

# THE VIEW FROM THE POOL

February 28, 2013

# A LITTLE ABOUT ME



# BRONX CHARTER SCHOOL FOR EXCELLENCE



- ▶ NATIONAL BLUE RIBBON SCHOOL
- ▶ Established 2004
- ▶ 550
- ▶ 85% Black and Latino
- ▶ 12% IEP
- ▶ 8% ELL

A TONY SCOTT FILM

DENZEL WASHINGTON

# MAN ON FIRE

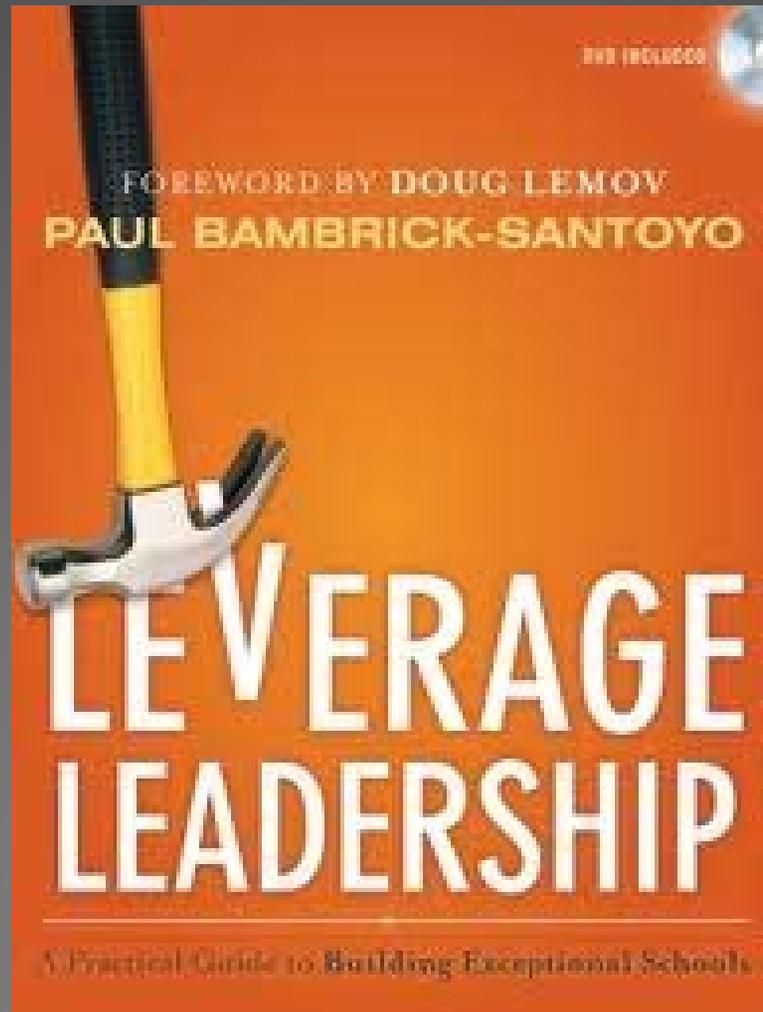
APRIL 23, 2004 - Only in Theatres

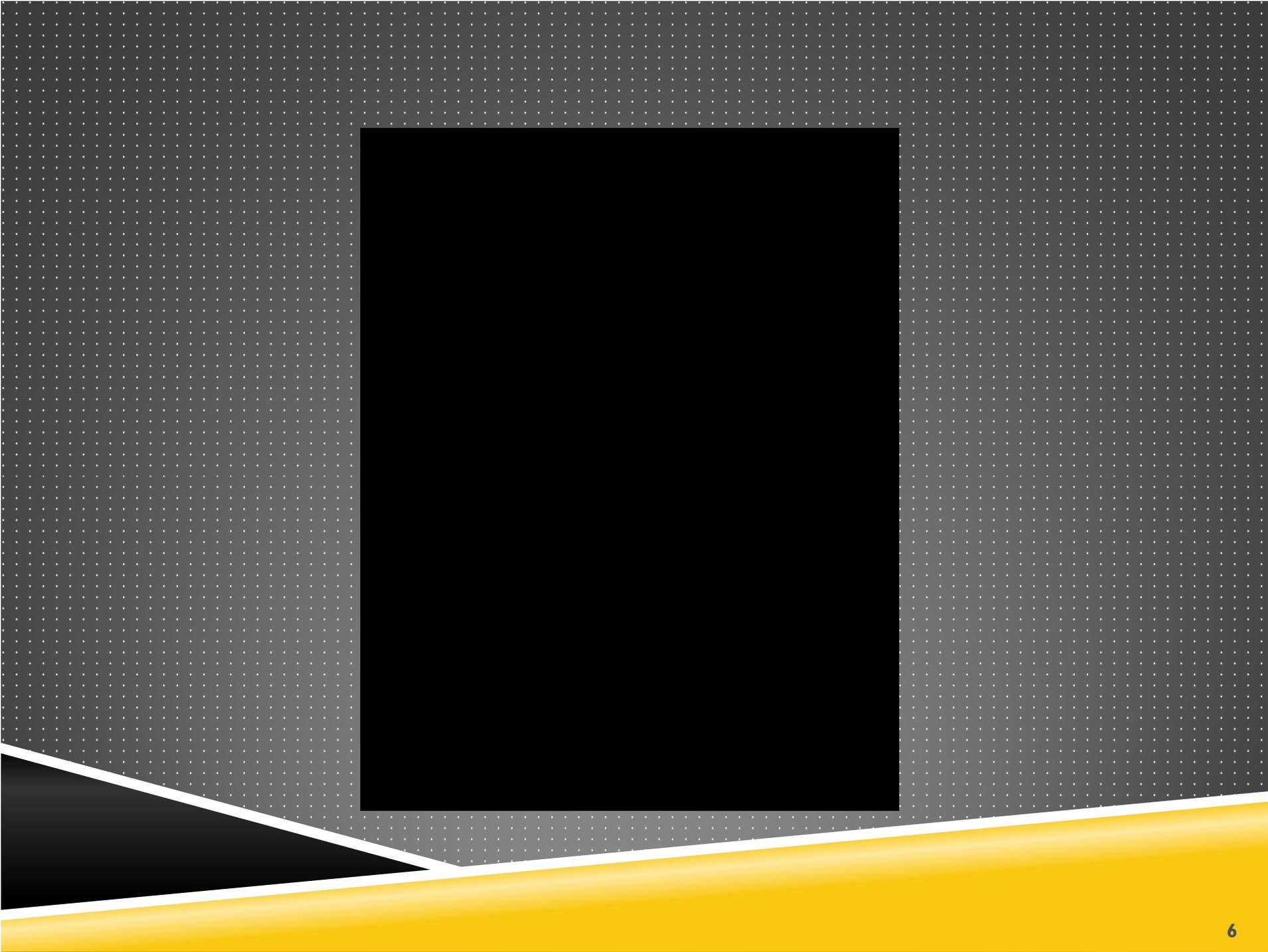


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## The Argument for Data-Driven Instruction

A principal (or coach) who observes every teacher for 15 minutes each week has still seen **only 1 percent** of instruction at the school.

### The Math (for one teacher)

Regular teaching load: 5 classes / day

5 classes / day x 50 minutes = 250 min per day

total min of instruction per week: 250 min x 5 = 1,250 min;

15 min / 1,250 min = 1.2% total instruction

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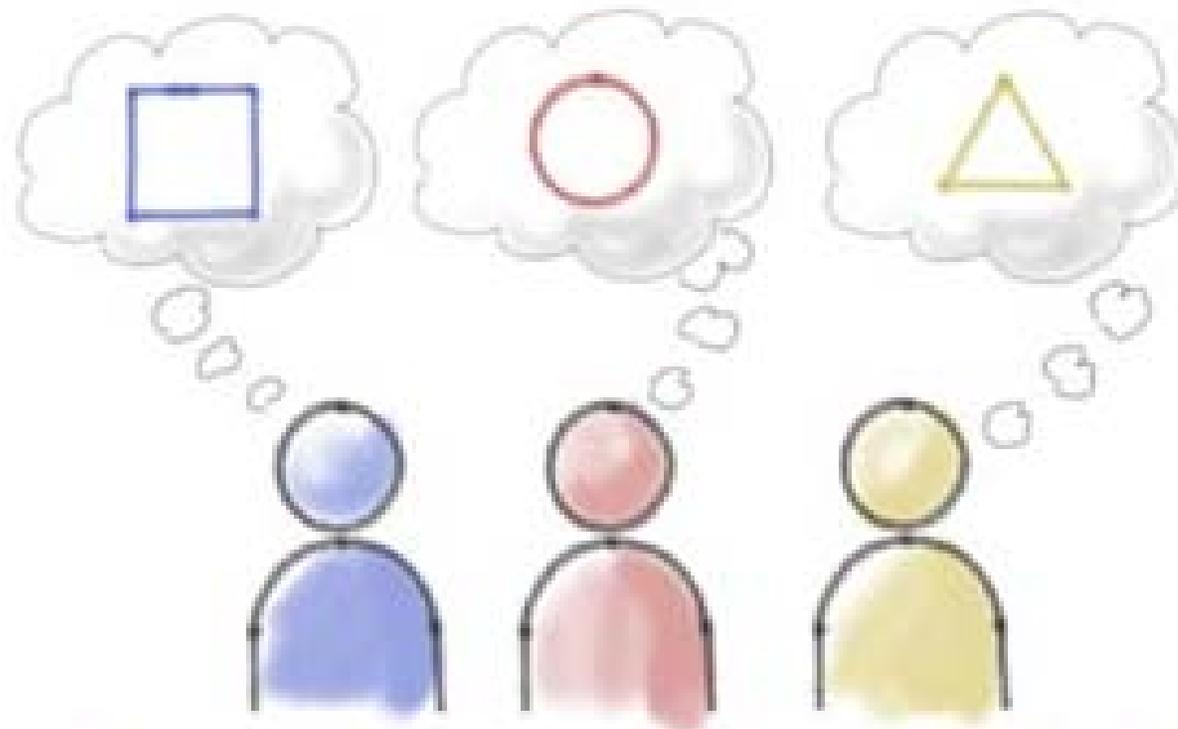
## The Argument for Data-Driven Instruction

A principal (or coach) who looks carefully at IA data can gauge 6-8 weeks of the impact of teaching. In 30 minutes, the coach can effectively see **80 percent** of student learning at the school.



# COMMON PITFALLS

- ❖ Compiling data for the sake of compiling
- ❖ Seeing data only as a wake up call
- ❖ Thinking that all action steps need to start the day after data meetings
- ❖ Not providing the right support for school leaders
- ❖ Having a good action plan and not following up
- ❖ Creating too many priorities



"I'm glad we all agree then"

# THE PREMISE

We have to ***dramatically improve and transform*** how we access, analyze and use data to drive those outcomes

- It means **changing the way we ‘see’ and ‘experience’ data** in order to change how we leverage it for improvement
- It means **using data to ask questions** vs. seeing data as ‘the answer’
- It means **understanding and valuing** the role data can play in helping educators and leaders do their job better

# WHAT IS A DATA MEETING?

Data Meetings are meetings in which a coach works with a teacher to:

- 1. Prepare and execute a strong Data Driven Plan**
- 2. Develop a teacher's skill in Data Driven Instruction**

# WHO IS IN A DATA MEETING?

- ▶ May occur with an individual teacher or with a group of teachers that teach the same grade and content

# WHEN DOES A DATA MEETING OCCUR?

- ▶ Could occur at any point
- ▶ Could occur for any assessment
- ▶ Needs to happen ASAP

# Data Meeting Fundamentals

Preparation  
for Meeting

Facilitation of  
Meeting

Accountability  
after Meeting

# PREPARING FOR THE DATA MEETING: GENERAL TIMELINE

Teacher prepares own analysis and e-mails to coach

Coach prepares own “back pocket” analysis of the teacher’s data

Coach reviews teacher’s analysis in preparation for Data Meeting

# DATA MEETING AGENDA

- 1) Overview (~2 min)**
- 2) Big picture/Reading the Headlines analysis (~10 min)**
- 3) Planning for Priority Skills and Standards (~20 min)**
- 4) Planning Small Group Instruction (~10 min)**
- 5) Recap of Next Steps (~3 min)**

# WHAT ARE THE FUNDAMENTALS OF STRONG FACILITATION?

## Description of Strong Coaching

*Test in Hand Diagnosis:* The teacher and coach look at the student work together to diagnose student skill gaps or errors. This analysis is concretely driven by evidence in the student work and student responses. If the coach is facilitating a team meeting, each teacher looks at his/her own scholars' data to do the test in hand analysis.

*Tied to Diagnosis:* The coach guides the teacher to develop an action plan based on the diagnosis of student skill gaps or errors. This plan is captured on a data driven plan or incorporated directly into an aims calendar or lesson plan for future lessons.

*Bite-sized:* The plan is broken down into concrete, actionable next steps with clear deadlines (*i.e. Not "incorporate more non-fiction texts" but "spiral in non-fiction text in do nows 2 times/week."*) If the coach is facilitating a team meeting, clear owners are assigned to each next step.

*Guided discovery:* Coach narrows in on priority standards/trends and skillfully asks targeted open-ended questions and scaffolded follow-up questions to guide the teacher through the test in hand diagnosis of student misunderstandings and planning of concrete next steps.

## Example Coach Comments

- "Let's look at question #5 and #8. What do you think your students did well on? Not well on? ... What is your evidence for this?"
- "Let's look at two low, two medium, and two high students. What are you noticing about the what the high students CAN and CAN'T do?"
- "What is the difference between their answer and the best answer ... okay, what would you do instructionally differently to get them to the best answer?"
- "Okay, we've identified five key standards for re-teaching. Let's talk through how long it will take for each, what the bite-sized aims are, and where in your aims sequence you are going to fit that in."
- "For standard 12 assessed on questions 5 and 16, you've identified that as a problem-area that you will reteach. And we have the aim for that day. How will you teach that? Walk me through that mini-lesson?"
- "You mentioned that you need to add in more rigorous inferential questions like the ones they missed. Great. Let's get out your next three lessons and do that right now."
- "So I should see all of these reflected in your revised lesson plans that you will turn in on Friday."

# LET'S SEE ONE IN ACTION

*To make this an effective data meeting,*

*What did this coach do during the meeting?*

*What do you think the coach did before the meeting?*



# TAKE-AWAY'S

