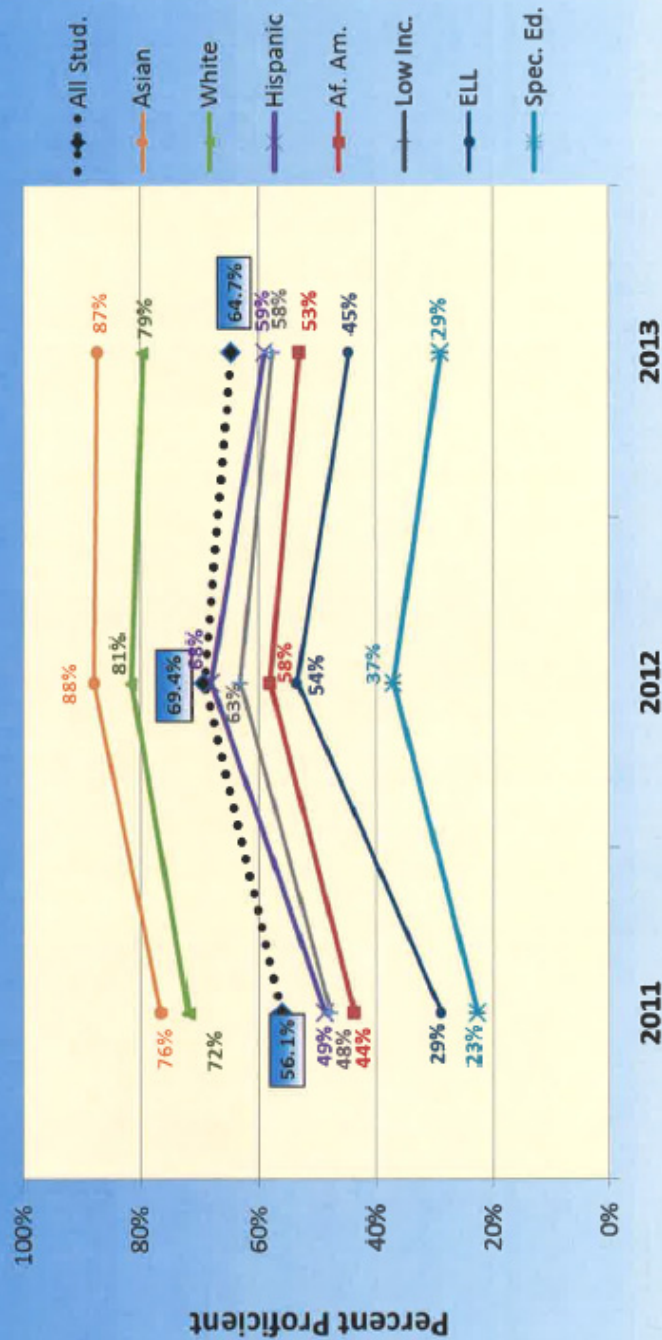
Data Wise Overview

2012-2013

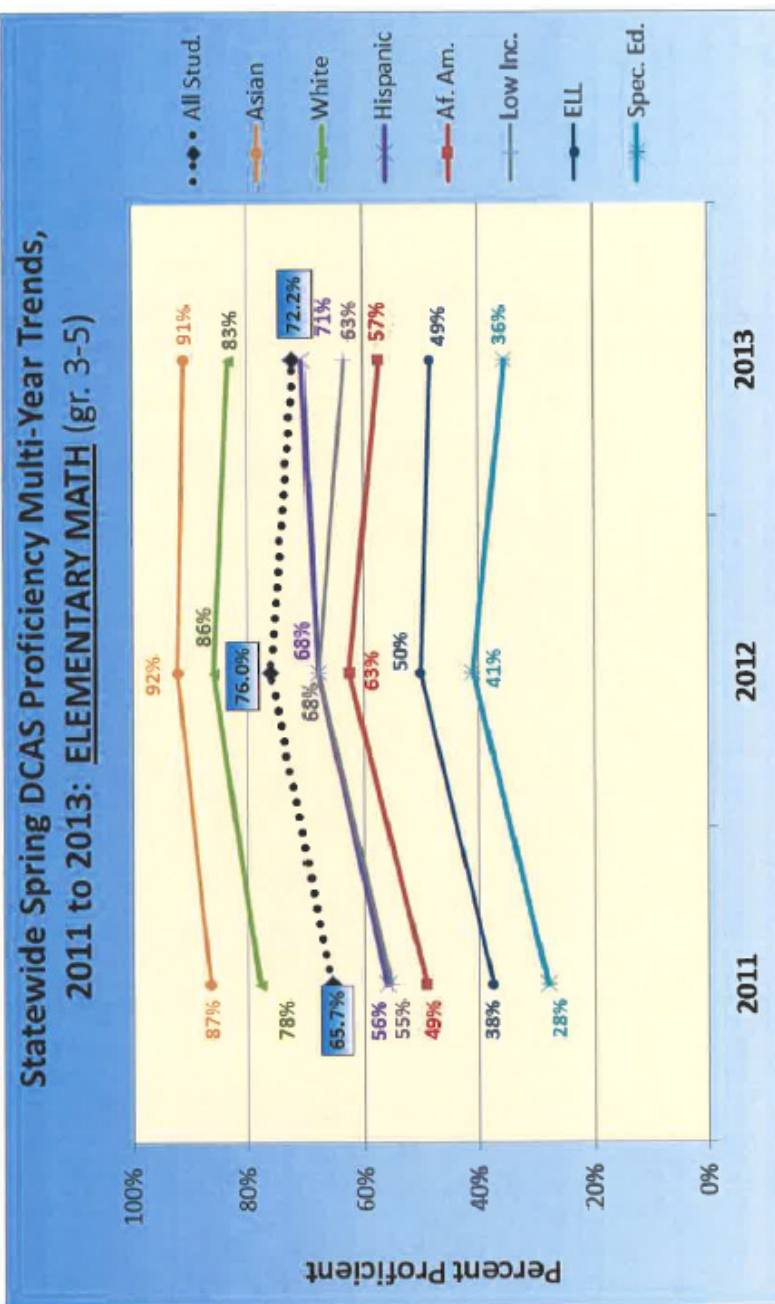
Our Data Story: We're on the Move!

CSD Elementary Math: Students in grades 3-5 saw a 4.7 perc. pt. decrease in Math from 2012 to 2013, though still remained nearly 9 perc. pts. higher than on the baseline DCAS test in Spring 2011. All student subgroups showed small-to-modest declines in Math at the elementary level.

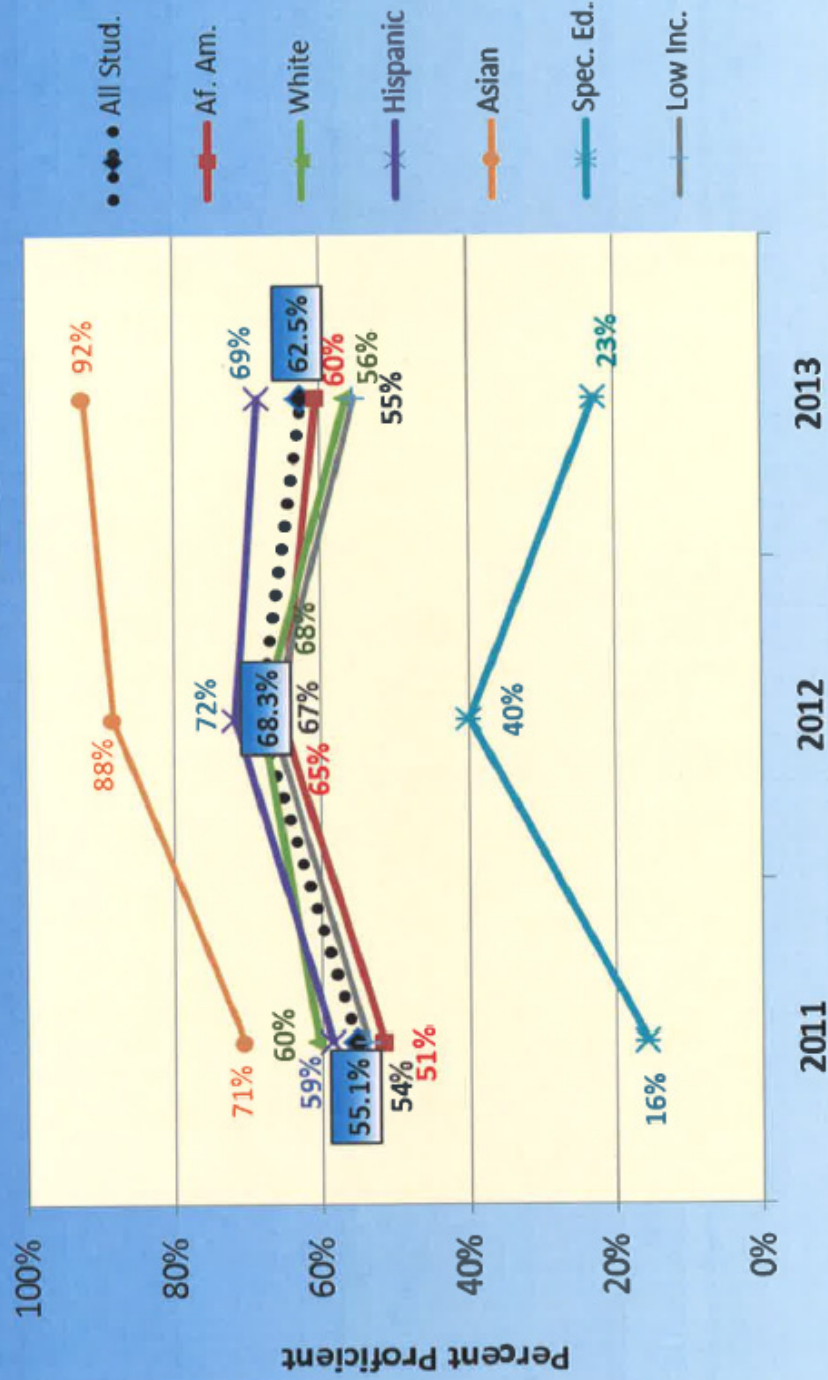
CSD Spring DCAS Proficiency Multi-Year Trends, 2011 to 2013:
ELEMENTARY MATH (gr. 3-5)



Statewide in Elementary Math, students in grades 3-5 saw a parallel decline with CSD students, with a slightly smaller 3.8 perc. pt. decline in Math from Spring 2012 to 2013. All student subgroups showed small-to-modest declines with the exception of Hispanic students, who saw a 3 perc. pt. increase.



Leasure ES Spring DCAS Proficiency Multi-Year Trends, 2011 to 2013: MATH

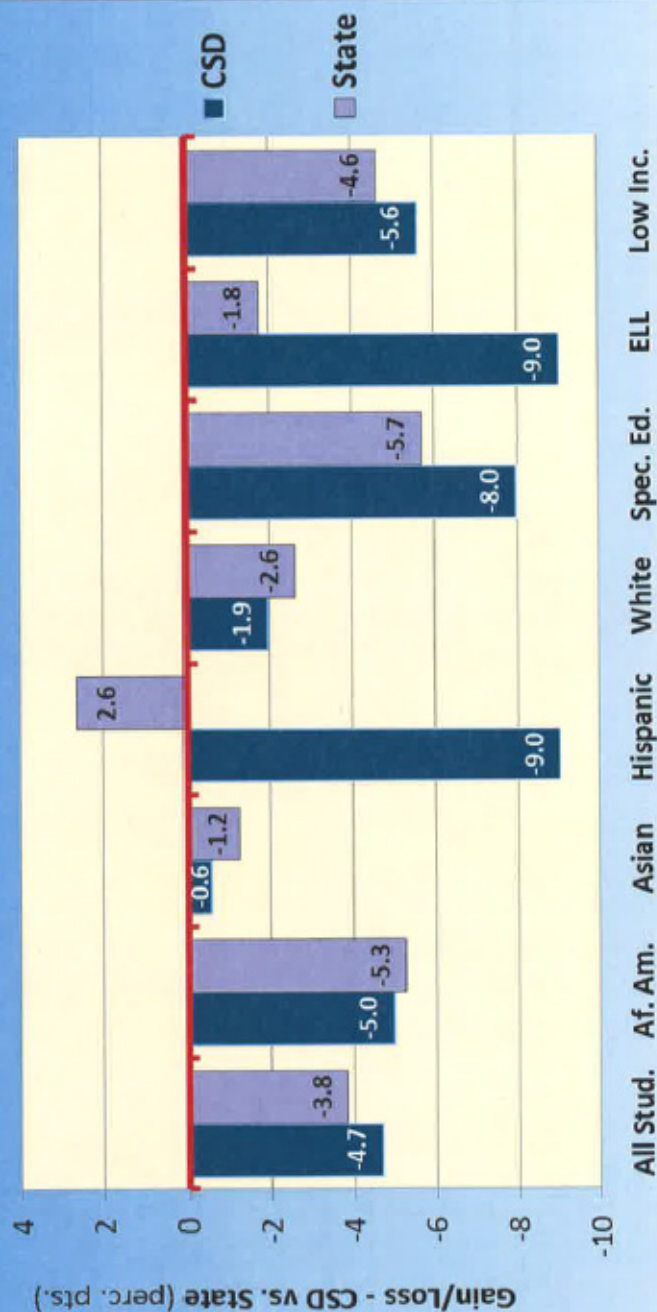


Note: Asian students numbered just under 15 in 2013. Their trend should be interpreted with caution.

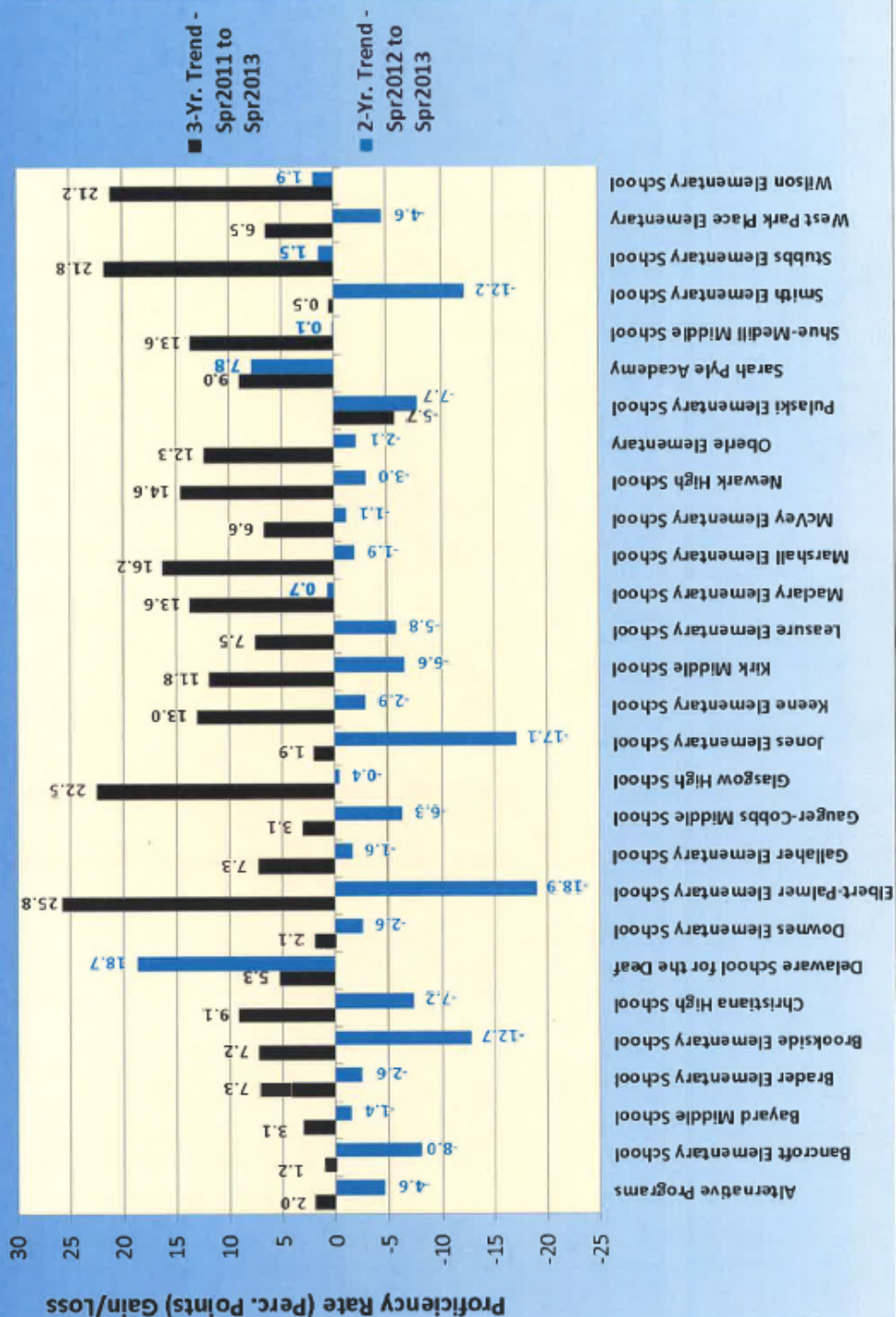
Declines in elementary-level Math proficiency from Spring 2012 to Spring 2013 were evident for both CSD students and Statewide. However, CSD's Hispanic and ELL students, and to a lesser degree its Special Ed. students, saw declines that were greater than those seen Statewide for these subgroups.

CSD Spring DCAS Proficiency Rate Changes from Spring 2012 to Spring 2013 Compared to Statewide Changes, by Subgroup:

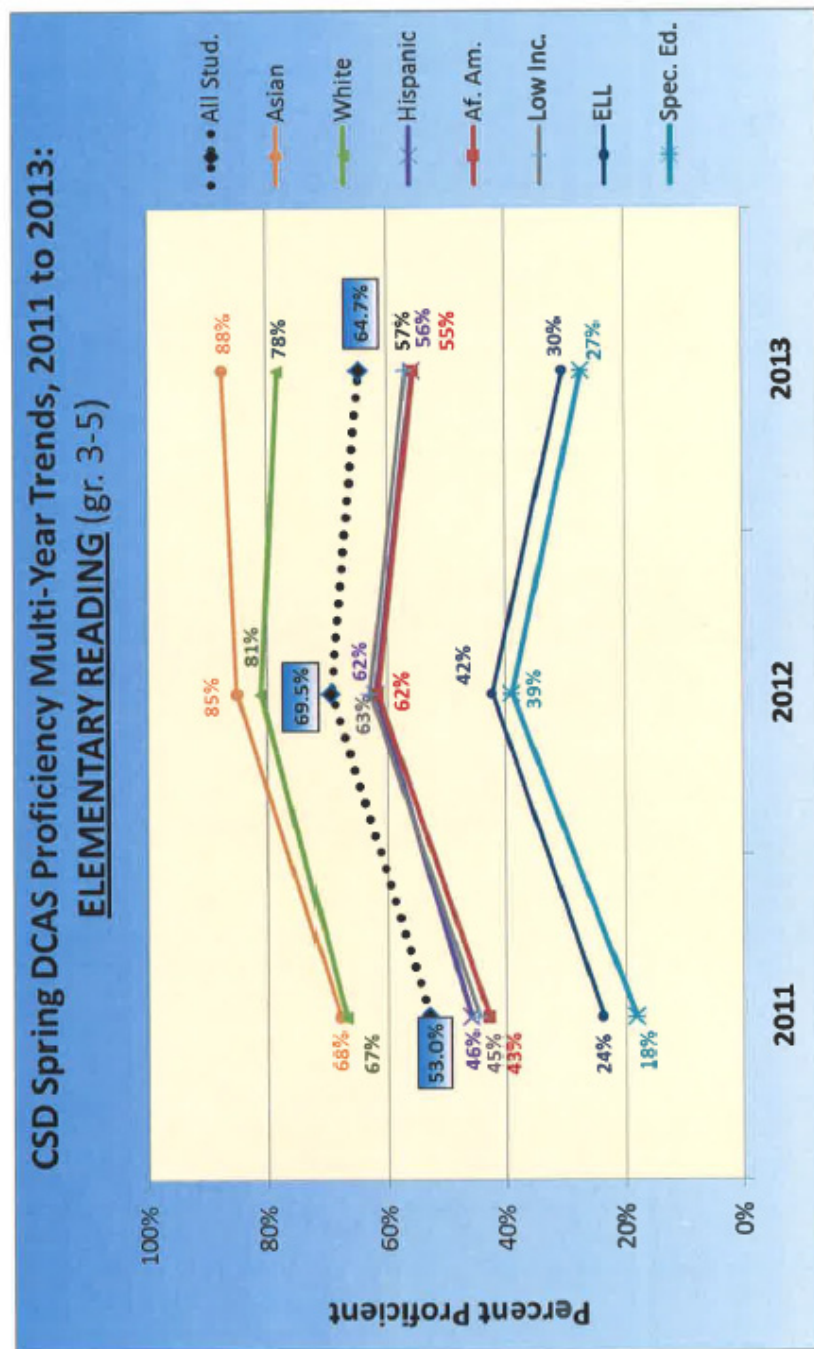
ELEMENTARY MATH (gr. 3-5)



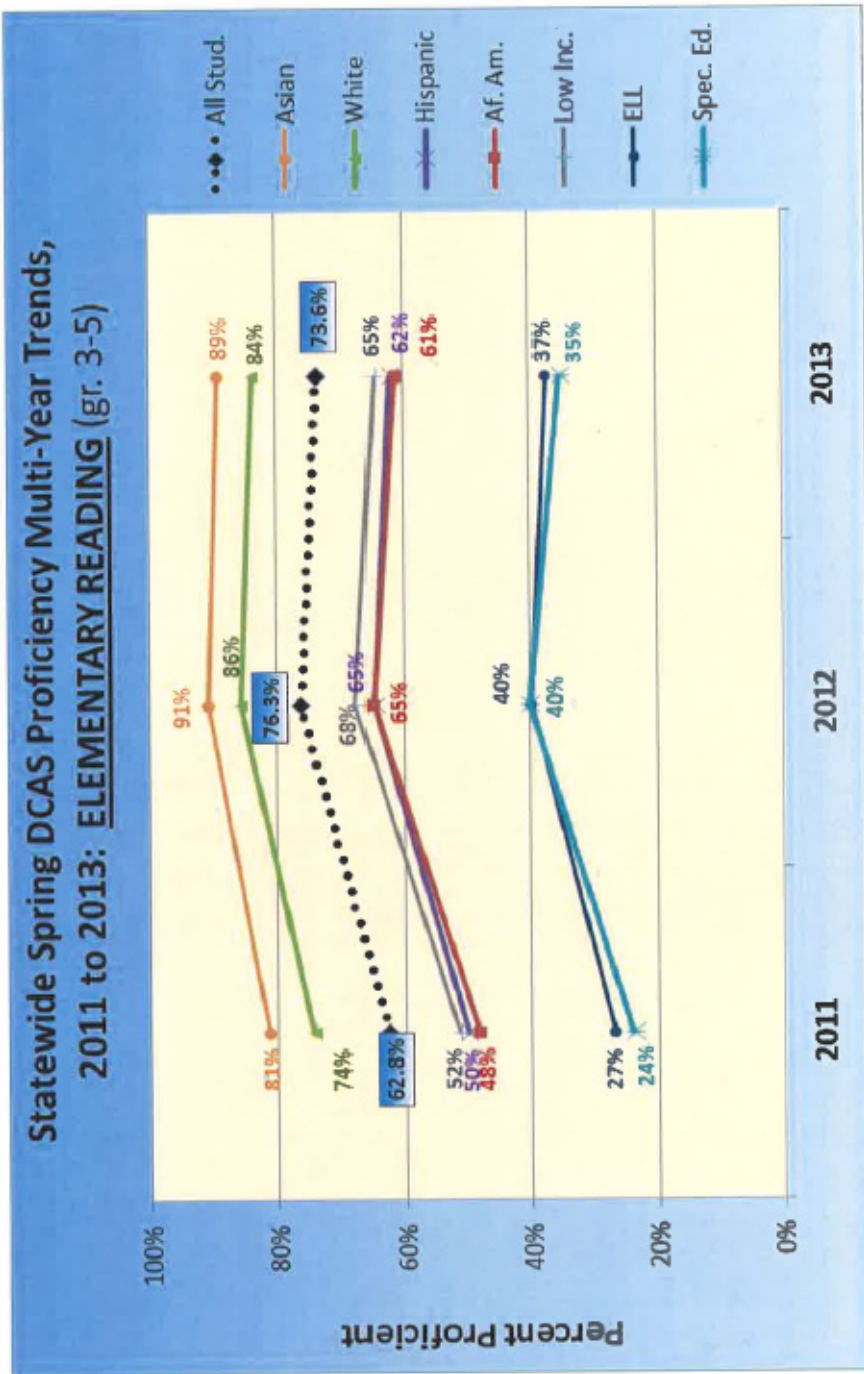
Cross-Year Math Proficiency Rate Changes, by School (combined-grade: 3-10)



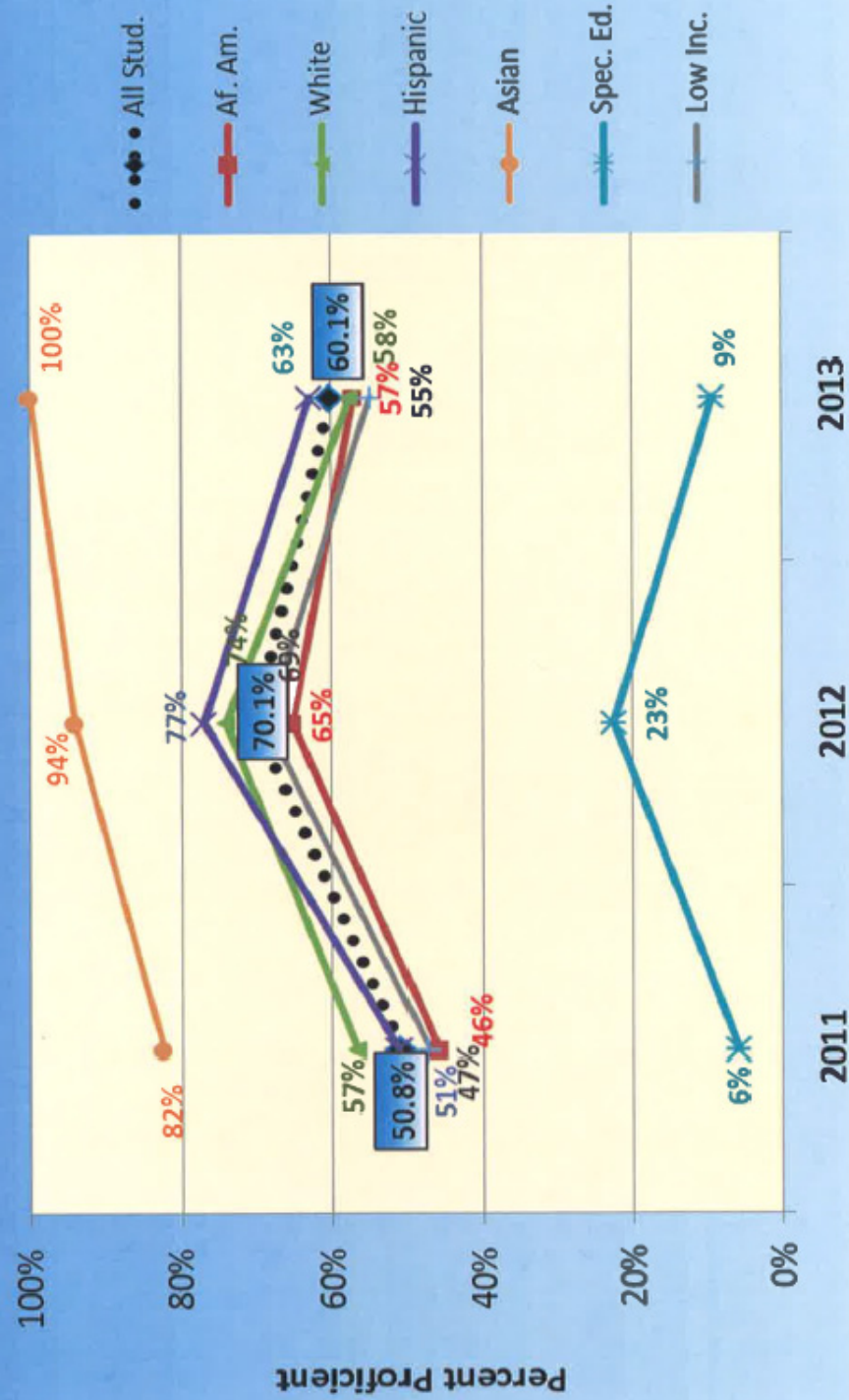
CSD Elementary Reading: Students in grades 3-5 exhibited a 4.8 perc. pt. decrease in Reading from 2012 to 2013, though still remained almost 12 perc. pts. higher than on the baseline DCAS test in Spring 2011. All student subgroups, with the exception of Asian students, showed small-to-modest declines.



Statewide in Elementary Reading, students in grades 3-5 saw a slightly smaller 2.7 perc. pt. decline in Reading from 2012 to 2013. All student subgroups showed small-to-modest declines at the state level.



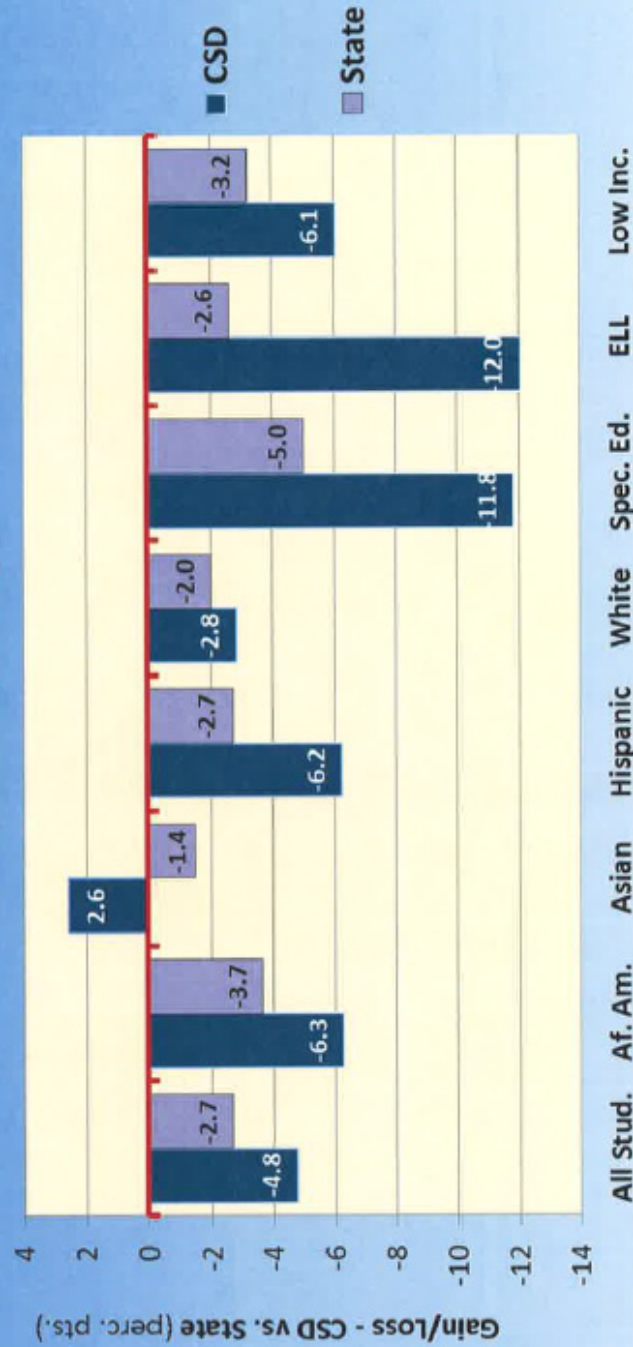
Leasure ES Spring DCAS Proficiency Multi-Year Trends, 2011 to 2013: **READING**



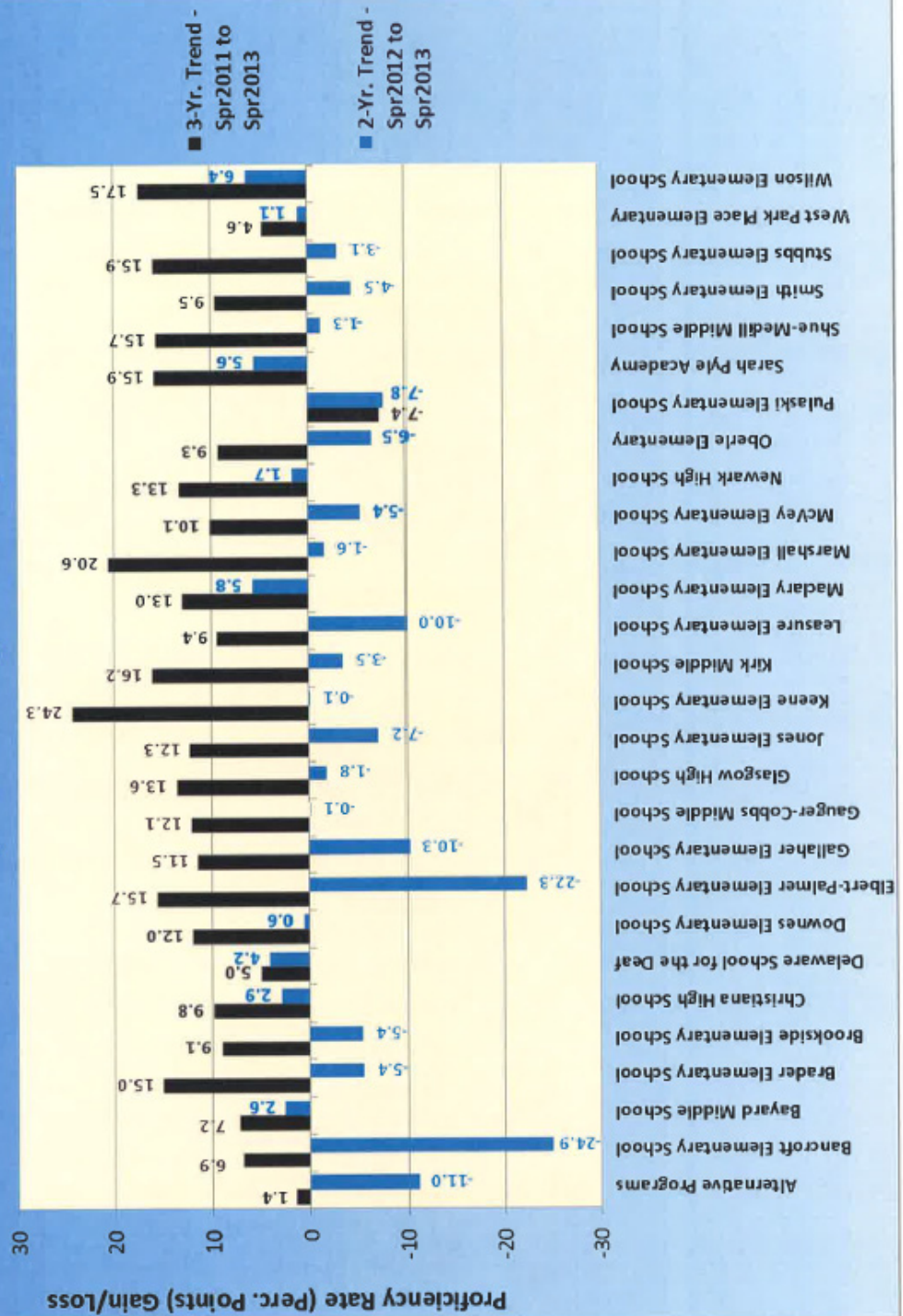
Note: Asian students numbered just under 15 in 2013. Their trend should be interpreted with caution.

Declines in elementary-level Reading proficiency from 2012 to 2013, similar to Math, were evident for both CSD students and students Statewide. However, CSD declines for most student subgroups were larger than those at the State level. This was especially the case for ELL, Hispanic, and Special Education students. CSD's Asian students saw a small increase in proficiency.

CSD Spring DCAS Proficiency Rate Changes from Spring 2012 to Spring 2013 Compared to Statewide Changes, by Subgroup:
ELEMENTARY READING (gr. 3-5)



Cross-Year Reading Proficiency Rate Changes, by School (combined-grade: 3-10)



Suburban Elementary Schools

The district's 14 suburban elementary schools, with few exceptions, showed declines in proficiency from 2012 to 2013, but three-year trends remained positive for nearly all.

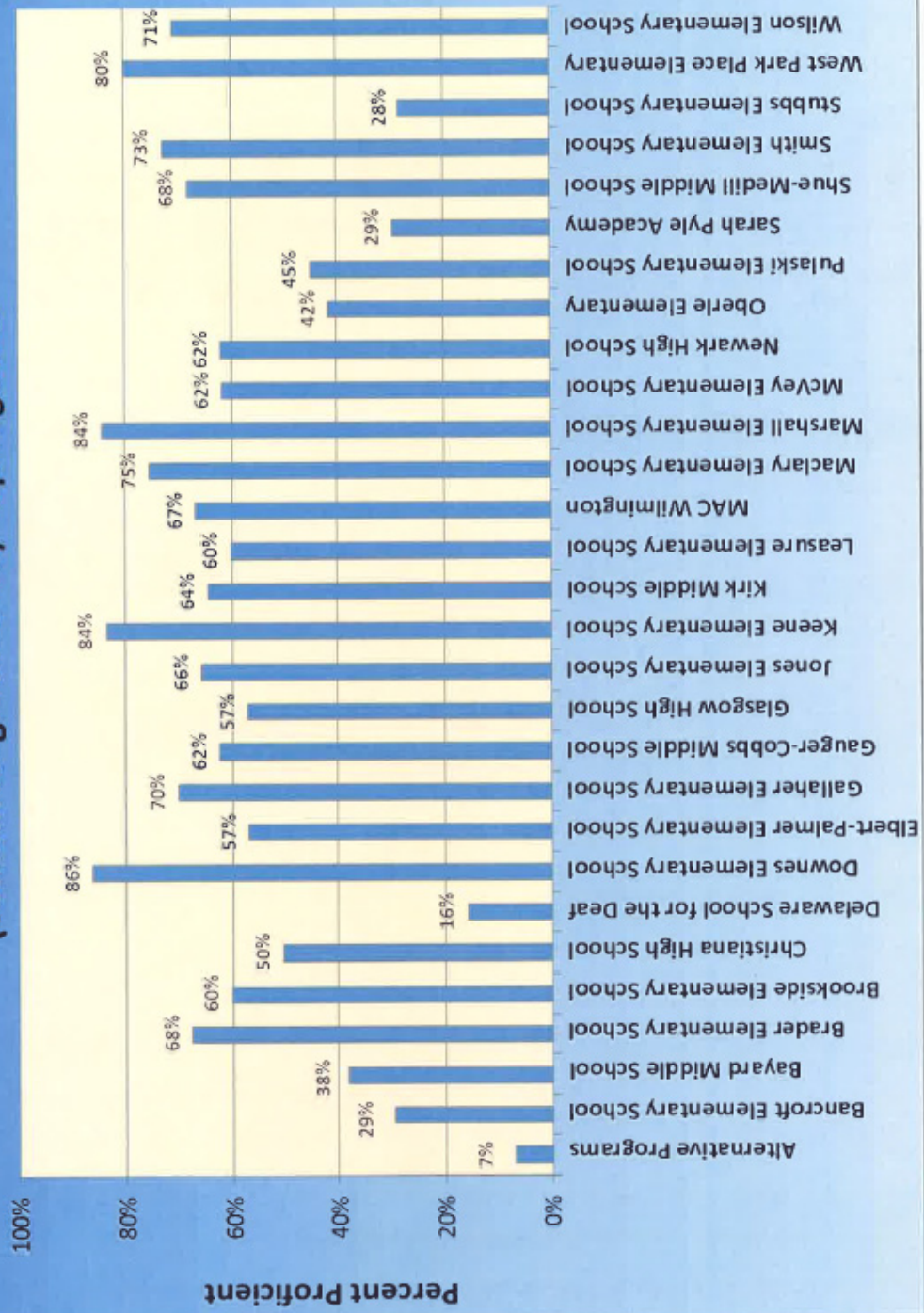
Notable Positives:

- Maclary and Wilson saw fairly steady increases in both Math and Reading proficiency in each of the three years.
- Downes showed a continuation of a modest positive trend across the three years in Reading and only slight decline in Math from 2012 to 2013, and continued to maintain very high proficiency rates in both subjects.
- Keene maintained its high proficiency rate in Reading, though growth was flat from 2012 to 2013.
- West Park Place saw a continuation of a positive trend in Reading, but not Math.
- Marshall, while it saw slight declines in both subjects, maintained its historically high proficiency rates in both subjects.

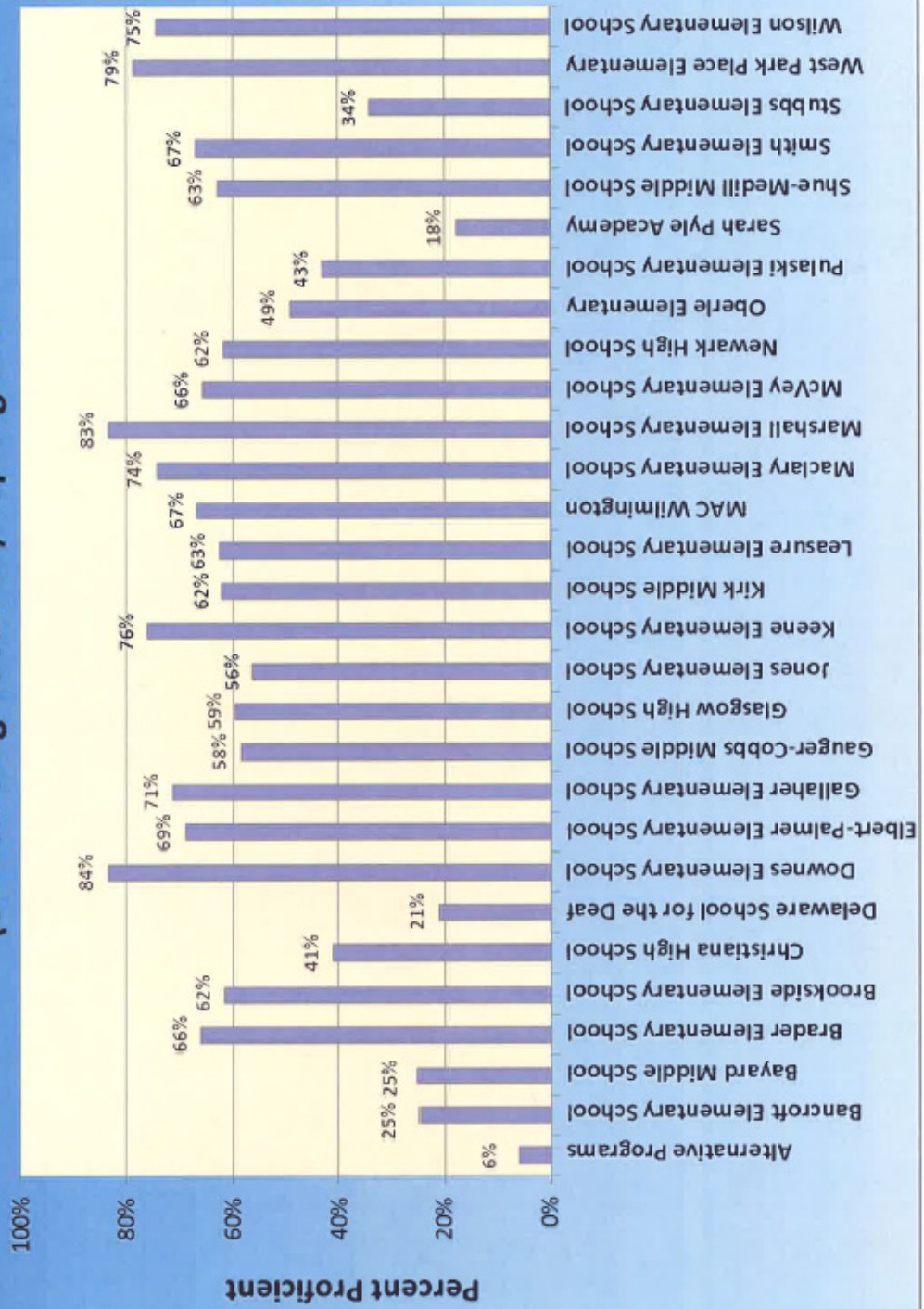
Areas of Concern:

- Brookside, Jones, and Smith saw double-digit proficiency rate declines in Math from 2012 to 2013.
- Gallaher and Leasure saw double-digit declines in Reading from 2012-13.
- Oberle continues to be the only suburban elementary school with proficiency rates below 50%.

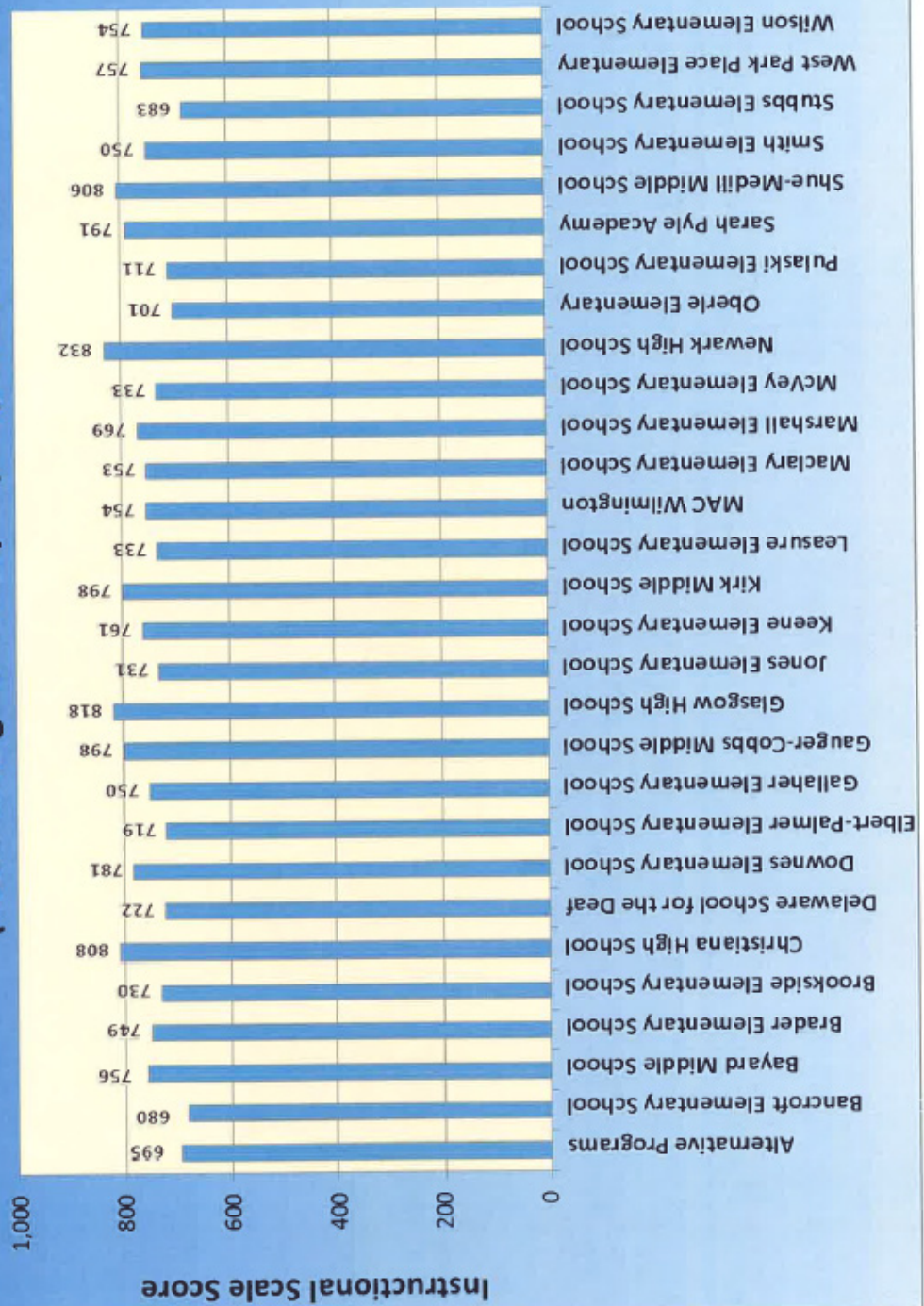
Overall Reading Proficiency Rate, by School (combined-grade: 3-10) - Spring 2013



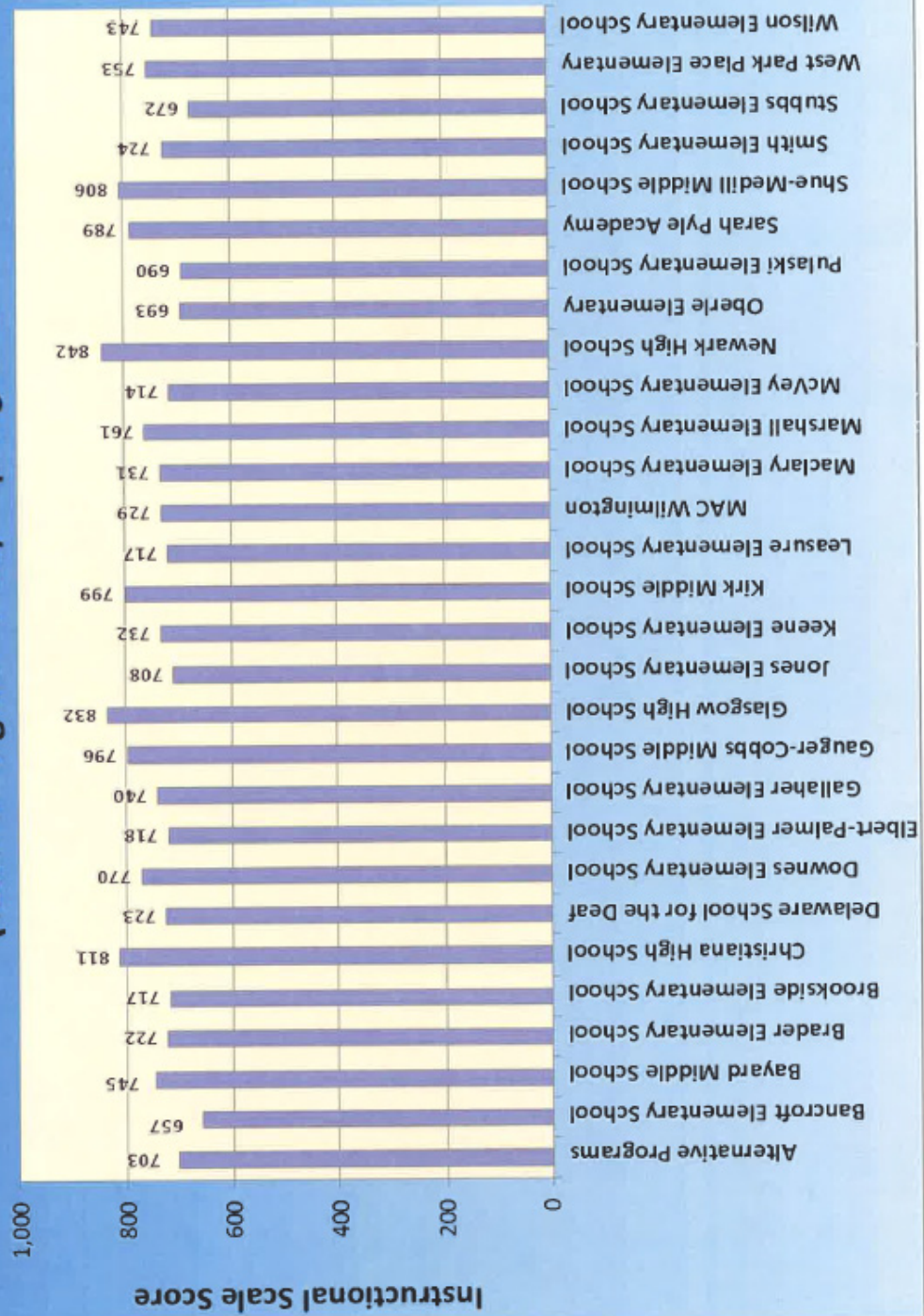
Overall Math Proficiency Rate, by School (combined-grade: 3-10) - Spring 2013



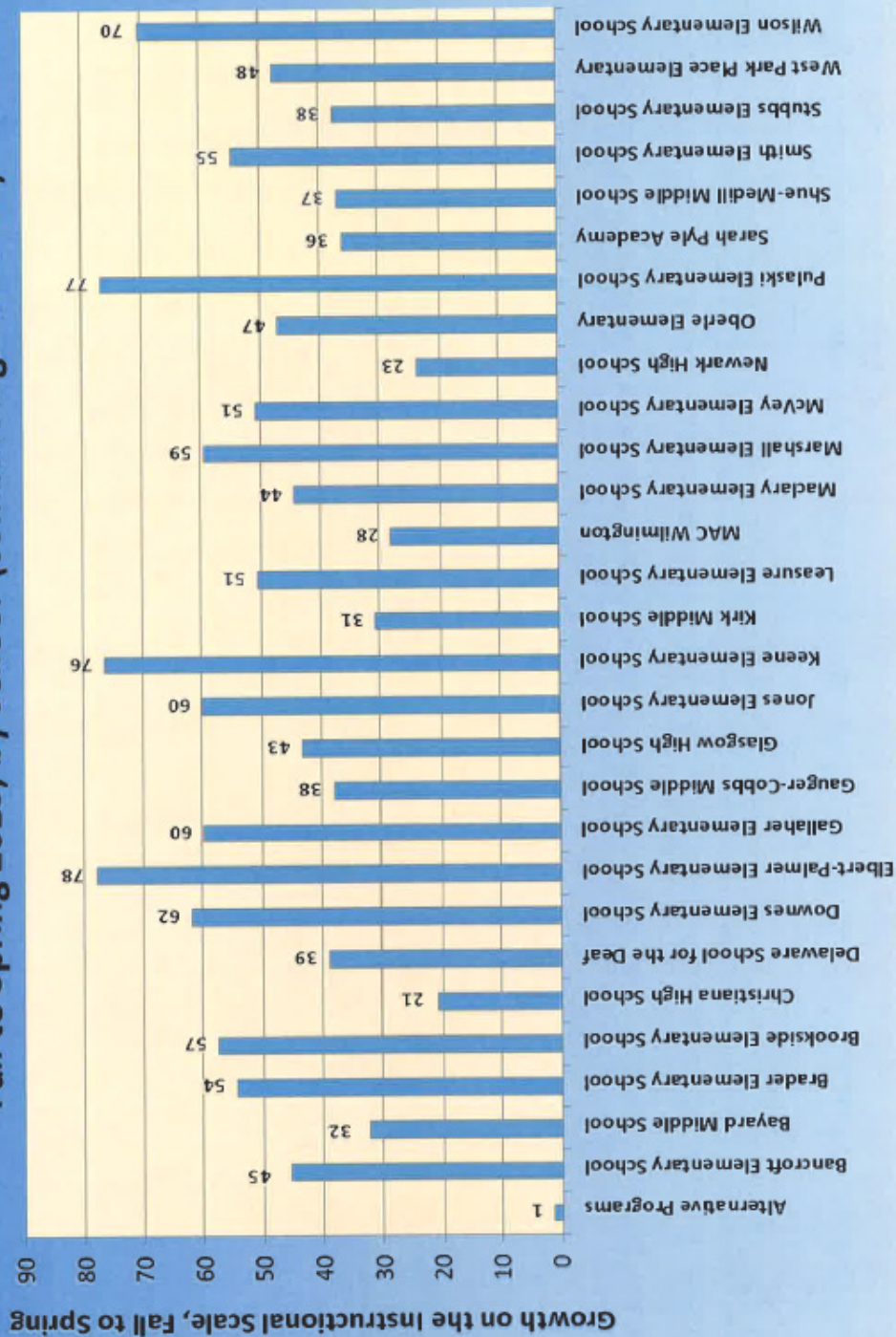
**Overall Reading Mean Instructional Scale Score, by School
(combined-grade: 3-10) - Spring 2013**



**Overall Math Mean Instructional Scale Score, by School
(combined-grade: 3-10) - Spring 2013**

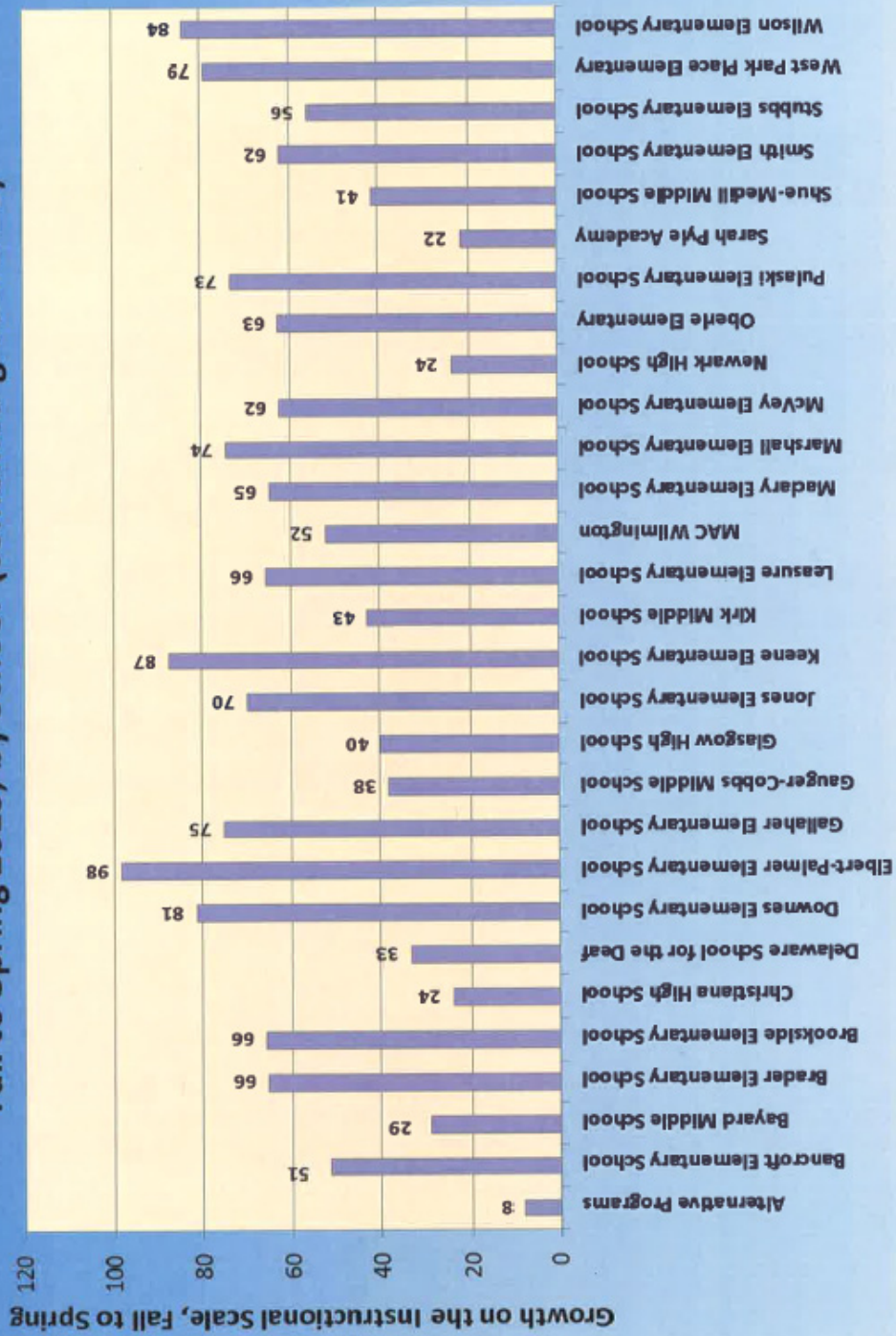


Overall Reading Mean Instructional Scale Growth from Fall to Spring 2013, by School (combined-grade: 3-10)



Note: Only includes students tested in CSD schools in both Fall 2012 and Spring 2013.

Overall Math Mean Instructional Scale Growth from Fall to Spring 2013, by School (combined-grade: 3-10)



Note: Only includes students tested in CSD schools in both Fall 2012 and Spring 2013.

DIBELS School-by-School Summary Performance - SY 2012-13						
Note: School-level data include only those students that tested in both the Fall and Spring windows.						
DIBELS Composite Performance Level Percentages, by Grade -- Spring 2013						
School	Grade	Percent Performing at Benchmark Level in Fall 2012		Percent Performing at Benchmark Level in Winter 2013		Percent Either Increasing One or More Comp. Perform. Levels or Performing at Benchmark Level in Spring 2013
		%	N	%	N	
Leasure Elementary School	K	59.8%	87	73.6%	87	97.7%
	1	58.4%	89	69.3%	88	87
	2	64.8%	88	83.0%	88	78.7%
	3	74.2%	89	71.9%	89	89
	4	58.7%	75	68.0%	75	80.0%
	5	59.0%	78	71.4%	77	75
	Total	62.6%	506	73.0%	504	76.9%
						78
						83.0%
						506

Leasure Elementary School: Grade = K

Spring 2013 Comp. Perform. Level Distribution

	# Students	Percent
Well Below Benchmark	2	2.3
Below Benchmark	4	4.6
Benchmark	81	93.1
Total	87	100.0

Leasure Elementary School: Grade = K

Movement in Comp. Perform. Level from Fall to Spring

	# Students	Percent
Remained at Same Comp Benchmark Level	54	62.1
Increased 1 Comp Benchmark Level	18	20.7
Increased 2 Comp Benchmark Levels	15	17.2
Total	87	100.0

Leasure Elementary School: Grade = K

Leasure Elementary School: Grade = 1

Spring 2013 Comp. Perform. Level Distribution

	# Students	Percent
Well Below Benchmark	12	13.5
Below Benchmark	10	11.2
Benchmark	67	75.3
Total	89	100.0

Leasure Elementary School: Grade = 1

Movement in Comp. Perform. Level from Fall to Spring

	# Students	Percent
Decreased 2 Comp Benchmark Levels	3	3.4
Decreased 1 Comp Benchmark Level	8	9.0
Remained at Same Comp Benchmark Level	53	59.6
Increased 1 Comp Benchmark Level	11	12.4
Increased 2 Comp Benchmark Levels	14	15.7
Total	89	100.0

Leasure Elementary School: Grade = 1

Leasure Elementary School: Grade = 2			
Spring 2013 Comp. Perform. Level Distribution			
	# Students	Percent	
Well Below Benchmark	9	10.2	
Below Benchmark	7	8.0	
Benchmark	72	81.8	
Total	88	100.0	
Leasure Elementary School: Grade = 2			
Movement in Comp. Perform. Level from Fall to Spring			
	# Students	Percent	
Decreased 1 Comp Benchmark Level	3	3.4	
Remained at Same Comp Benchmark Level	64	72.7	
Increased 1 Comp Benchmark Level	17	19.3	
Increased 2 Comp Benchmark Levels	4	4.5	
Total	88	100.0	
Leasure Elementary School: Grade = 2			

Leasure Elementary School: Grade = 3

Spring 2013 Comp. Perform. Level Distribution

	# Students	Percent
Well Below Benchmark	12	13.5
Below Benchmark	8	9.0
Benchmark	69	77.5
Total	89	100.0

Leasure Elementary School: Grade = 3

Movement in Comp. Perform. Level from Fall to Spring

	# Students	Percent
Decreased 2 Comp Benchmark Levels	1	1.1
Decreased 1 Comp Benchmark Level	6	6.7
Remained at Same Comp Benchmark Level	73	82.0
Increased 1 Comp Benchmark Level	9	10.1
Total	89	100.0

Leasure Elementary School: Grade = 3

Leasure Elementary School: Grade = 4			
Spring 2013 Comp. Perform. Level Distribution			
		# Students	Percent
Well Below Benchmark		8	10.7
Below Benchmark		14	18.7
Benchmark		53	70.7
Total		75	100.0
Leasure Elementary School: Grade = 4			
Movement in Comp. Perform. Level from Fall to Spring			
		# Students	Percent
Decreased 1 Comp Benchmark Level		5	6.7
Remained at Same Comp Benchmark Level		50	66.7
Increased 1 Comp Benchmark Level		15	20.0
Increased 2 Comp Benchmark Levels		5	6.7
Total		75	100.0
Leasure Elementary School: Grade = 4			

Leasure Elementary School: Grade = 5

Spring 2013 Comp. Perform. Level Distribution

	# Students	Percent
Well Below Benchmark	8	10.3
Below Benchmark	12	15.4
Benchmark	58	74.4
Total	78	100.0

Leasure Elementary School: Grade = 5

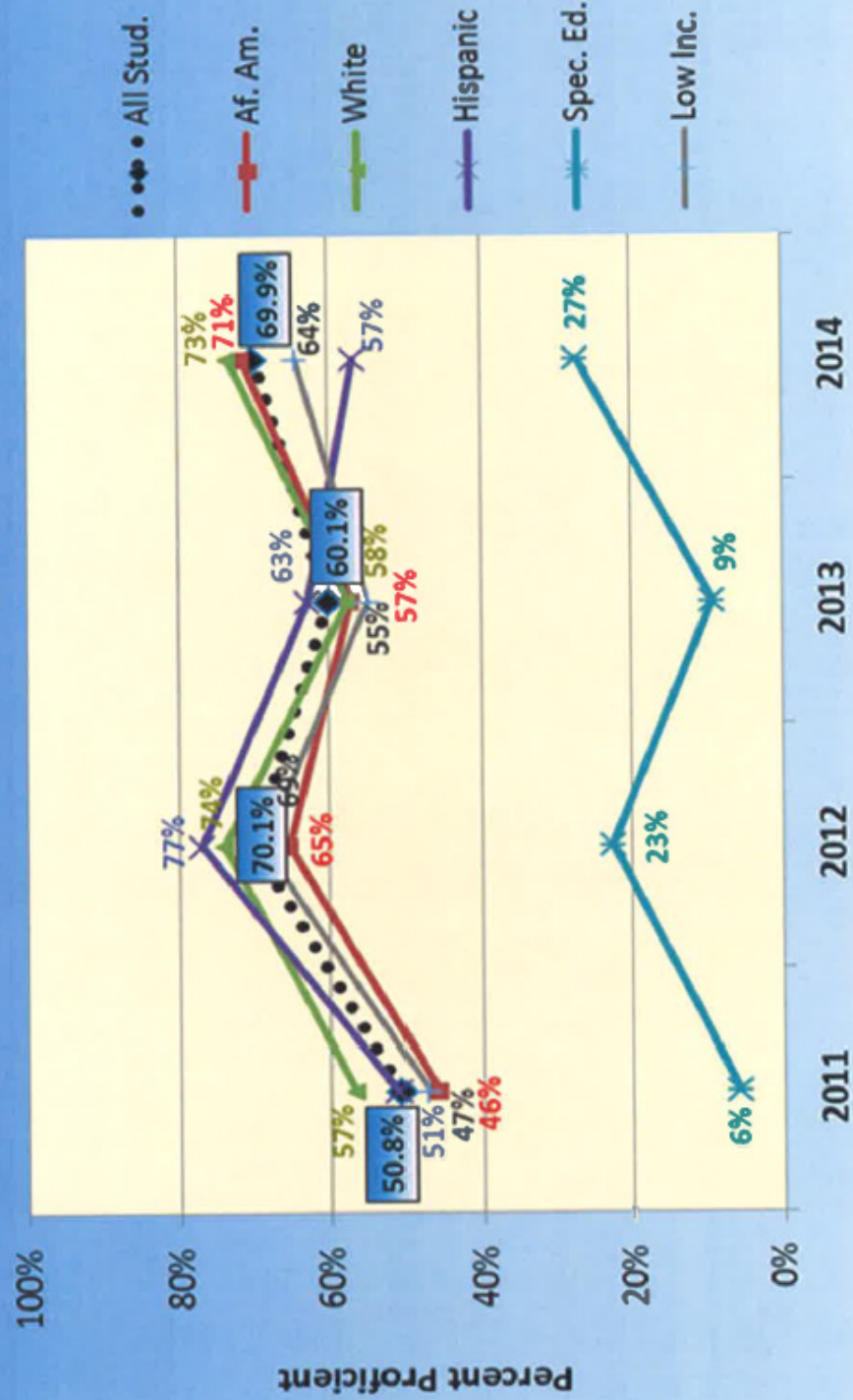
Movement in Comp. Perform. Level from Fall to Spring

	# Students	Percent
Decreased 1 Comp Benchmark Level	3	3.8
Remained at Same Comp Benchmark Level	58	74.4
Increased 1 Comp Benchmark Level	16	20.5
Increased 2 Comp Benchmark Levels	1	1.3
Total	78	100.0

<u>Sub-Group</u>	<u>2012 Reading Target</u>	<u>2012 Reading Result</u>	<u>2013 Reading Target</u>	<u>2013 Reading Result</u>
All Students	201	251.83	210	236.5
African American	160.5	243.59	173.4	227.26
White	230.1	263.02	236.4	243.57
Spec. Ed.	106.8	135.34	124.2	84.29
Low Income	165.3	248.2	177.6	226.58
<u>Sub-Group</u>	<u>2012 Math Target</u>	<u>2012 Math Result</u>	<u>2013 Math Target</u>	<u>2013 Math Result</u>
All Students	201.6	252.78	210.6	242.41
African American	156	250	168.9	235.97
White	231.6	243.23	237.9	241.43
Spec. Ed.	108	162.5	125.4	127.14
Low Income	168	250.65	180	224.3

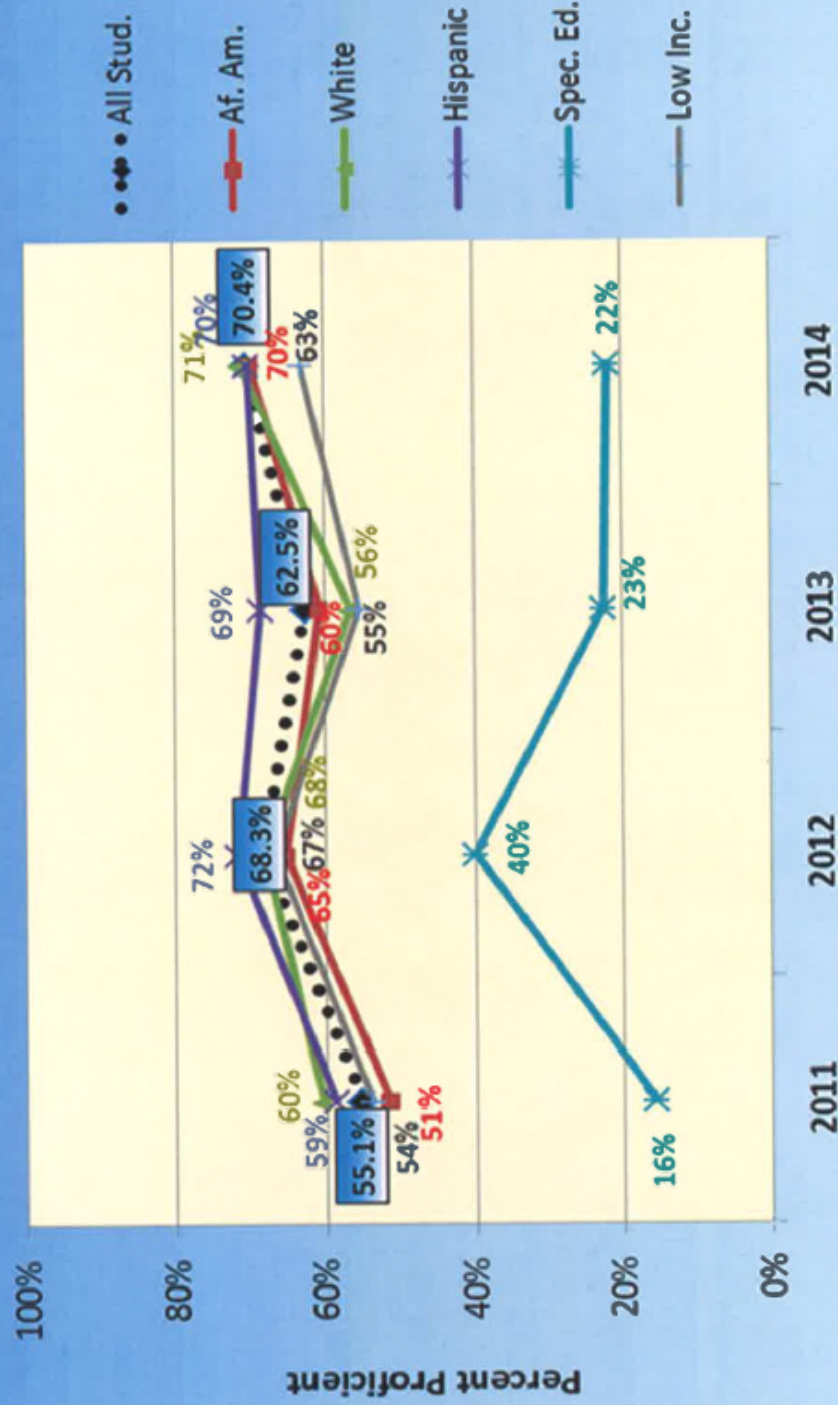
Data Wise Overview
2013-2014
Our Data Story: Mission Possible

Leasure ES Spring DCAS Proficiency Multi-Year Trends, 2011 to 2014: READING



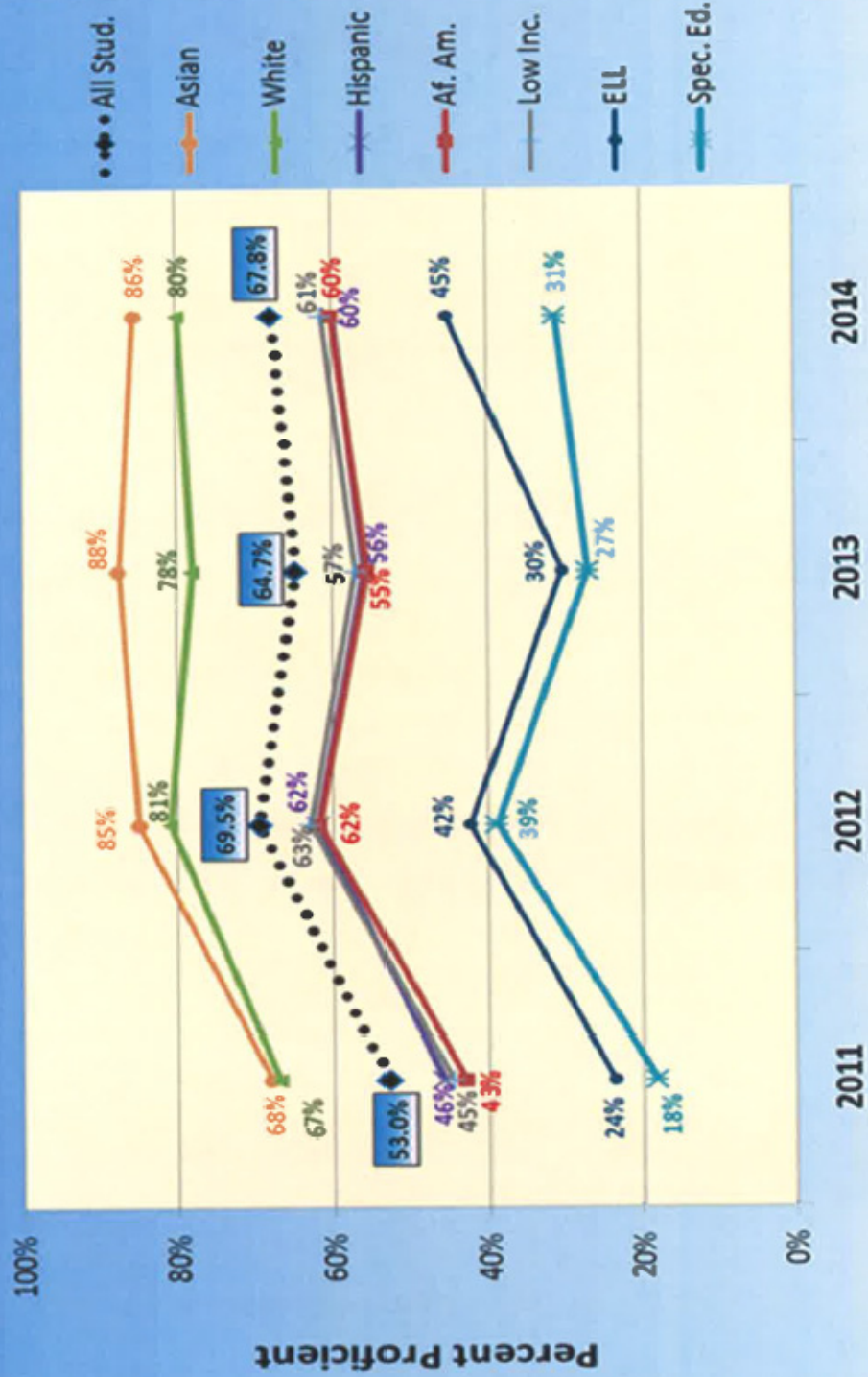
Note: Asian students numbered just under 15 in 2013. Their trend should be interpreted with caution.

Leasure ES Spring DCAS Proficiency Multi-Year Trends, 2011 to 2014: MATH

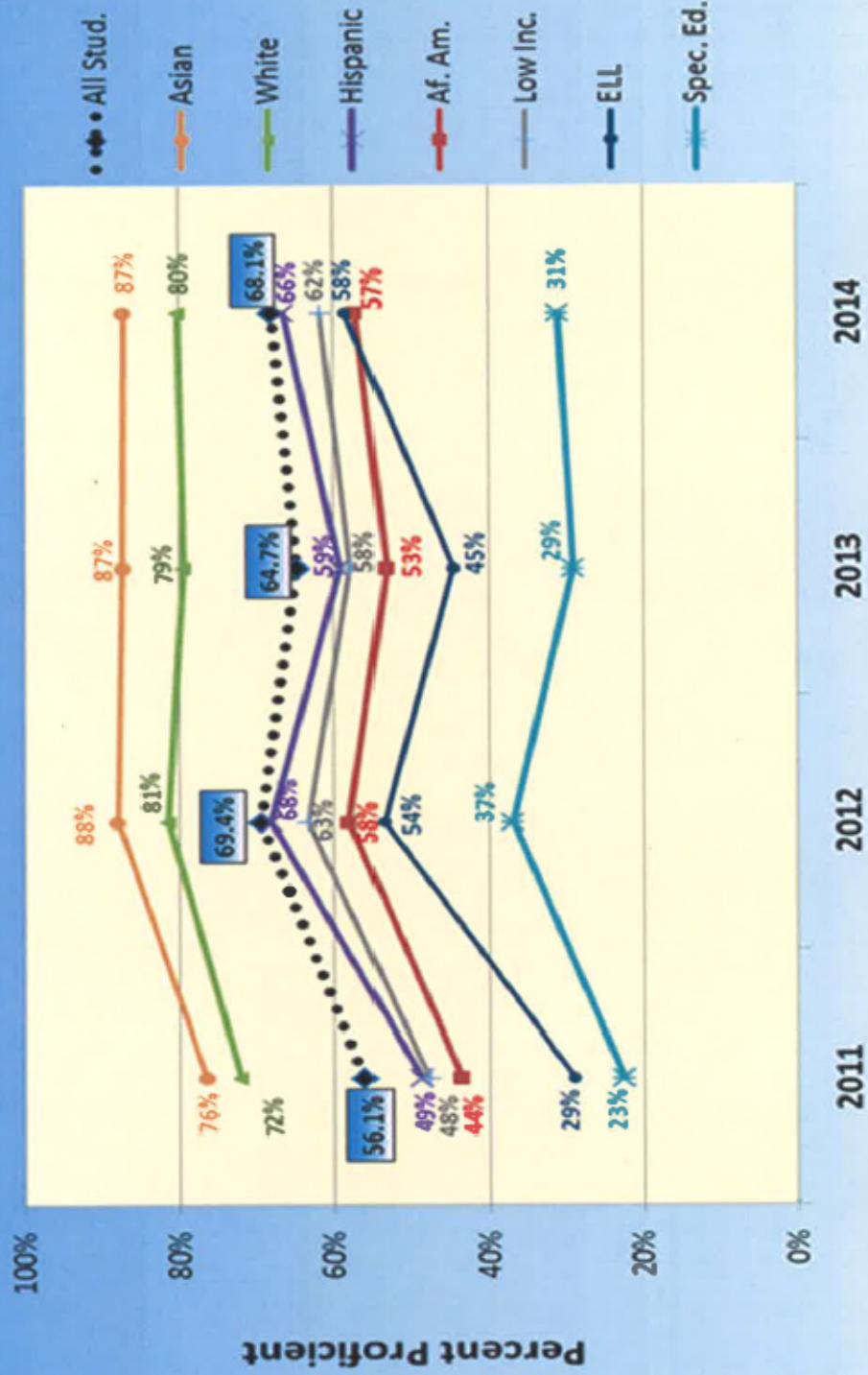


Note: Asian students numbered just under 15 in 2013. Their trend should be interpreted with caution.

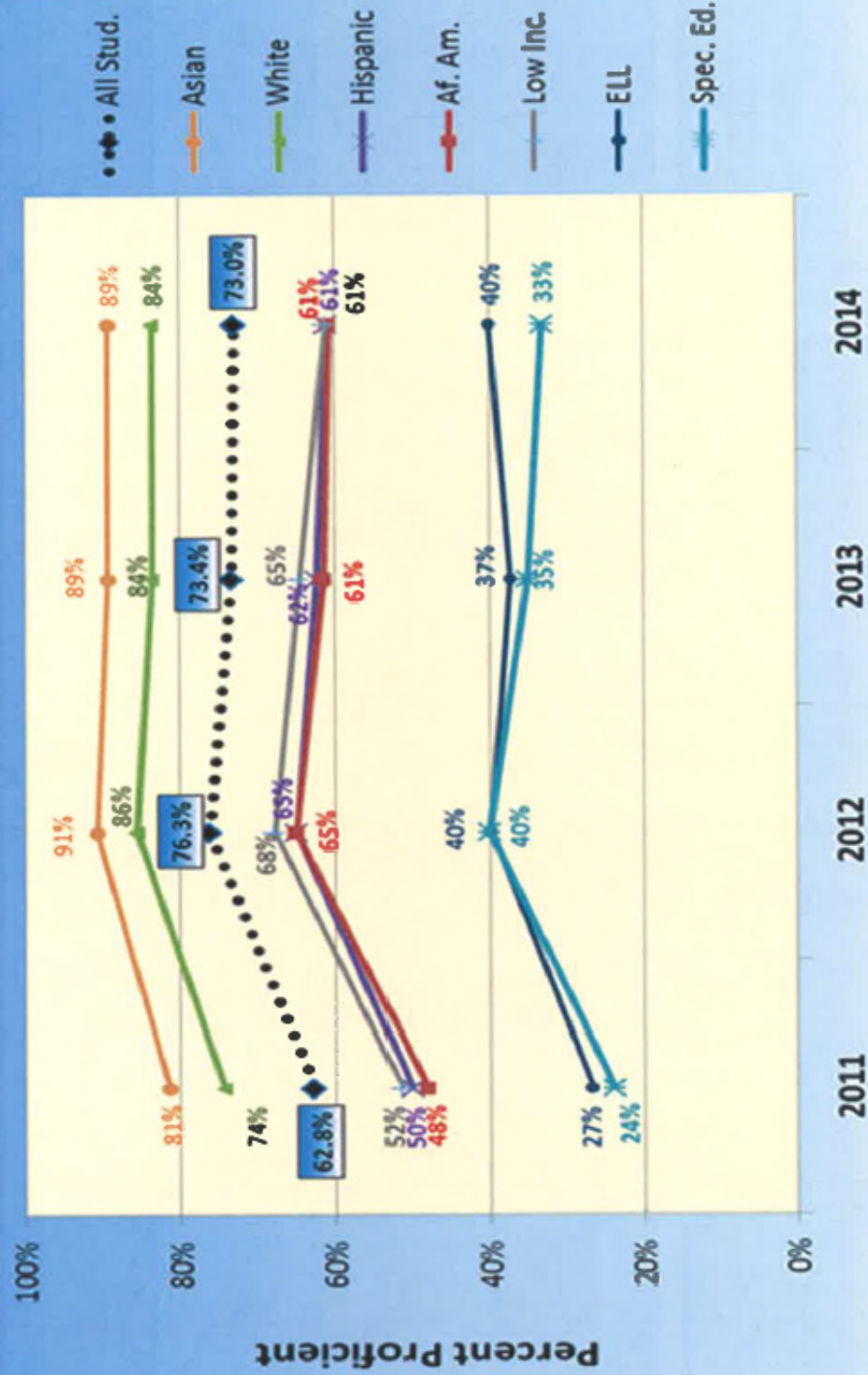
CSD Spring DCAS Proficiency Multi-Year Trends, 2011 to 2014: ELEMENTARY READING (gr. 3-5)



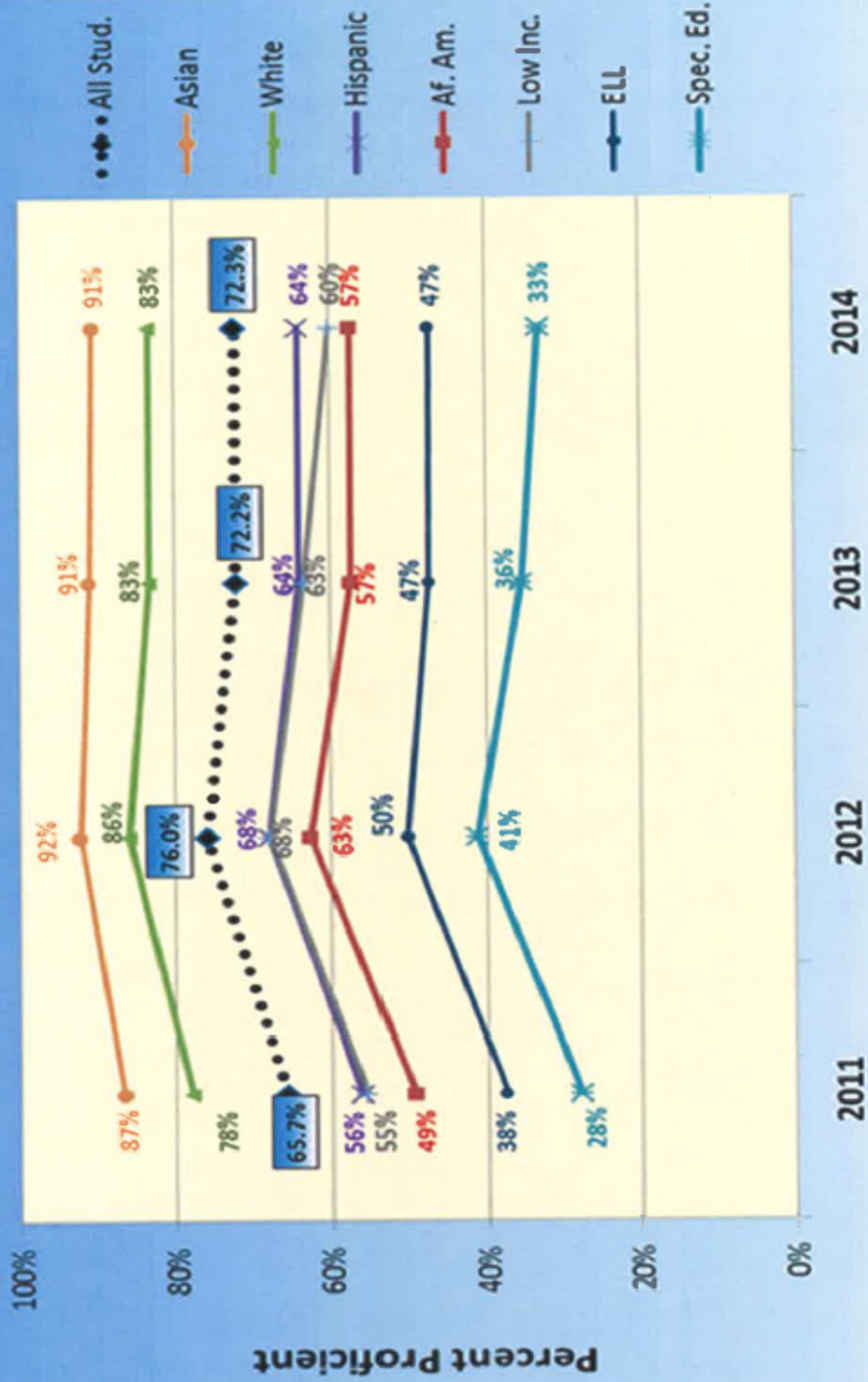
CSD Spring DCAS Proficiency Multi-Year Trends, 2011 to 2014: ELEMENTARY MATH (gr. 3-5)



Statewide Spring DCAS Proficiency Multi-Year Trends, 2011 to 2014: ELEMENTARY READING (gr. 3-5)



Statewide Spring DCAS Proficiency Multi-Year Trends, 2011 to 2014: ELEMENTARY MATH (gr. 3-5)



DIBELS School-by-School Summary Performance - SY 2013-14

Note: School-level data include all students testing in each window. The school listed is based on where the student tested in Spring.

DIBELS Benchmark Percentages, Fall to Spring, and Percentage of Students Benchmarked and/or Increasing, by School

School	Grade	Percent Performing at Benchmark Level in Fall 2013-14	Percent Performing at Benchmark Level in Winter 2013-14	Percent Performing at Benchmark Level in Spring 2013-14	Percent Either Increasing One or More Comp. Perform. Levels or Performing at Benchmark Level in Spring 2013-14
Leasure	K	% N	65.5% 89	69.7% 91	96.6% 89
	1	% N	64.2% 95	68.7% 99	78.6% 99
	2	% N	80.0% 85	80.7% 88	80.5% 87
	3	% N	73.1% 93	79.4% 97	87.8% 98
	4	% N	74.4% 86	72.1% 86	79.1% 86
	5	% N	59.0% 78	71.4% 77	84.6% 79
	Total	% N	69.5% 524	73.7% 536	84.6% 538

DIBELS School-by-School Distribution by Spring Performance Level and Fall-to-Spring Movement in Performance Level, SY 2013-14

Note: Spring Performance percentages include all students testing in each window. Performance Increase / Decrease tables include only those students testing both in Fall and Spring. Test school is based on where students took the DIBELS assessment in Spring.

Leasure Elementary

Leasure, Grade = K

DIBELS Composite Performance Level in Spring

	# Students	Percent
Well Below Benchmark	3	3.3
Below Benchmark	10	11.0
Benchmark	78	85.7
Sub-total	91	100.0

Leasure, Grade = K

Change in DIBELS Composite Performance Level from Fall to Spring

	# Students	Percent
Decreased 2 Comp. Perf. Levels	1	1.1
Decreased 1 Comp Perf Level	1	1.1
Remained in Same Comp Perf Level	57	65.5
Increased 1 Comp. Perf. Level	21	24.1
Increased 2 Comp. Perf. Levels	7	8.0
Sub-total	87	100.0
Students not testing in both Fall and Spring	4	
Grand Total	91	

Leasure, Grade = K

Leasure, Grade = 1

DIBELS Composite Performance Level in Spring

	# Students	Percent
Well Below Benchmark	9	8.9
Below Benchmark	18	17.8
Benchmark	74	73.3
Sub-total	101	100.0

Leasure, Grade = 1

Change in DIBELS Composite Performance Level from Fall to Spring

	# Students	Percent
Decreased 2 Comp. Perf. Levels	2	2.1
Decreased 1 Comp Perf Level	11	11.6
Remained in Same Comp Perf Level	57	60.0
Increased 1 Comp. Perf. Level	17	17.9
Increased 2 Comp. Perf. Levels	8	8.4
Sub-total	95	100.0
Students not testing in both Fall and Spring	6	
Grand Total	101	

Leasure, Grade = 1

Leasure, Grade = 2

DIBELS Composite Performance Level in Spring

	# Students	Percent
Well Below Benchmark	11	12.5
Below Benchmark	9	10.2
Benchmark	68	77.3
Sub-total	88	100.0

Leasure, Grade = 2

Change in DIBELS Composite Performance Level from Fall to Spring

	# Students	Percent
Decreased 2 Comp. Perf. Levels	1	1.2
Decreased 1 Comp Perf Level	7	8.2
Remained in Same Comp Perf Level	71	83.5
Increased 1 Comp. Perf. Level	5	5.9
Increased 2 Comp. Perf. Levels	1	1.2
Sub-total	85	100.0
Students not testing in both Fall and Spring	3	
Grand Total	88	

Leasure, Grade = 2

Leasure, Grade = 3

DIBELS Composite Performance Level in Spring

	# Students	Percent
Well Below Benchmark	10	10.2
Below Benchmark	5	5.1
Benchmark	83	84.7
Sub-total	98	100.0

Leasure, Grade = 3

Change in DIBELS Composite Performance Level from Fall to Spring

	# Students	Percent
Remained in Same Comp Perf Level	80	86.0
Increased 1 Comp. Perf. Level	9	9.7
Increased 2 Comp. Perf. Levels	4	4.3
Sub-total	93	100.0
Students not testing in both Fall and Spring	5	
Grand Total	98	

Leasure, Grade = 3

Leasure, Grade = 4

DIBELS Composite Performance Level in Spring

	# Students	Percent
Well Below Benchmark	8	9.2
Below Benchmark	19	21.8
Benchmark	60	69.0
Sub-total	87	100.0

Leasure, Grade = 4

Change in DIBELS Composite Performance Level from Fall to Spring

	# Students	Percent
Decreased 2 Comp. Perf. Levels	1	1.2
Decreased 1 Comp Perf Level	8	9.3
Remained in Same Comp Perf Level	64	74.4
Increased 1 Comp. Perf. Level	13	15.1
Sub-total	86	100.0
Students not testing in both Fall and Spring	1	
Grand Total	87	

Leasure, Grade = 4

Leasure, Grade = 5

DIBELS Composite Performance Level in Spring

	# Students	Percent
Well Below Benchmark	5	6.3
Below Benchmark	10	12.7
Benchmark	64	81.0
Sub-total	79	100.0

Leasure, Grade = 5

Change in DIBELS Composite Performance Level from Fall to Spring

	# Students	Percent
Decreased 1 Comp Perf Level	2	2.6
Remained in Same Comp Perf Level	54	69.2
Increased 1 Comp. Perf. Level	22	28.2
Sub-total	78	100.0
Students not testing in both Fall and Spring	1	
Grand Total	79	

Leasure, Grade = 5

AYP Growth Model Data 2013-2014 Comparison

Sub-Group	2013 Reading Target	2013 Reading Result	2014 Reading Target	2014 Reading Result
All Students	210	236.5	219	250.57
African American	173.4	227.26	186	256.91
Hispanic	n/a	n/a	192	220.59
White	236.4	243.57	243	251.35
Spec. Ed.	124.2	84.29	141.9	155.45
Low Income	177.6	226.58	189.9	240.28
Sub-Group	2013 Math Target	2013 Math Result	2014 Math Target	2014 Math Result
All Students	210.6	242.41	219.6	254.03
African American	168.9	235.97	182.1	252.47
Hispanic	n/a	n/a	198.9	270.59
White	237.9	241.43	243.9	249.34
Spec. Ed.	125.4	127.14	143.1	145.09
Low Income	180	224.3	192	234.55

AYP Original Model Data 2013-2014 Comparison

Sub-Group	2013 Reading Target	2013 Reading Result	2014 Reading Target	2014 Reading Result
All Students	70	64.53	73	69.69
African American	57.8	60.5	62	69.8
Hispanic	n/a	n/a	64	65.99
White	78.8	64.32	81	70.49
Spec. Ed.	41.4	6.56	47.3	23.12
Low Income	59.2	57.74	63.3	63.3
Sub-Group	2013 Math Target	2013 Math Result	2014 Math Target	2014 Math Result
All Students	70.2	66.37	73.2	71.05
African American	56.3	63.94	60.7	69.86
Hispanic	n/a	n/a	66.3	79.65
White	79.3	62.97	81.3	65.04
Spec. Ed.	41.8	19.34	47.7	18.23
Low Income	60	56.99	64	59.2

Appendix E

COMPLETED ITEM/ERROR ANALYSIS WORKSHEETS

Completed Triangulating Data Sources Worksheet

Completed Item Analysis Worksheets

Completed Item Analysis Worksheet with Error Analysis Notes

Triangulating Data Sources

Inference	Data Source 1 Beginning of the Year Diagnostic Assessment	Data Source 2 Unit 1 Curriculum Based Assessment	Data Source 3 Math Star Diagnostic Assessment
5 th grade students struggle with problem solving accurately on math assessment	74% (mean average) of 5 th grade students overall are proficient on the beginning of the year diagnostic assessment.	39% (mean average) of 5 th grade students overall were proficient on the Unit 1 curriculum based assessment,	68% (mean average) of 5 th grade students were benchmark on Star diagnostic assessment. The average percentile for 5 th grade students on the Star diagnostic was 48 percentile
How has this Triangulation of data sources informed your hypothesis?	We now realize that we need to focus on problem solving instruction, specifically rigorous word problems as seen on curriculum based assessments.		

Item analysis shows more rigorous word problems on this assessment

MC Items only

[illegible]

[illegible]

[illegible]

[illegible]

Question #1-3

Most students received full or partial credit for these questions. These questions assessed CCSS 5.NBT.3 - Read and write decimals to thousandths.

Questions 4-6

Most students received full credit for these questions. These questions assessed CCSS SNBT 1 - Recognize that in a multi-digit number, a digit in one place

represents 10 times
as much as it represents
in the place to its
right and $\frac{1}{10}$ of what
it represents in the
place to its left.

Question 7-10

Most students received partial or no credit for these questions.

These questions

Assessed CCSS 5.NBT
→ Add, subtract, multiply
and divide decimals

to hundredths using concrete models or drawings and strategies based on place value properties of operation and/or the relationship between addition and subtraction; relate

these strategies to
a written method
and explain the
reasoning used.

These questions
were presented in a
word problem format.

Appendix F

TOOLS FOR EXAMINING INSTRUCTION

Hopes and Fears Protocol

Examining Instructional Practice Graphic Organizer

.Focus Meeting Objectives

Instructional Rounds Summary of Nonjudgmental Descriptions Examining

Instruction Note-Taking Worksheet

Examining Instruction Debriefing Meeting Worksheet

Hopes and Fears Protocol

Purpose:

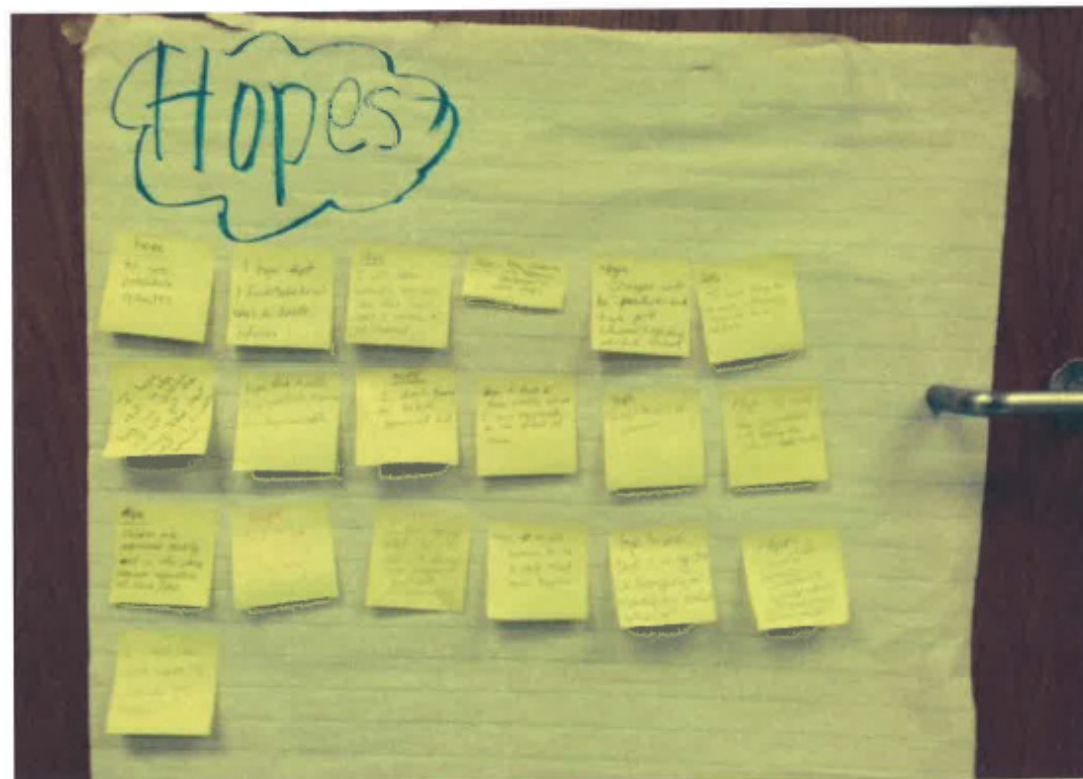
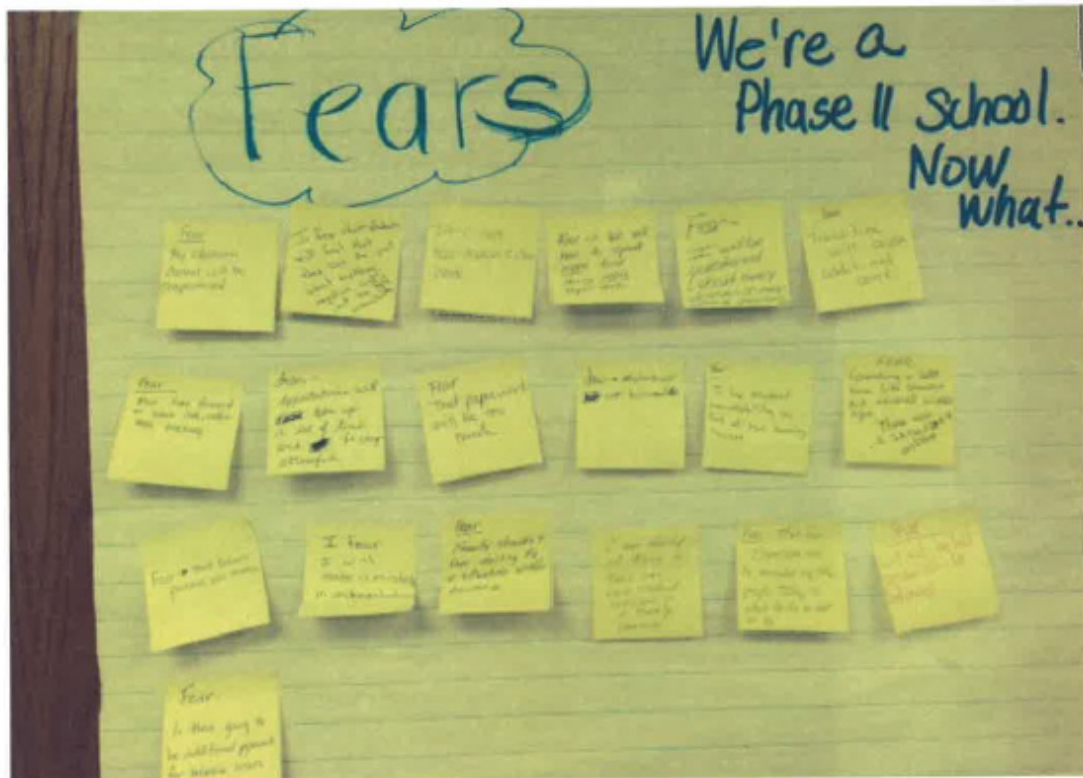
One purpose is simply to help people learn some things about one another. But the deeper purpose is to establish a norm of ownership by the group of every individual's expectations and concerns – to get these into the open, and to begin addressing them together.

Steps:

1. **2 Minutes:** Ask participants to write down briefly for themselves their greatest fear about the program the group is about to undertake. "If it's the worst experience you've had, what will have happened (or not happened)?" Then have them write their greatest hope: "If this is the best professional development you've ever experienced, what will be its outcome(s)?"
2. While they are reflecting, write *Hopes* on the top of one piece of chart paper and *Fears* on top of another piece of chart paper.
3. **2 Minutes:** Have participants turn to a neighbor and share their hopes and fears.
4. **5 Minutes:** Have participants call out fears and then hopes as you list them on separate pieces of chart paper.
5. **2 Minutes:** Ask participants: "Did you notice anything surprising or otherwise interesting while doing this activity? What was the impact on you or others of expressing negative thoughts?"

Tips:

- List all fears and hopes exactly as expressed, without editing, comment, or judgment. One should not be afraid of the worst fears. The meeting always goes better once these are expressed.
- As facilitator, you can also participate by listing your own fears and hopes.
- Encourage participants to be concise when they share their hope or fear so that it will fit on one line of chart paper and not take up too much air time.
- The only response that you as a facilitator need to make to each comment is to say "thank you."
- If you have more than fifteen participants, break them into groups of eight to ten people each and give each group two pieces of chart paper and two markers. You may need to allow more time for this protocol. Also, you will need to think about whether you can call out the instructions to multiple groups or whether it makes more sense to prepare a few people ahead of time to facilitate the groups.



Examining Instructional Practice

Chapter 5

Data Wise

What I Learned/Took Away	Questions I Still Have

Focus Meeting

Objectives:

1. Review the problems of learning and teaching
2. Provide context for the lesson.
3. Discuss how observers should focus their attention.
4. Discuss the extent to which observers should interact with students.

Learning to See, Unlearning to Judge
Instructional Rounds

"The kind of observing we're talking about here focuses not on teachers themselves but on the teaching, learning, and content of the instructional core. What is the task students are working on? In what specific ways are the teacher and students interacting in relation to the task? By *description*, we mean the evidence of what you see—not what you think about what you see."

"The ladder of inference can be helpful in providing both an image and a language for discussing what it means to stay in the *descriptive*. The bottom rung of the ladder is *description*"

Examples of Judgmental and Nonjudgmental Description
<p>Description Includes Observer's Judgment</p> <ul style="list-style-type: none">• Fast-paced.• Too much time on discussion, not enough time on individual work.• Excellent classroom management.• Teacher used effective questioning techniques with a range of students.• Teacher had good rapport with students. <p>Description Without Judgment</p> <ul style="list-style-type: none">• Teacher asks, "How did you figure out this problem?" Student explains.• Student 1 wrote in math journal: $10+10+10+1=31$• Teacher said, "Write the words that I spell in the blank spaces."• Students followed the directions in the text to make circuit boards.
Large-Grained and Fine-Grained Evidence
<p>Large-Grained Evidence</p> <ul style="list-style-type: none">• Lesson on the four main causes of the Civil War.• Teacher questions students about the passage they just read.• Students practicing higher-order thinking skills. <p>Fine-Grained Evidence</p> <ul style="list-style-type: none">• Teacher: "How are volcanoes and earthquakes similar and different?"• Prompt for student essays: "What role did symbolism play in foreshowing the main character's dilemma?"

What is the Evidence?

Examining Instruction Note-Taking Guide

School: _____
Date: _____

Team: _____
Host Classroom: _____

The big picture of our course of study...

Priority Question:

Learner Centered Problem:

Problem of Practice:

...and how today's demonstration fits in.

Teaching practice being demonstrated today:

**As a result of today's demonstration, we expect
to see students:**

Lesson Notes:

What is the teacher saying and doing?

What are the students saying and doing?

What is the task?

**Examining Instruction
Debriefing Meeting**

Date _____

Objectives:

- Describe teaching and learning using evidence
- Commit to next steps

Teacher	Take-Away	Follow-Up

Appendix G
ACTION PLAN MATERIALS

Affinity Protocol
Action Plan Template
Completed Action Plan

Affinity Protocol

Purpose

To allow all individuals to participate in semi-anonymous brainstorming.

Steps

1. **3 Minutes.** Give each person five to ten sticky notes. Write a “problem statement” you are investigating on a piece of chart paper. For example: We are not adequately supporting students who are struggling with multi-step problems for different reasons.”

Ask participants to write down ideas for next steps that the team could take to further address the problem.

2. **2 Minutes.** Break the group into teams of four to seven people. Give each group a piece of chart paper and a marker. Ask each group to write the problem at the top of their chart paper.
3. **10 Minutes.** Tell participants to place their sticky notes randomly on their group’s chart paper. Then, tell them to group the notes into categories that make sense to them. It is okay for some notes to stand alone. If there is an idea that goes under more than one grouping, participants can duplicate the idea on a separate note and include it in two categories.
4. **5 Minutes.** Tell teams to create a header for each category and write it on the chart paper. Large categories can be divided into subcategories with subheadings.
5. **5 Minutes.** If you have more than one team in the room, have teams share their categories. If you have just one team, have them prioritize which next steps would be most important.

TIP: This protocol can also be used to align strategies, goals and objectives as you proceed through the process.

Leasure Elementary Action Plan

Assessment Analyzed _____ Date _____

STEP 1: What is the problem?	STEP 2: What needs to be done?	STEP 3: What will we implement?
<p>Priority Question (PQ):</p> <p>Learner Centered Problem (LCP):</p> <p>Data Analysis Question :</p>	<p>Problem of Practice (POP):</p>	<p>Research/Action Based Strategy/Best Practice: Enter what <i>strategy</i> has been chosen from brainstorming high impact strategies)</p>
Who will this action plan address? Targeted Students:		
STEP 4: How will you get there?		
What Needs to Be Done: List the steps needed to implement this research based strategy/best practice	Who is responsible?	When will it be done?
		What resources are needed?

Leasure Elementary Action Plan

STEP 5: How will we know we are doing what we planned? Indicators of Implementation: What evidence or artifacts?	STEP 6: What will we look for to determine if it is working? Indicators of Effectiveness (timeline):		
•	Short Term: • What? • When? • Evaluate?	Mid-Term: • What? • When? • Evaluate?	Long-Term • What? • When? • Evaluate?

PLC Follow-up: What were the results of the action plan?

PLC Discussion Date	What Went Well	What Can We Change	Decision(s) Made	Reason for the Change

Next Steps:

Leasure Elementary 3rd Grade

Action Plan

Assessment Analyzed DCAS Scores Date 12/12/13 updated 5/29/14

MATH

STEP 1: What is the problem?	STEP 2: What needs to be done?	STEP 3: What will we implement?
<p><u>Priority Question (PQ):</u> Why are our students struggling in solving multi-step Math Problem Solving</p> <p><u>Learner Centered Problem (LCP):</u> Students lack the skills to solve word problems such as: computation, understanding operations and understand what the question is asking.</p> <p><u>Data Analysis Question :</u> How can we get the students to increase in proficiency in problem solving from 17% to 70% by the end of the year as measured by DCAS.</p>	<p><u>Problem of Practice (POP):</u> We need to increase skill instruction in computation, understanding operations and understand what the question is asking to improve math problem solving scores.</p>	<p><u>Research/Action Based Strategy/Best Practice:</u> Enter what <i>strategy</i> has been chosen from brainstorming high impact strategies)</p> <ul style="list-style-type: none"> • Productive Struggle Strategy • Repeated practice of multi-step problems • Increase computation drills by using First in Math during Intervention • Highlighting/boxing key words • Use Problem Solving Booklet • Use writing prompts within Math textbook to practice extended responses
<p>Who will this action plan address? Targeted Students: Everyone at this time</p>		
STEP 4: How will you get there?		
What Needs to Be Done: List the steps needed to implement this research based strategy/best practice	Who is responsible?	When will it be done?
Productive Struggle Problem Solving Strategy	3 rd Grade Team	At Least 2x a week
Math Intervention Groups	3 rd grade team Intervention Team (M, F)	5 x a week
Repeated practice of Multi-Step problems	3 rd grade team and Deirdra/Vern	At least 1-2 x a week
		Mathematical Practice in Action book/Classroom Materials
		Computation and Problem Solving Materials/Sharepoint
		Sharepoint Materials

**Leasure Elementary 3rd Grade
Action Plan**

Increase Computation Drills by using First in Math 2x week for Intervention	3 rd grade team Deirdra	2x a week for Intervention	First in Math renewal license for the entire grade level.
Highlight/ Identify key words	3 rd Grade Team	At Least 2-3 x a week	Highlighters for each class.
Use writing prompts within Math textbook to practice extended responses	3 rd Grade Team	At Least 1x a week	Math overhead/SMART Board Lessons

STEP 5: How will we know we are doing what we planned? Indicators of Implementation: What evidence or artifacts?		STEP 6: What will we look for to determine if it is working? Indicators of Effectiveness (timeline):	
<ul style="list-style-type: none"> Productive Struggle Problem Solving Booklets Highlighting with word problems Chapter tests Calendar display Student work 		Continuous Math Connects Chapter Tests, DCAS Scores Short Term: Jan to Mid-March <u>CCSS Test 6</u> <ul style="list-style-type: none"> What? Chapter 6 When? 1/25/13 Room 107 = 56% Room 202 = 76% Room 203 = 80% Room 206 = 81% Room 209 = 29%	Mid-March thru Mid-April <u>DCAS</u> <ul style="list-style-type: none"> What? When 4/2014 Room 107=78% Room 202=78% Room 203=71% Room 206=85% Room 209=29%
		Long-Term: Mid-April thru end of year <u>CCSS Test 13</u> <ul style="list-style-type: none"> What? Chapter 9, CW When? 4/17/14 Room 107=25% Room 202=56% Room 203=60% Room 206=80% Room 209= 39%	

**Leasure Elementary 3rd Grade
Action Plan**

	<p><u>CCSS Test 7</u></p> <ul style="list-style-type: none"> • What? Chapter 7 • When? 1/14/14 Room 107 = 29% Room 202 = 59% Room 203 = 45% Room 206 = 57% Room 209 = 6% <p><u>CCSS Test 8:</u></p> <ul style="list-style-type: none"> • What? Chapter 8 • When? 1/30/14 Room 107 = 44% Room 202 = 76% Room 203 = 55% Room 206 = 81% Room 209 = 26% <p><u>CCSS Test 9:</u></p> <ul style="list-style-type: none"> • What? Chapter 13, CW • When? 2/24/14 Room 107 = 22% Room 202 = 41% Room 203 = 85% Room 206 = 95% Room 209 = 32% 	<p><u>CCSS Test 10:</u></p> <ul style="list-style-type: none"> • What? Chapter 10, CW • When? 3/12/14 Room 107 = 11% Room 202 = 65% Room 203 = 19% Room 206 = 55% Room 209 = 5% <p><u>CCSS Test 11</u> What? Chapter 12, CW</p> <ul style="list-style-type: none"> • When 3/28/14 Room 107=44% Room 202= 71% Room 203= 75% Room 206=75% Room 209=22% 	<p><u>CCSS Test 12</u></p> <ul style="list-style-type: none"> • What? Chapter 11, CW • When 5/9/14 Room 107=67% Room 202= 61% Room 203= 60% Room 206= 80% Room 209= 22% <p><u>DCAS</u></p> <ul style="list-style-type: none"> • What? DCAS • When 5/2014 Room 107= 89% Room 202= 79% Room 203=85% Room 206=90% Room 209= 40%
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PLC Follow-up: What were the results of the action plan?

**Leasure Elementary 3rd Grade
Action Plan**

	What went well	What can we change	Decisions made	Reasons for change
Productive Struggle Strategy:	*Gave the students more exposure to working in small groups and solving math problems without teacher guidance	Next year we will be using a problem of the week so we will utilize this practice more frequently	continue	
Highlighting:	*students using more independently * can use during DCAS	*none	continue	
Computation Drills: Math Intervention Groups:	*like the little half sheets drill practice *kids picking up facts quicker *First In Math was very beneficial for fact drills		Continue with First In Math 2x week for Math computation skills	
Repeated Practice of Multi-Step Problems:	*every single day with the students *model good practice with the kids to	Provide more exposure to more problems in a different way. They should be more aligned with DCAS/ Smarter Balance	continue	
Use writing prompts within Math textbook to practice extended	*Wrote out on the board to model for the kids *Gave extra practice	*maybe use a framework for a written response	Develop a framework/template for written responses	Item analysis revealed that special education and intensive students are still

**Leasure Elementary 3rd Grade
Action Plan**

responses			having difficulty express themselves mathematically.
-----------	--	--	--

Next Steps: (revise action plan or close out completed plan)

Our 3rd Grade team has met our goal with 76% of 3rd graders meeting proficiency levels for our end of the year DCAS scores. We feel like we could have gone for a higher proficiency rate and will do that with our next action plan. Our Action Plan is closed out. Yeah Team...great job everyone 😊!

Appendix H
ANALYSIS OF DATA SPREADSHEET

Spreadsheet Data Analysis

This artifact is a spreadsheet of data for students who attended Leasure from 2012-2014. These students were in grades three, four and five during our implementation of the Data Wise process. Only those students whose tenure coincided with our implementation are included in the spreadsheet. For example, for the 2014 fifth grade class, only those students who attended Leasure in 2012 and 2013 are included. This spreadsheet was also used as a self-assessment tool to inform our work throughout the implementation. We used it to conduct mini-studies by disaggregating and analyzing our raw data.

CORRELATIONS

The analysis revealed an expected strong correlation between Reading and Math DCAS scores for each year 2012-2014. Those students who scored well in reading, tended to also score well in math. The correlations ranged from 0.63 to 0.82 and were statistically significant.

The analysis also shows that our teacher's report card grades are negatively correlated with state tests. While the correlations are modest, they are significant. This information led us to uncover an alignment issue with our current curricula and expectations on high stakes assessments. The negative correlations ranged from -0.25 to -0.27 in both math and reading and -.13 to 1.07 with DIBELS scores. This is a common problem often experienced amongst schools and high stakes testing. We shared this information with our instructional coach and used it to consider an adjustment in our instructional plans. We also used this information when aligning our action plans in Steps 6, 7 and 8 to ensure the goals we were setting and assessments we were choosing became reasonable expectations for all. We shared our findings with our district Supervisors to help inform their work as they moved our district forward.

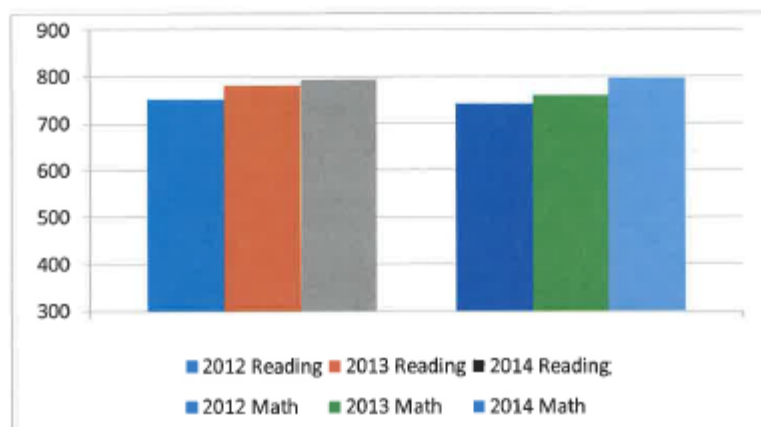
Further analysis showed, as would be expected, that our DIBELS scores were highly correlated with DCAS reading and also with math scale scores. The correlations for each year ranged from 0.43 to 0.71 in reading and 0.48 to 0.64 in math.

Additional tests (ANOVA) were run to see if Homeroom Teachers or Homeroom Teacher Tracks i.e. homeroom teachers over a three year period, made a difference in our students' performance. The mean Reading and Math scale scores did not differ among the tracks. Overall, no homeroom teacher(s) was statistically better than any other as measured by mean reading and math DCAS scale scores. The differences in mean math, reading DIBELS scores between those teachers with only a Bachelors and those with a Masters degrees showed significant differences favoring the bachelor degree holders in math and reading, but not DIBELS. There was also no statistical significance in the mean achievement of a student who had a teacher who was trained in Data Wise at the Summer Institute versus a teacher who received their training and coaching solely by myself and the Data Team.

MEAN RUBRIC AND SCALE SCORES

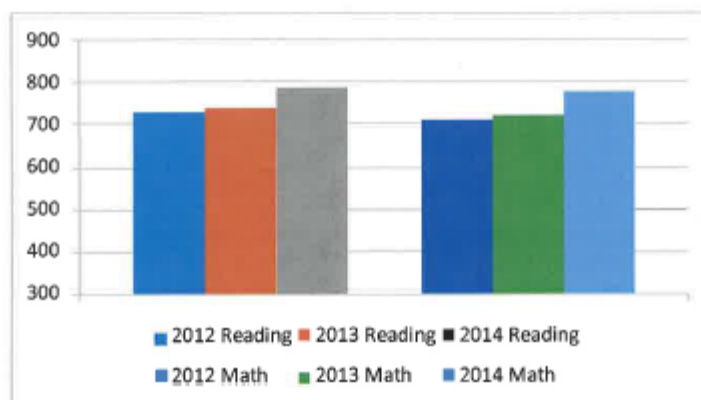
Figures 1, 2 and 3 below illustrate the mean DCAS scale scores for 3rd, 4th and 5th grade over the past three years. Since our implementation of Data Wise began, our scale scores have increased in every grade level each year. In third grade, the mean scale score in reading has increased from 752 in 2012 to 793 in 2014. In math the mean sale score has increased from 742 in 2012 to 797 in 2014.

Figure 1 Mean DCAS Scale Scores for Third Grade Reading and Math for 2012-2014



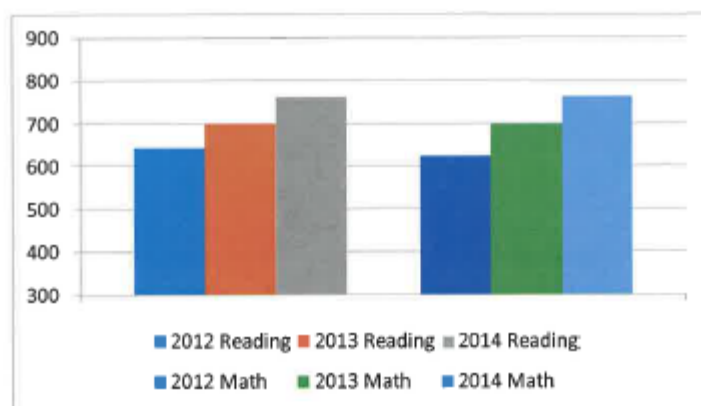
Our mean scale scores in reading for fourth grade show an increase from 728 in 2012 to 785 in 2014. In math, the mean scale scores increase from 708 in 2012 to 775 in 2014. This means differences in math, reading and DIBELS scores between special education and regular education students were statistically significant overall.

Figure 2 Mean DCAS Scale Scores for Fourth Grade Reading and Math for 2012-2014



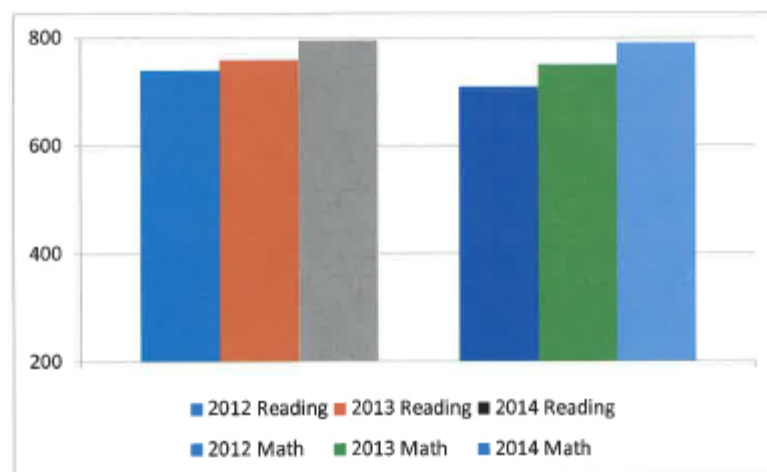
In fifth grade, the mean reading scale score increased from 644 in 2012 to 762 in 2014. The mean math scale scores increased from 625 in 2012 to 764 in 2014.

Figure 2 Mean DCAS Scale Scores for Fifth Grade Reading and Math for 2012-2014



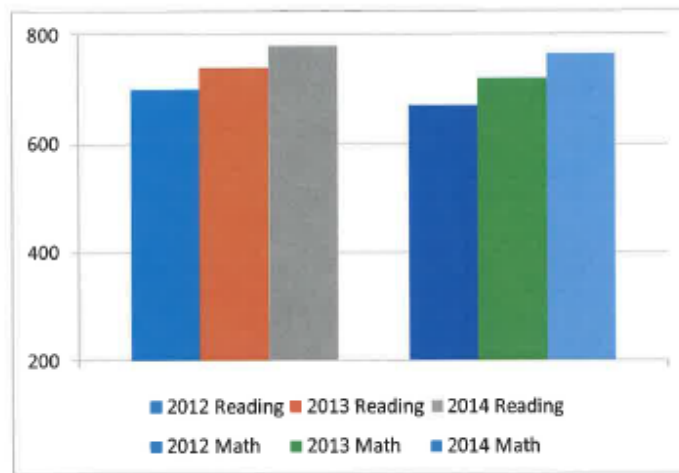
The mean DCAS scores were analyzed for regular education and special education. Our mean scale scores in both reading and math increased for both populations each year. For regular education students, the mean reading DCAS scale score increased from 740 in 2012 to 795 in 2014. In math, the mean scale score increased from 710 in 2012 to 790 in 2014.

Figure 3 Mean DCAS Scale Scores for Regular Education Students in Reading and Math 2012-2014



Our special education population showed similar gains. In reading, the mean scale score increased from 700 in 2012 to 790 in 2014. In math, the mean scale score increased from 670 in 2012 to 765 in 2014.

Figure 4 Mean DCAS Scores for Special Education Students in Reading and Math 2012-2014



These mean scale scores for regular education and special education students are the scores used to calculate the growth model index for state ADEQUATE YEARLY PROGRESS accountability. The steady gains we achieved is the reason we met ADEQUATE YEARLY PROGRESS in all cells for the first time since special education became an accountability cell.

Cut scores are established for student performance to identify performance levels. There are four performance levels for the DCAS assessment:

- Performance Level 1 – Well Below Standard
- Performance Level 2 – Below Standard
- Performance Level 3 – Meets Standard
- Performance Level 4 – Advanced

There is a range assigned for each performance level by grade and subject. Figures 5, 6 and 7 illustrate our increase in proficiency levels, which is the basis for the Original Model Adequate Yearly Progress calculation. Considering the range between proficiency levels, the movement is significant.

Figure 5 Regular Education Mean Proficiency Levels for DCAS Reading and Math 2012-2014

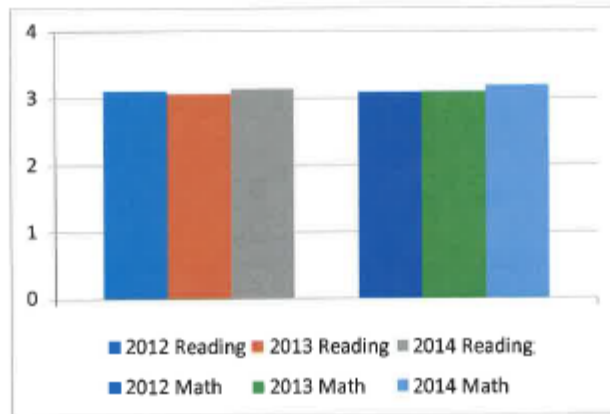


Figure 6 Special Education Mean Proficiency Levels for DCAS Reading and Math 2012-2014

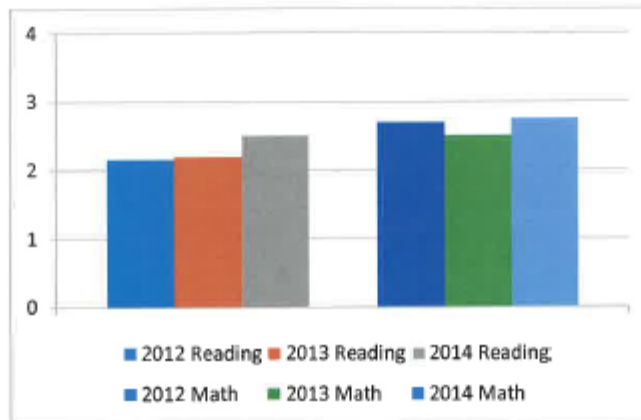
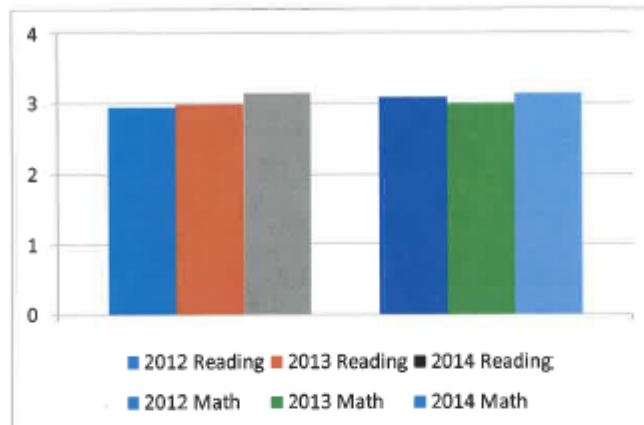


Figure 7 Mean DCAS Proficiency Levels for All Students in Reading and Math 2012-2014



The Dynamic Indicator for Early Literacy Skills assessment (DIBELS) is given to students in grades kindergarten through five. This assessment is given three times per year and is used by our teachers as a progress monitoring tool for reading intervention groups. Our DIBELS composite cores have increased over the implementation for both regular and special education students. The gains range from 125 – 175 points.

Figure 8 DIBELS Mean Composite Scores Regular Education Students 2012-2014

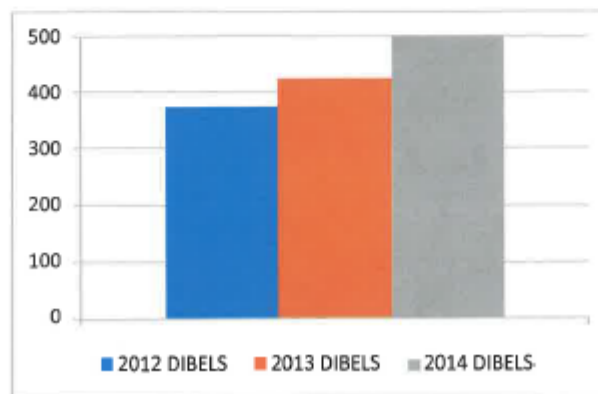


Figure 9 DIBELS Mean Composite Scores Special Education Students 2012-2014

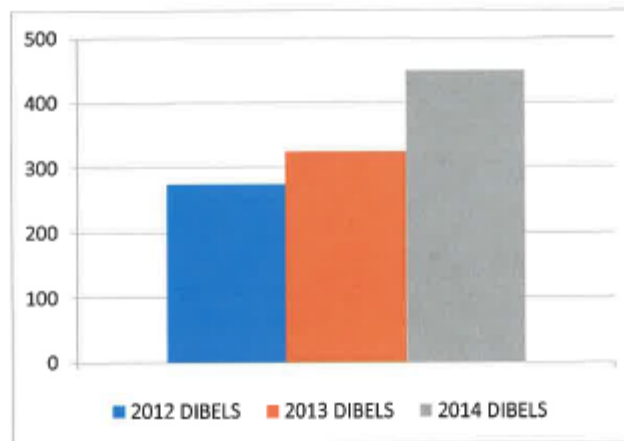
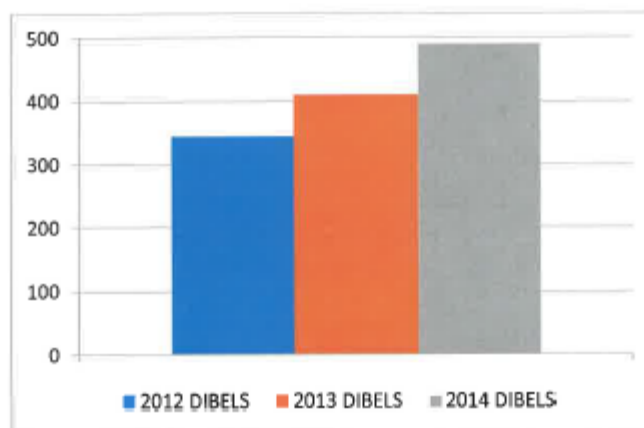


Figure 10 DIBELS Mean Composite Scores ALL Students 2012-2014



ADDITIONAL ANALYSES

Additional analyses of gender show a slight edge for girls vs boys in mean reading DCAS and DIBELS scores but no significant difference in mean math. There is a 9 point insignificant difference in DCAS reading and math for low income and non-low income students. There also was no statistical difference in students' achievement amongst those who had a computer at

home and those who did not. We have a small population of English Language Learners receiving services at our school. The sample size is small and there was no statistical significance in their scores when compared with their English speaking peers.

The correlations of DCAS and DIBELS scores with attendance, referrals and suspensions were negative. It confirms that attendance matters. Days absent was positively correlated with suspensions (.63) and referrals (.63) as expected.

While the gap between special education and regular education performance was statistically significant, both groups showed growth and some narrowing of the achievement gap in 2014. The cause we attribute to this progress, is the implementation of the Data Wise Process for School Improvement. The commitments to assessment, adjustment, action and intentional collaboration have laid the foundation for our success and the work to come.

Appendix I

DATA WISE COACH CERTIFICATION DOCUMENTS

Coach Certification Program Acceptance Letter

Coaching Competencies Graphic

Candidate's Progress of Coaching Competencies

Coach Certification Process

Data Wise Summer Institute 2014 Coach Agenda, Activities and Responsibilities



June 13, 2014

Dear Deirdra,

Congratulations! I am pleased to welcome you to the Data Wise Coach Certification program. You are joining a network that is dedicated to improving the practice of educators by building their capacity to use the ACE Habits of mind and to thoughtfully and successfully move through the Data Wise Improvement Process. In the Coach Certification program, we are dedicated to building and strengthening your coaching skills, your knowledge of the process and habits, and your ability to lead educators in the work of improvement.

The Data Wise Coach Certification program is roughly a 12-month program, but you will decide the right timing and pace for completing the elements. The program is designed to build your abilities in and, ultimately to assess you in six competencies:

1. Knowledge of the ACE Habits of Mind, Data Wise norms, and key tasks and terms associated with each step of the Data Wise Improvement Process.
2. Ability to create a data overview designed to engage educators in conversation about evidence of student learning.
3. Ability to use the ACE Habits of Mind and Data Wise norms while preparing a team to launch a Data Wise Journey.
4. Ability to use the ACE Habits of Mind and Data Wise norms while coaching a team through a Data Wise Journey.
5. Ability to adapt Data Wise curriculum elements to create and deliver a training session that meets the needs of a specific audience.
6. Ability to use the ACE Habits of Mind and the Data Wise norms while working with peers and mentors on the continuous improvement of coaching practice.

You will be part of a cohort of coach candidates working together to achieve these competencies; you will work with mentors who work with you and observe you in order to coach you and offer feedback relative to these competencies. You will also have multiple opportunities to receive feedback from peers and practitioners. After you have successfully demonstrated the competencies, we will ask you to sign a Memorandum of Understanding that makes clear our professional commitments to one another and the terms for maintaining active coach certification. A draft MOU is attached for your review.

If you have any questions, please feel free to contact me at kathryn_boudett@gse.harvard.edu or (617) 495-0342. I look forward to the Data Wise journey we will take together!

Sincerely,

Kathryn Parker Boudett
Director, Data Wise Project
Lecturer, Harvard Graduate School of Education

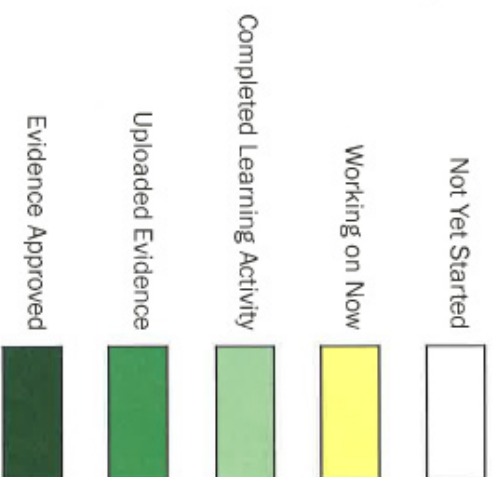
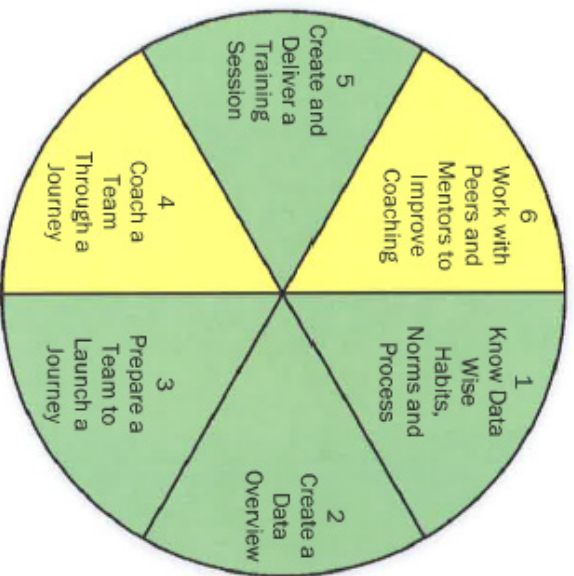
6 Coaching Competencies

The 6 Data Wise Coaching Competencies



1. Knowledge of the ACE Habits of Mind, Data Wise norms, and key tasks and terms associated with each step of the Data Wise Improvement Process
2. Ability to create a **data overview** designed to engage educators in conversation about evidence of student learning
3. Ability to use the ACE Habits of Mind and Data Wise norms while **preparing a team to launch a Data Wise Journey**
4. Ability to use the ACE Habits of Mind and Data Wise norms while **coaching a team through a Data Wise Journey**
5. Ability to adapt Data Wise curriculum elements to create and **deliver a training session** that meets the needs of a specific audience
6. Ability to use the ACE Habits of Mind and the Data Wise norms while **working with peers and mentors** on the continuous improvement of coaching practice.

Deirdra



Certification Process

For each competency:

1. Confirm with Meg the learning activity that will help you develop the competency (see Assignments tab for options)
2. Do the learning activity
3. Upload evidence that demonstrates your competency to your ePortfolio
4. Get feedback from your pod and use it to revise your evidence
5. Submit revised evidence to the Assignments tab
6. Get feedback & approval from Kathy, Meg or Candice
7. (If needed) revise and resubmit evidence until approved

When all the evidence from all competencies has been approved, you will have a **portfolio review**. All members of the coaching community are invited (but not required!) to attend the review, during which you will:

1. Field questions about your evidence
2. Propose ways in which your learning can be incorporated into Data Wise resources
3. Reflect on your experience in the coach certification program and offer feedback

After your portfolio review, you will be crowned as a **Certified Data Wise Coach**.

DWSI Teaching Guide

June 16-20, 2014

Table of Contents

Overview

Introduction and Learning Objectives for Participants

How the Teaching Team is Structured

Green Team Assignments

The ACE Habits of Mind and Data Wise Norms

On Coaching

About Rolling Agendas

Interacting with Your Green Teams

About this Guide

Day One: Monday, June 16, 2014

MONDAY: Acknowledging Work Style Preferences

MONDAY: Setting Norms and Expectations for Effective Meetings

MONDAY: Building on Past Improvement Efforts

Day Two: Tuesday, June 17, 2014

TUESDAY: Refining the Focus Area

TUESDAY: Refining the Focus Area

TUESDAY: Building Assessment Literacy

TUESDAY: Building Assessment Literacy

Day Three: Wednesday, June 18, 2014

WEDNESDAY: Creating a Data Overview

WEDNESDAY: Supporting Schools with Data Wise

WEDNESDAY: Discussing a Data Overview

WEDNESDAY: Creating a Strategy for System-Wide Improvement

Day Four: Thursday, June 19, 2014

THURSDAY: Identifying Insights and Dilemmas

Day Five: Friday, June 20, 2014

FRIDAY Giving and Receiving Feedback on Dilemmas

Overview

Introduction and Learning Objectives for Participants

Thank you for being part of the Data Wise Summer Institute (DWSI) Teaching Team! We are excited to train our participants to use the Data Wise Improvement Process (DWIP) for data-driven inquiry and improvement. The objectives for our participants are as follows:

- Understand the Data Wise Improvement Process as a way of organizing the work of improvement that your school may already be doing
- Cultivate the habits of mind that can improve the effectiveness of team meetings and help foster a supportive culture of inquiry
- Experience more than 10 protocols that you can bring home to engage your faculty in the collaborative use of data
- Learn the five key elements of observing practice and appreciate the importance of examining instruction to the work of improvement
- Develop your ability to analyze and display data

How the Teaching Team is Structured

Co-chairs (Kathy Boudett & Candice Bocala)

Co-chairs plan the overall learning experience for participants and the teaching team. They will be leading the opening and closing sessions, as well as purple sessions about the DWIP. They also serve as mentors to teaching fellows.

Mentors (David Rease, Michele Shannon, & Maren Oberman)

Our instructional designers are former DWSI teaching fellows who are experienced in providing on-site support to schools. Mentors (including Kathy & Candice) will each be supporting a “coaching pod” of Teaching Fellows (see green groups, below).

Teaching Fellows (TFs) (All of you!)

TFs hold the key to creating a personalized learning experience for each team. TFs are assigned to a school team that they support during the Institute, which includes facilitating protocols, providing feedback on the week’s assignment, and asking questions to further the team’s inquiry. Please see the [Teaching Fellow Roles and Responsibilities](#) document for more specific information.

Programs in Professional Education staff (PPE)

Kristina Gonzalez and Jamie Rauch are responsible for the logistics and overall organization of the institute. Basically, they make it all happen. During the workshop they will be available for logistical support. They are also the main point of contact to help participants with the site and registration.

Green Team Pairings

The chart below indicates how mentors, TFs, and teams are paired for the Green Team time.

PGCPS = Prince George's County Public Schools

LUSD = Lubbock Independent School District

ES = elementary school; MS = middle school; HS = high school

*** Don't forget to look at your team's pages on the Data Wise Summer Institute site. (And bookmark this site so you can find it easily during DWSII!)

Mentors	TF	Team 1 (# on team)	Team 2 (# on team)	Team 3 (# on team)	Total number
Candice	Rhonda	PGCPS – Gholson MS (3)	PGCPS – Johnson MS (2)		5
	Felice	PGCPS – DuVal HS (2)	PGCPS – Stone ES (2)		4
	David				
	Darnissa	LUSD – Attucks MS (3)	LUSD – Wheelock ES (3)	LUSD Wright ES (3)	9
	Johanna	LUSD – Central Office (6)	LUSD – Monterrey HS (6)		12
Maren	Rob	Brandywine HS DE (5)	Marantha HS CA (3)	Prospect Hill (5)	13
	Kristen	Banner MS Milwaukee (4)	Central SPED DE (4)		8
	Kathy				
	Penny	Mt. Scopus HS AUS (2)	Elsterwick ES (3)		5
	Ben	Endicott (4)	UMass (5)		9
	Max	Wellesley (8)	Edinburg Reg. Ctr. (4)		12
Michele	Deirdra	Lebanon PA (6)			6
	Meg	Archdiocese Chicago (13)			13
	Kim	Cleveland (11)			11

The ACE Habits of Mind and Data Wise Norms

We would like to begin this guide by clarifying that Data Wise is not a program, but an approach to the work of school improvement — a way of doing business. This approach is grounded in the theory that adult learning is the key to improving student learning. One of the central ideas that we reinforce throughout the institute are the ACE Habits of Mind.

The ACE Habits of Mind capture the kind of learning needed to be Data Wise.

The ACE Habits of Mind are as follows:

- A – commitment to Action, assessment, and adjustment
- C – intentional Collaboration
- E – relentless focus on Evidence

Learning a habit of mind requires more than remembering what each letter represents. It is about engaging in disciplined practice of the habits, reflecting on how these habits influence our behavior, and noticing how these habits alter the outcomes of our efforts.

Participants will be introduced to the ACE Habits of Mind on **Monday**. Through case lessons, protocols, and other activities, participants will have opportunities to practice the habits and we hope that you will model and reinforce them throughout the week!

Additionally, all week we will be practicing the Data Wise norms. You will be expected to uphold them as a model to the participants, and to help participants follow them as well. While the Habits of Mind are more a “way of being,” the norms are concrete, actionable practices that you can see and hear during good collaborative work.

Data Wise Norms

1. Take an inquiry stance
2. Ground statements in evidence
3. Assume positive intentions
4. Stick to protocol
5. Start and end on time
6. Be here now

On Coaching

The rest of this document provides the specifics on what you will be doing during the green sessions and provides *our* best advice on how to support teams during this time. During the Monday (June 16) TF Training and each morning and lunch training during the course of the week, we will preview all of the activities that will be taking place during team time.

However, coaching is a dynamic process so we invite you to bring *your* best thinking and previous knowledge to support the schools. You have been entrusted with our teams because we believe in your abilities. Trust your instincts when working with participants!

About Rolling Agendas

This year, we have decided to structure the green team's collaborative time so that they both experience what it is like to have a "wise meeting" and also so they leave DWSI with as much progress as possible on their Data Wise Launch Presentation (the assignment). Our goal is that the teams will practice facilitating and organizing their meetings while they are at DWSI, and that by giving them practice with the structure it will feel more familiar and comfortable for them when they return to their settings. You will notice that the rolling agendas are extremely detailed, but the times listed in the rolling agendas for participants are suggestive: feel free to adjust the parts you lead to best meet the needs of the group and to work will participants to adjust their agendas as well if necessary. However, please do your best to stick to the session objectives -- especially end times.

You will also need to reference the teams' Assignment Descriptions and their Data Wise Launch Presentation Templates. Blank copies are below.

School Teams		System Teams	
School Team Rolling Agenda		System Teams Rolling Agenda	
School Team Assignment Description		System Team Assignment Description	
School Team Data Wise Launch Presentation Template		System Team Data Wise Launch Presentation Template	

Interacting with Your Green Teams

When your green teams are facilitating their own meetings, your primary role is to sit with them and provide support as needed. Divide up your time so that you can visit all teams for an equal amount of time and so that you end the session with different teams (e.g., so you can see each team do plus/delta at least once). While you might be called upon to offer some logistical and technical supports with google docs and the program website, your primary role is to provide coaching.

During TF training and in conversation with your mentor, you will have opportunities to explore coaching moves that you can use when you work with your teams. **Suggestions for what it looks and sounds like to practice the Data Wise Norms and ACE Habits of Mind can be found in the [TF Feedback Form](#).**

Day One: Monday, June 16, 2014

MONDAY: Acknowledging Work Style Preferences

Time: 11:15 - 12:00

Participant Objectives

- Know that individuals collaborate in diverse ways, and that effective teams tap group members' various strengths intentionally to accomplish goals
- Know about your team members' preferences so that it is easier to practice the norm of assuming positive intentions when you work with them

Note about rooms

- This is the one time during the week when green teams will be paired (we do this to make sure that there are enough people doing the activity that it "works"). Here is where folks will be:

Room Number	TFS	Mentor who will check in with you about Compass Points
GCC 1	Penny, Ben, Max	Kathy
GCC 2	Rhonda, Felice, Deirdra	Candice
GCC 3	Johanna, Darnisa	David
Gutman 302	Meg, Kim	Michele
Gutman 303	Rob, Kristen	Maren

Materials

- Chart paper & markers
- Sticky notes
- [Compass Points Protocol Worksheet](#) (Note: we are only going to hand out the worksheet that explains the four compass points, and refer people to the [Resource Platform](#) for the full protocol instructions.)
- Remember, it's important not to say anything more about each style than what is written on the paper! It is tempting to elaborate, but just give

- them the basics and let them figure out what each Compass Point means.
- Take notes about the process each group uses, so you can reflect your observations back to the group during the debrief. For example -- which group finishes first? Last? With the most writing? Does each group have a certain way of approaching the work?
 - *Bring camera or smartphone to take a photo of each of your green teams*

To prepare ahead of time (you will have time in the morning to prep these):

- Five pieces of chart paper each with the following headings: *North, South, East, West* (for Compass Points protocol), and SUMI (for the SUMI protocol)
- One piece of chart paper with the Data Wise norms written on it:
 - Take an inquiry stance
 - Ground statements in evidence
 - Assume positive intentions
 - Stick to protocol
 - Start and end on time
 - Be here now

Procedure

1. (35) Protocol: Compass Points (**please refer to detailed instructions on protocol handout**)
 - a. (5) Introduce this protocol by explaining the importance of trust in engaging in the work of improvement. Building trust needs to be done intentionally. It is not the result of just putting people into groups and telling them to collaborate. One way to intentionally build trust is create opportunities for disclosure, for people to get to know one another. Compass Points is one opportunity to build trust by better understanding your colleagues' approach to group work.
 - b. (15) Follow the directions on the protocol handout: Sort according to your direction and answer questions on handout as a group.
 - c. (10) Each direction shares their responses.
 - d. (5) Open discussion about what people noticed in this activity. Follow the prompts on the Compass Points handout.
2. (10) Protocol Debrief: SUMI
 - a. What Surprised you about this protocol?
 - b. How would you Use this protocol with your staff?
 - c. How would you Modify this protocol?
 - d. What Impact do you think it would have?

MONDAY: Setting Norms and Expectations for Effective Meetings

Time: 1:00-2:30

Participant Objectives

- Know how to use a rolling agenda in Google Docs
- Share hopes and fears about the institute
- Discuss what the Data Wise norms will look like and sound like in our meetings
- Decide what we will do when a norm is not followed

Materials

- Laptop computers
- Rolling Agenda for Green Teams (link available on team pages)

Procedure

1. (15) **Teaching Fellow Sets the Stage**
 - a. (2) Explain that you will lead the first half an hour of the session, and then for the hour after that, each individual team will have its own meeting using an agenda provided.
 - b. (1) Introduce yourself and share what excites you about being here this week
 - c. (12) Have each person introduce themselves and share what excites them about this week
 2. (15) Welcome to wise meetings and rolling agendas!
 - a. (3) Have everyone click on the rolling agenda link on their team page
 - i. Troubleshoot if anyone has difficulty
 - b. (2) Give silent time for people to scroll through the agenda and see what is there
 - c. (2) Explain that teams are asked to "play along" with having wise meetings and using a shared document for agendas and note-taking, but that they are free to adjust the timing and activities as needed.
 - d. (8) Step through the "Setting Norms and Expectations for Effective Meetings" agenda
 - i. Assigning roles: On 2-person teams, note taker will also serve as time keeper
 - ii. Take notes in blue so they are easy to see
 - iii. Point out that at the end of the meeting, they will be filling out a grid that identifies who will play what role for the remaining meetings
 - iv. Explain what plus/delta is
 1. We use plus/delta as a way to gather immediate feedback and model our orientation toward action, assessment, & adjustment.
 2. We ask participants to list **what went well** about the meeting or session ("pluses") and **what they would have liked to change** ("deltas"). We do not comment on pluses or deltas, but rather let them be a record of what happened. Effective facilitators use the last meeting's plus/deltas to plan the next meeting, taking care to address the deltas.
3. (60) Break into mini green teams (except for Lebanon, Archdiocese and Cleveland) and follow the agenda provided
 - a. (10) Review meeting objectives

- b. (15) Share hopes and fears about the institute
- c. (15) Review norms and describe what each would look like when followed
- d. (10) Discuss what to do when norms are not followed
- e. (10) Review objectives and do plus/delta

Remember

- Keep an eye on time and make sure intros do not run over time!

Plus/ Delta tips

- Don't respond—or let others respond—during the Plus/Delta. It can be tempting, especially with Deltas, to explain or defend something. If you're not sure what someone means, ask a clarifying question. Otherwise, just listen.
- Sometimes people are hesitant to provide Deltas. We often address this by saying how much we like Deltas and inviting them. Sometimes we put a Delta up on the list ourselves to get things started.
- As a facilitator, it might be helpful to say how teams that adopt an improvement mindset gather feedback about their processes and refine their actions as a result. At the start of the next green team session, you will remind the groups of their deltas and ask them to explicitly adjust their process to address the deltas.

MONDAY: Building on Past Improvement Efforts

SCHOOL TEAMS

Time: 4:00-5:30

Participant Objectives:

- Using Stoplight posters & Prepare survey results, compare team members' perceptions of where your organization is with the work of improvement.
- Identify strengths and challenges in your current approach to improvement so that while you are at Harvard you can think deliberately about how to improve the way you improve.
- Identify the team that will oversee school-wide improvement work and which team(s) will engage in the first improvement cycle(s) that take place between August 2014 and January 2015.
- Clarify what collaborative meeting time is available for teams and begin thinking about how this time could be allocated so that teams "start" an improvement cycle through an entire improvement cycle by January 2015.

Materials

- Stoplight posters
- "Prepare survey" results (on team's page on program website)

- Assignment description handout

Procedure

1. (20) **Teaching Fellow Sets the Stage**
 - a. Hand out the assignment description and walk people through it. Tell them that they will open the launch presentation during their meeting today.
 - b. Explain that we put the rolling agendas & launch presentations into Google drive because we are intentionally using technology to encourage collaboration -- Google drive allows multiple participants to work in / edit / view the documents at the same time.
 - c. Encourage people to continue to "play along" as they get used to the new way of doing business with rolling agendas.
 - i. They may find that there is a lot of time at the beginning and end of meetings devoted to unfamiliar activities
 - ii. In particular, all the talk about next steps might feel funny given that there is so little time between meetings to actually do next steps. Tell folks that we are including placeholders for these so that they get used to making space in the agenda to track next steps, but that this discipline will come in handy when they go back home
 - iii. The notetaker sometimes captures notes in the rolling agenda, sometimes writes directly into the launch presentation
 - iv. It is good to have a backup notetaker
2. (60) **Team Meeting**
 - a. Take a picture of each mini-green team during this session and email it to Kristina_Gonzalez@gse.harvard.edu so she can upload it to the pages
3. (10) **Feedback survey**
 - a. Be sure people stop on Data Wise time to fill out the Monday Feedback Survey.
 - b. If the team agrees they want to keep working, they still need to stop from 5:20-5:30 to do the survey so that the teaching team has the data for its debrief meeting

MONDAY: Building on Past Improvement Efforts

SYSTEM TEAMS

Time: 4:00-5:30

Participant Objectives:

- Know that the Data Wise Launch Presentation is where we will capture our work this week
- Compare team members' perceptions of where schools in our system are with the work of improvement
- Identify strengths and challenges in our current approach to improvement
- Identify the team that will oversee system-wide improvement work
- Clarify the availability and purpose of system-level collaborative meeting time

Materials

- Stoplight posters
- "Prepare survey" results (on team's page on program website)
- System-Level Improvement Summaries (on team's page on program website)
- Data Wise Launch Presentation Templates (linked from team's page on program website)

Procedure

1. (10) **Teaching Fellow Sets the Stage**
 - a. Hand out the assignment description and walk people through it. Tell them that they will open the launch presentation during their meeting today.
 - b. Explain that we put the rolling agendas and launch presentations into Google drive because we are intentionally using technology to encourage collaboration -- Google drive allows multiple participants to work in / edit / view the documents at the same time.
 - c. Encourage people to continue to "play along" as they get used to the new way of doing business with rolling agendas.
 - i. They may find that there is a lot of time at the beginning and end of meetings devoted to unfamiliar activities
 - ii. In particular, all the talk about next steps might feel funny given that there is so little time between meetings to actually do next steps. Tell folks that we are including placeholders for these so that they get used to making space in the agenda to track next steps, but that this discipline will come in handy when they go back home
 - iii. The notetaker sometimes captures notes in the rolling agenda, sometimes writes directly into the launch presentation
 - iv. It is good to have a backup notetaker
2. (70) **Team Meeting**
 - a. Take a picture of each mini-green team during this session and email the photos to dpedw@se.harvard.edu to be uploaded to the team's page
 - b. At the end of this meeting, you should let the next facilitators (for Tuesday at 10:45) know that there will be a guest presenter at the start of their meeting, and they will only need to facilitate the end.
 - c. Also, given the guest presenter, the plus/deltas from this meeting will go into the agenda for Tuesday at 3:30.
3. (10) **Feedback survey**
 - a. Be sure people stop on Data Wise time to fill out the Monday Feedback Survey.
 - b. If the team agrees they want to keep working, they still need to stop from 5:20-5:30 to do the survey so that the teaching team has the data for its debrief meeting

Day Two: Tuesday, June 17, 2014

TUESDAY: Refining the Focus SCHOOL TEAMS Time: 10:45-12:15	
Participant Objectives <ul style="list-style-type: none"> • Discuss how the instructional leadership team and teacher teams could work together to bring coherence to the work of improvement • Identify what collaborative meeting time is available for the leadership team and for teacher teams to work through the improvement cycle • Clarify the rationale for choosing our focus area • Review our data inventory and inventory of instructional initiatives 	
Materials <ul style="list-style-type: none"> • Large copies of Data Wise Arrows (one per team) from the Coherence Protocol in earlier session • Markers • Stickers 	
Procedure <ol style="list-style-type: none"> 1. (10) Teaching Fellow Sets the Stage <ol style="list-style-type: none"> a. Discuss the importance of coherence and how different initiatives are often not connected to one another or to a focus area. b. Review objectives and key activities for green team time. 2. (80) Team Meeting 	
TUESDAY: Refining the Focus SYSTEM TEAMS Time: 10:45-12:15	
Participant Objectives <ul style="list-style-type: none"> • Know one example of how a system can support school-level improvement 	

<ul style="list-style-type: none"> • Explore the degree of coherence within our current approach to supporting schools in the work of improvement • Discuss our vision for improvement • Discuss how our system will support schools in organizing for collaborative work
<p>Materials</p> <ul style="list-style-type: none"> • Large copies of Data Wise Arrows (one per team) from the Coherence Protocol in earlier session • Markers • Stickers
<p>Procedure</p> <ol style="list-style-type: none"> 1. (45) Presentation: Sejin Bai, Boston Public Schools Inquiry Facilitator <ol style="list-style-type: none"> a. Sejin will use most of the time for her presentation, but be sure to transition teams very quickly to their rolling agendas to get started with the discussion after she finishes. There is less "structure" to the rolling agenda for this session, but the teams still have tasks to complete! 2. (45) Team Meeting
<p>TUESDAY: Building Assessment Literacy</p> <p>SCHOOL TEAMS</p> <p>Time: 3:30-5:00</p>
<p>Participant Objectives</p> <ul style="list-style-type: none"> • review the skills tested on the assessments that produced the data you brought to the institute • Study how results are reported and create a slide that captures what teachers and school leaders need to know in order to be able to understand the data • Apply principles of responsible data use as you decide what results are important for you to highlight • Review the data you brought to the institute and create a slide that captures what teachers need to know in order to be able to understand the data contained in the data overview you will create tomorrow <p>Materials</p> <ul style="list-style-type: none"> • Scavenger Hunt handout • Data that school teams brought to the Institute • School Baseline Summaries

<p>Procedure</p> <ol style="list-style-type: none"> 1. (10) Teaching Fellow Sets the Stage <ol style="list-style-type: none"> a. Give directions for what it means to "sketch a venn diagram that shows the extent to which the domain of our focus area is covered" b. Review objectives and key activities for Green team time. 2. (70) Team Meeting 3. (10) Feedback Survey 	<p>TUESDAY: Building Assessment Literacy</p> <p>SYSTEM TEAMS</p> <p>Time: 3:30-5:00</p>
<p>Participant Objectives</p> <ul style="list-style-type: none"> • Review the skills tested on the assessments that school-based team members brought to the institute • For these assessments, study how results are reported and create a slide that captures what teachers and school leaders need to know in order to be able to understand the data • Discuss how our system will support schools in building assessment literacy <p>Materials</p> <ul style="list-style-type: none"> • Scavenger Hunt handout • Data that school teams brought to the Institute • School Baseline Summaries (if available) <p>To prepare ahead of time:</p>	<p>Procedure</p> <ol style="list-style-type: none"> 1. (10) Teaching Fellow Sets the Stage <ol style="list-style-type: none"> a. Review objectives and key activities for green team time. b. You might want to let the teams know that Monday & Tuesday were mostly "system" activities and coming up with agreements about how the system will support schools, but tomorrow (Wednesday) the school teams will have one and a half green team sessions to focus on how they are going to launch the DWIP at their own schools. 2. (70) Team Meeting 3. (10) Feedback Survey

Day Three: Wednesday, June 18, 2014

15

WEDNESDAY: Creating a Data Overview SCHOOL TEAMS Time: 10:45 - 12:15
Participant Objectives <ul style="list-style-type: none">• Check in about your norms• Sketch two charts that we will include in a data overview discussion with our faculty when we go home
Materials <ul style="list-style-type: none">• Chart paper• Markers• Data Display Checklist
Procedure <ol style="list-style-type: none">1. (10) Teaching Fellow Sets the Stage<ol style="list-style-type: none">a. Review objectives and key activities for green team time.b. Let the teams know that they are going to start the data overview activity before lunch, and have more time to finish it after lunch.2. (80) Team Meeting
Tips <p>Teams may ask if it is okay to just use a screenshot of a chart from one of their assessment reports in their data overview. This is okay. If they are not comfortable with Excel, however, you may point out that this week is a time to learn new skills, and point them to the Chart Making Workshop for that</p>
WEDNESDAY: Supporting Schools with Data Wise SYSTEM TEAMS Time: 10:45 - 12:15
Participant Objectives <ul style="list-style-type: none">• Check in about your norms

- Discuss how school teams within the system are going to integrate the Data Wise Improvement Process in their own schools

Materials

- School Baseline Summaries (if available)
- "Prepare survey" results for schools (on team's page on program website)

Procedure

1. (10) **Teaching Fellow Sets the Stage**
 - a. Review objectives and key activities for green team time.
 - b. Let the teams know that they are going to start the discussions about supporting schools before lunch, and have more time to finish it after lunch.
2. (80) Team Meeting

WEDNESDAY: Discussing a Data Overview

SCHOOL TEAMS

Time: 1:45-3:15

Participant Objectives

- Continue working on our data overview charts
- Decide who will be responsible for making the charts in Excel (if needed) and pasting them into the Data Wise Launch presentation
- Draft an agenda for meeting in which faculty back home discuss the data overview

Materials

- Chart paper
- Markers
- Data Display Checklist

Procedure

1. (10) **Teaching Fellow Sets the Stage**
 - a. Review objectives and key activities for green team time.
 - b. Let the teams know that they are going to fill out their Wednesday feedback survey at the end of the day, while they are in blue groups
 - c. You might want to recommend to teams that they download their Launch presentation if they want to add charts / graphs using Excel

- PowerPoint. Or, they can take a screenshot of the final data displays and add them as images to the Google presentation.
2. (80) Team Meeting

WEDNESDAY: Creating a Strategy for System-Wide Improvement

SYSTEM TEAMS

Time: 1:45-3:15

Participant Objectives

- Discuss how school teams within the system are going to integrate the Data Wise Improvement Process in their own schools
- Discuss the implications of the school-based work for the system-wide improvement strategy

Materials

- School Baseline Summaries (if available)
- "Prepare survey" results for schools (on team's page on program website)

Procedure

1. (10) **Teaching Fellow Sets the Stage**
 - a. Review objectives and key activities for green team time.
 - b. Let the teams know that they are going to fill out their Wednesday feedback survey at the end of the day, while they are in blue groups
2. (80) Team Meeting

Day Four: Thursday, June 19, 2014

THURSDAY: Identifying Insights and Dilemmas

Time: 3:30 - 5:00

Participant Objectives

- Reflect on your work to date and capture:
 - Insights you have had this week
 - A dilemma that you would like to discuss with another team

Materials

- iSite only
 - Consultancy PPT Template
- Handouts
 - Consultancy Partner forms (TFs just need one copy for each team; you will be given copies of this handout)

Procedure

1. (20) **Teaching Fellow Sets the Stage**
 - a. Review objectives and key activities for green team time.
 - b. Explain the Consultancy Protocol (see directions below - this will also be in the TF PPT slides)
 - i. Alert the teams that today they are finalizing their assignment and also getting ready to present to another school team on Friday morning using the Consultancy Protocol. Emphasize for the team that presentations are only 5 minutes long!
 - ii. Walk teams through the structure of the Consultancy Protocol and give examples of what kinds of questions they could ask / places to get focused feedback
 - c. Introduce the team to the Data Wise Rubric during this session, if you have not done so already. (The Rubric was handed out to them c Monday, in their folders.) Remind them that the Rubric is a tool to help guide and track their development along the Data Wise Improvement Process.
 - d. Remind the teams that they should download their Launch Presentation at the end of the day and upload it to their team's page.
2. (50) Team Meeting
3. (10) Feedback survey

Consultancy Protocol (55 minutes total)

1. (2) TF Introduces the protocol
2. (25) Protocol- Round 1

- a. (5 min.) Presenting team shares their dilemmas and any other slides from the launch presentation that would help the consulting team understand it
 - b. (2 min.) Listening team asks clarifying questions and presenting team responds
 - c. (2 min.) Listening team asks probing questions and presenting team responds
 - d. (10 min.) Listening team talks to each other and suggests feedback; presenting team is silent
 - e. (6 min.) Presenting team reflects on what they heard
3. (3) Transition
 4. (25) Protocol: Round 2

Day Five: Friday, June 20, 2014

FRIDAY GIVING and Receiving Feedback on Dilemmas

Time: 10:00 - 11:30

Participant Objectives

- Get feedback from our consultancy partner about how to address our dilemma
- Integrate insights from the consultancy protocol into our Data Wise Launch Presentation
- Upload the Data Wise Launch Presentation

Materials

- Team's PowerPoint presentations, uploaded to their team pages

The modified directions for the Consultancy Protocol will be on the PowerPoint, but for full directions remind participants to look in their books or on the [Resource Platform](#).

Procedure

1. (2) TF Introduces the protocol
2. (25) Protocol: Round 1
 - (5 min.) Presenting team shares their dilemmas and any other slides from the launch presentation that would help the consulting team understand it
 - (2 min.) Listening team asks clarifying questions and presenting team responds
 - (2 min.) Listening team asks probing questions and presenting team responds
 - (10 min.) Listening team talks to each other and suggests feedback; presenting team is silent
 - (6 min.) Presenting team reflects on what they heard
3. (3) Transition
4. (25) Protocol: Round 2
5. (5) TF Debriefs the protocol using SUMI
6. (15) Teams have time to revise their presentation, given feedback or learning from consultancy
 - Remind the teams that they should upload the FINAL version of their Launch Presentation to their team's page.
7. (15) Feedback survey

Tips

- You may want to start by congratulating everyone on all the hard work that got them to the point where there are today!
- Please remind them of the purposes of this protocol and review the basic time breakdowns for each round. Participants will likely need to keep track of the time themselves for this protocol. Each team will have 25 minutes to present.

Tips specifically for the Consultancy Protocol

- **Clarifying questions** are for the person asking them. They ask the presenter "who, what, where, when, and how." These are not "why" questions. They can be answered quickly and succinctly, often with a phrase or two.
- **Probing questions** are for the person answering them. They ask the presenter "why" (among other things), and are open-ended. They take longer to answer, and often require deep thought on the part of the presenter before s/he speaks.
- When the group talks while the presenter listens, it is helpful for the presenter to pull his/her chair back slightly away from the group. This protocol asks the Consultancy group to talk about the presenter in the third person, almost as if s/he is not there. As awkward as this may feel at first, it often opens up a rich conversation, and it gives the presenter an opportunity to listen and take notes, without having to respond to the group in any way.
- During the time when the presenter reflects on what was heard, this is NOT the time for the presenter to give a point-by-point response to the group's conversation, nor is it to defend or further explain. Rather, this is a time for the presenter to talk about what were the most significant comments, ideas and questions s/he heard. The presenter can also share any new thoughts or questions s/he had while listening to the Consultancy group.

Appendix J

DATA WISE ONLINE COURSE VIDEO AND COMMENTARY FEATURING LEASURE ELEMENTARY SCHOOL

HarvardX Filming Schedule Featuring Leasure Elementary
and the Data Wise Journey

Schedule for HarvardX Leasure Filming
10/21 and 10/22

Leasure Elementary
1015 Church Rd.
Bear, DE 19702

HarvardX Crew:
Molly Wasser • 484-557-8347
Mark Steele • 617-947-2449
Chris Engles • 617-233-6966

Leasure Team:
Deirdra Aikens • 302-454-2104
Brian Lee
Natasha Reid
Amanda Ramsey
Amanda Marusa
Joyce Dukar
Jenn Woods

Tuesday, October 21, 2014

Time	Duration	Activity	People	Location	Content
7:00 AM		HarvardX Crew arrives	Molly Wasser, Mark Steele, Chris Engles, Custodian (to let us in!)	Leasure Elementary	
7:15 - 8:00 AM	45 min	HarvardX crew sets up for Data Team Meeting	HarvardX crew	Library	
8:00 AM	50 min	Data Team Meeting	Data Team, HarvardX	Library	

- 8:50 AM		Filming	crew		
8:50 - 9:15	25 min	Break and prep for next filming	HarvardX crew	Library	
9:15 - 11:00	1 hour, 45 min	5th Grade Team Meeting	Natasha Reid, Amanda Ramsey, Joyce Dukar, Amanda Marusa, Deirdra Aikens	Library	<ol style="list-style-type: none"> 1. Begin meeting as usual, reviewing plus and deltas from last meeting, objectives etc. 2. Look at red/yellow/green color coded charts from DCAS or DIBLS 3. Sort student math work into types of errors. Discuss what is causing the errors. 4. When we did an error analysis, we found that they were having difficulty reading the problems and then we took the idea from close reading in ELA and used it in Math. 5. Make sure someone says, we want to keep this low on the ladder. 6. After meeting, time for B-Roll (just getting shots of the meeting and paper sorting)
11:00 - 11:30	30 min	Change setup for Brian's interview	HarvardX Crew	Library	
11:30 - 12:00	30 min	Interview with Brian	HarvardX crew, Brian Lee	Library	<i>Theme of interview:</i> How has Leasure changed because of the Data Wise Improvement Process?
12:00 - 12:45	45 min	Lunch			
12:45 -	30 min	Interview with Amanda	HarvardX Crew	Library	<i>Theme of interview:</i> As a teacher,

1:15		Marusa			What was it like to start using this new process?
1:15 - 2:00	45 min	Breakdown and setup for interview with Deirdra Aikens	HarvardX Crew	Deirdra's office or different area of library	
2:00 - 3:30	1.5 hours	Interview with Deirdra Aikens	Mark Steele, Molly Wasser, Deirdra Aikens, and Chns Engles for first hour	Deirdra's office or different area of library	<i>Theme of interview:</i> Why is DW important? How have you incorporated it into your school? How do you support your staff in this work?
1:45 - 3:30	1 hour	B-Roll filming (walking around the school filming signs, kids in hallways etc)	Chris Engles	Leisure Elementary	
3:30 - 3:45	30 min	Setup for interview with Jenn Woods	HarvardX Crew	Library or Data Room	
3:45 - 4:30	45 min	Interview with Jenn Woods	HarvardX Crew, Jenn Woods	Library or Data Room	<i>Theme of interview:</i> How do you support teachers in this work? Why is it important? How did you come up with the close reading strategy?
4:30 - 5:00 PM	30 min	Wrap up for the day!			

Wednesday, October 22, 2014

Time	Duration	Activity	People	Location	Content
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8:30 AM		HarvardX Crew arrives	Molly Wasser, Mark Steele, Chris Engles	Leasure Elementary	
8:30 - 9:00 AM	30 min	HarvardX Crew sets up	Natasha Reid, Natasha Reid's homeroom, HarvardX Crew	Natasha Reid's Classroom	
9:00 AM - 10:00 AM	1 hour	Film Natasha Reid's Lesson and Classroom	Natasha Reid, Natasha Reid's homeroom, HarvardX Crew	Natasha Reid's Classroom	<ul style="list-style-type: none"> • Students arriving • Morning announcements • The pledge • Lesson using the highlighter strategy in problem-solving • Students discussing problems together and annotating what they think the problem is asking • Can Amanda Ramsey or Joyce Dukar come in to show that teachers are observing each other?
10:00 - 10:30	30 min	Setup for Interviews	HarvardX Crew	Natasha Reid's Room	
10:30 - 11:30	1 hour	Interview with Natasha Reid	HarvardX Crew, Natasha Reid	Natasha Reid's Classroom	<p><i>Theme of Interview:</i> Describe the close reading Data Wise Journey (not a Journey presentation) from your perspective as team leader, math teacher, and data team member. Can you show an example of student work before and after (entire paragraph highlighted vs. key words highlighted)?</p>
11:30 -	15 min	Setup for Student	HarvardX Crew	Pod or	

11:45		interviews		Natasha Reid's classroom	
11:45 - 12:00	15 min	Interview Student 1	HarvardX Crew, Student	Pod or Natasha Reid's classroom	<i>Theme of Interview:</i> Show highlighted and annotated work
12:00 - 12:15	15 min	Interview Student 2	HarvardX Crew, Student	Pod or Natasha Reid's classroom	<i>Theme of Interview:</i> Show highlighted and annotated work
12:15 - 1:00	45 min	Lunch			
1:00 - 1:15	15 min	Setup in Joyce's classroom	HarvardX Crew	Joyce's classroom	
1:15 - 2:00	45 min	Film Joyce's lesson	HarvardX Crew, Joyce Dukar	Joyce's classroom	<ul style="list-style-type: none"> Lesson with cold reading, annotating, and highlighting. Students reading together and discussing the story.
2:00 - 2:30	30 min	Setup for interview with Joyce		Joyce's classroom	
2:30 - 3:30	1 hour	Interview with Joyce Dukar	HarvardX Crew, Amanda Manusa	Joyce's classroom	<p><i>Theme of Interview:</i> Describe the close reading Data Wise Journey (not a Journey presentation) from your perspective as team member and ELA teacher.</p> <p>Can you show an example of student work before and after (entire paragraph highlighted vs. key words highlighted)?</p>

3:30 - 4:00	30 min	Wrap up and pack up!			
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What HAS to be filmed?

Data Team Meeting (50 minutes)

Two 5th grade team meetings (90 minutes x2)

Interviews with:

Deirdra (library, office, or data room) - 2 hours (sorry Deirdra!) + 30 min setup and 15 min breakdown

Natasha Reid (classroom) 1 hour + 30 min setup and 15 min breakdown

Amanda Marusa (classroom) 30 min + 30 min setup and 15 min breakdown

Natasha Reid teaching - 1 hour

General school shots (anytime there is an interview, one person go and film school shots)

Joyce Dukar teaching - 15 - 30 min

What would we like to film?

Amanda Ramsey teaching - 15 - 30 min

Interviews

Brian - 45 min + 30 min setup and 15 min breakdown

Jen Woods (data room) 1 hour + 30 min setup and 15 min breakdown

Sara (data room) 30 min + 30 min setup and 15 min breakdown

Student interview 1 - 15 min + 15 min setup and 10 min breakdown

Student interview 2 - 15 min + 15 min setup and 10 min breakdown