

Leading Inquiry Teams

Integrated Education Services
August 29, 2011

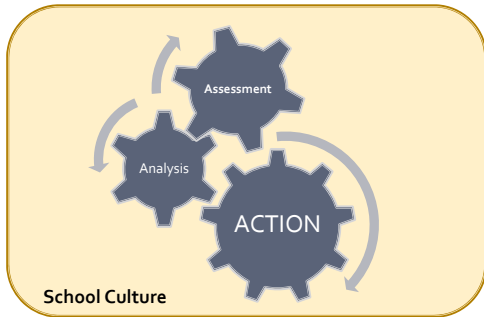
Objectives

- Identify key elements of **data driven instruction**
- Identify ways in which **interim assessments** drive change
- Understand the role of the **building principals** in implementing data driven instruction through **Inquiry Teams**

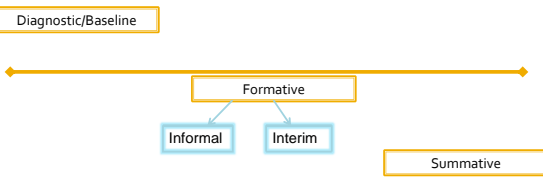
As you read Douglass Street School...

- Do you think Krista Brown met the challenge of a 15 point gain? What percentage of teachers do you think made the gain?
- Based on your answers – what do you think were the biggest stumbling blocks to the school's success?
- Based on your answers – name the most important drivers of school improvement.

Four Key Principles




Assessment



Interim Assessments

- Start from the "end goal" assessment
 - Format, length and other aspects of the assessment
- Align to:
 - "End goal" assessment
 - College-ready standards
- Designed to re-assess earlier material
- Teachers have a stake





Keys to Assessment

- Common Interim
- Transparent Starting Point
- Aligned
- Reassess

Individual Reflection: Assessment

Based on what you now know about the role of *interim assessments*, what might be your next steps to *begin* to implement them?

Analysis: "The View From the Pool"

- **IMMEDIATE:** Ideal 48 hours, max 1 week turnaround
- **USER-FRIENDLY:** Data reports are short but include analysis at question level, standards level and overall
- **TEACHER-OWNED** analysis
- **TEST-IN-HAND** analysis: Teacher & instructional leader together
- **DEEP:** Moves beyond "what" to "why"



Keys to Analysis

- Let the data do the talking
- Let the teacher do the talking
- Always go back to specific questions on the test
- Don't fight the ideological battle (nobody wins!)
- Know the data yourself
- Keep in mind the difference between the first and the third assessments
- Connect to a concrete plan

Assessment Analysis – Part 1

Global Impressions

- How well did the class do as a whole?
- What are the strengths and weaknesses in the standards: where do we need to work the most?
- How did the class do on "old" vs. "new" standards? Are they forgetting or improving on old material?
- How were the results in the different question types (multiple choice vs. open ended, reading vs. writing)?
- Who are the strong students? Who are the weak students?

Assessment Analysis – Part 2

Dig In

- "Squint": large gap questions – did students all choose the same wrong answer? Why or why not?
- Break down each standard: did they do similarly on every question or were some questions harder? Why?
- Compare similar standards: do results in one influence the other?
- Sort data by students' scores: are there questions that separate proficient from non-proficient students?
- Look horizontally by student: are there any anomalies occurring with certain students?

Role Play Analysis

- What did you learn about the teachers?
- How was this assessment analysis meeting different from a post-observation conference?
- By using this particular assessment and analysis template, what decisions did the principal make about what was important for student learning at his/her school?

Individual Reflection: Analysis

Based on what you now know about *analysis*, reflect on your current practice:

What should you keep/refine?

What should you start doing?

Action: Now What?

- **PLAN** new lessons based on data analysis
- **ACTION PLAN:** Implement what you plan (dates, times, standards & specific strategies)
- **LESSON PLANS:** Observe changes in lesson plans
- **ACCOUNTABILITY:** Observe changes classroom observations, in-class assessments
- **ENGAGED STUDENTS:** Know end goal, how they did, and what actions they're taking to improve

Increasing Rigor Using Data-Driven Best Practices

- Put a plus (+) next to the activities that you see on a regular basis in your building
- Put a question (?) next to activities you want to understand more deeply
- Double star (***) next to the activities you would like to suggest/implement immediately

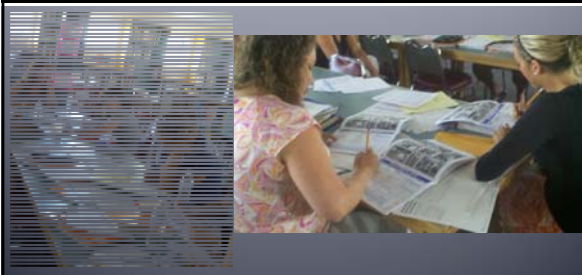
Individual Reflection: Action

Based on what you now know about *action*, reflect on your current practice:

What should you continue/refine?

What should you start doing?

Data Driven Culture

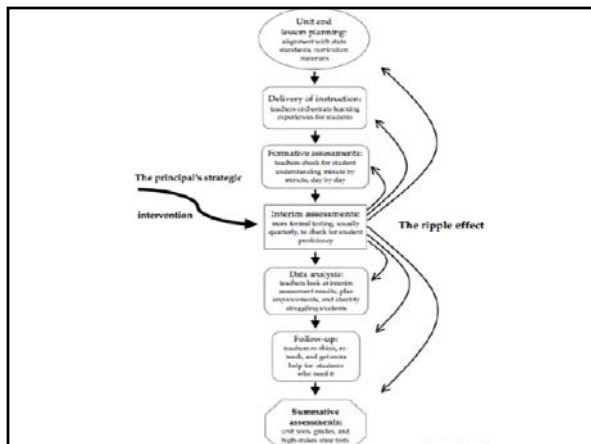


What will it take?

- **VISION:** Established by leaders and repeated relentless
- **TRAINED LEADERSHIP TEAM:** "real" leaders and formal leaders involved in process
- **CALENDAR:** Calendar in advance with built-in time for assessments, analysis & action
- **PROFESSIONAL DEVELOPMENT:** Aligned

Phases of Data Driven Instruction

- **Phase 1:** Confusion and overload
- **Phase 2:** Feeling inadequate and distrustful
- **Phase 3:** Challenging the test
- **Phase 4:** Examining the results objectively & looking for causes
- **Phase 5:** Accepting data as useful information, seeking solutions and modifying instruction



Eight Particularly Perilous Pitfalls

- Inferior interim assessments
- Secretive interim assessments
- Infrequent assessments
- Curriculum-assessment disconnect
- Delayed results
- Separation of teaching and analysis
- Ineffective follow-up
- Not making time for data



False Drivers



- Pursuit of "Total Buy-In"
- Reliance on the Poorly Implemented "PLC"
- Year-End Assessment Analysis ("Autopsy")

Individual Reflection: Culture

Based on what you now know about **culture**, reflect on your current practice:

What should you continue/refine?

What should you start doing?

