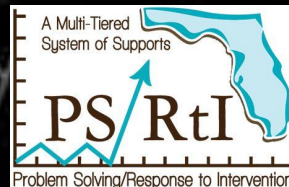
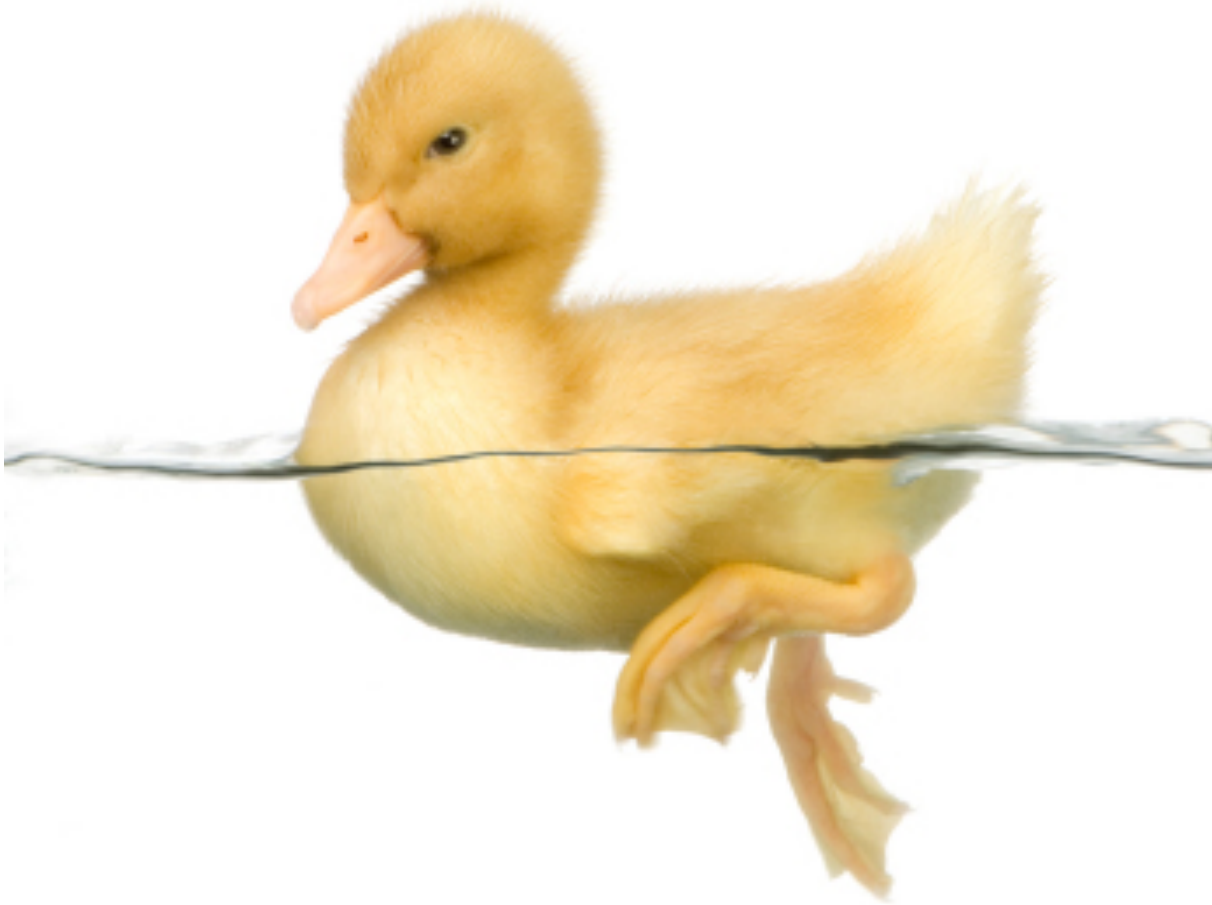


Wednesday Webbies Parents as Partners

October 21, 2020



Just keep paddling...



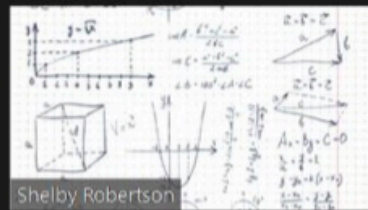
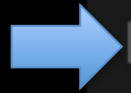


Who Is Here to Support You?

- 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)
- Problem Solving/Response to Intervention Project (PS/RtI)
 - Student Support and Academic Achievement Unit
 - Technology Learning Connections Unit



Welcome



Shelby Robertson

Joe



Start Video



Security



Participants



Chat



Share Screen



Record



Reactions

Leave

Use the chat to
quack away!



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 incorporating parents/families in the effective use of data through collaboration



Utilize the components of Key Practice 1 to continue the development of the *Math Action Plan*


Key Practices

What Matters Most: Key Practices Guide	
Key Practice 1: Use Data Well	
<small>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 "lived their numbers" for all children have or are engaged in developing district-wide processes that allow for more effective use of relevant data to make similar decisions, including the ongoing assessment of teaching and learning, 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 benchmark assessments, and further steps to collaboratively assess these shared assessments and plan for student instruction. They also include the use of building and district benchmark assessments. Fuller (2010) states that progress working directly with teachers to the use of data across the district is as crucial as any other leadership dimension, and different and later (2010) found that the reliability for assessing student learning and district decision-making was one critical characteristic of effective districts.</small>	
ROLE	CONSIDERATIONS
For increasing the Performance of Students with Disabilities as Part of District-wide Improvement	
State & Research Agencies (to assess)	To what degree do state education agencies (SEAs): <ul style="list-style-type: none">Use data to identify and respond to current needs related to student learning across areas (e.g., regions, zones, interjurisdictional 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 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 practices 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 leadership/resources that facilitate the effective use of data by all districts, schools, and teachers in improving instructional practice and student learning?Ensure that data reflections 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 & Local Schools	To what degree do districts and their schools: <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 practice 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?
Parent & Family	To what degree are parents/families empowered to: <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 challenges?Participate as members of the district or school leadership/decision 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 assesses what their child is learning and the level of learning?Work with the district/school/teacher to collect data on that child's performance in designated areas?

MOVING YOUR NUMBERS

“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

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



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.

ROLE

CONSIDERATIONS

For Increasing the Performance of Students with Disabilities as Part of District-wide Improvement

PARENTS & FAMILIES

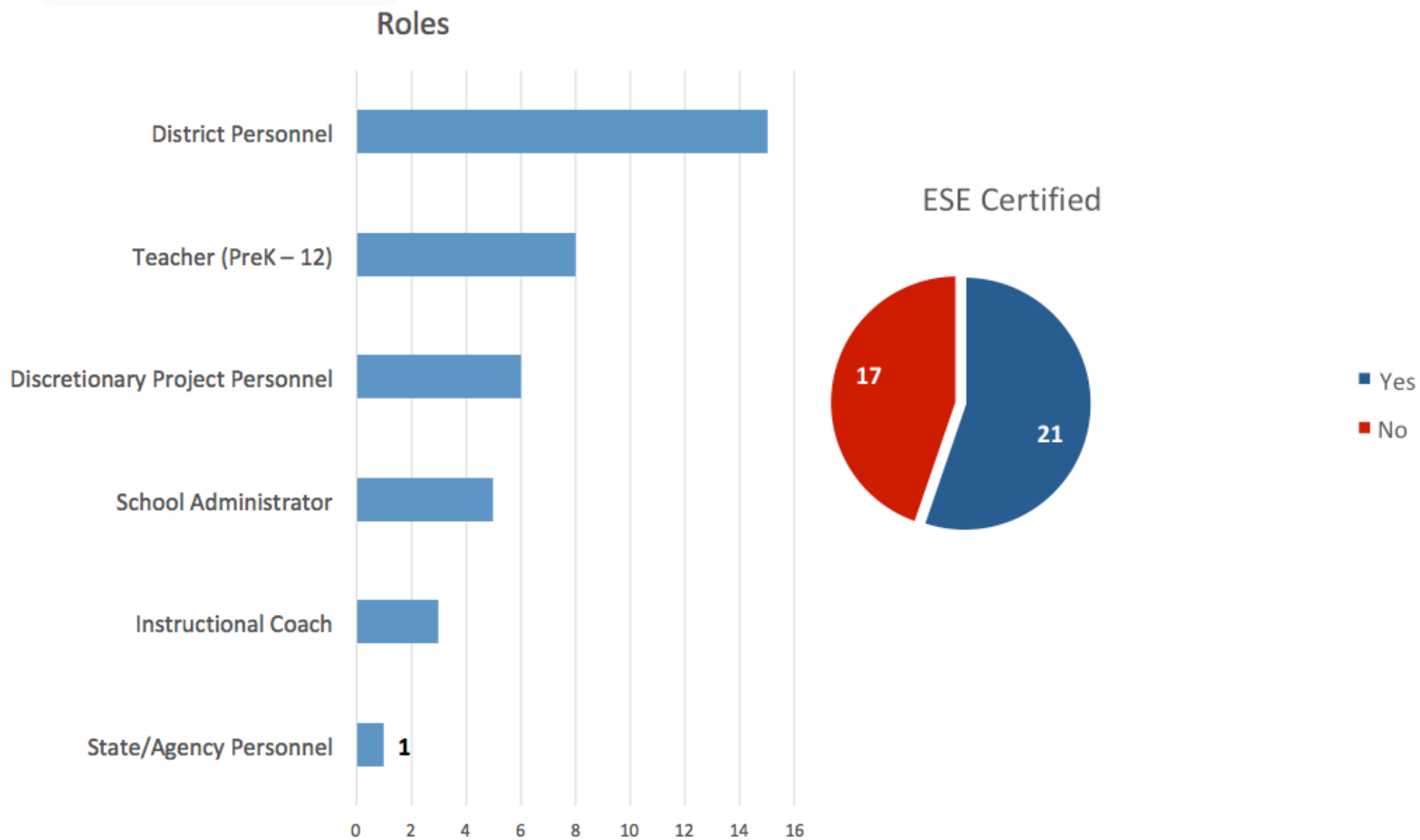
To what degree are parents/families empowered to:

- Provide relevant information and feedback to district/school personnel on multiple dimensions (e.g., academic, physical, social-emotional) of their child's progress and challenges?
- Participate as members of the district or school leadership/data 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?

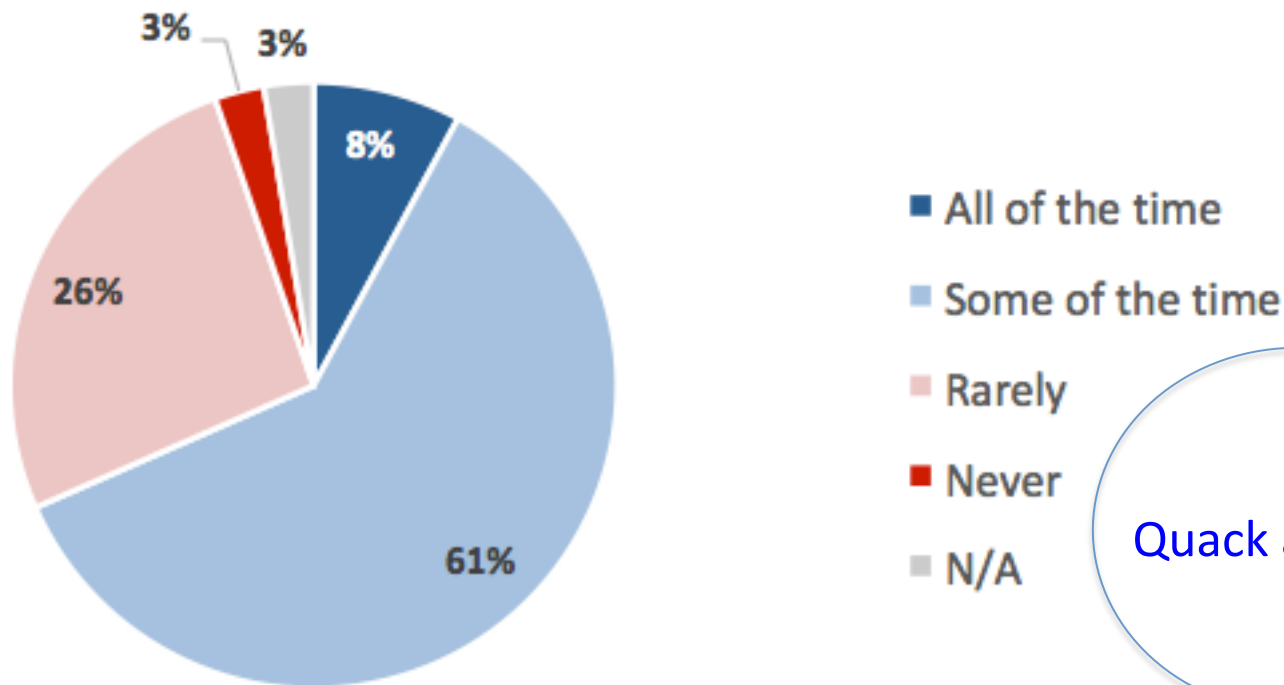
	<p>During Webinar – Key Points:</p> <p>Participate and take notes during the Panel here...</p> <p>What are your take-aways pertaining to the way data is being shared with parents?</p>	<p>Planning: What do I/we want this to look like in my/our plan regarding sharing data with our parents?</p>
<p>Questions for Parents:</p> <ul style="list-style-type: none"> • <i>Why is it important to empower parents/families to understand the importance of grade-level expectations in math?</i> • <i>Why is it important to parents/families to understand the implications of how their child's district/school/teacher assesses what their child is learning and the level of learning in math?</i> • <i>What data does your child's school share with you? What do you share with the school? What would you like to share with your child's school? What would you like for them to share with you?</i> 		
<p>Questions for Educators:</p> <ul style="list-style-type: none"> • <i>How do you empower parents/families to understand the importance of grade-level expectations in math?</i> • <i>How do you empower parents/families to understand the implications of how their child's district/school/teacher assesses what their child is learning and the level of learning in math?</i> • <i>What data do you share? Screening data and diagnostic data? Tiered instruction/intervention data? (e.g., How do you use iReady/STAR data?)</i> 		



Who are you?



How often do parents/families provide relevant information and feedback to district/school personnel of their child's progress and challenges in math?

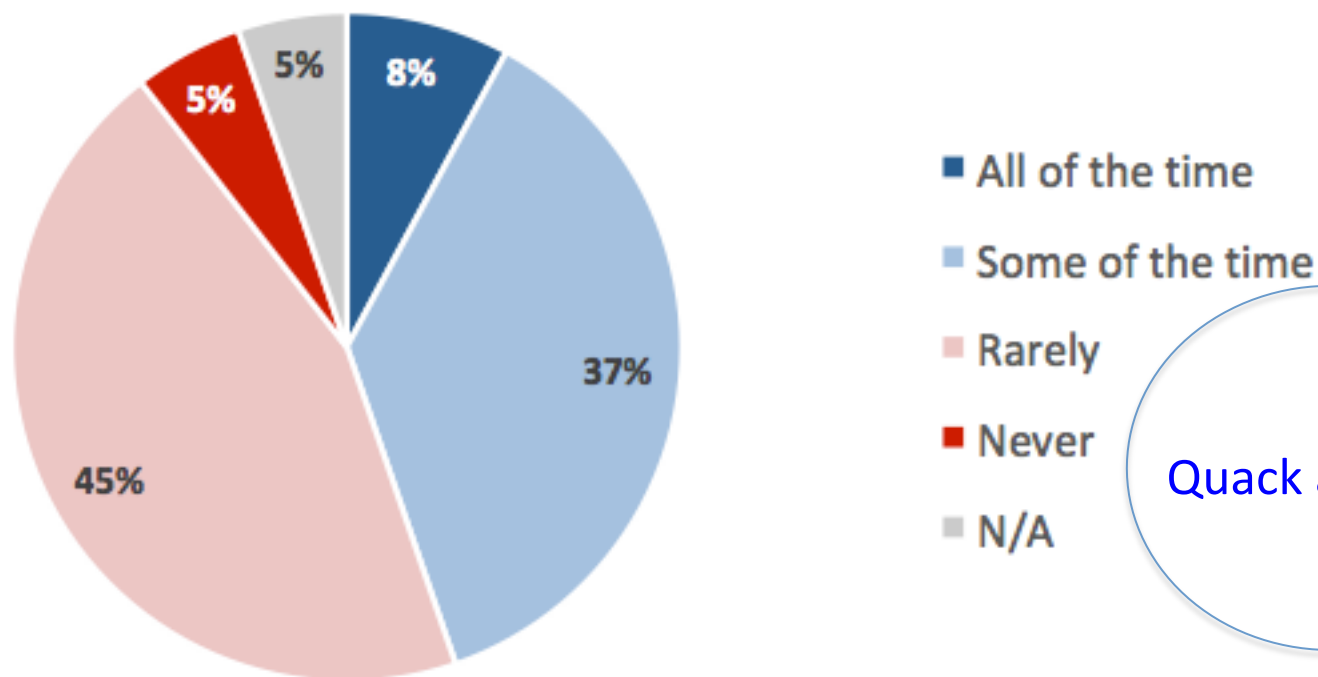


Quack about it!

What opportunities do parents/families have to provide relevant information and feedback?



How often do parents/families participate as members of the district or school leadership/data team?

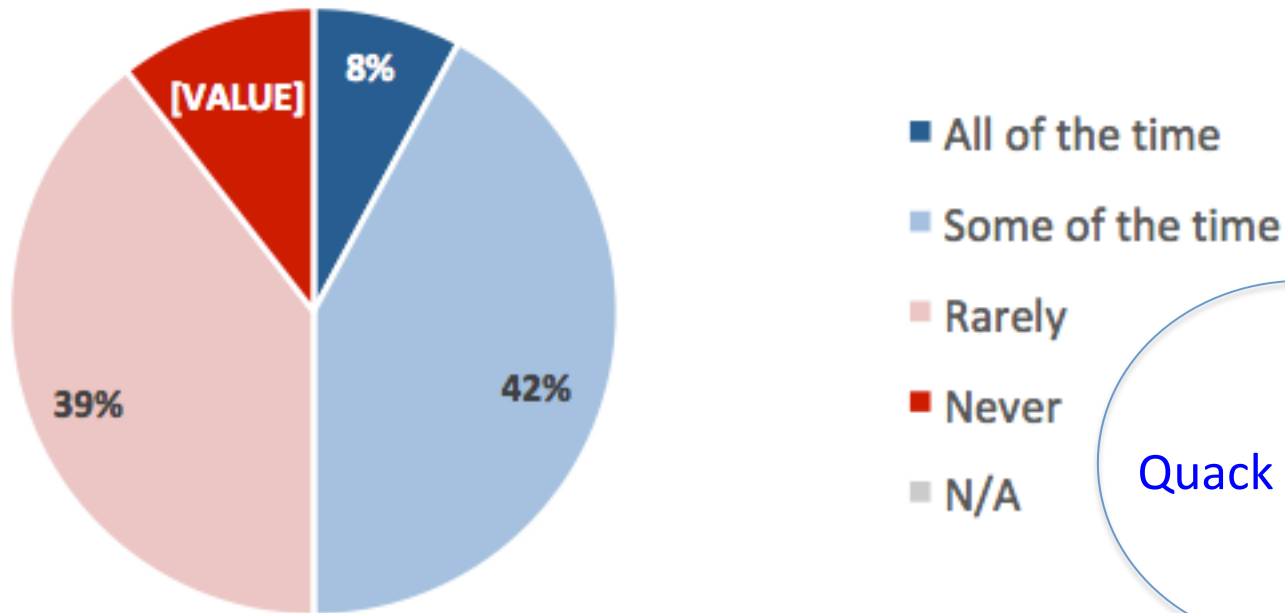


Quack about it!

What opportunities do parents/families have to learn about data and participate (school level/district level)?



How often do parents/families work with the district/
school/teacher to collect data on their child's
performance in math?



Quack about it!

*What opportunities do parents/families have to collect
data in the brick and mortar setting? In the distance
learning setting?*



Panelists

- Please introduce yourself
- Educators, share your role and your school/district
- Parents, share your children's school and grade





For the Panelists...



Educators:

How do you empower parents/families to understand the importance of grade-level expectations in math?

Parents:

Why is it important to empower parents/families to understand the importance of grade-level expectations in math?



For the Panelists...



Educators:

How do you empower parents/families to understand the implications of how their child's district/school/teacher assesses what their child is learning and the level of learning in math?

Parents:

Why is it important to parents/families to understand the implications of how their child's district/school/teacher assesses what their child is learning and the level of learning in math?



For the Panelists...



Educators:

What data do you share?

Screening data and diagnostic data? Tiered instruction/intervention data? (e.g., How do you use iReady/STAR data?)

Parents:

What data does your child's school share with you? What do you share with the school? What would you like to share with your child's school? What would you like for them to share with you?



For the Panelists...

Educators:

What would you like parents to share?

Time to Collaborate



	<p>During Webinar – Key Points:</p> <p>Participate and take notes during the Panel here...</p> <p>What are your take-aways pertaining to the way data is being shared with parents?</p>	<p>Planning: What do I/we want this to look like in my/our plan regarding sharing data with our parents?</p>
<p>Questions for Parents:</p> <ul style="list-style-type: none"> • <i>Why is it important to empower parents/families to understand the importance of grade-level expectations in math?</i> • <i>Why is it important to parents/families to understand the implications of how their child's district/school/teacher assesses what their child is learning and the level of learning in math?</i> • <i>What data does your child's school share with you? What do you share with the school? What would you like to share with your child's school? What would you like for them to share with you?</i> 		
<p>Questions for Educators:</p> <ul style="list-style-type: none"> • <i>How do you empower parents/families to understand the importance of grade-level expectations in math?</i> • <i>How do you empower parents/families to understand the implications of how their child's district/school/teacher assesses what their child is learning and the level of learning in math?</i> • <i>What data do you share? Screening data and diagnostic data? Tiered instruction/intervention data? (e.g., How do you use iReady/STAR data?)</i> 		



Closing



Tween Work

Post-Webinar “Think-Abouts”

What is your district/school plan to communicate with parents?

How will you be changing your practices based on the information that you have received from parents/families?

Time to collaborate: Please identify a peer from another school/district/grade and add their responses to the above (two) questions.

1.

2.



Wednesday Webbie #3

November 18th (3:30 - 4:30pm EST)

“Data Dig”



<https://bit.ly/33ZZ6Md>





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 (Use Data Well)

- Self-reported registration survey
- What Matters Most: Key Practice Guide
- Collaborative Math Planning Template



Learn from colleagues what is working in their schools/districts regarding incorporating parents/families in the effective use of data through collaboration

- Big picture of data collected from registration survey
- Conversation with peers in chat
- Panel discussion



Utilize the components of Key Practice 1 to continue the development of the *Math Action Plan*

- Collaborative Math Planning Template
- What Matters Most: Key Practice Guide
- Tween work



Evaluation



- If there are any questions that were rated less than (4), please offer suggestions on how we could improve.
- Your thoughts matter to us. What additional comments or suggestions do you have?

The recording link will be available at:

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



*Thank
you!*



padlet

What data tools does your district use?

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



Quack about it!

