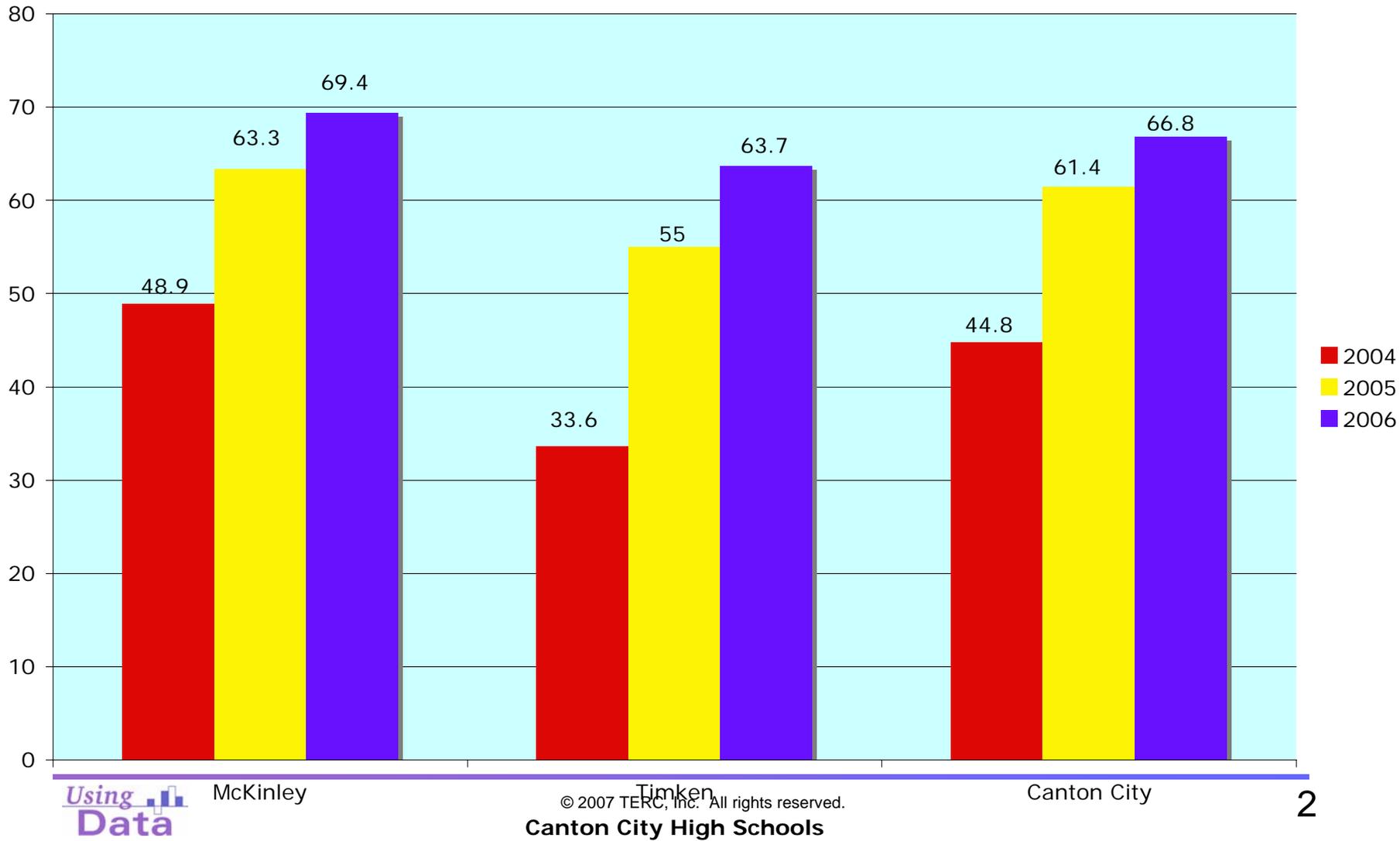


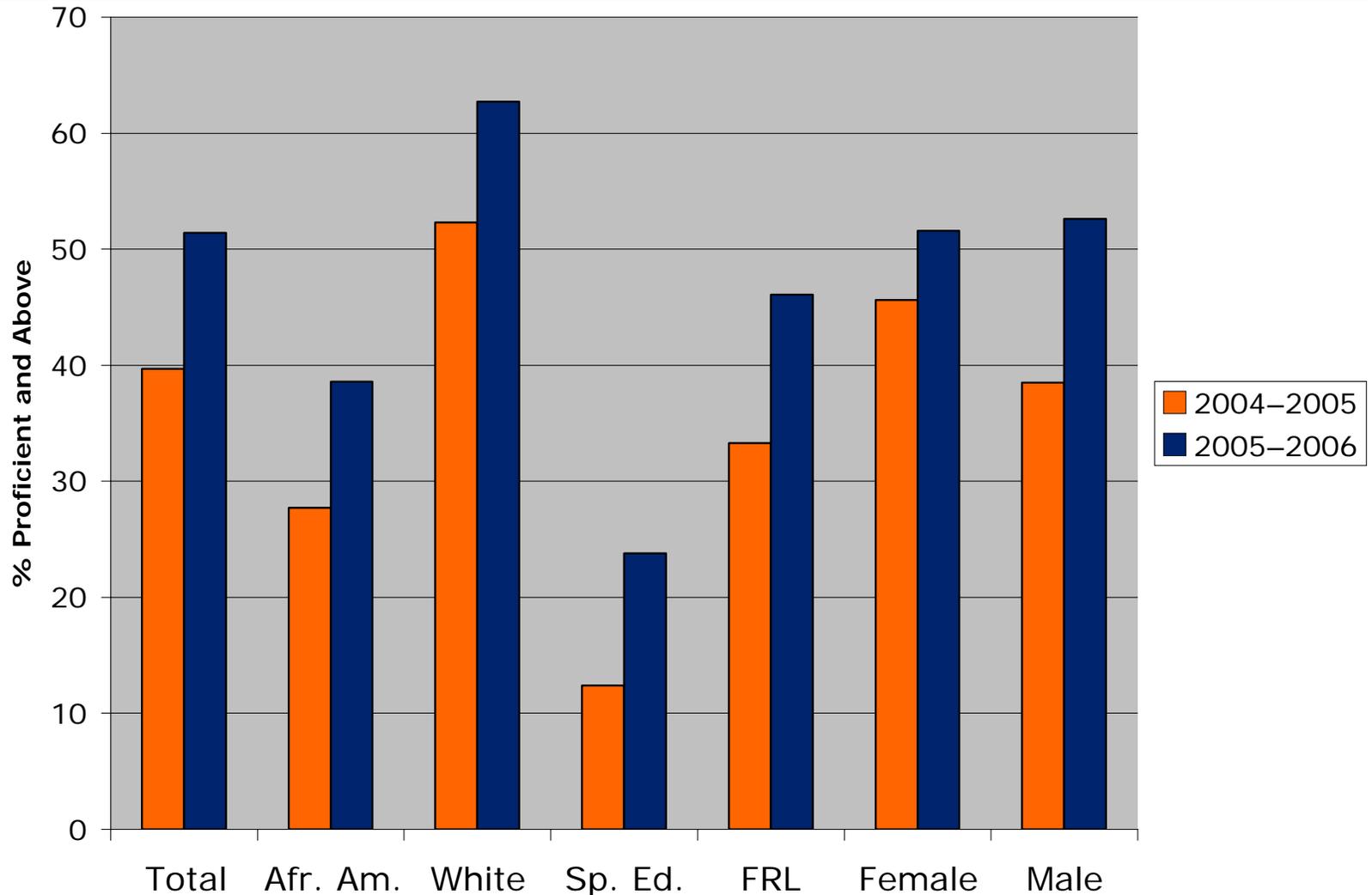
Essential Questions for today's session

- What is UDP?
- How has it impacted schools that use it?

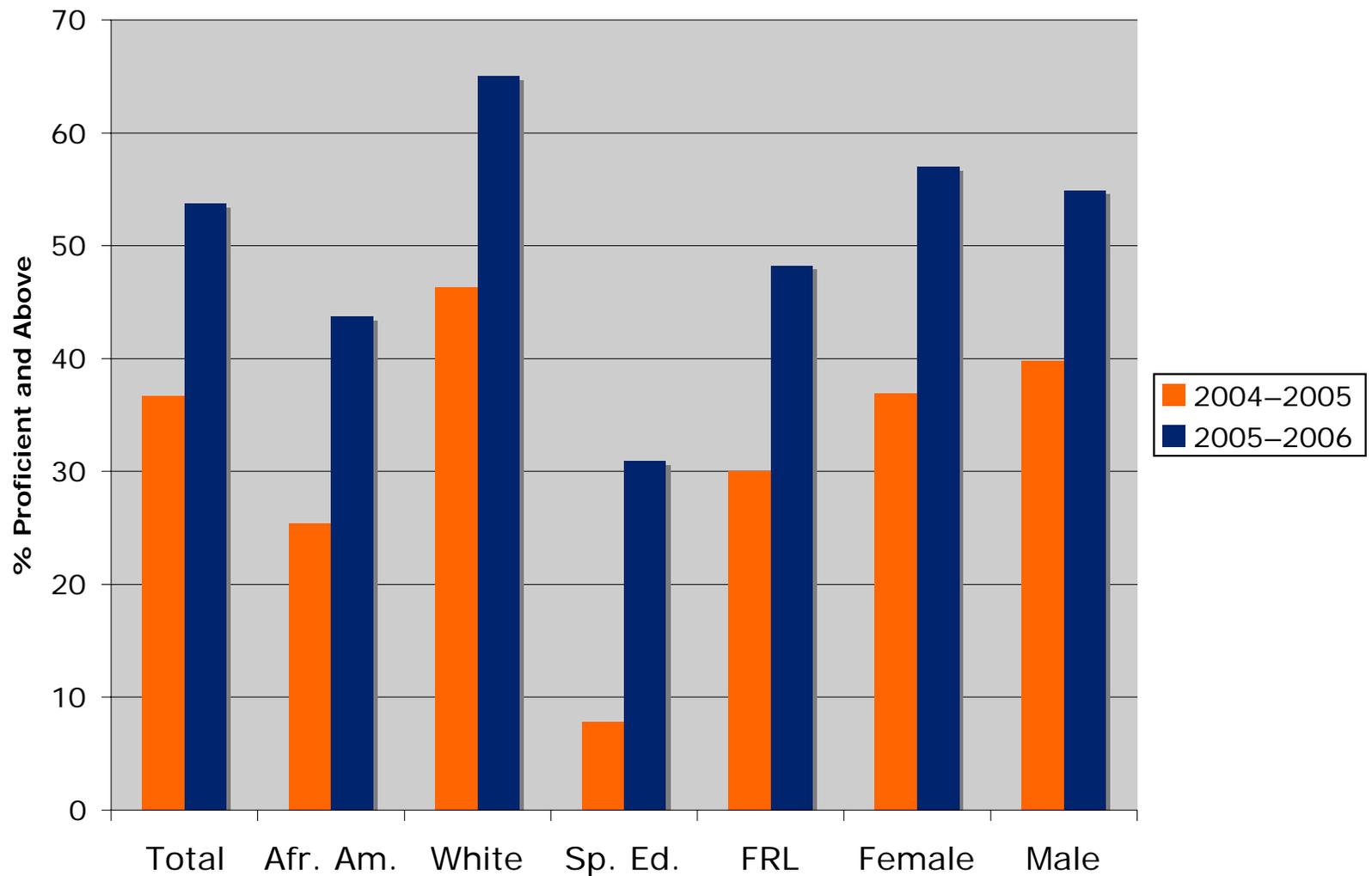
Canton City School District Improves Mathematics



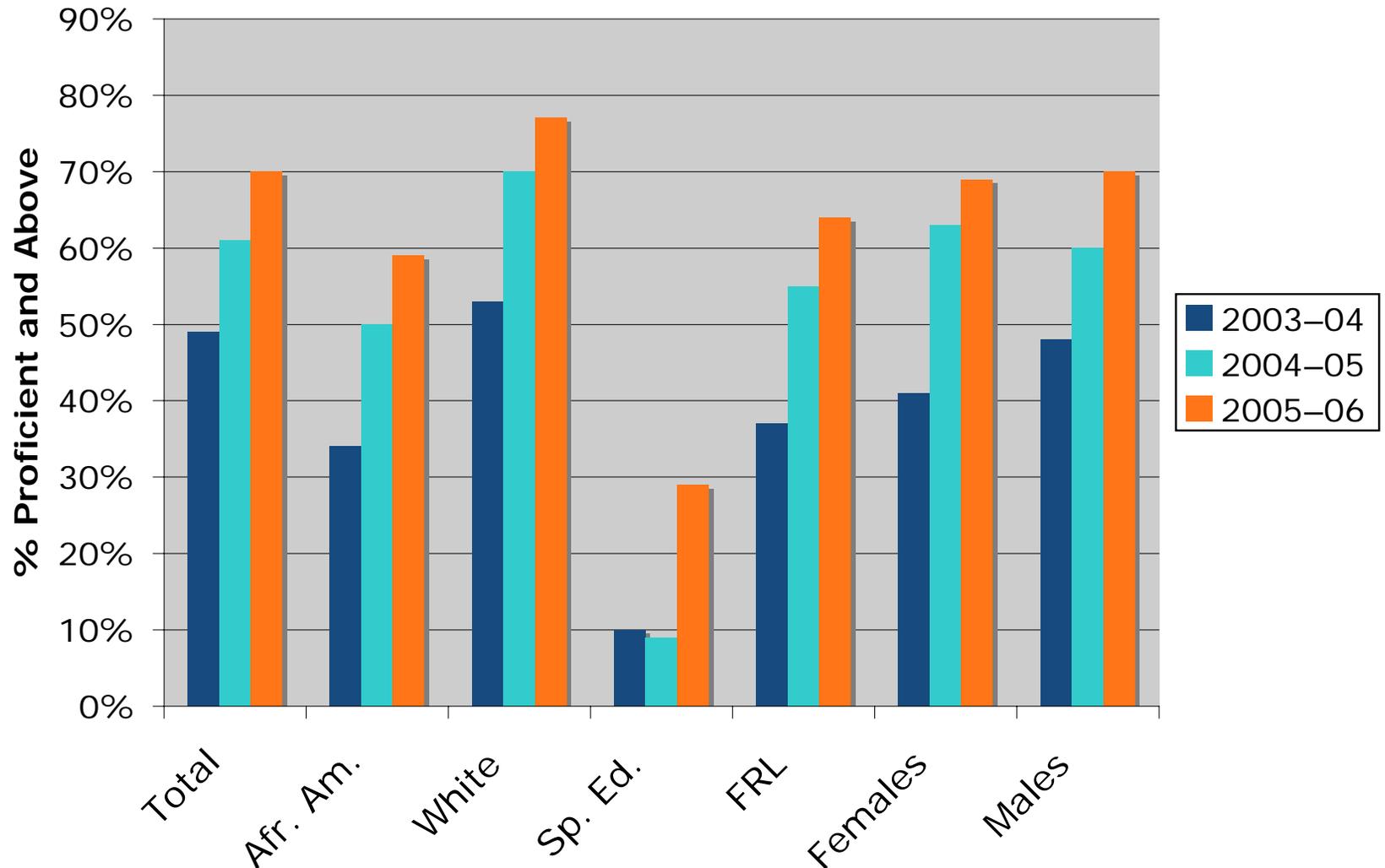
Canton City Improves Seventh Grade Mathematics Ohio Achievement Test: 2004-2006



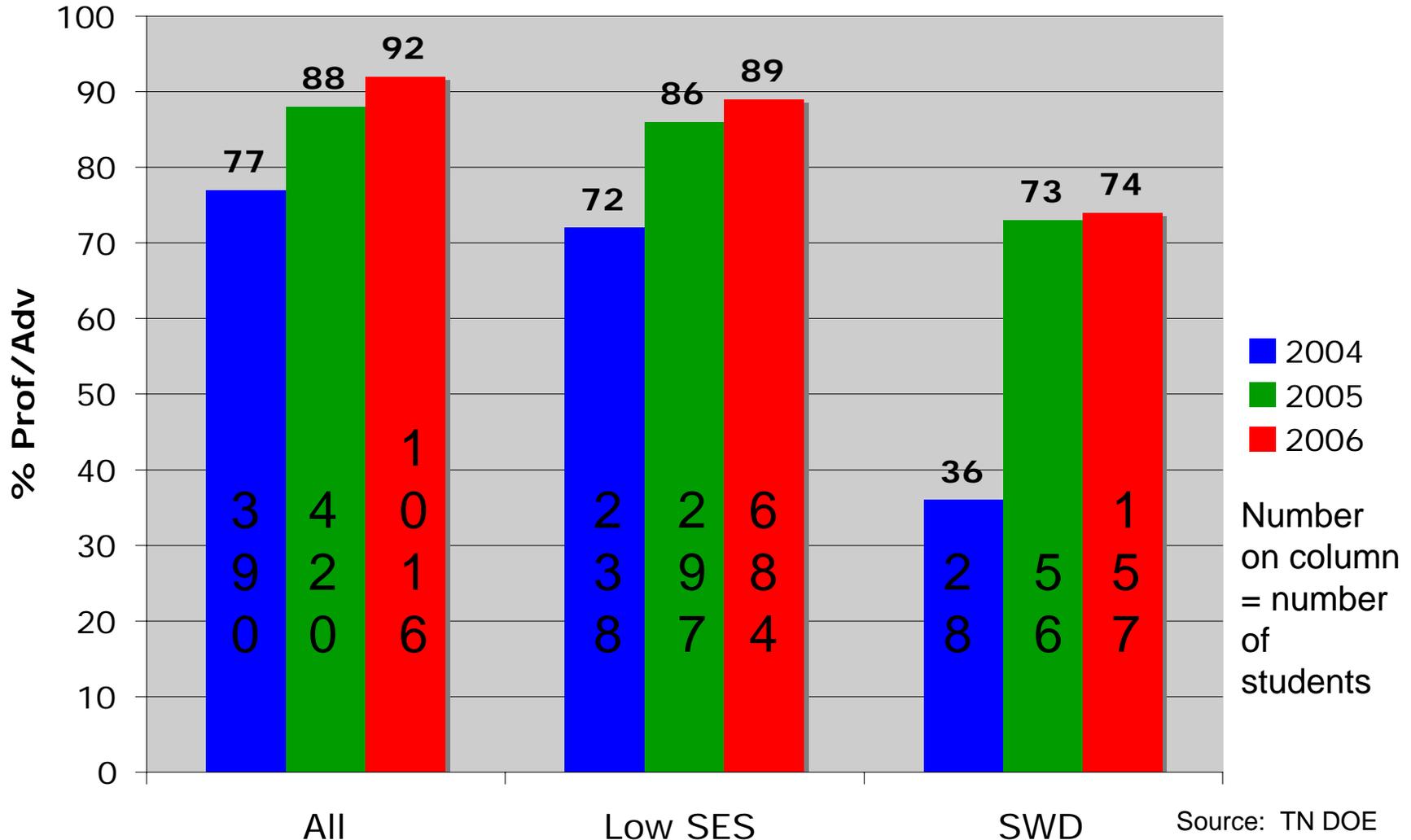
Canton City Improves Eighth Grade Mathematics Ohio Achievement Test: 2004-2006



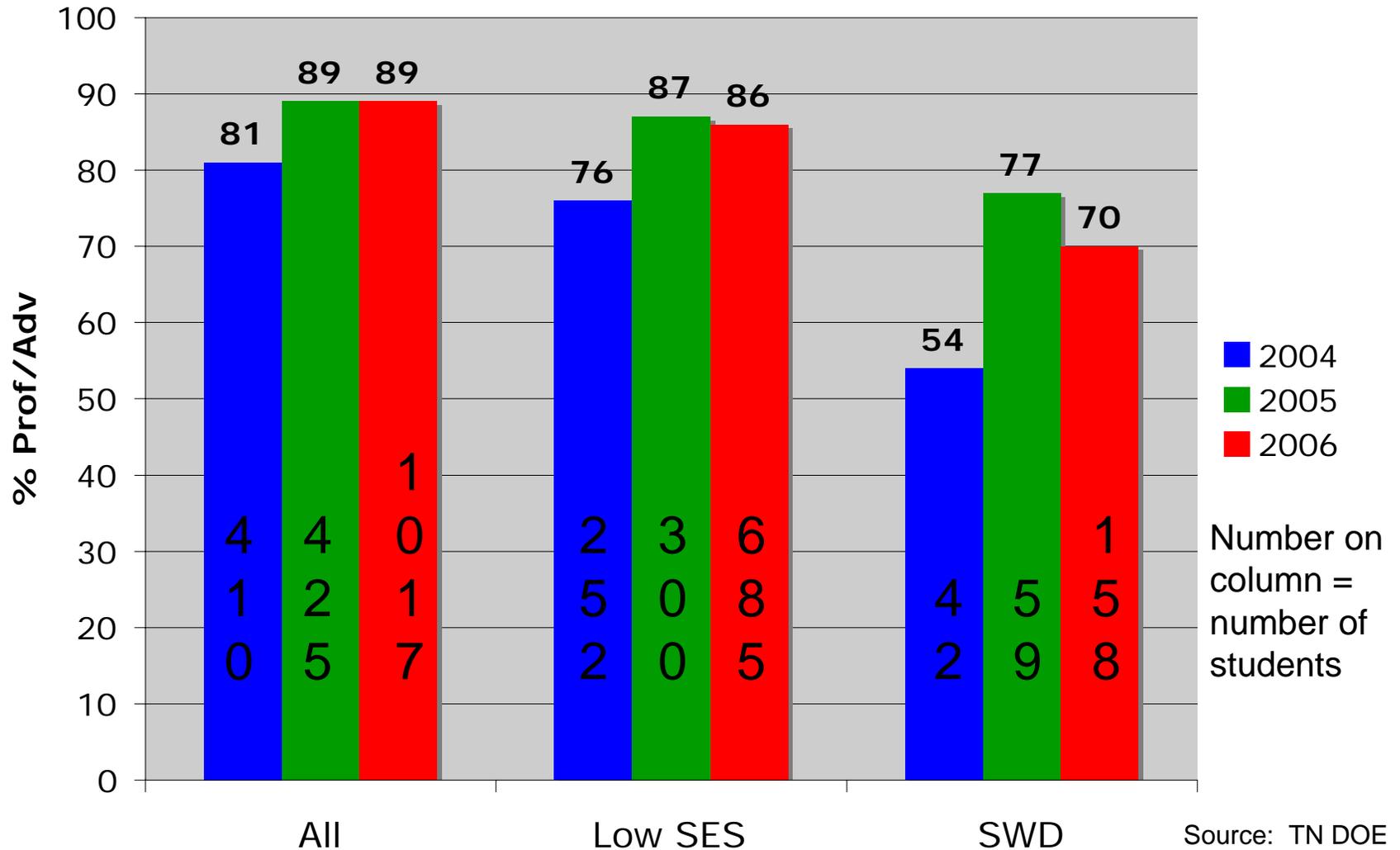
Canton City High Schools Improve Mathematics OH Graduation Test - 2003-2006



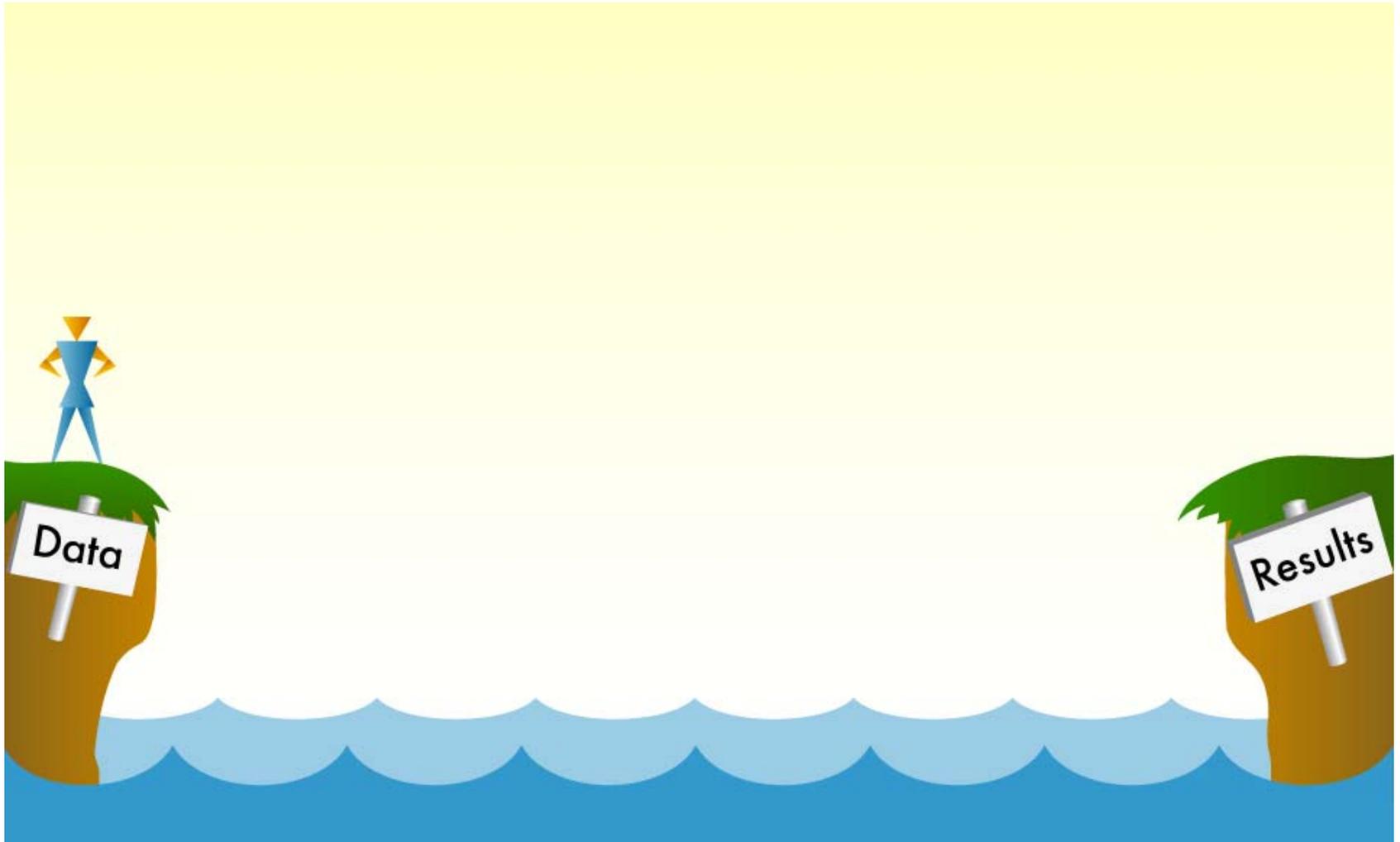
Johnson County Improves Mathematics CRT Proficiency Grades 3, 5, 8

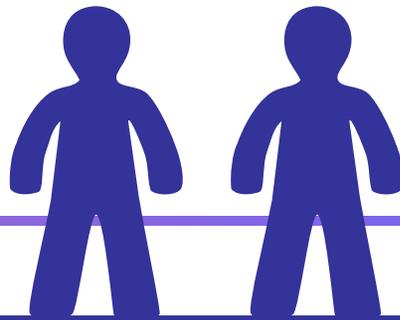


Johnson County Improves Reading Grades 3, 5, 8



The Data Divide





Partner Talk

*What successful data practices are you using? What do you think creates the bridge between data and results?
What is the bridge made of?*

Our Assumption

Significant improvement in student learning and in closing achievement gaps is a moral *responsibility* and a real *possibility* in a relatively short amount of time - two to three years.

Our Assumption

Collaborative inquiry – school teams constructing meaning of student learning problems and testing out solutions together through rigorous use of data and reflective dialogue – unleashes the resourcefulness of educators to solve the biggest problems schools face.

Assumption

Data have no meaning. Meaning is imposed through interpretation. Frames of reference, the way we see the world, influence the meaning we derive from data. Effective data users become aware of and critically examine their frames of reference and assumptions. Conversely, data can be a catalyst to rethinking our assumptions.

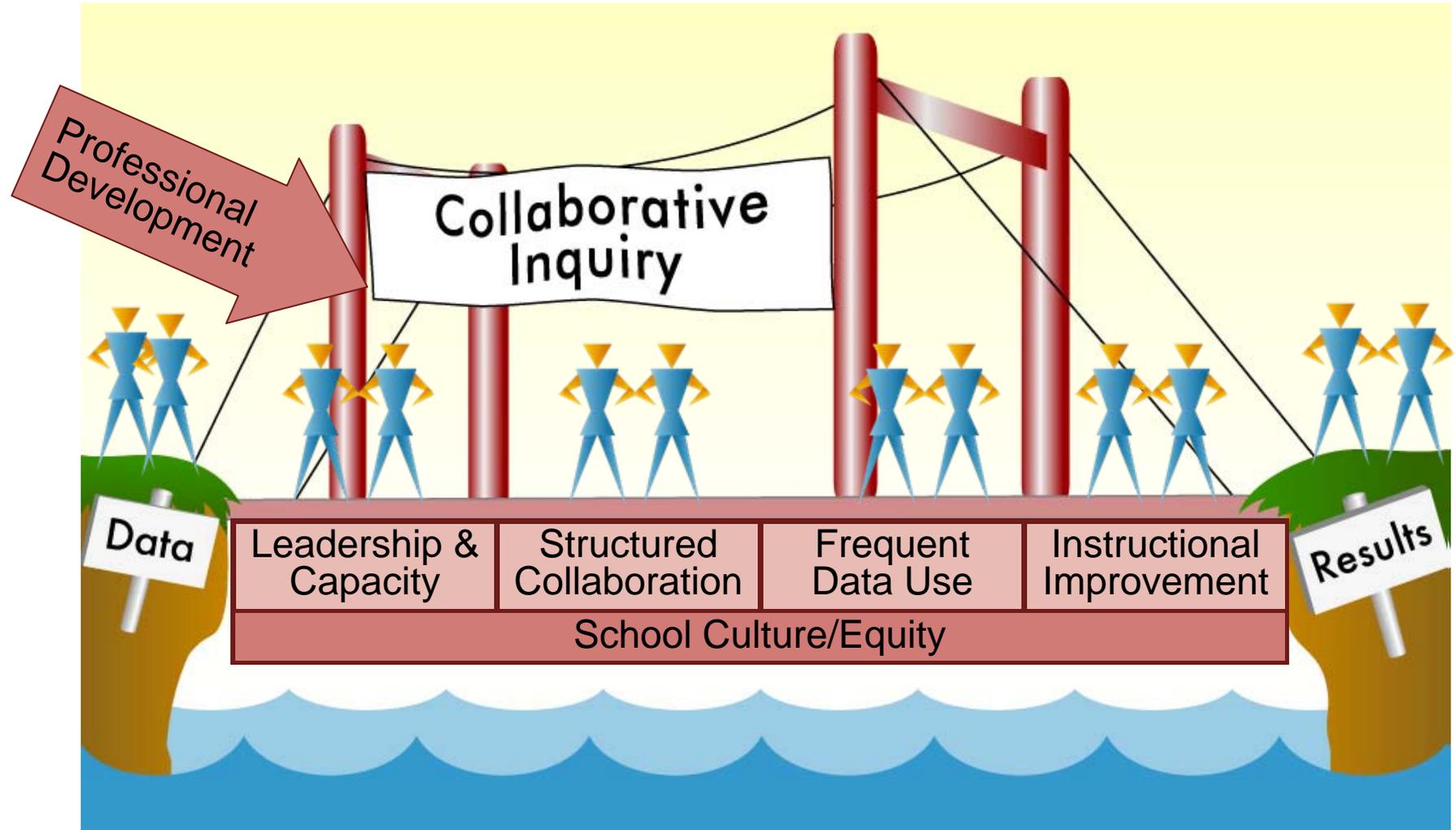
Based on Bruce Wellman and Laura Lipton, *Data-Driven Dialogue*, 2004

Powerful Words

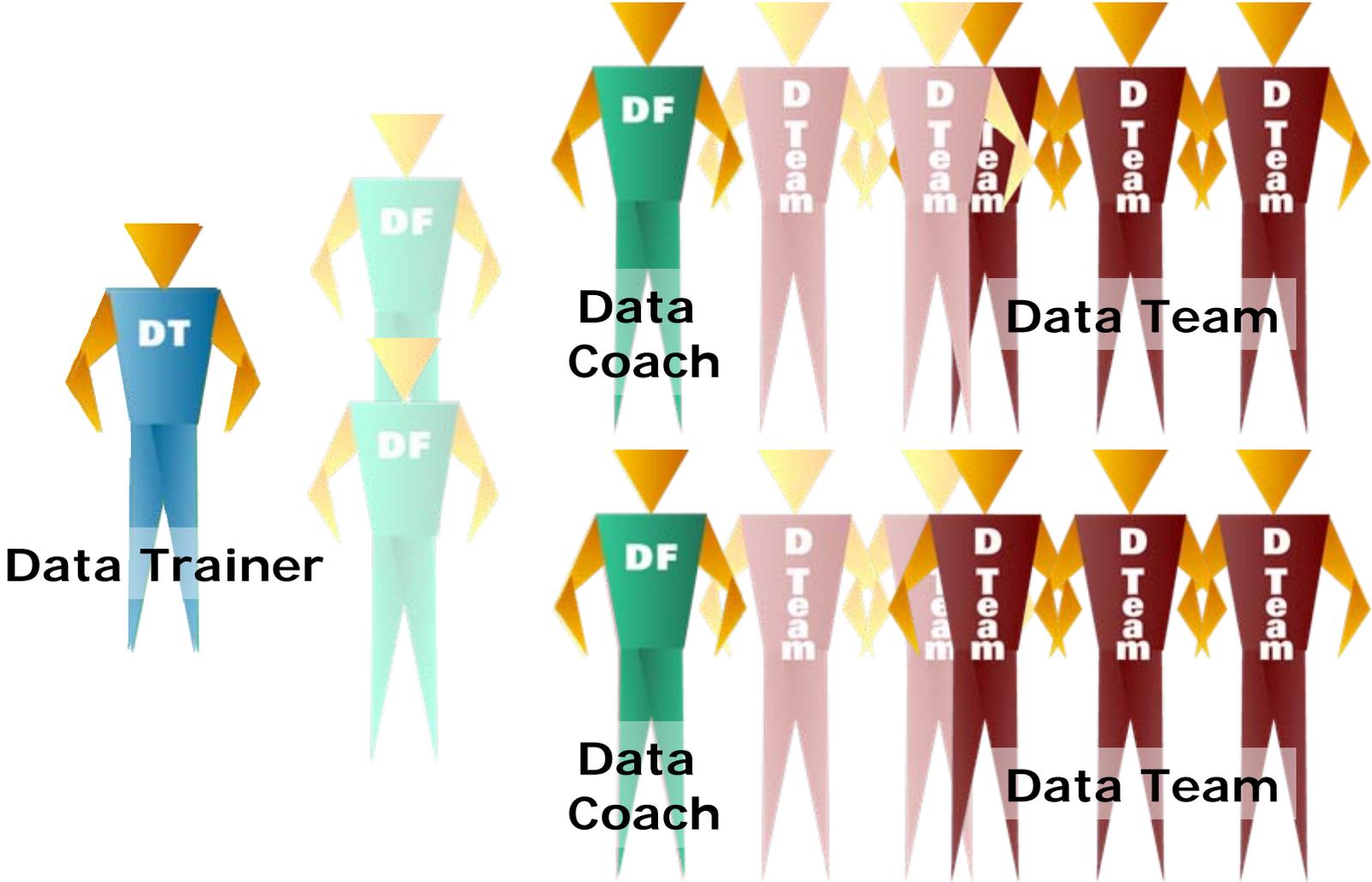
“We generate energy to create the results we desire when we consistently speak our truth forthrightly and with compassion.”

— Dennis Sparks

Building the Bridge Between Data and Results



Data Coaches Work with Data Teams



The Data Team

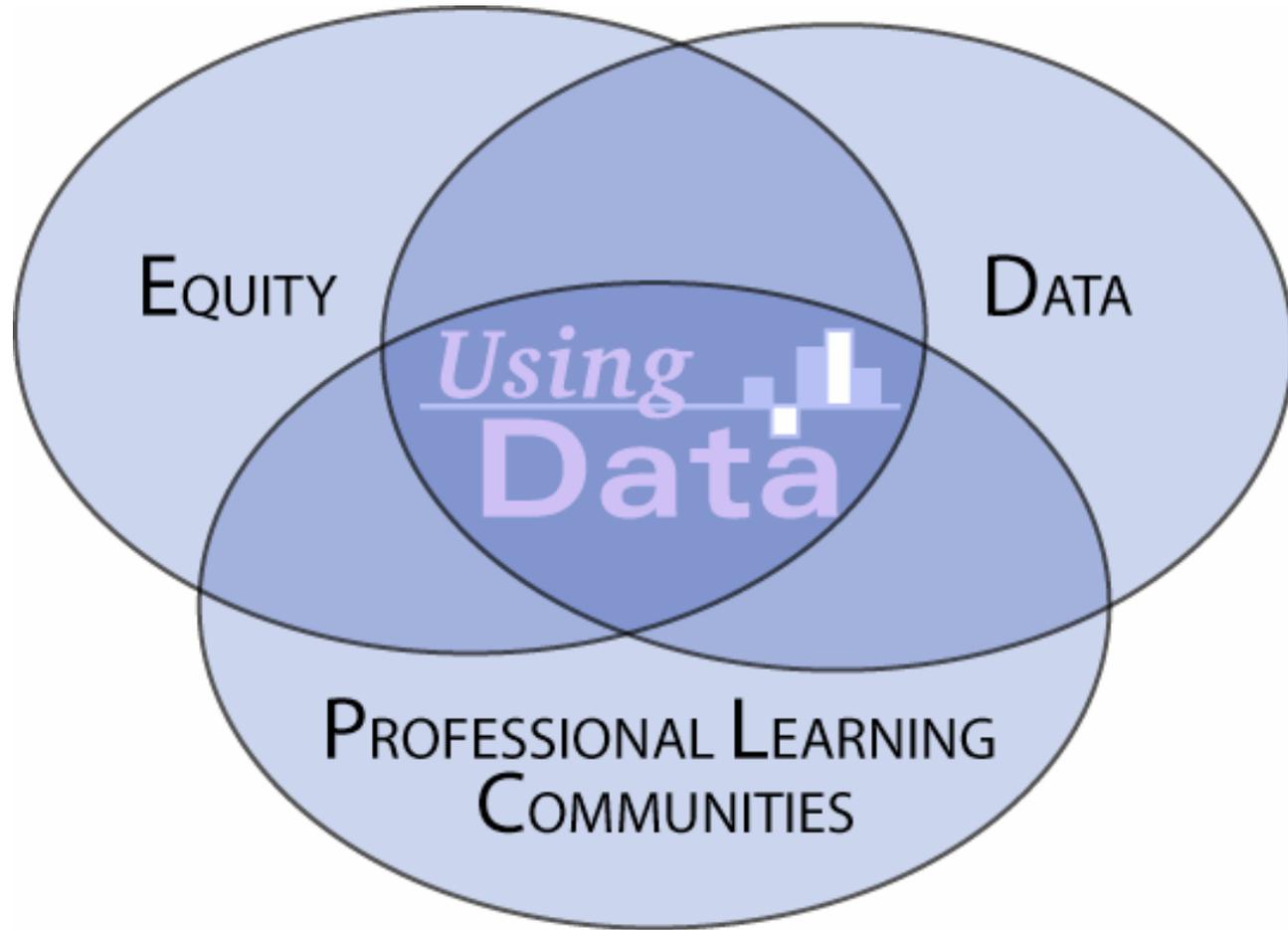
Data teams are school- or district-based teams comprising administrators, teacher-leaders, and data and other specialists who engage in ongoing dialogue informed by data and use the process of collaborative inquiry to improve teaching and learning.



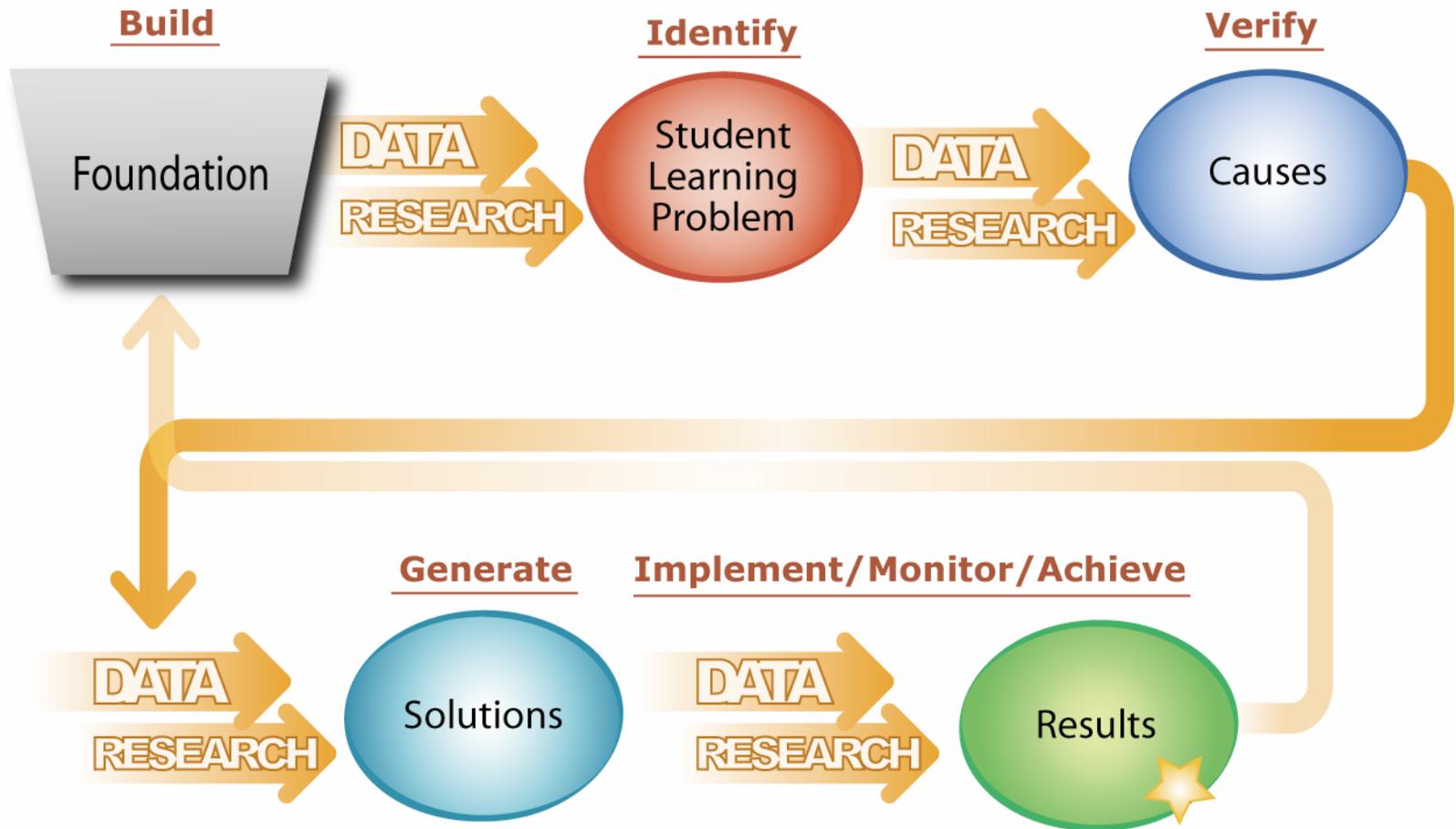
Leadership: Core Competencies for High-Capacity Data Use



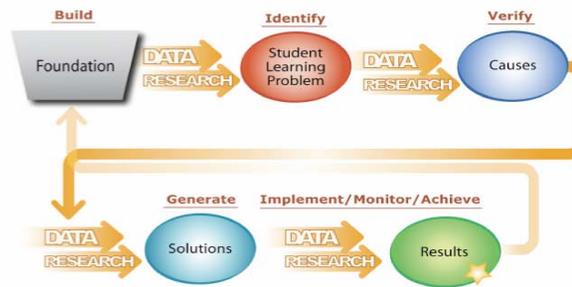
Using Data Process is the Intersection



Structured Collaboration: The Using Data Process



The *Using* Data Process



BUILDING THE FOUNDATION

- Task 1: Launch the Data Team
- Task 2: Reflect on Our School
- Task 3: Raise Awareness on Our School
- Task 4: Commit to Shared Values, Standards, and Vision

IDENTIFYING STUDENT LEARNING PROBLEM

- Task 5: Build Data Literacy
- Task 6: Drill Down into State CRT Data: Aggregate-Level Analysis
- Task 7: Drill Down into State CRT Data: Disaggregate-Level Analysis Data
- Task 8: Drill Down into State CRT Data: Strand-Level Analysis
- Task 9: Drill Down into State CRT Data: Item-Level Analysis
- Task 10: Examine Student Work
- Task 11: Drill Down into Common Assessments and Other Local Student-Learning Data Sources
- Task 12: Identify Student-Learning Problem and Goal

VERIFYING CAUSES

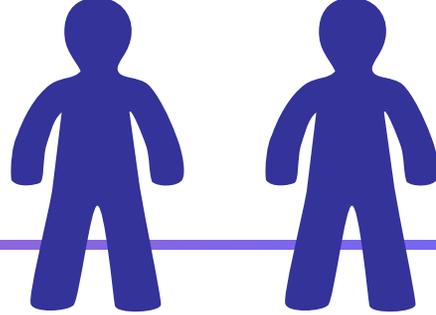
- Task 13: Conduct Cause-and-Effect Analysis
- Task 14: Verify Causes through Research and Local Data

GENERATING SOLUTIONS

- Task 15: Build Your Logic Model
- Task 16: Refine Outcomes and Strategies
- Task 17: Develop a Monitoring Plan

MONITORING, IMPLEMENTING, AND ACHIEVING RESULTS

- Task 18: Take Action and Monitor Results
- Task 19: Celebrate Success and Renew Collaborative Inquiry



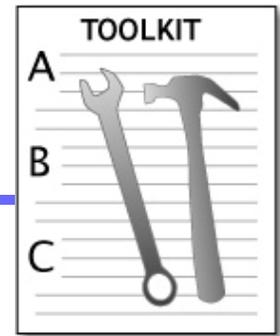
Partner and Talk

What are your reactions to the Using Data process? What validates your own practices or thinking? What new insights have you gained?

7 Norms of collaboration

- Pausing
- Paraphrasing
- Probing
- Putting ideas on the table
- Paying attention to self and others
- Presuming positive presuppositions
- Pursing a balance between advocacy and inquiry

Consensogram: Quick and Dirty Surveys of Beliefs and Perceptions



- Learn a tool
- Learn more about your context
- Demonstrate process for learning from any kind of data
- Illustrate principles for data use

Consensogram Questionnaire:

Please respond on a scale from 1 to 5 in increment. 1 the is lowest; 5 is highest.

1. To what degree do you believe in the need for collaborative inquiry? (BLUE)

1	2	3	4	5
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2. How frequently do teachers work together to examine common assessments and reflect together about teaching and learning (5- daily; 3 - quarterly; 1 - never)? (YELLOW)

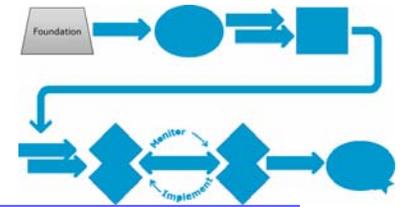
1	2	3	4	5
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3. Rate your own skills in leading collaborative inquiry. (PINK)

1	2	3	4	5
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4. To what degree is constructive dialogue about race, class, culture, gender, and other differences among us a norm in your setting? (PURPLE)

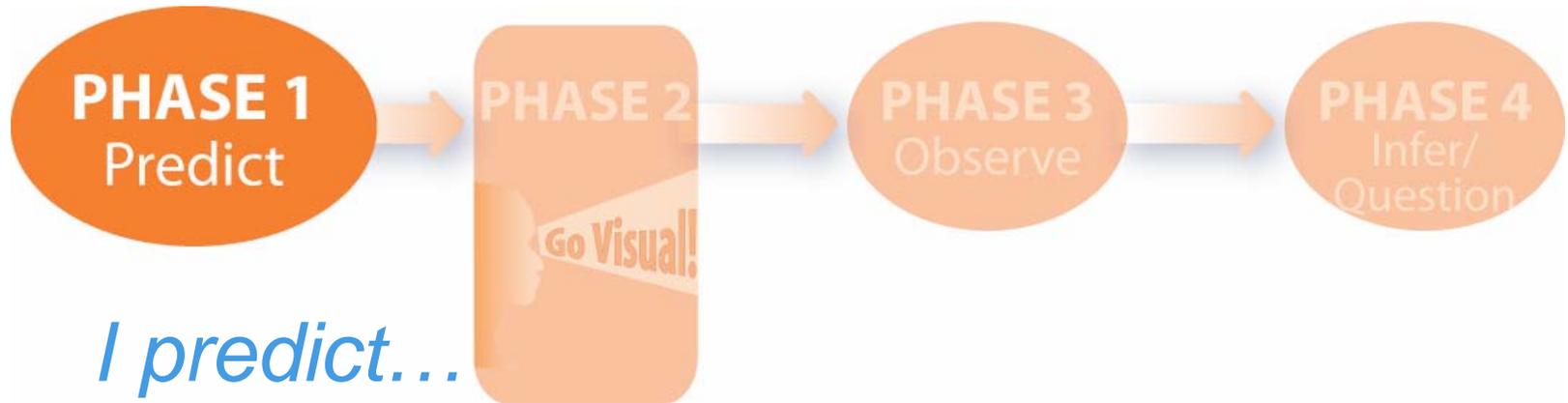
1	2	3	4	5
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Consensogram Directions

- Complete survey
- Take one color-coded Post-it for each question
- Write response on Post-it
- Do not share responses

Phase 1: Predict



I predict...

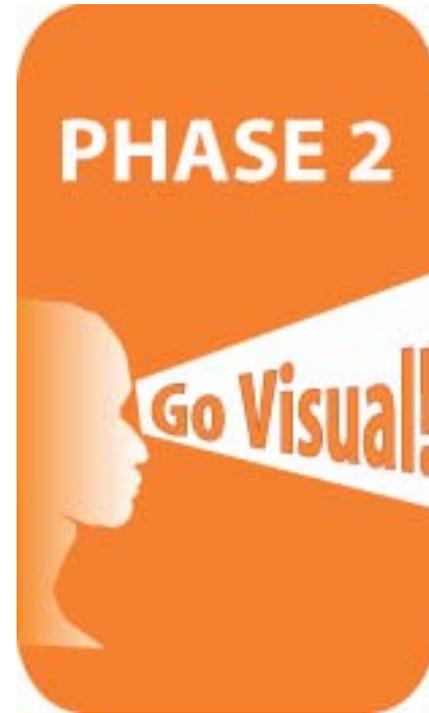
I assume...

I wonder...

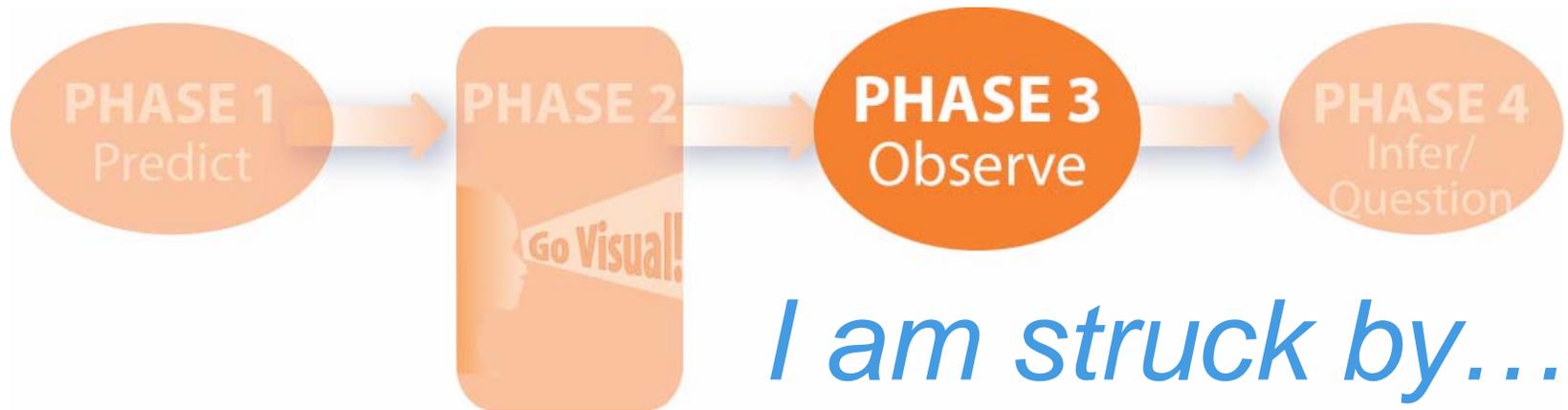
I'm expecting to see...

Consensogram Directions (Continued)

- Place Post-its in the appropriate column for each question
- Create a bar graph



Phase 3: Observe



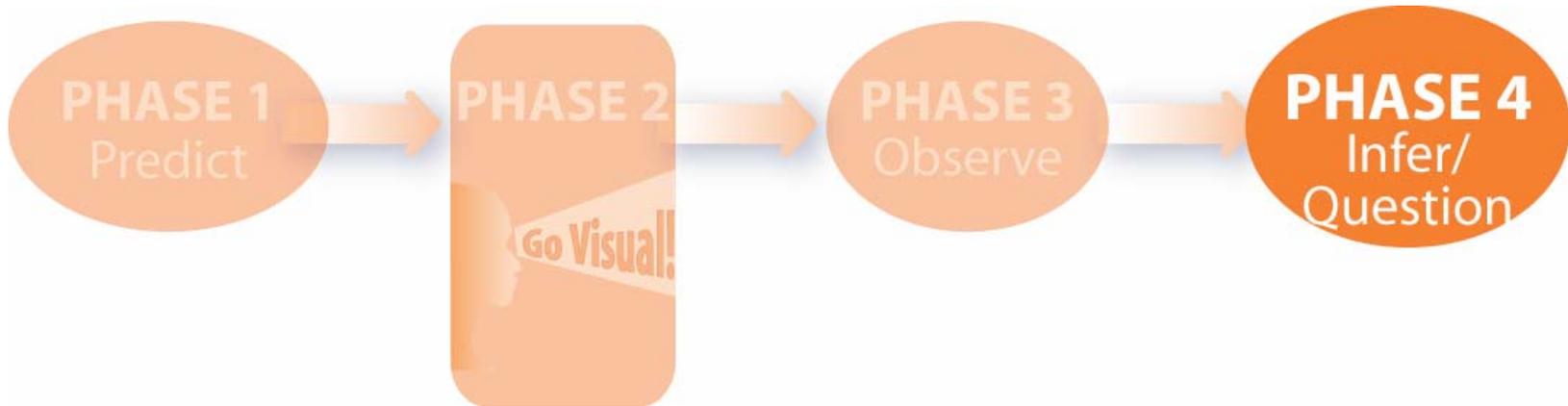
I am struck by...

I observe...

I notice...

BECAUSE

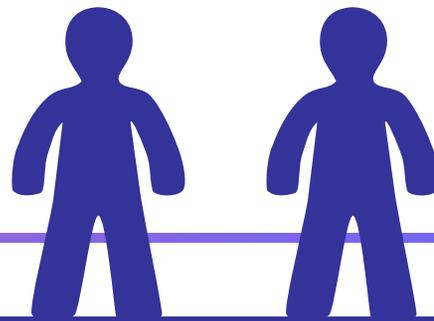
Phase 4: Infer/Question



A possible explanation...

An inference I'm drawing...

A question I have now...



Partner and Talk

What did you notice about the process (Consensogram, four-phase process for data-driven dialogue) and how it differs from other ways of data analysis?

How might UDP inform your role and your work?

Tips from the trenches: Q/A

- How often should the data team meet?
- How long should the data team meet?
- What is a data wall and how do we maintain one?
- What does the administration need to do to support the UDP?
- Who should gather and who should analyze the data?
- How should the results be disseminated?
- What is shared ownership of the data?
- What happens when we find that our curriculum, assessments, scheduling, instruction, etc. are not serving everyone equally?
- Do teachers ever suggest changes that the administration has not considered and if so, how is that handled?
- Does anyone ever become uncomfortable when using the UDP?
- What do administrators need to do?