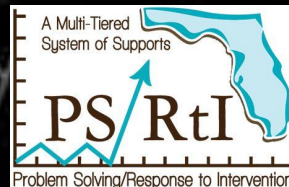
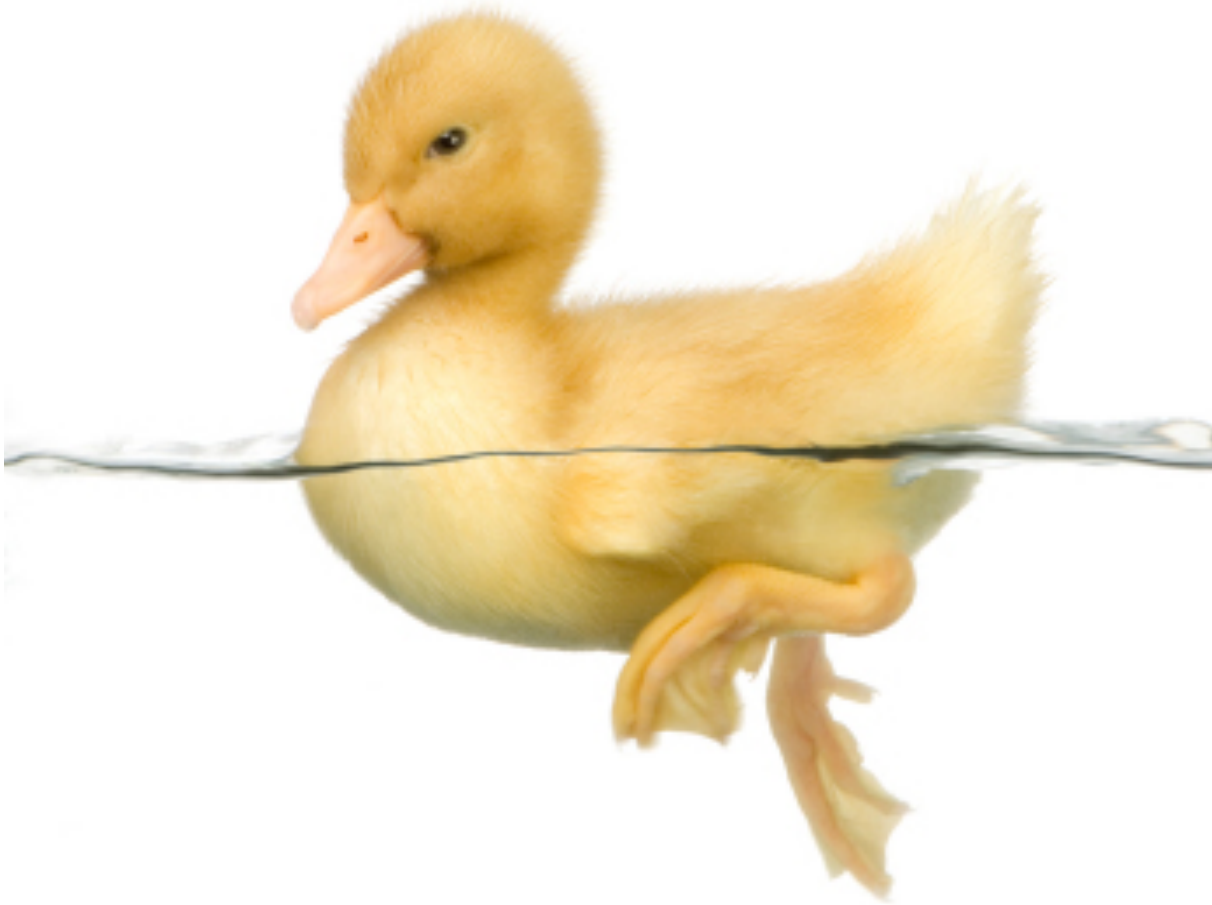


Wednesday Webbies Use Data Well

September 16, 2020



Just keep paddling...





Objectives



Understand the components of Key Practice 1 from the *What Matters Most: Key Practices Guide*

Learn from colleagues what is working in their schools/districts regarding the effective collection, analysis, and use of data through collaboration

Utilize the components of Key Practice 1 to begin thinking about the development of the *Math Action Plan*



Why Are We Here Today?




Who Is Here to Support You?

- FL Department of Education
 - Bureau of Exceptional Education and Student Services
 - Bureau of Standards and Instructional Support
- FL Diagnostic & Learning Resources System (FDLRS)
- FL Inclusion Network (FIN)
- FL State Personnel Development Grant (SPDG)
- Problem Solving/Response to Intervention Project (PS/RtI)
 - Student Support and Academic Achievement Unit
 - Technology Learning Connections Unit

Key Practices

“Districts making the most significant, systemic improvements in teacher instruction and student performance are those **implementing practices evidenced by research to be essential and effective in not only generating gains, but in sustaining them.**”

Efforts to maintain focus on teaching and learning, align actions across the district, and continuously monitor the degree of implementation of such actions to assess impact on student learning can be organized around the following (6) key practices:

- 1 Use data well** 
- 2 Focus your goals
- 3 Select and implement shared instructional practices
- 4 Implement deeply
- 5 Monitor and provide feedback and support
- 6 Inquire and learn

What Matters Most: Key Practices Guide	
Key Practice 1: Use Data Well	
<p>While districts, schools, and individual teachers use data and have been for some time now, there has been too much emphasis placed only on the performance of students on state assessments. While these data are important for strategic planning, they provide little ongoing guidance to teachers or administrators. Districts that have "crossed their fingers" for all children have or are engaged in developing district-wide processes that allow for more collective use of relevant data to make strategic decisions, including the ongoing assessment of teaching and learning of the district, school, and district levels. These processes include the development, implementation, and ongoing use of teacher-developed formative assessments, and the use of grade-level portfolios, portfolios, and vertical teams to collaboratively assess these shared assessments and plan for shared instruction. They also include the use of ongoing and district-level assessments. Fisher (2008) states that principal working closely with teachers in the use of data is more than twice as powerful as any other leadership dimension, and Lashwood and Joritz (2008) found that the reliability for assessing student learning and district decision-making was one critical characteristic of effective districts.</p>	
ROLE	CONSIDERATIONS
For Increasing the Performance of Students with Disabilities as Part of District-wide Improvement	
State Education Agencies (SEA/LEA)	<p>To what degree do state education agencies (SEAs):</p> <ul style="list-style-type: none">• Use data to identify and respond to common needs related to student learning across areas (e.g., regions, zones, intermediate/cooperative service areas, districts) of the state?• Establish clear expectations for effective data use across SEA offices and departments, facilitating coherence and reducing fragmentation in the services and/or supports provided to districts?• Refine, redefine, or create new state systems of support focused on building the capacity of all districts in the state to improve instructional practice and student learning?• Establish mechanisms for providing high-quality and consistent support, including facilitation and professional development, to all districts in the state in the effective use of data to improve the learning of all students and groups of students, such as students with disabilities?• Provide tools/products/services that facilitate the effective use of data by all districts, schools, and teachers in improving instructional practice and student learning?• Ensure that state initiatives are targeted to providing support to underperforming districts and, at the same time, are applicable to and used by all districts in the state to continually support higher levels of learning for all students?
District & School	<p>To what degree do districts and their schools:</p> <ul style="list-style-type: none">• Establish clear expectations for effective data use at all levels of the system?• Use data to identify district, building, and classroom needs, and establish goals and performance targets at the district and school level?• Use data to measure the degree of implementation of strategies/practices, including professional development, to reach district/school-identified goals?• Use data to evaluate the effect of strategies/practices on student learning?• Require teachers and teacher teams to use data to establish instructional priorities and inform instructional practices on an ongoing basis?• Model and monitor the use of data to inform instructional decisions?• Provide support at all levels in the effective use of data to facilitate higher levels of learning for all students and groups of students, such as students with disabilities?
Parents & Families	<p>To what degree are parents/families empowered to:</p> <ul style="list-style-type: none">• Provide relevant information and feedback to district/school personnel on multiple dimensions (e.g., academic, physical, social-emotional) of their child's progress and challenge?• Participate as members of the district or school leadership team?• Understand the importance of grade-level expectations in core content areas (e.g., reading, math)?• Understand the implications of how their child's district/school/teacher(s) assesses what their child is learning and the level of learning?• Work with the district/school/teacher(s) to collect data on their child's performance in designated areas?

Moving Your Numbers





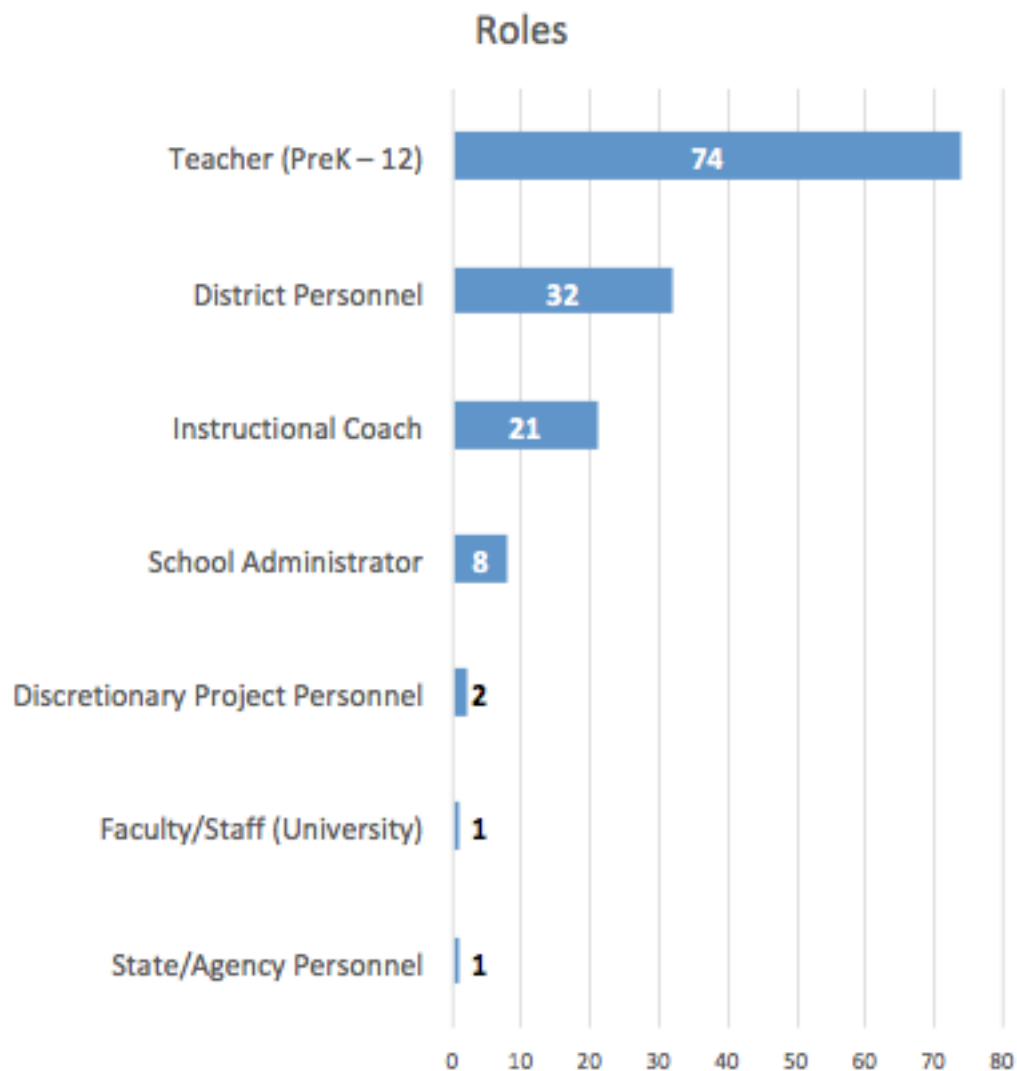
What Matters Most: Key Practices Guide

KEY PRACTICE 1: USE DATA WELL

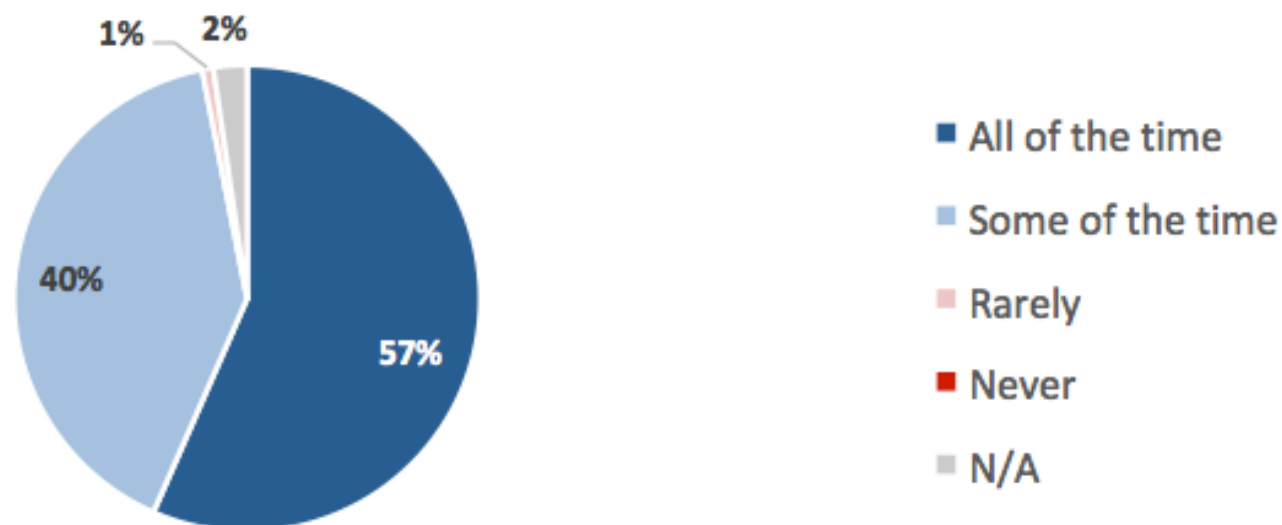
While districts, schools, and individual teachers use data and have been for some time now, there has been too much emphasis placed only on the performance of students on state assessments. While these data are important for strategic planning, they provide little ongoing guidance to teachers or administrators. Districts that have “moved their numbers” for all children have or are engaged in developing district-wide processes that allow for more collective use of relevant data to make smarter decisions, including the ongoing assessment of teaching and learning at the classroom, school, and district levels. These processes include the development, implementation, and ongoing use of teacher-developed formative assessments, and the use of grade-level/departmental/course, and vertical teams to collaboratively score these shared assessments and plan for shared instruction. They also include the use of building and district benchmark assessments. Fullan (2008) states that principals working directly with teachers in the use of data is more than twice as powerful as any other leadership dimension, and Leithwood and Jantzi (2008) found that the reliability for assessing student learning and district decision making was one critical characteristic of effective districts.

Webinar 1 – Use Data Well
Webinar 2 – Parents as Partners
Webinar 3 – Data Dig

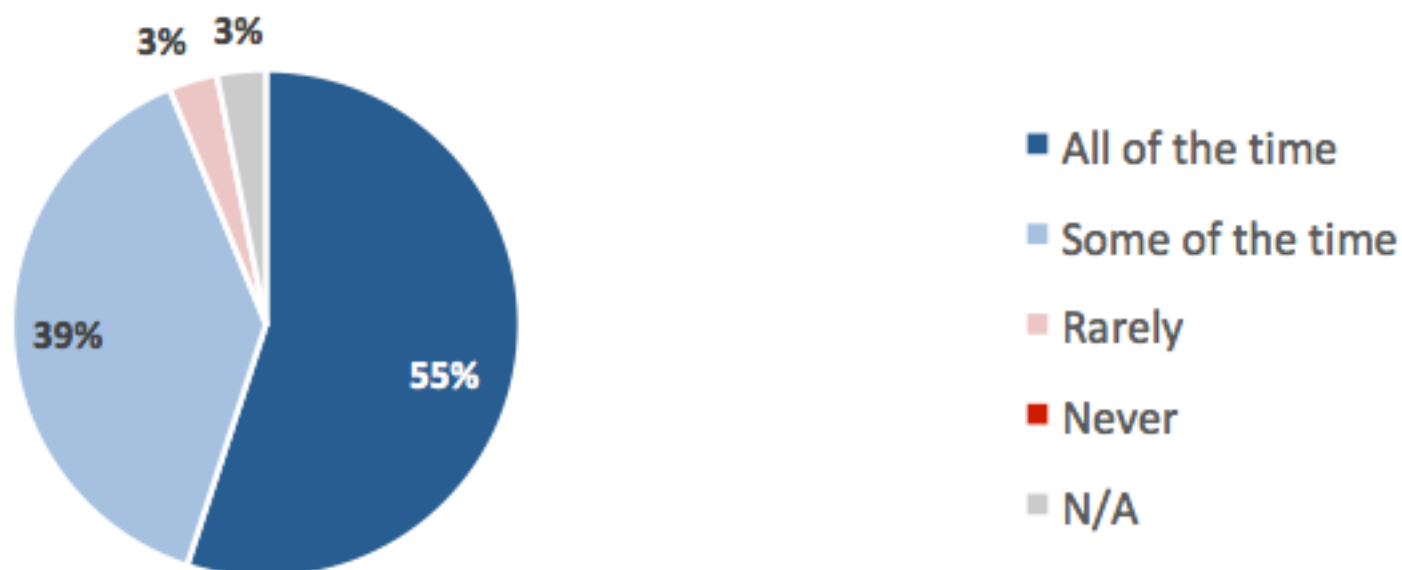
Who are you?



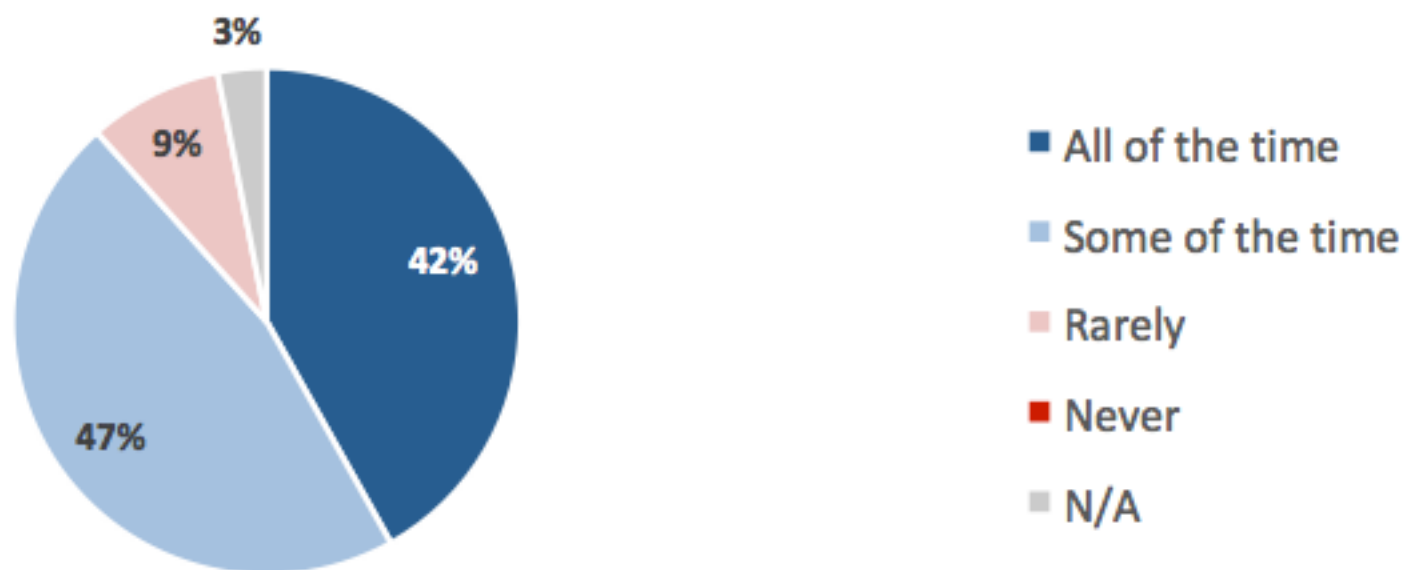
How often do you use math data effectively to identify student needs?



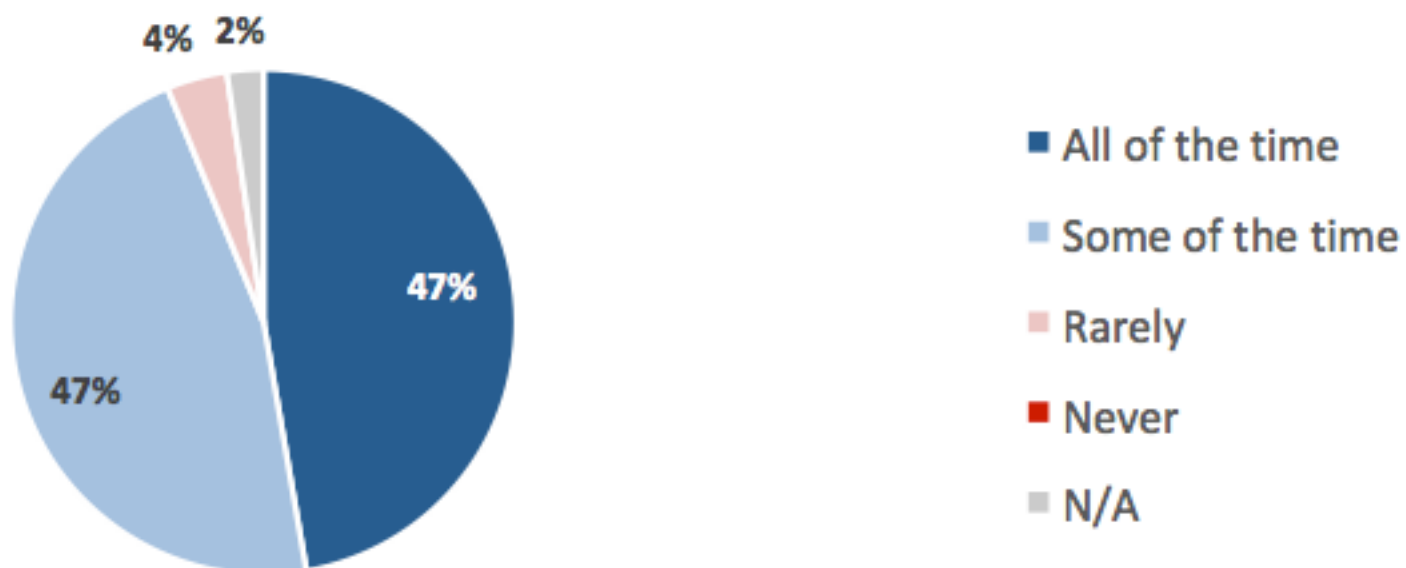
How often do you use math data effectively to establish goals & performance targets?



How often do you use data to measure implementation of actions to reach students in math?



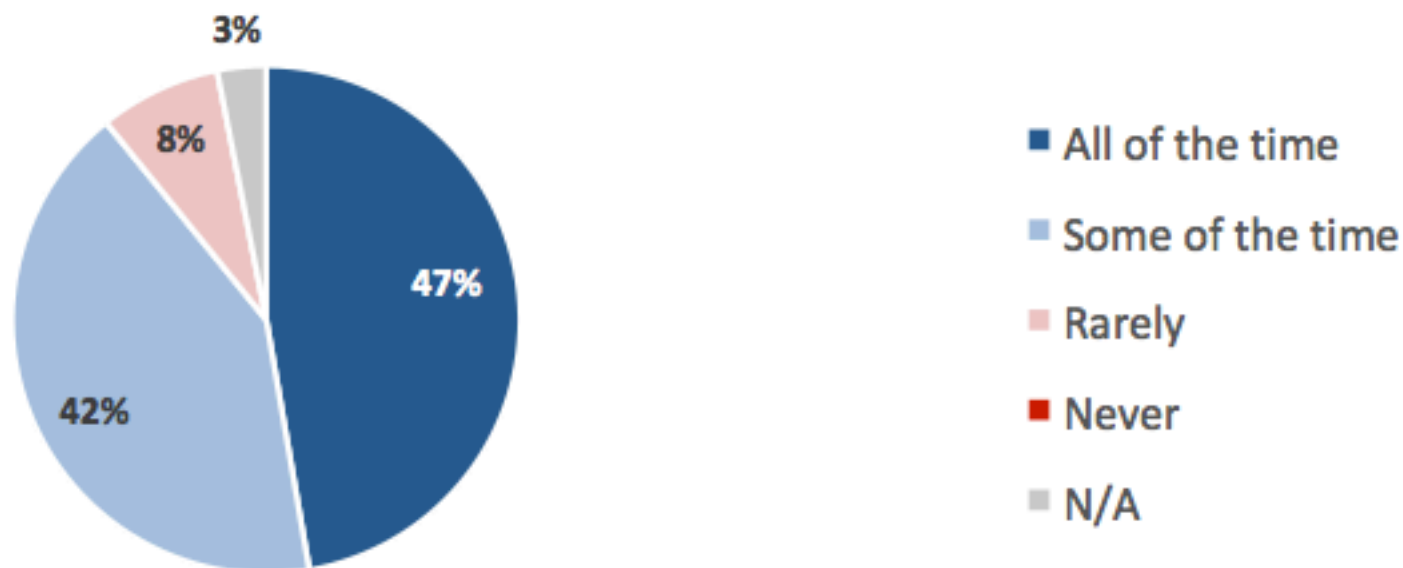
How often do you use data to evaluate the effect of actions on student learning?



How often do you establish instructional priorities in math & inform instructional practices on an ongoing basis?



How often do you model & monitor the use of math data to inform instructional decisions?



How often do you provide support to all levels in the effective use of data to facilitate higher levels of learning for all students?



Name:	
School and/or District:	
Role:	
Math Certified:	
ESE Certified:	
Somebody that I am collaborating with (including contact information):	



USING DATA IS VITAL TO GETTING BACK ON TRACK/FOCUS...

	During Webinar – Ideas From Peers: Participate and take notes during the Breakout Session here...	Planning: What do I/we want this to look like in my/our plan?
How is data being used district-wide and at the school-level?		
How are you involved in data analysis at the district/school/grade/classroom level?		
What data have you been using?		
Sources?		
How often?		
What positives have come out of the experience? Barriers?		
What are the roles of the members on your collaborative team that review data?		
How are you collecting and using data in the 2020-2021 school year (brick and mortar vs. innovative models)? How is this different from past school years?		
What data collection/use ideas can you share?		

Following the webinar, please take some time to think about the questions below regarding your current way of work and the information that you still need to plan.

Post-Webinar "Think-Abouts"

What formative assessments are done to obtain useful math data?
Do you plan horizontally? If so, who is on the team and how often do you meet?
Do you plan vertically? If so, who is on the team and how often do you meet?
What information do you still need?

WEBINAR 2 – 10/21/2020

This is a placeholder for information that you will receive prior to this webinar.

WEBINAR 3 – 11/18/2020

This is a placeholder for information that you will receive prior to this webinar.

WEBINAR 4 – 01/20/2021

This is a placeholder for information that you will receive prior to this webinar.

WEBINAR 5 – 02/17/2021

This is a placeholder for information that you will receive prior to this webinar.

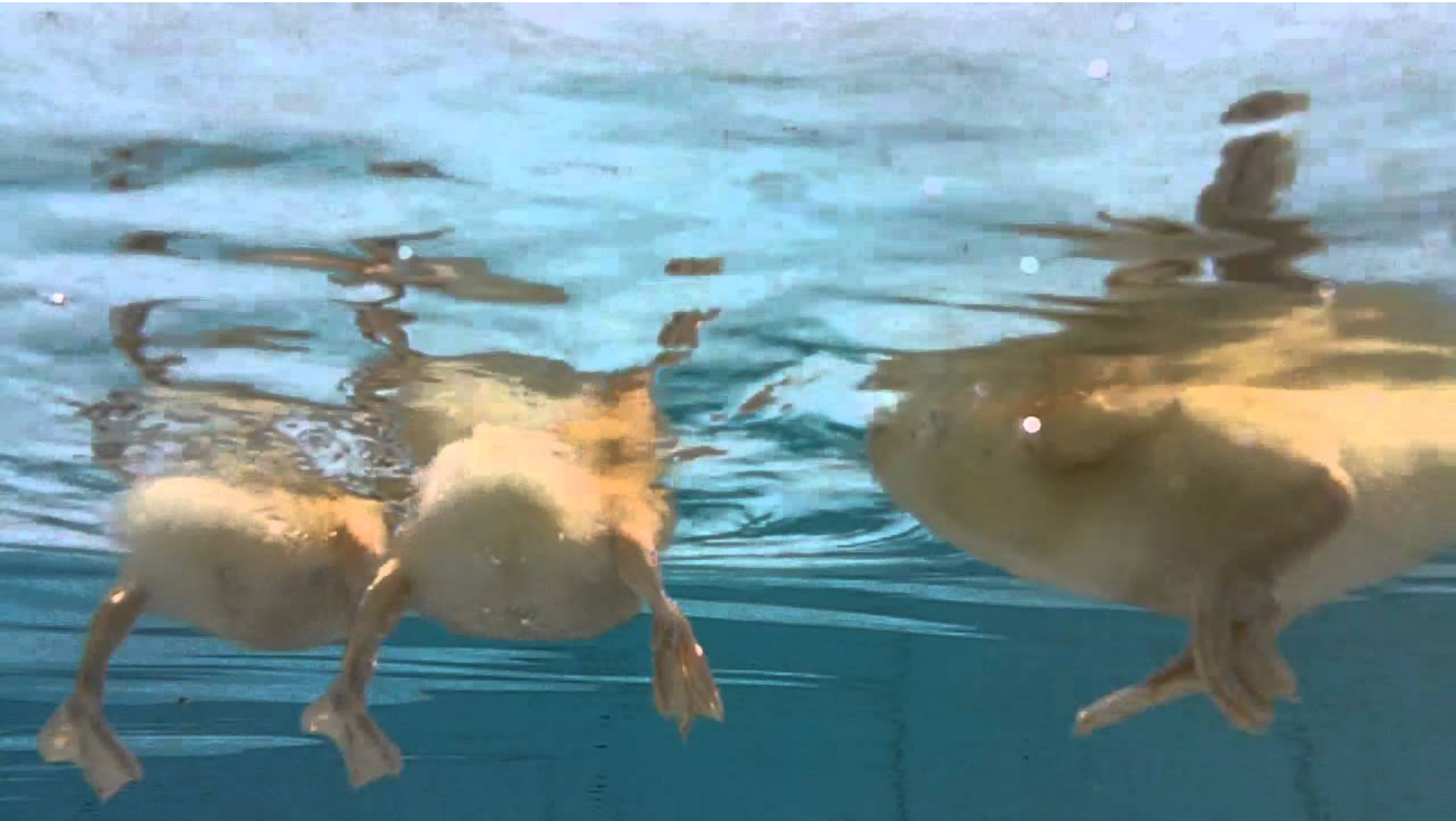
FOLLOW-UP

Follow-up Activity for INSERVICE POINTS:

Outlined below are the required steps to complete the follow-up activity and submit it for verification to your principal or supervisor.

- 1) Complete the Collaborative Math Plan (during/in-between webinars)
 - a) Option 1: Collaborative activity with a peer from another district
 - b) Option 2: Collaborative activity with a peer from within your district
- 2) Follow-up activity
 - a) Presentation of information to supervisor regarding what you have learned from the webinars and share plan for verification
 - i) Use your notes from the Planning column to complete the Math Action Plan template that will be provided following the final webinar
 - b) Have your principal/supervisor sign and date, acknowledging that she/he has reviewed your webinar notes and Math Action Plan
- 3) Submit the form to ____

Breakout Rooms



Closing



Additional Resources

- [EDStats](#)
- [Student Progress Monitoring Tool for Data Collection and Graphing](#)
- [UFLI Virtual Teaching Hub](#)





Wednesday Webbie #2
October 21st (3-4pm EST)

<https://bit.ly/3hxfrvi>

“Parents as Partners”



Tween Work

Following the webinar, please take some time to think about the questions below regarding your current way of work and the information that you still need to plan.

Post-Webinar “Think-Abouts”

What formative assessments are done to obtain useful math data?

Do you plan horizontally? If so, who is on the team and how often do you meet?

Do you plan vertically? If so, who is on the team and how often do you meet?

What information do you still need?



Earn 10 CEUs

Math Action Plan

Collaborative Team Members:				Data Resources:			
	Frequency of Review	Person(s) Responsible (include the individual that is responsible for follow-up)	Sharing Data with Parents	Analysis			
				Strength	Need to Work On	Focused Goal	Parent Role
District Level Data							
School Level Data							
Grade Level Data							
Classroom Level Data							
Student Level Data							

Supervisor Signature: _____ Date: _____



- FL Department of Education
 - Bureau of Exceptional Education and Student Services
 - Karrie.Musgrove@fldoe.org
 - Thomas.Garrett@fldoe.org
 - Bureau of Standards and Instructional Support
 - Courtney.Starling@fldoe.org
- FL Diagnostic & Learning Resources System (FDLRS)
 - schmitgesh@duvalschools.org (Henry Schmitges)
- FL Inclusion Network (FIN)
 - Caren.prichard@paec.org
- FL State Personnel Development Grant (SPDG)
 - medicic@pcsb.org (Cindy Medici)
- Problem Solving/Response to Intervention Project (PS/RtI)
 - Student Support and Academic Achievement Unit
 - srobertson@usf.edu (Shelby Robertson)
 - Technology Learning Connections Unit
 - tjeffs@usf.edu (Tara Jeffs)

Objectives



Understand the components of Key Practice 1 from the *What Matters Most: Key Practices Guide*

- Self-reported registration survey
- Practice Guide
- Planning Template



Learn from colleagues what is working in their schools/districts regarding the effective collection, analysis, and use of data through collaboration

- Big picture of data collected from registration survey
- Videos of colleagues in Breakout Rooms
- Collaborative conversation in Breakout Rooms



Utilize the components of Key Practice 1 to begin thinking about the development of the *Math Action Plan*

- Collaborative Math Planning Template
- Practice Guide
- Tween work



Evaluation



The recording link will be available at:

<https://bit.ly/2RsYEz1>



*Thank
you!*