

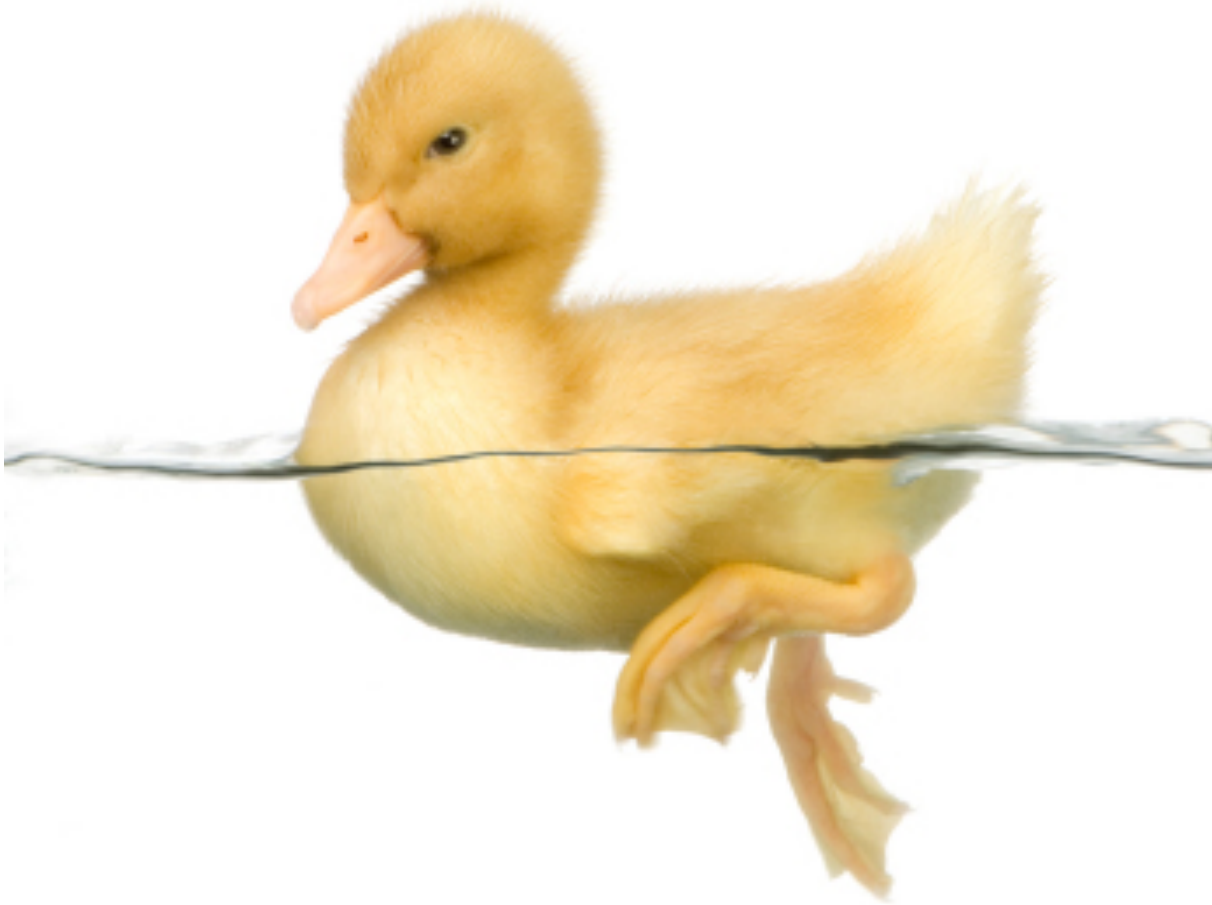
Wednesday Webbies

Focus Your Goals

January 20, 2021



Just keep paddling...



WELCOME



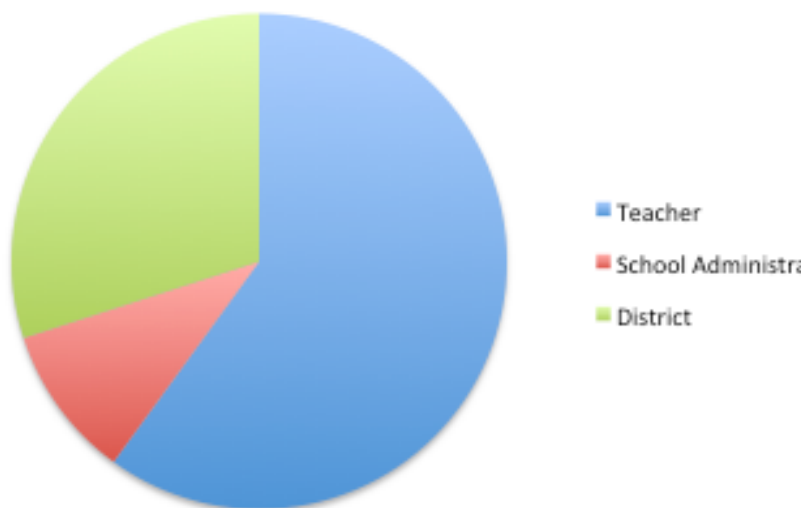
Who Is Here to Support You?

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

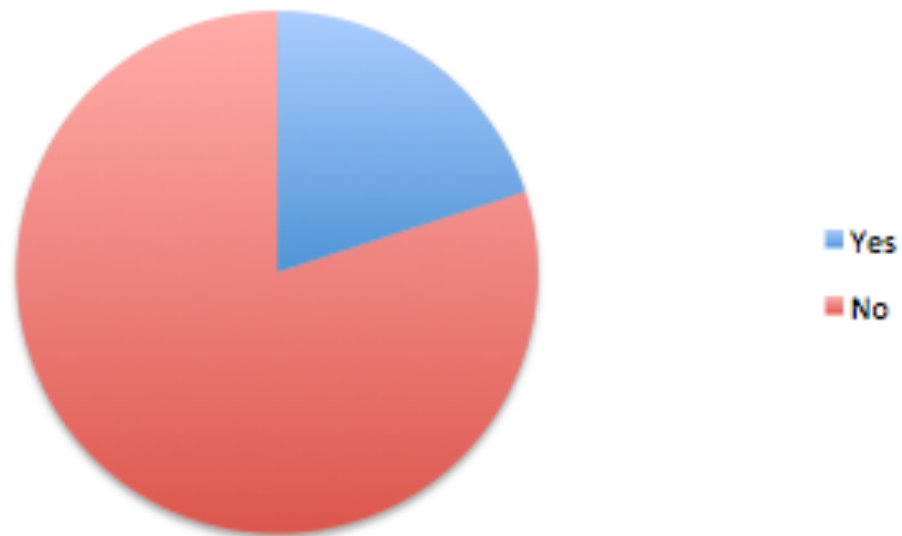


Who are you?

Role



ESE Certified



Use the chat to
quack away!



Objectives



Understand the components of Key Practice 2 from the *What Matters Most: Key Practices Guide*



Learn from colleagues how math goals are developed, communicated with stakeholders, and monitored at the school/district level



Identify how data from progress monitoring informs instructional planning and practices focused on positive outcomes for all students

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 "treated 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 smaller decisions, including the ongoing assessment of teaching and learning for 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, and vertical teams to collaboratively score these shared assessments and plan for student instruction. They also include the use of building and district benchmark assessments. Fuller (2010) states that progress monitoring directly with teachers is the use of data more effectively as opposed to any other teaching or classroom, and different and later (2010) 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
State Assessment Agencies (e.g., state assessment agencies)	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, intermediate/joint 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? Rather, identify, 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/competencies that facilitate the effective use of data by all districts, schools, and teachers in improving instructional practice and student learning? Ensure that data information is 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 Leaders	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? 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?
Parents & Families	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 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(s) to collect data on their child's performance in designated areas?

MOVING YOUR NUMBERS

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

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 2: FOCUS YOUR GOALS

When asked to describe the new initiatives undertaken in the last year or two, most teachers and administrators would list a litany of initiatives, often disconnected. If asked, "What are the district or school improvement initiatives?" most teachers and administrators often cannot articulate them. Reeves (2006) referred to this problem as "initiative fatigue," while Fullan (2008) calls this "repetitive change syndrome." If teachers, schools, and districts are to make improvement then they must be allowed and encouraged to focus on a few critical things well. As Patterson, et al. (2008) notes, "a few behaviors can drive a lot of change... Enormous influence comes from focusing on just a few vital behaviors." Leithwood and Jantzi (2008) recommend focusing the goals on student learning through the use of specific forms of instruction. They also recommend that the strategies be targeted on specific areas of low performance and phased in over time. Robinson (2008) identifies goal setting as one of the most critical school leadership responsibilities.

Webinar 4 – Focus Your Goals





PLEASE INTRODUCE YOURSELF

Charlotte County:

- Meagan Guarente
- Sean Strickland

DeSoto County:

- Courtney Gammad

FSU Lab School:

- Meagan Crombie

Gulf County:

- Misty Wood

Washington County:

- Stephanie Walters
- Pamela Sowell
- Katie Jenkins
- Marinia Doyle

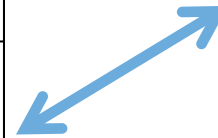
Problem Identification:

Problem Analysis:



Response to Instruction/Intervention:

Intervention Design & Implementation:





Closing



Tween Work

	Planning: What do I/we want this to look like in my/our plan?
<ol style="list-style-type: none">1. <i>How are your school's/district's math goals developed and communicated with stakeholders (who are they)?</i>2. <i>Does your school's SIP have math goals identified?</i>3. <i>How do the goals address and impact students with disabilities?</i>4. <i>How are the math goals monitored (summative, interim)?</i>5. <i>What progress monitoring data will measure the impact on students (what program/tool/assessment/source)?</i>6. <i>How will the information inform instruction? (Does the school/district allow collaborative planning time for coaches/teachers?) (Do you discuss data with your students/parents and what impact does it have on their performance and the math goals that are made?)</i>7. <i>Are there additional goals that you feel need to be included?</i>	

The word "RESOURCES" is written in a large, white, 3D sans-serif font. It is centered and surrounded by a cluster of overlapping, semi-transparent squares in various colors including blue, green, yellow, orange, and pink. Some of these squares have dashed outlines in colors matching their fill, creating a layered, geometric effect.

RESOURCES



Wednesday Webbie #5

February 17th (3:45 – 4:45pm EST)

“Empowering Parents”

<https://bit.ly/38MM47a>





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: _____

Objectives



- ✓ Understand the components of Key Practice 2 from the *What Matters Most: Key Practices Guide*
- ✓ Learn from colleagues how math goals are developed, communicated with stakeholders, and monitored at the school/district level
- ✓ Identify how data from progress monitoring informs instructional planning and practices focused on positive outcomes for all students



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!*



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 - Bureau of Standards and Instructional Support
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 - 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)