Data Use
Professional Development
Series

301
Day 4

Welcome back!

Norms for our time together

- Professionalism:

  - Reasonable Bio/Tech Breaks

  - Mutual Respect for Time and Others

- Participation:

  - Active Listening

  - Shared Talk Time

  - Willingness to Engage with Openness and Honesty

- Problem Solving:

  - Solution Oriented

- Other:

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Agenda

Day 4

Welcome/Overview

Implementation Progress

Adaptive Change and Collaborative Structures

Data Analysis Questions

Break

Inference Validation

Correlation/Causation

Triangulation

Lunch

Effort Impact

Techniques for Data Conversations: Paraphrasing

Data Conversations with Parents

Planning Conversations

Break

On-Site Visits

Implementation Planning

Wrap-up/Evaluation

Day 4 Objectives

By the end of Day 4, SDLTs will be able to:

- Identify challenges and successes of Data Use implementation.

- Prepare for and engage in various types of Data Conversations.

- Articulate questions appropriate to various data sources.

- Employ various data analysis techniques such as Root Cause Analysis, triangulation, and assessing correlation, as applicable, and consider effort/impact on student learning when prioritizing action.

- Analyze the variety of ways in which On-Site Visits can support Data Use implementation in schools.

- Utilize Planning Conversations for On-Site visit planning.

- Articulate a plan for ongoing Data Use implementation.

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Implementation Progress

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Adaptive and Technical Challenges

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Data Analysis Questions

- What questions can you ask of this particular source of data?

- Which of these questions could you ask of *all* sources of data sets or data types?
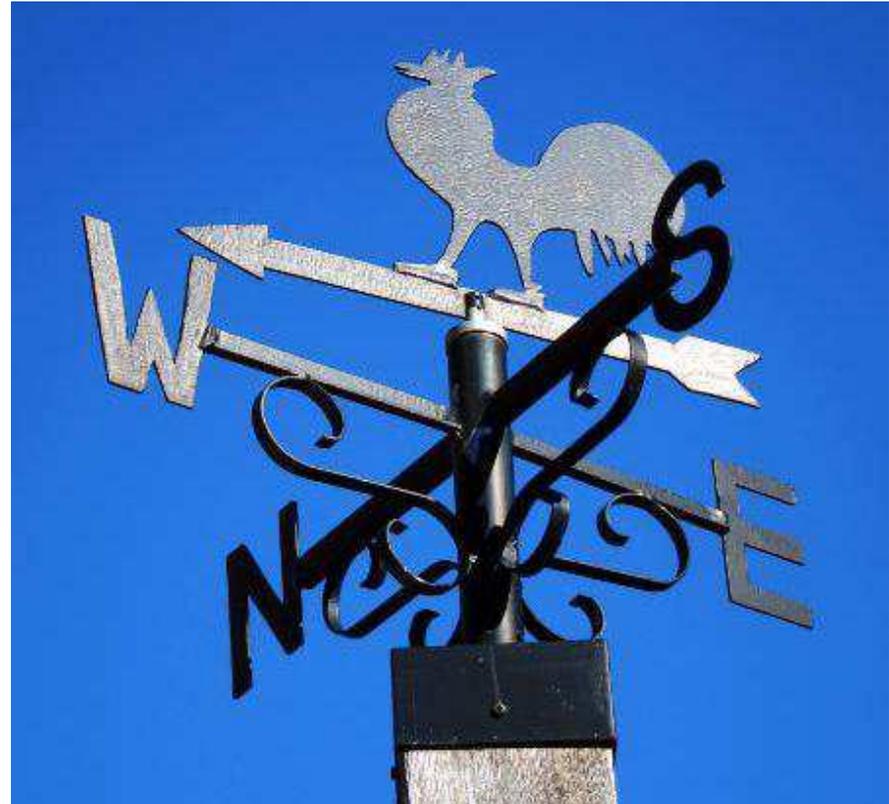
Applying Data Analysis Questions
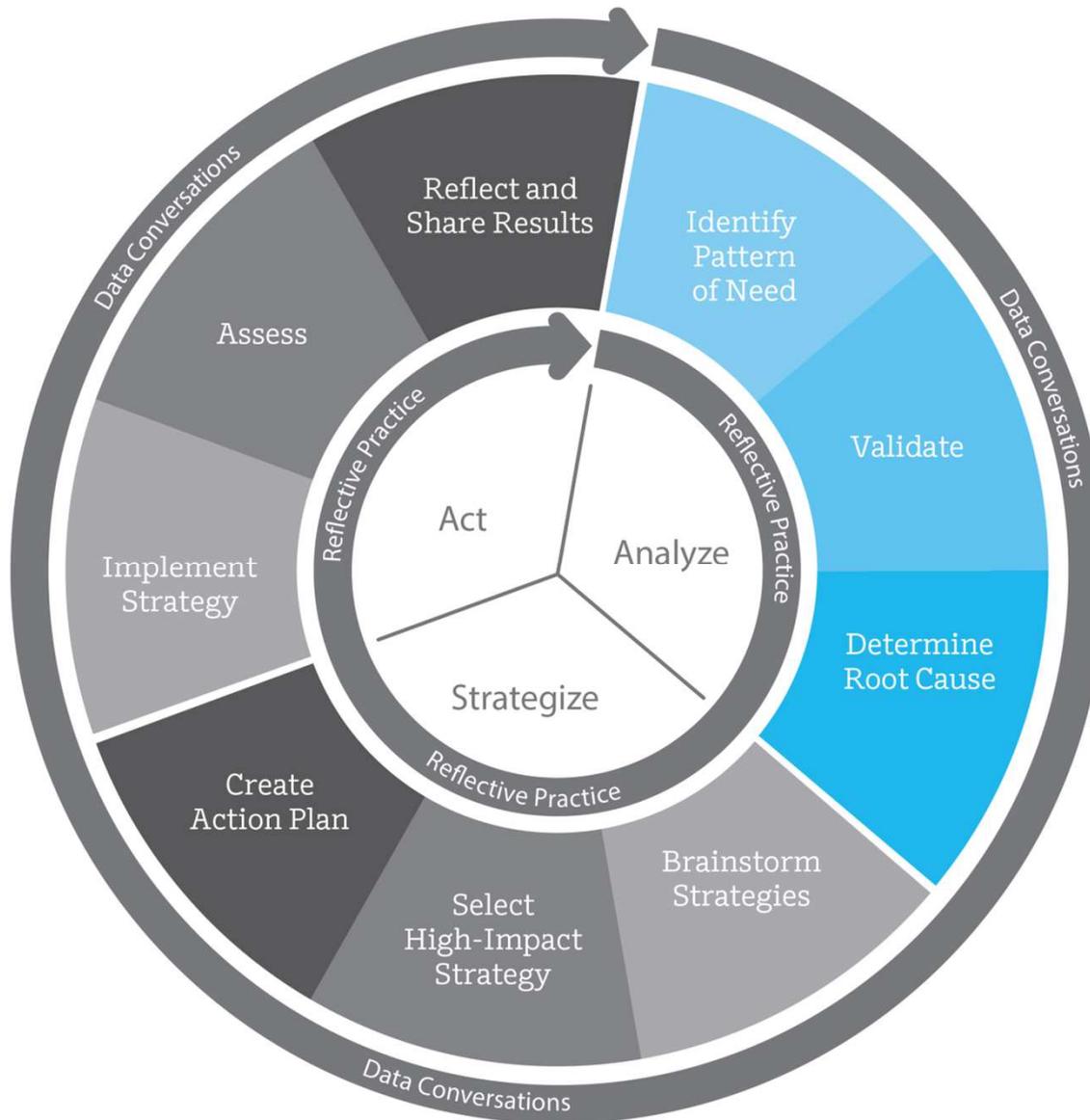
Summary

- Implementation of the work looks different at different schools.

- Understanding the best questions to ask of various data sources and types can help facilitate productive data meetings and Data Conversations.

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Data Conversations
Reflective Practice

Reflect and Share Results
Assess
Implement Strategy
Create Action Plan
Select High-Impact Strategy
Brainstorm Strategies
Determine Root Cause
Validate
Identify Pattern of Need

Act
Analyze
Strategize

Data Conversations

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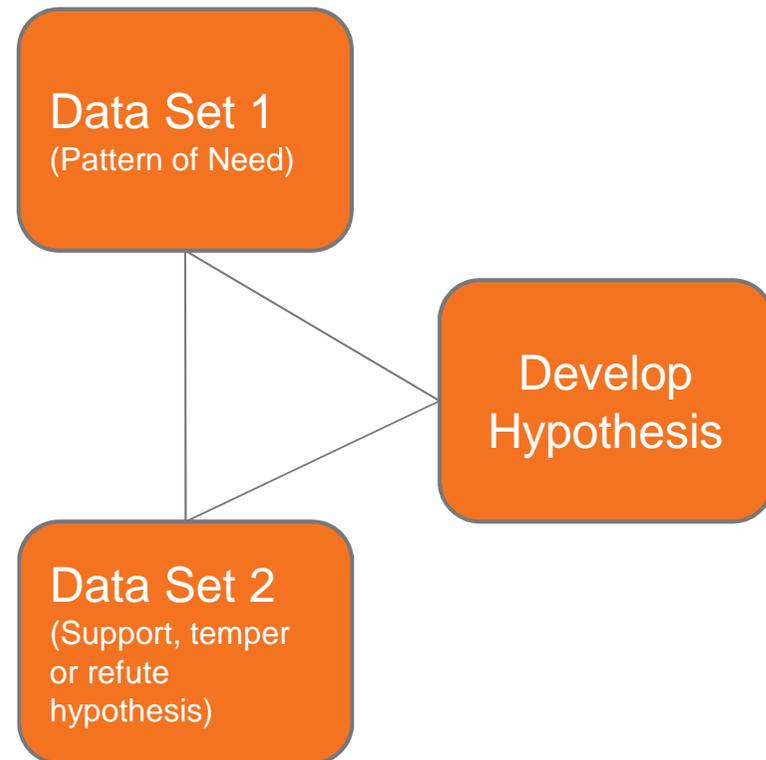# Inference Validation
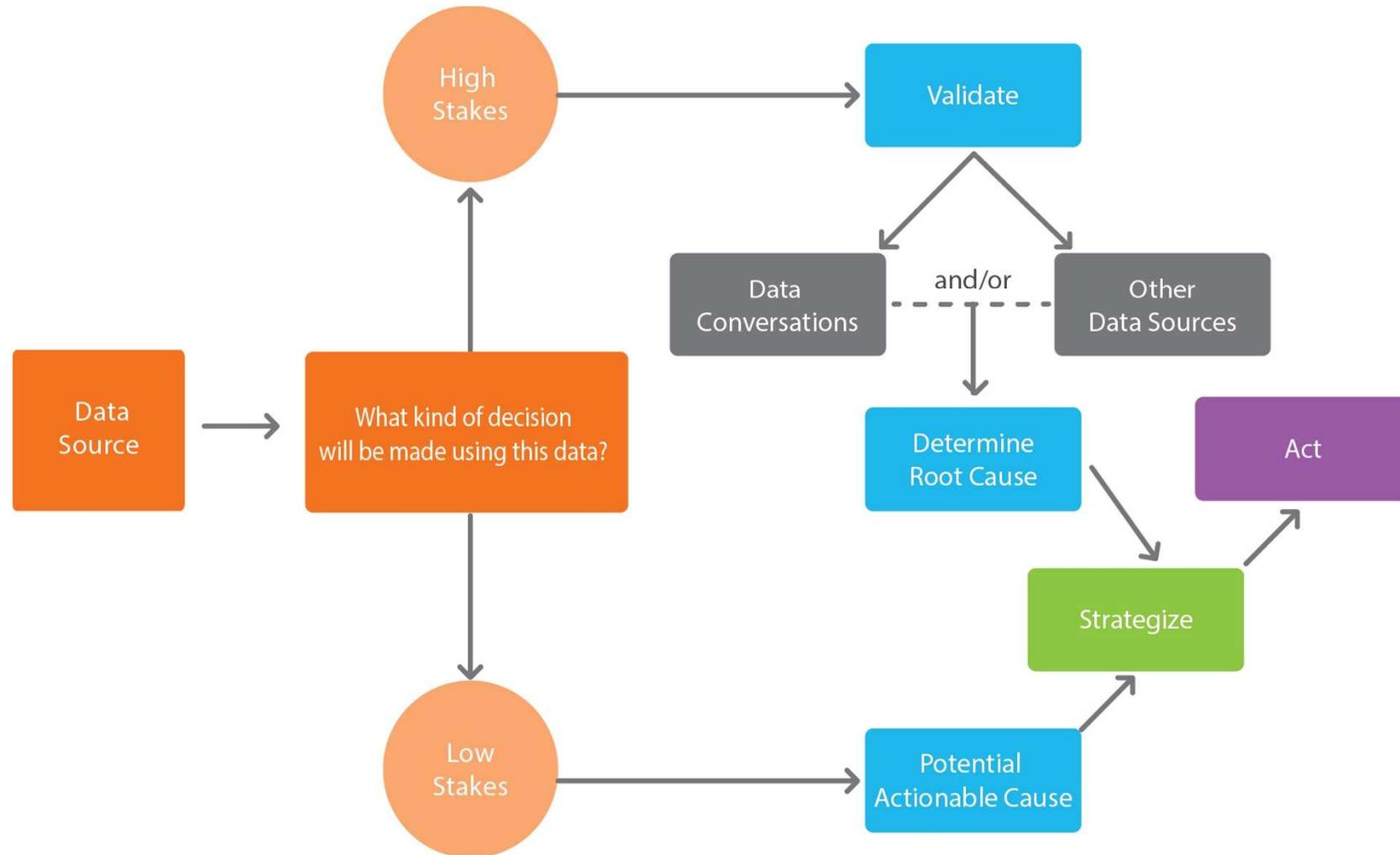
Correlation and Causation

Triangulation: Validation Using Multiple Data Sources

"Triangulation" is the process of using multiple data sources to address a particular question or problem and using evidence from each source to illuminate or temper evidence from the other sources. It also can be thought of as using each data source to test and confirm evidence from the other sources in order to arrive at well-justified conclusions about students' learning needs.

-IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making

Data Set 1
(Pattern of Need)

Develop Hypothesis

Data Set 2
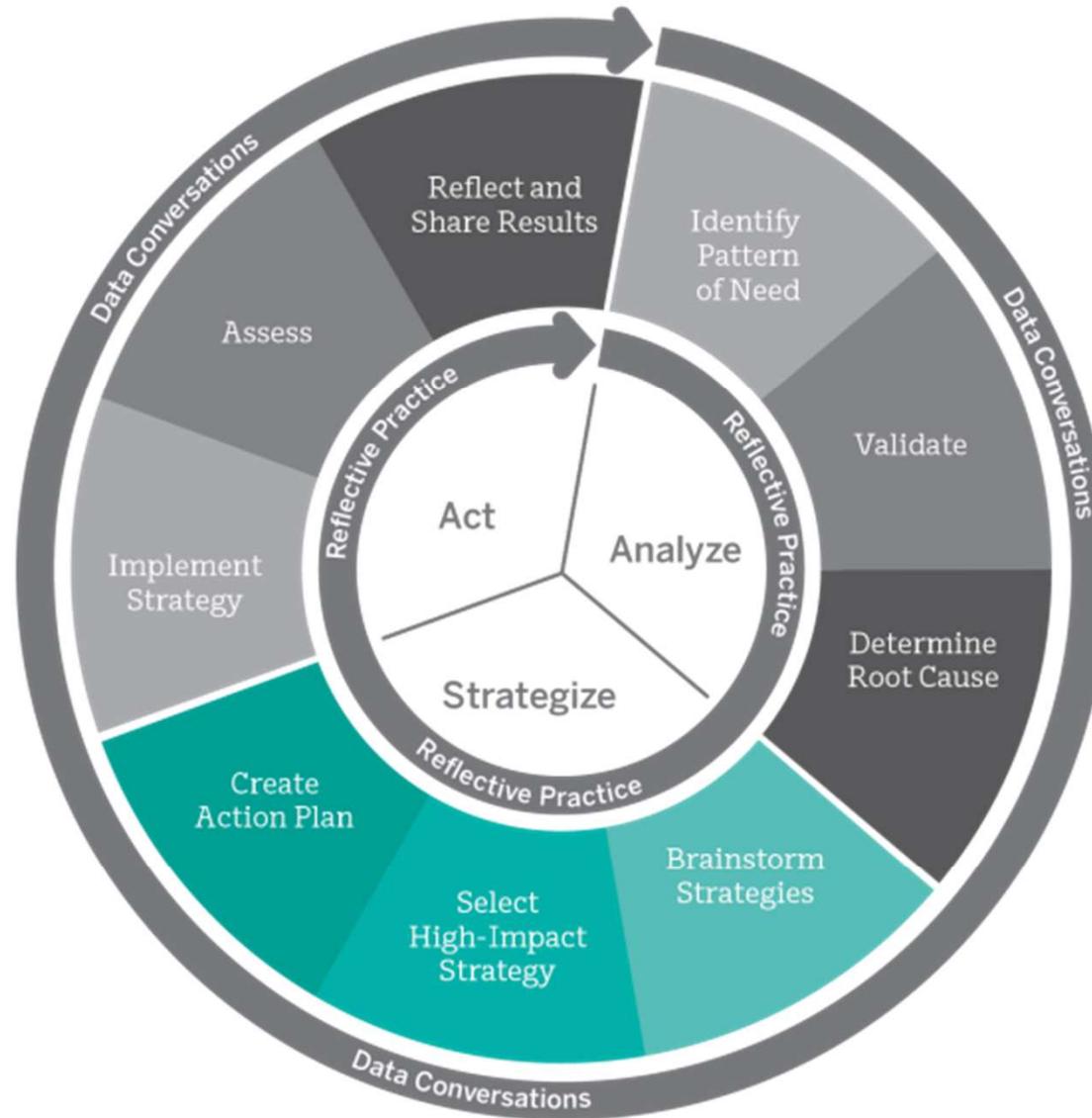(Support, temper or refute hypothesis)

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Summary

- The need for validation of inferences increases with the stakes of the decision.

- The purpose of Triangulation is to use multiple sources of data to help support or confirm evidence from another data source.

Lunch

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Effort/Impact Matrix

High

Effort

High Effort
Low Impact

High Effort
High Impact

Low Effort
Low Impact

Low Effort
High Impact

Low ← **Impact** → **High**

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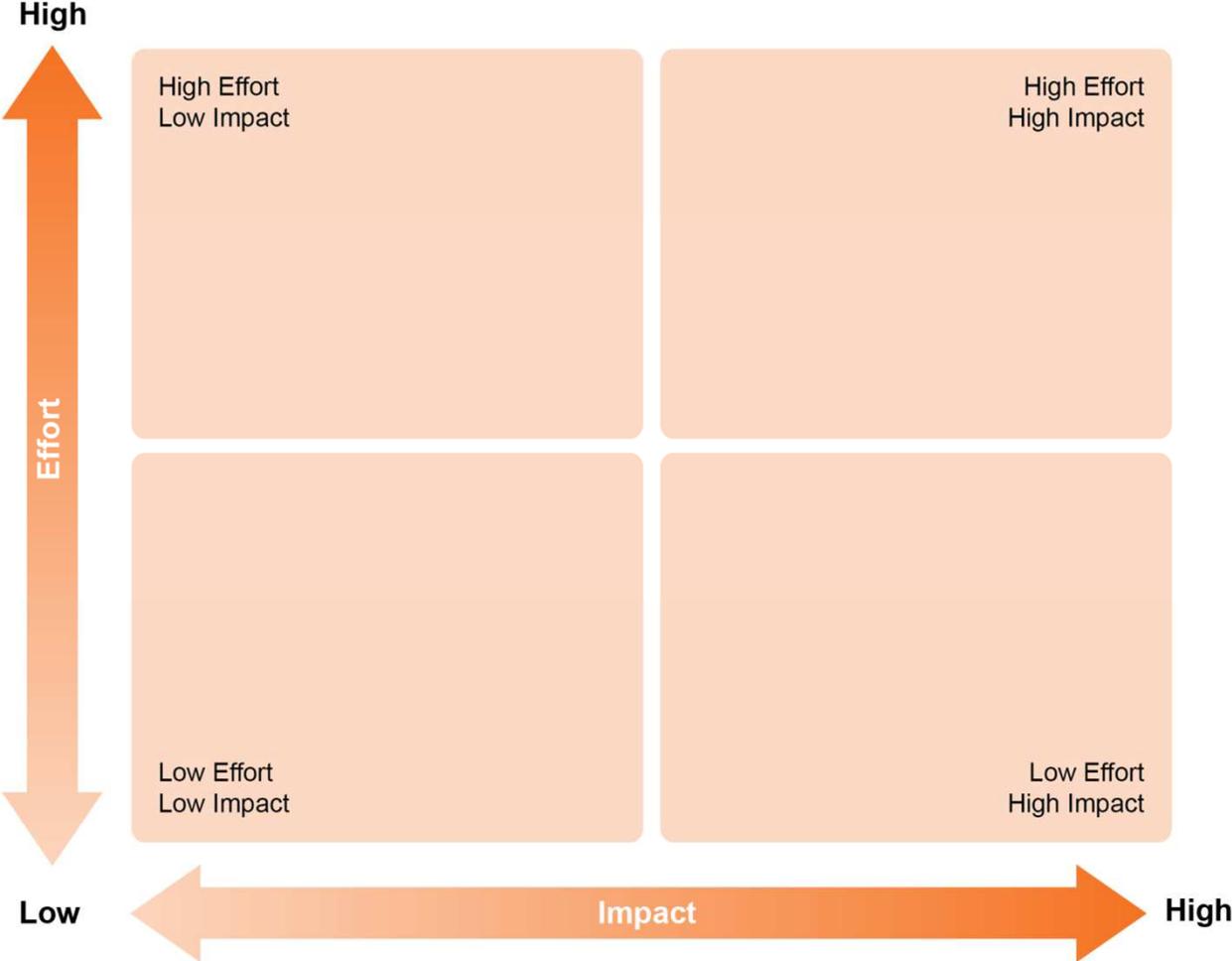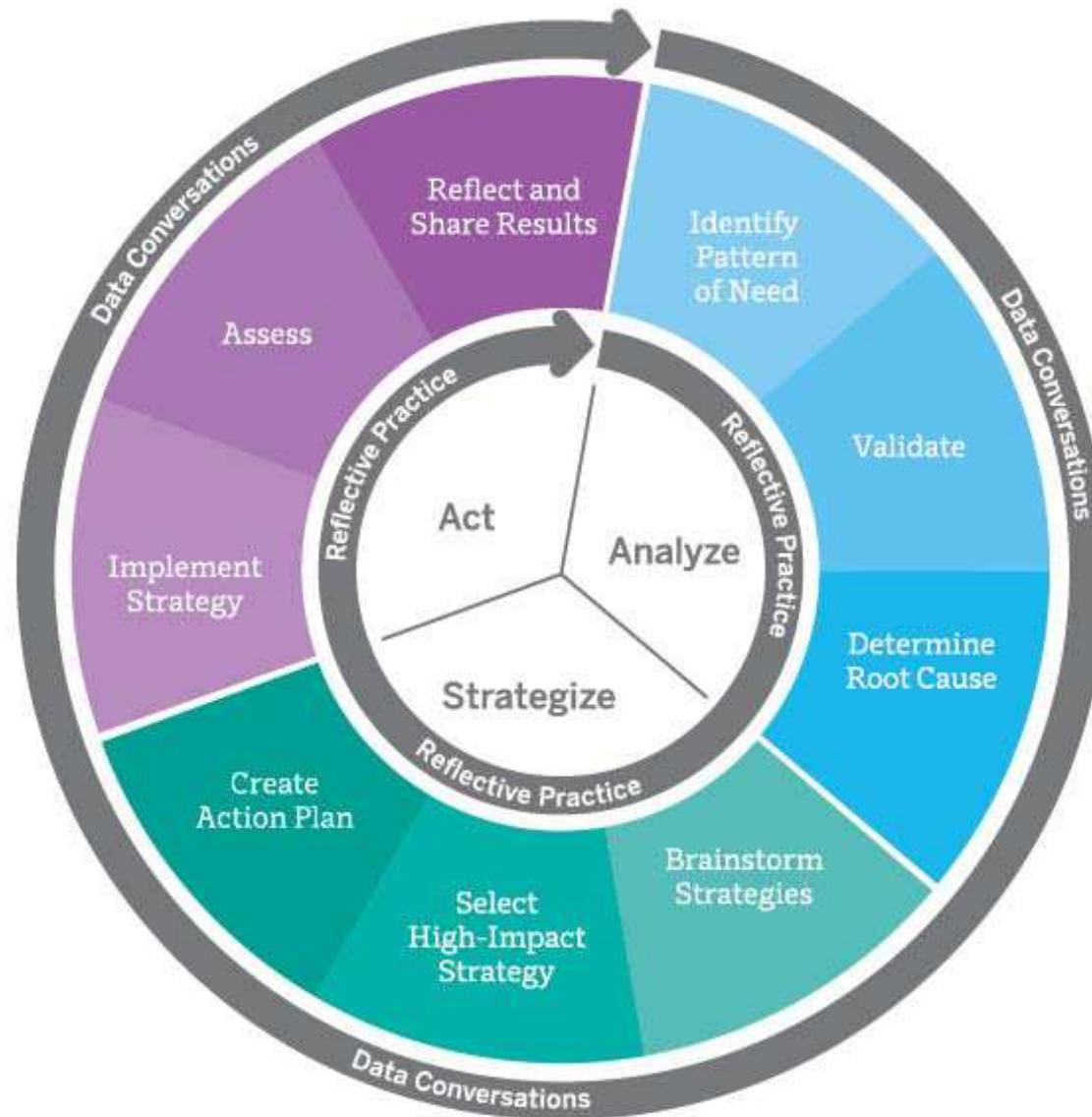
Techniques for Data Conversations

- Positive Presumptions

- Paraphrasing

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Paraphrasing

Sample Prompts

- Talk to me about your biggest challenge with Data Use this year and some of the strategies you have tried.

- How do you see this work continuing at your school next year?

- Talk about the most exciting thing you have seen as a result of this work back at your school.

Sample Question Starters

- You're hoping that…

- So, you're wondering if…

- You're concerned about…

- You're thinking about…

- So you're (*fill in emotion here*) because…

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Data Conversations with Parents

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Planning Conversations

Planning Conversation

A coaching conversation with an individual or a group to help plan an event or the implementation of a new activity or strategy.

Prior to:

- Introducing a Turnkey Exercise

- Trying a Data Analysis strategy

- Conducting a faculty meeting

- On-Site Visit

- Parent meetings

- Evaluation conference

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Having a Planning Conversation

The Process

Step 1: Set and clarify goals.

Step 2: Establish indicators of success.

Step 3: Determine how you will reach success.

Step 4: Identify the learning focus.

Step 5: Reflect on the Planning Conversation.

Summary

- Using an Effort/Impact Matrix can help us prioritize what strategies are worth pursuing.

- Paraphrasing makes a Data Conversation more productive and sends a powerful message to a speaker.

- Data Conversations can be used in various contexts and with multiple stakeholders, including parents, to foster transparency.

- A Planning Conversation can help guide an individual or a group toward goals.

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On-Site Visits

- Guidance for On-Site Visit

- On-Site Visit Rubric

- Case Studies
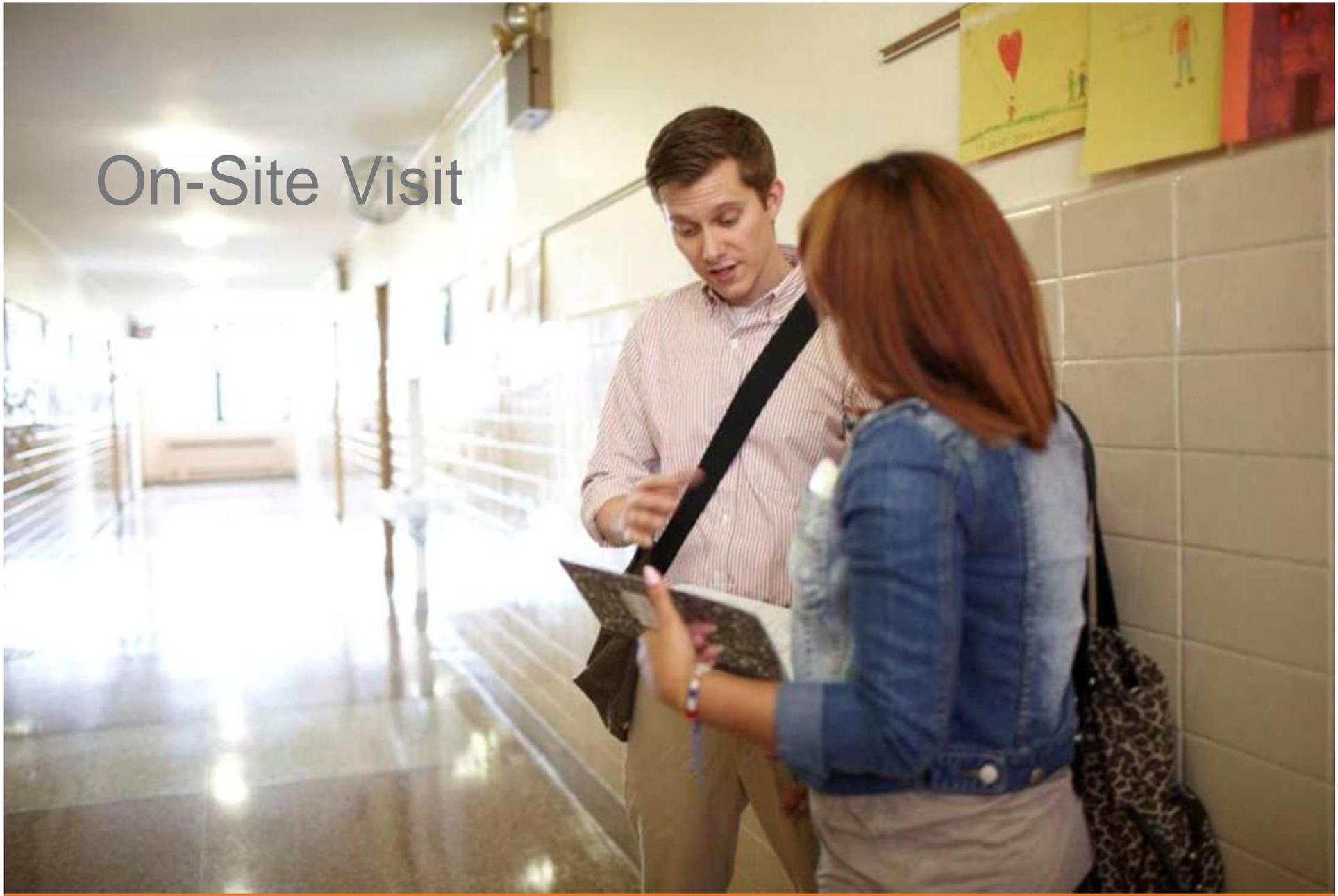
- Sample Agendas

- On-Site Visit Planning Conversation

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RI Data Use Rubric

	Readiness for Visit	Current State of Implementation	Cycles of Inquiry	Quality Data Conversations
Basic	Little or no communication. School not prepared for visit.	Not yet implementing Data Use techniques. Staff not aware of Data Use PD and/or role of SDLT. SDLT has not met together. Data PD is seen as a separate initiative.	Little or no evidence school is conducting Cycles of Inquiry.	Little or no evidence that Data Conversations are taking place, and/or barriers exist that prevent educators from having Data Conversations.
Emerging	SDLT communicated with coach. Agenda is either not developed or not detailed enough to ensure success.	SDLT has shared Data Use techniques with some staff. Planning for wider implementation is not fully developed. SDLT has met once or infrequently. Connections are made to other initiatives, but it is not integrated.	A few educators are using Cycles of Inquiry. Turnkey materials have been shared on a limited basis and/or no plan in place to share with additional teachers.	Evidence shows Data Conversations inconsistently used, or on a limited basis. Data Conversations tend to be educator-educator.
Developed	SDLT conducts a Planning Conversation prior to visit. SDLT in regular contact with Data Analysis Coach and detailed agenda developed and shared prior to visit.	SDLT shares Implementation Plan and engages staff, as well as DDL. Implementation activities planned well in advance. SDLT meets regularly. Connections are made to other initiatives and Data Use PD is beginning to be integrated.	SDLT works with an extended cohort to conduct short, frequent Cycles of Inquiry to make low-stakes decisions to impact core instruction. Plan in place to continue work.	SDLT works with an extended cohort to increase quality Data Conversations with all stakeholders. Data Conversations employ multiple techniques from Data Use PD and foster transparency.
Independent	SDLT independently conducts a Planning Conversation prior to visit. SDLT initiates contact with Data Analysis Coach and requests feedback on the agenda for On-Site Visit.	SDLT engages staff in implementation planning and feedback informs planning. DDL is an active partner. Data Use becoming a part of school improvement planning. Data Use PD is fully integrated into the priorities of the district. It is seen as enhancing – as opposed to competing with – other initiatives.	SDLT works with an extended cohort to conduct Cycles of Inquiry to make low- and high-stakes decisions. Root Cause Analysis and validation with multiple data sources used to avoid inference errors.	Significant numbers of educators participate frequently in low-stakes Data Conversations. Evidence of Data Conversations with students and parents, as well. Data Conversations with community taking place or planned.

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Site Visit Case Studies

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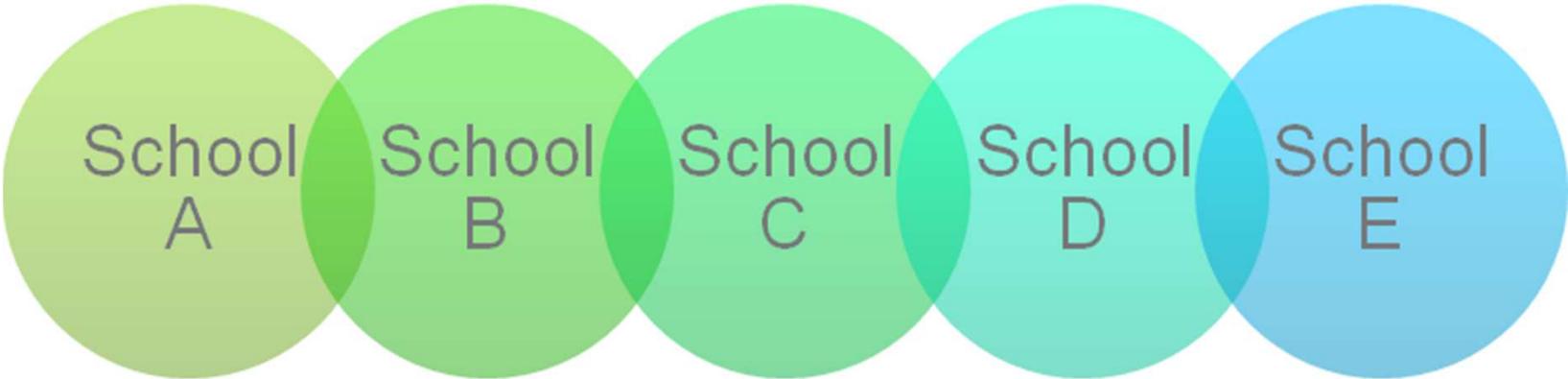
On-Site Visit

Implementation Planning

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Summary

- Planning for On-Site Visits can strengthen the implementation of Data Use in schools.

- This work will look and feel differently at different schools, and for different stakeholders.

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Reflection

Day 4 Session Evaluation:

www.surveymonkey.com/s/pdsessioneval

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Agenda

Today

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Triangulation

Lunch

Effort/Impact Matrix

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Wrap-up/Evaluation

Day 5: On-Site Visit

Possible activities for the Data Analysis Coach are:

Collaboration time with the SDLT and/or schools and district leaders

Observing Communities in Practice or Data Team meetings

Model/review Turnkey Exercises

Analyze classroom data with classroom teachers

Model low-stakes Data Conversations

Day 6: Partial list of Topics

Action Research and Expanding Circles of Data Use

Data Conversations with Students

Aggregate Data and Sub-Populations

Intersection Analysis

Data and Small Group Differentiation

Action Research

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