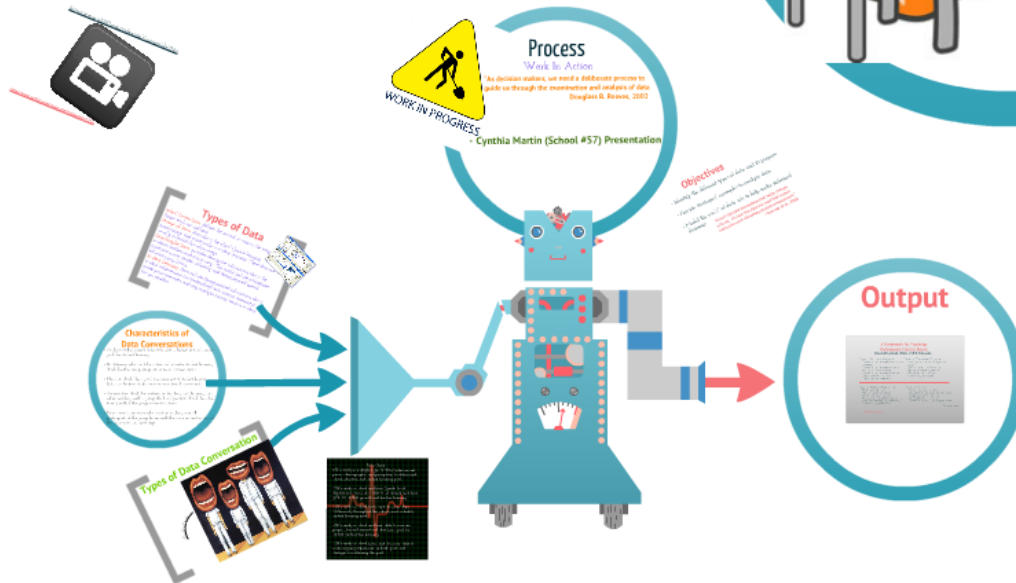
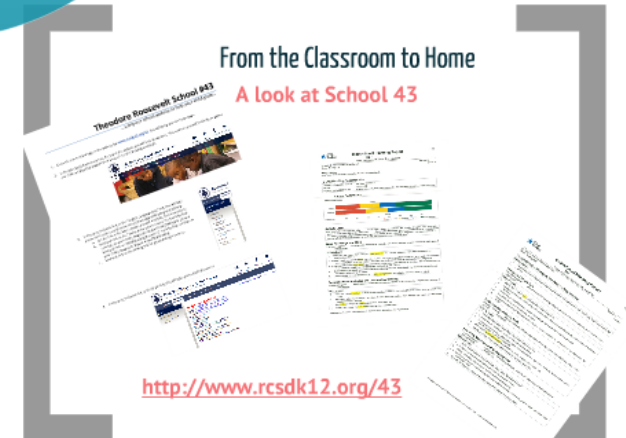


Dave and Dawn School #7: ONE-ON-ONE

<https://docs.google.com/file/d/0Bz6ut-FD8KdPd18zeGhKVXVJOTu/edit?usp=sharing>



From the Classroom to Home A Look at School 43



Effective Data Conversation





Process
Work In Action
"As decision makers, we need a deliberate process to guide us through the examination and analysis of data"
Douglass B. Reeves, 2002

WORK IN PROGRESS

Cynthia Martin (School #57) Presentation

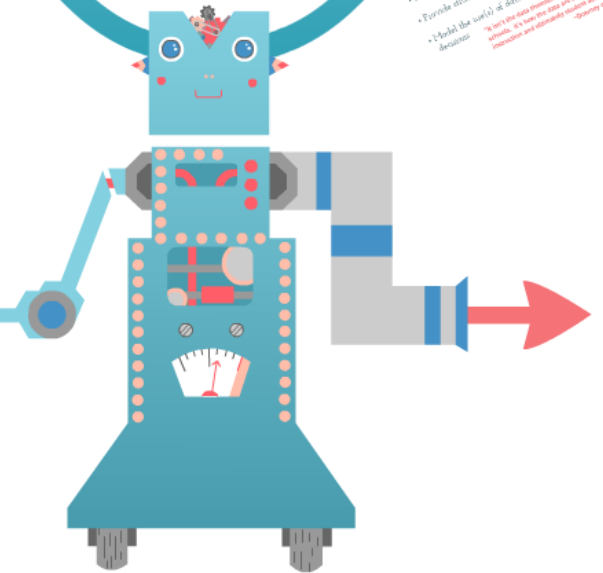
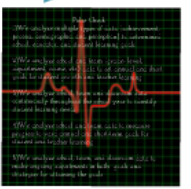
- Objectives**
- Identify the different types of data used in purpose
 - Provide strategies/ examples to analyze data
 - Model the world of data sets to help make informed decisions
- "to help the data conversation that helps change schools, it's a new first step and that that changes education and ultimately students' outcomes."*
-Gregory A. Dwyer

Types of Data

Characteristics of Data Conversations

- Analyses of the various types of data conversations should be made
- Practitioner relationships and various roles should be shared for the same participants
- The data should be a good representation of student learning
- One can be from one conversation in several conversations
- Conversations should be centered on tracking and learning and when working with a group the data conversation should be shared in online for the group to see
- One can use a number of ways to make sure all participants of the group have a role in the data conversation

Types of Data Conversation



Output

A Framework for Teaching
Professional Learning Plan
Teacher: [Name]
School: [Name]
Year: [Year]

Standard	Indicator	Assessment
1.1	1.1.1	1.1.1.1
1.1	1.1.2	1.1.2.1
1.1	1.1.3	1.1.3.1
1.1	1.1.4	1.1.4.1
1.1	1.1.5	1.1.5.1
1.1	1.1.6	1.1.6.1
1.1	1.1.7	1.1.7.1
1.1	1.1.8	1.1.8.1
1.1	1.1.9	1.1.9.1
1.1	1.1.10	1.1.10.1

Effective Data Conversation

Objectives

- Identify the different types of data and its purpose
- Provide strategies/ examples to analyze data
- Model the use(s) of data sets to help make informed decisions

"It isn't the data themselves that helps change schools, it's how the data are used that impact instruction and ultimately student achievement."

~Downey et al., 2004

Pulse Check

- 1) We analyze multiple types of data (achievement, process, demographic, and perception) to determine school, educator, and student learning goals
- 2) We analyze school and team (grade-level, department, course, etc.) data to set annual and short goals for student growth and teacher learning
- 3) We analyze school, team and classroom data continuously throughout the school year to identify student learning needs
- 4) We analyze school and team data to measure progress toward annual and short-term goals for student and teacher learning
- 5) We analyze school, team, and classroom data to make ongoing adjustments in both goals and strategies for attaining the goals

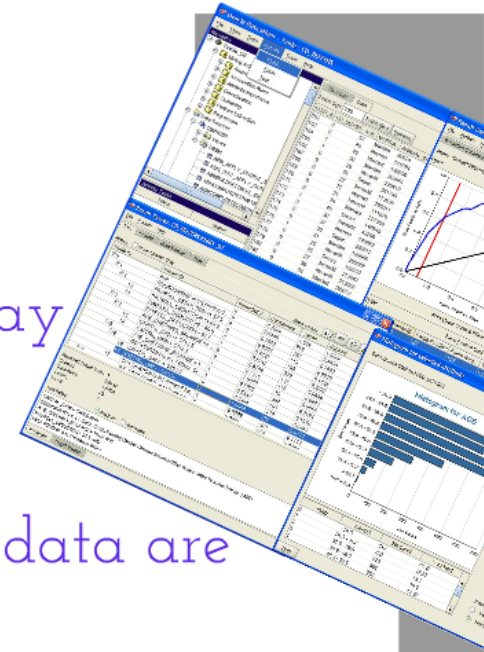
Types of Data

School Process Data- defines the normal routine or the way things work around here.

Perceptual Data- data about the school climate learning environment and concern about student learning. These data are usually collected through surveys

Demographic Data- provides descriptive information about the students teachers and community. This might include attendance, graduation rate, gender, ethnicity and disaggregated special education population

Student Learning- data include disaggregated information about student achievement on standardized tests, interim assessment, grade point averages, and gap analysis among various student groups, genders



Characteristics of Data Conversations

- Analysis of the current state of student achievement and create goals for student learning
- Practitioners who can take action and monitor student learning should be the core participants in team conversations.
- The data should be a good measurement of student learning. Data can be from state, common or national assessment.
- Conversation should be centered on teaching and learning and when working with a group the hard questions should be asked to endure that the group moves to actions.
- Teams need a recorder who assists in making sure all participants of the group leave with the same understanding of the discussions and next steps.

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Types of Data Conversation



Whole school conversations

Purpose To create and monitor a school wide implementation plan for continuous by analyzing student/ school data trends

Data Used State assessment, district benchmarks, NWEA, AIMSweb

Who is Involved School Improvement Team, School Based Planning Team, Entire Staff

Conversation Topics Patterns of student achievement, Needs for school wide programs (instructional, curricular, professional learning), Needs for additional knowledge and skills for staff

Frequency Two times per year



One on one conversations with multi- year growth of students

Purpose To identify trends in the achievement of students over time in an individual teacher's classroom.

Data Used State assessment, end of course assessments, NWEA, AIMSweb, classroom assessments, common assessments

Who is Involved individual teacher and building-level administrator or coach

Conversation Topics growth of students , overall proficiency of students , instructional strategies to meet students learning needs

Frequency At least twice a year for administrator -teacher and as often as weekly with teacher -coach



Dave and Dawn

School #7: ONE-ON-ONE

<https://docs.google.com/file/d/0Bz6ut-FD8KdPd18zeGhKVXVJOTg/edit?usp=sharing>



Dave and Dawn

School #7: ONE-ON-ONE

<https://docs.google.com/file/d/0Bz6ut-FD8KdPd18zeGhKVXVJOTg/edit?usp=sharing>



Department and/ or grade level Teams with focus on instructional strategies

Purpose To engage in deep conversations around teaching and student learning, identifying student successes and challenges and then moving to teaching strategies and approaches that are successful and those that need to be changed

Data Used classroom assessments, student work, common assessments

Who is Involved Grade level or content –area groups

Conversation Topics Growth of students, patterns in proficiency, instructional strategies and assessment strategies

Frequency once a week to once every 6-8 weeks

Third Grade Team Meeting
August 22, 2011
9:00 a.m. - 11:00 a.m.

Purpose: To discuss/plan the big picture for our year

Desired Outcomes:

- Make a schedule/plan for language teachers
- Updates from Administration
- Create our field trip forms for leadership approval
- Grade Level Blackboard site

In Attendance: G. Ross, S. Bargren, A. McCarter, C. Oliver

Team Norms:

- No sidebars
- Be on time, or notify if not possible.
- Stay on track
- Come prepared
- Agenda ahead of time with clear purpose
- Listen with an open mind and respect other
- Remain actively engaged and participate
- Cell phones on vibrate—take emergency

WHAT (Content)	HOW (Process)	WHO	TIME (Minutes)	NOTES
*Desired Outcomes *Roles *Norms 1. Behavior Management System -Discuss -Look at calendar options for recording Homework -up to 40 minutes according to handbook. "It is expected that all children will also read on a nightly basis."	Discussion Agreement	Allison	1 min.	Facilitator: Allison Time Keeper: Carrie Recorder: Gretchen
	Discussion Agreement	Carrie	15 min.	Carrie shared her parent letter and explained more depth the system. Stacy shared the calendar she created. Both will email us hard copies and place on the grade level wiki.
	Discussion Agreement	Allison	15 min.	Gretchen will send reading logs that correlate with Daily 5. We will start reading hw on August 29 th and regular homework will start Sept 6 th . Gretchen will make a weekly schedule for the grade 40 minutes plus minimum minutes. They will read their reading...
3. Field Trips -What are we interested in this year?	Discussion Agreement	Stacy		

<http://www.pd360.com/index.cfm?ContentId=1084>



Department and or/ grade level meeting with focus on individual student interventions

Purpose To identify next steps, interventions, and necessary focus areas for additional students learning

Data Used classroom and common assessments, discipline records and student work

Who is Involved Grade level or content –area groups

Conversation Topics Diagnosis of individual knowledge and skills , next steps for students , grouping of students for instruction and intervention, and progress of student groups and their responsiveness to strategies

Frequency once a week to once every 6 weeks





Process

Work In Action

"As decision makers, we need a deliberate process to guide us through the examination and analysis of data

Douglass B. Reeves, 2002

- Cynthia Martin (School #57) Presentation

Objective

- Identify the different
- Provide strategies/
- Model the use(s)
- decisions

Student Goal Setting Conversations

Purpose To provide students with an understanding of their current level of achievement in order to set goals with action strategies so that students are actively engaged in learning

Data Used student work, grades , common assessments

Who is Involved Teacher and individual student

Conversation Topics Goal setting, strategies for success, celebrations of learning, data walls to motivate students to reach higher levels of performance, teaching students to look at their own performance

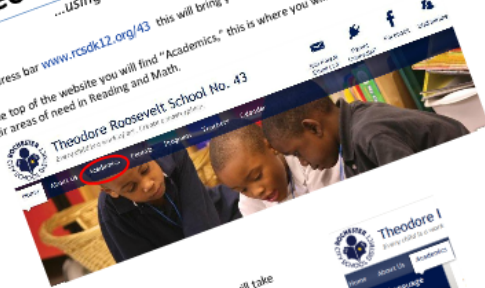
Frequency once a week to once a month or after each unit



A look at School 43

Theodore Roosevelt School #43

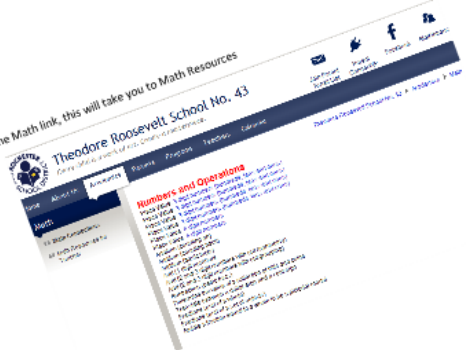
1. Go to the Internet and type in the address bar www.rtsdk12.org/43 this will bring you our home page.
2. In the blue band that runs across the top of the website you will find "Academics," this is where you will find links to games our child can play that support their areas of need in Reading and Math.



3. In this area, find and click on the "English Language Arts" link, this will take you to our resources and Interventions that support Reading and Writing.
 - a. On the left, in the blue column, you will find links for interventions
 - b. Find and click on the "Early Literacy Connections" to find links that correlate to your child's Diagnostic Report from STAR Early Literacy
 - c. Find and click on the Writing link for great writing resources



4. In this area, find and click on the Math link, this will take you to Math Resources



STAR Reading

Instructional Planning Report

for _____

Printed Wednesday, March 13, 2013 9:43:38 AM

Teacher: D _____

Grade: _____

School: 43 - Theodore Roosevelt School

Class: Reading087

Report Options

Use Trend Score: Use trend score for student's suggested skills

STAR Reading Test Results

Current SS (Scaled Score): 435

Test Date: 02/13/2013

ZFO: 13-4.2

ML: 3.9

Projected SS for 06/25/13: 492

Based on research, 93% of students at this student's level will achieve this month goal.

Current Performance

School Benchmark

Current

Projected

350 400 450 500 550 600

Student Score

Legend: 350 (Current), 400 (Projected), 450 (Benchmark), 500 (Benchmark), 550 (Benchmark), 600 (Benchmark)

Skills to Learn should work on based on his last STAR Reading Enterprise Test. These skills listed below are suggested skills. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Word Knowledge and Skills
This score suggests _____ should practice the following strategies and skills to improve comprehension of words in texts at _____ reading level.

Skills to Learn


1. Recognize and explain the meanings of **concrete nouns** (e.g., *once in a blue moon*) in grade-appropriate text (reading level 4.0-5.0)
2. Identify grade-appropriate **concrete nouns** (e.g., *ditto*, *in-miss*, *dim*, *last*, *best*) those words (e.g., *last*, *best*, and *miss*) that are used to predict the meanings of unfamiliar or complex words (e.g., *lastest*, *bestography*)
3. Distinguish between **concrete nouns** (e.g., *where*) and **abstract nouns** (e.g., *whereas*) and use context to identify the meanings of multi-meaning words (e.g., *sarbanes*, *whereas*)
4. Understand that words with similar denotative meanings (grade-level vocabulary 2.4: *planchard*) carry different connotations depending on context
5. Use knowledge of word relationships (e.g., *whereas* and *whereas*) to clarify the meanings of words in text

Comprehension Strategies and Constructing Meaning
This score suggests _____ should practice the following strategies and skills to improve reading comprehension in tests
_____ reading level

Skills to Learn

1. Make and check **predictions** by using prior knowledge, ideas from the text, text features, and obvious foreshadowing clues.
2. Identify the author's purpose (e.g., to inform, describe, entertain, explain, share feelings) and explain how the reader can determine the purpose.
3. Use **main** and supporting **details** and explain to understand text.
4. Identify and explain the **main idea** and explain how details support it.

• *Emphasize a focus skill. Focus skills identify the most critical skills to learn at each grade level.*



Instructional Planning Report

for

Unit: 43: Theatre Researcher's Guide
 Core Reading: 6043

Printed Worksheet: March 15, 2013 9:43:36 AM

Comprehension Strategies and Constructing Meaning

Unit: 43: Theatre Researcher's Guide
 Core Reading: 6043

Skills to Learn

1. Understand basic author-text processes described in Informational text (e.g., how to play a game)

Skills to Learn

1. Identify how the processes described by author, myth, and narrative to form knowledge of mythological elements

2. Identify how the processes described by author, myth, and narrative to form knowledge of mythological elements

3. Identify how the processes described by author, myth, and narrative to form knowledge of mythological elements

4. Identify how the processes described by author, myth, and narrative to form knowledge of mythological elements

5. Identify how the processes described by author, myth, and narrative to form knowledge of mythological elements

Understanding Author's Craft

Unit: 43: Theatre Researcher's Guide
 Core Reading: 6043

Skills to Learn

1. Understand how author uses craft to influence the reader's understanding of the text

2. Understand how author uses craft to influence the reader's understanding of the text

3. Understand how author uses craft to influence the reader's understanding of the text

4. Understand how author uses craft to influence the reader's understanding of the text

5. Understand how author uses craft to influence the reader's understanding of the text

Analyzing Argument and Evaluating Text

Unit: 43: Theatre Researcher's Guide
 Core Reading: 6043

Skills to Learn

1. Identify how the author uses evidence and analysis to support a claim

2. Identify how the author uses evidence and analysis to support a claim

3. Identify how the author uses evidence and analysis to support a claim

4. Identify how the author uses evidence and analysis to support a claim

5. Identify how the author uses evidence and analysis to support a claim

Constructing Meaning

Unit: 43: Theatre Researcher's Guide
 Core Reading: 6043

Skills to Learn

1. Identify how the author uses evidence and analysis to support a claim

2. Identify how the author uses evidence and analysis to support a claim

3. Identify how the author uses evidence and analysis to support a claim

4. Identify how the author uses evidence and analysis to support a claim

5. Identify how the author uses evidence and analysis to support a claim

<http://www.rcsdk12.org/43>

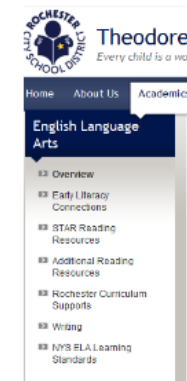
Theodore Roosevelt School #43

...using our school website to help your child grow...

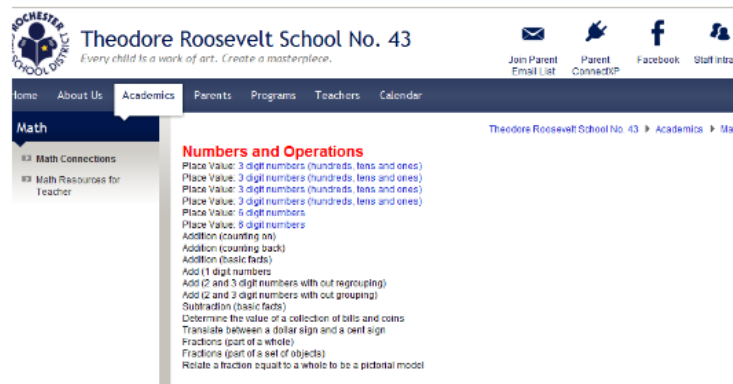
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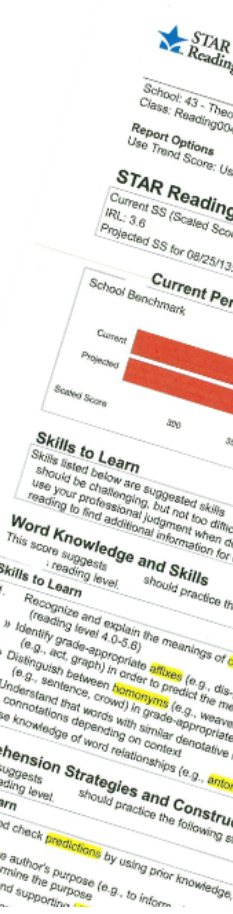
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 - a. On the left, in the blue column, you will find links for interventions
 - b. Find and click on the "Early Literacy Connections" to find links that correlate to your child's Diagnostic Report from STAR Early Literacy
 - c. Find and click on the "Writing" link for great writing resources



4. In this area, find and click on the Math link, this will take you to Math Resources



From the
A look at



School: 43 - Theodore Roosevelt School
Class: Reading004

Teacher: D
Grade: 5

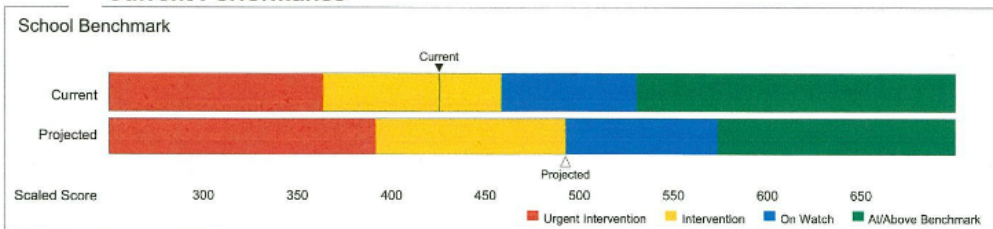
Report Options

Use Trend Score: Use trend score for student's suggested skills

STAR Reading Test Results

Current SS (Scaled Score): 425 Test Date: 02/12/2013
IRL: 3.6 ZPD: 2.9-4.2
Projected SS for 08/25/13: 492 Based on research, 50% of students at this student's level will achieve this much growth.

Current Performance



Skills to Learn

Skills listed below are suggested skills [blank] should work on based on his last STAR Reading Enterprise Test. These skills should be challenging, but not too difficult for [blank]. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Word Knowledge and Skills

This score suggests [blank] should practice the following strategies and skills to improve comprehension of words in texts at [blank] reading level.

Skills to Learn

1. Recognize and explain the meanings of **common idioms** (e.g., once in a blue moon) in grade-appropriate text (reading level 4.0-5.6)
2. » Identify grade-appropriate **affixes** (e.g., dis-, in-, mis-, -ion, -less, -ment), base words (e.g., arm, fear), and root words (e.g., act, graph) in order to predict the meanings of unfamiliar or complex words (e.g., fearless, biography)
3. » Distinguish between **homonyms** (e.g., weave/we've) and use context to identify the meanings of multi-meaning words (e.g., sentence, crowd) in grade-appropriate text (reading level 4.0-5.6)
4. Understand that words with similar denotative meanings (grade-level vocabulary 2-4: plain/natural) carry different connotations depending on context
5. Use knowledge of word relationships (e.g., **antonyms/synonyms**) to clarify the meanings of words in text

Comprehension Strategies and Constructing Meaning

This score suggests [blank] should practice the following strategies and skills to improve reading comprehension in texts at [blank] reading level.

Skills to Learn

1. Make and check **predictions** by using prior knowledge, ideas from the text, text features, and obvious foreshadowing clues
2. Identify the author's purpose (e.g., to inform, describe, entertain, explain, share feelings) and explain how the reader can determine the purpose
3. Use **main** and supporting **ideas** and details to understand text
4. Identify and explain the **main idea** and explain how details support it

» Designates a focus skill. Focus skills identify the most critical skills to learn at each **grade level**.

School: 43 - Theodore Roosevelt School
Class: Reading0043

Teacher: D.
Grade: 5

Comprehension Strategies and Constructing Meaning

Skills to Learn

5. Understand basic multiple-step processes described in informational or functional text (e.g., how to play a computer game)

Analyzing Literary Text

This score suggests _____ should practice the following strategies and skills to improve analysis of literary texts at Justin's reading level.

Skills to Learn

1. Identify how a story's **plot** is influenced by characters' actions
2. Identify the phenomena explained by origin myths, and continue to broaden knowledge of mythology and traditional literature
3. Identify and distinguish between realistic fiction and genres that involve fantastical elements
4. Use details from a story to determine its theme
5. Understand both first- and third-person narration (e.g., recognize whether or not the narrator is a character in the story)

Understanding Author's Craft

This score suggests _____ should practice the following strategies and skills to improve understanding of author's craft in texts at _____ reading level.

Skills to Learn

1. Understand how word choice affects the feeling or mood of a text
2. » Understand the meaning of words and phrases used figuratively
3. Identify sound devices (e.g., alliteration, rhyme, onomatopoeia) and rhythm and how these devices connect to the author's intent (e.g., humor, description)
4. Understand **figurative language** (e.g., metaphor, simile, exaggeration) used in text
5. Identify and analyze how sensory detail contributes to literary description

Analyzing Argument and Evaluating Text

This score suggests _____ should practice the following strategies and skills to improve analysis and evaluation of persuasive texts at _____ reading level.

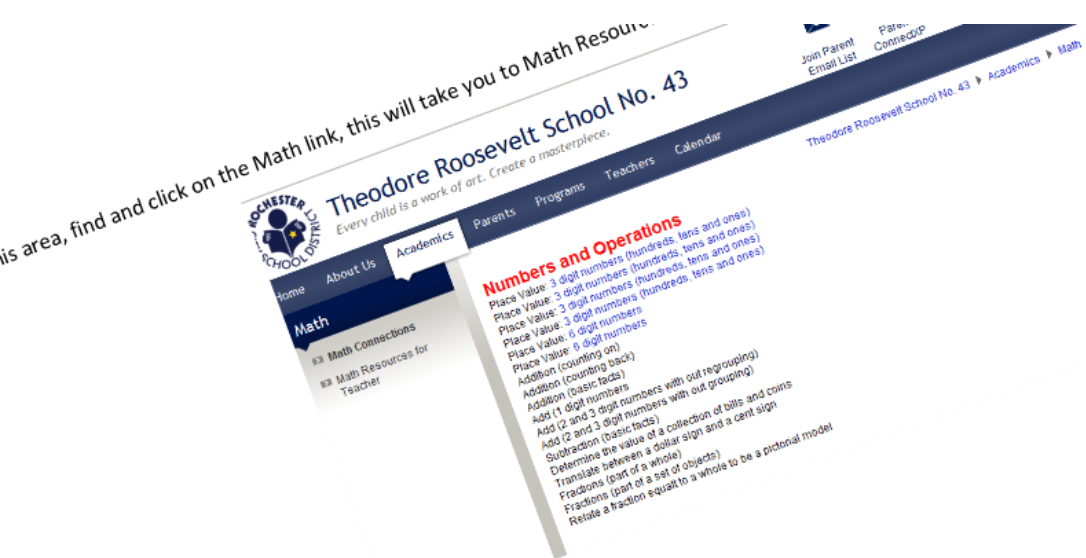
Skills to Learn

1. Identify stated opinions or beliefs that the author wants the reader to accept
2. » Explain how an author uses reasons and evidence to support a claim
3. Identify misleading statements and explain why they are misleading
4. » Explain how an author supports an argument, and evaluate reasons and evidence given to support particular points and the main claim
5. Evaluate the degree of relevance and importance of information to a specific topic

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

not words
why)
meaning words
carry different
words in text
ing comprehension in texts at
t features, and obvious foreshadowing
share feelings) and explain how the reader
t it
n at each grade level.





- (e.g., sentence, context)
- Understand that words with similar denotative meanings (grade-level vocabulary) have different connotations depending on context.
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Comprehension Strategies and Constructing Meaning

This score suggests that students should practice the following strategies and skills to improve reading comprehension at the reading level.

Skills to Learn

- Make and check **predictions** by using prior knowledge, ideas from the text, text features, and obvious for clues.
- Identify the author's purpose (e.g., to inform, describe, entertain, explain, share feelings) and explain how the purpose can determine the purpose.
- Use **main** and supporting **ideas** and details to understand text.
- Identify and explain the **main idea** and explain how details support it.

» Designates a focus skill. Focus skills identify the most critical skills to learn at each **grade level**.

<http://www.rcsdk12.org/43>

Output

A Framework for Teaching:

Professional Practice Rubric

Focused conversations put evidence to work in the classroom...

Domain 1: Planning and Preparation

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Setting instructional outcomes
- Demonstrating knowledge of resources
- Designing coherent instruction
- Designing student assessments

Domain 2: The Classroom Environment

- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

Domain 4: Professional Responsibilities

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Participating in a professional Community
- Growing and developing professionally
- Demonstrating professionalism

Domain 3: Instruction

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating flexibility and responsiveness

Danielson 2007

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A Framework for Teaching: Professional Practice Rubric

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Danielson 2007



<http://www.pd360.com/index.cfm?ContentId=1256>

Recent Access to SPA Data Warehouse

- **Access/ Login to SPA**

<http://dwwweb/analytics/saw.dll?Dashboard>

- **Explore Data**

- **Which type of meeting can these data be incorporated?**



Questions...



