Southwestern Union Leadership Conference

Principal Institute Extension

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Learning Forward

learningforward

THE PROFESSIONAL LEARNING ASSOCIATION



Outcomes

Strengthen work with staff on implementing the Cycle of Continuous Improvement with an emphasis on Data Analysis and Goal setting.



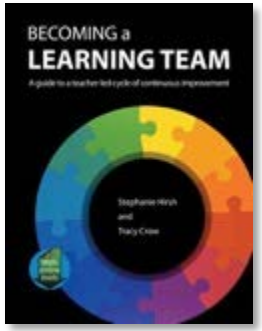
What is the cycle of Continuous Improvement?

- It is not a fill in the blank activity
- It is not always linear.
- It is driven by student and adult performance data.
- It is short.



Cycle of Continuous Improvement







Stage 1: Analyze Student and Staff Data

Identify shared goals for student and educator learning:

- Review summary statements and set priorities
- Write student “learning” goals
- Write educator “learning” goals
- Review with other

The analysis of student performance data based on student work every 2 or 3 weeks on targeted, essential standards determines instructional plans for and grouping of students and learning goals for adults. It also determines a design for professional learning.

Step 2: Set Goals

Examine student and educator learning challenges:

- Identify and collect essential data
- Organize and display data for analysis
- Examine data for trends, issues, and opportunities
- Summarize the data

Staff learning goals drive the rest of the cycle. Based on where students are struggling, adults analyze their own work to determine not just what they need to do differently or more intentionally, but what they need to learn.





Step 3:
Learn individually and collaboratively

Gain new knowledge and skills; examine assumptions, aspirations, and beliefs:

- Review goals and clarify critical content
- Write team and individual learning agenda
- Schedule the learning
- Engage in learning to inform application (of the learning)

Adults determine their learning plans for their classroom based on the standards students are to learn. When they find the plans not sufficient to build proficient learners, they select effective learning designs for themselves and set in motion their use.



Step 4: Implement new learning

Implement new lessons and assessments with local support in the classroom:

- Develop plan for instruction and use of new strategies
- Use tools or resources to guide implementation and support adaptation as necessary
- Enlist job-embedded support
- Engage in feedback process with evidence from others to inform continuous improvement

The team implements their learning plan with fidelity and regularly reflects on its impact on student progress at each planning meeting. They often engage in their own learning and support each other in intentional implementation of new strategies.

Step 5:
Monitor, assess, and adjust practice

Use evidence to assess and refine implementation and impact:

- Collect formative and summative data
- Monitor progress toward goals
- Analyze data and reflect on outcomes
- Redefine and determine next actions

The team members maximize their learning time by monitoring implementation in each other's classroom. They observe each other and engage in an inquiry cycle to determine what adjustments need to be made. They keep practicing until they are at high levels of proficiency. They regularly analyze student work and determine shifts they need to make in the instructional approaches. Then, and only then, do they return to Step 1 to determine the impact of their new strategy(ies) on student learning.



Pause



- What aspects of the cycle have you put into practice since last we met?
- What challenges have you faced?
- What worked well for you?

Our focus for today:
Stage 1 & 2: Data Analysis and Goal setting

Data tells a story about how well students are performing on standards over time.

Tools such as data charts and data walls help us have meaningful conversations about the learning progress students are making.

Individual student goal setting with them and conversations with students about how well they are progressing assists students in taking ownership of their own learning.



Teachers charting data

- Teachers continuously chart progress students are making on standards using multiple assessment points.

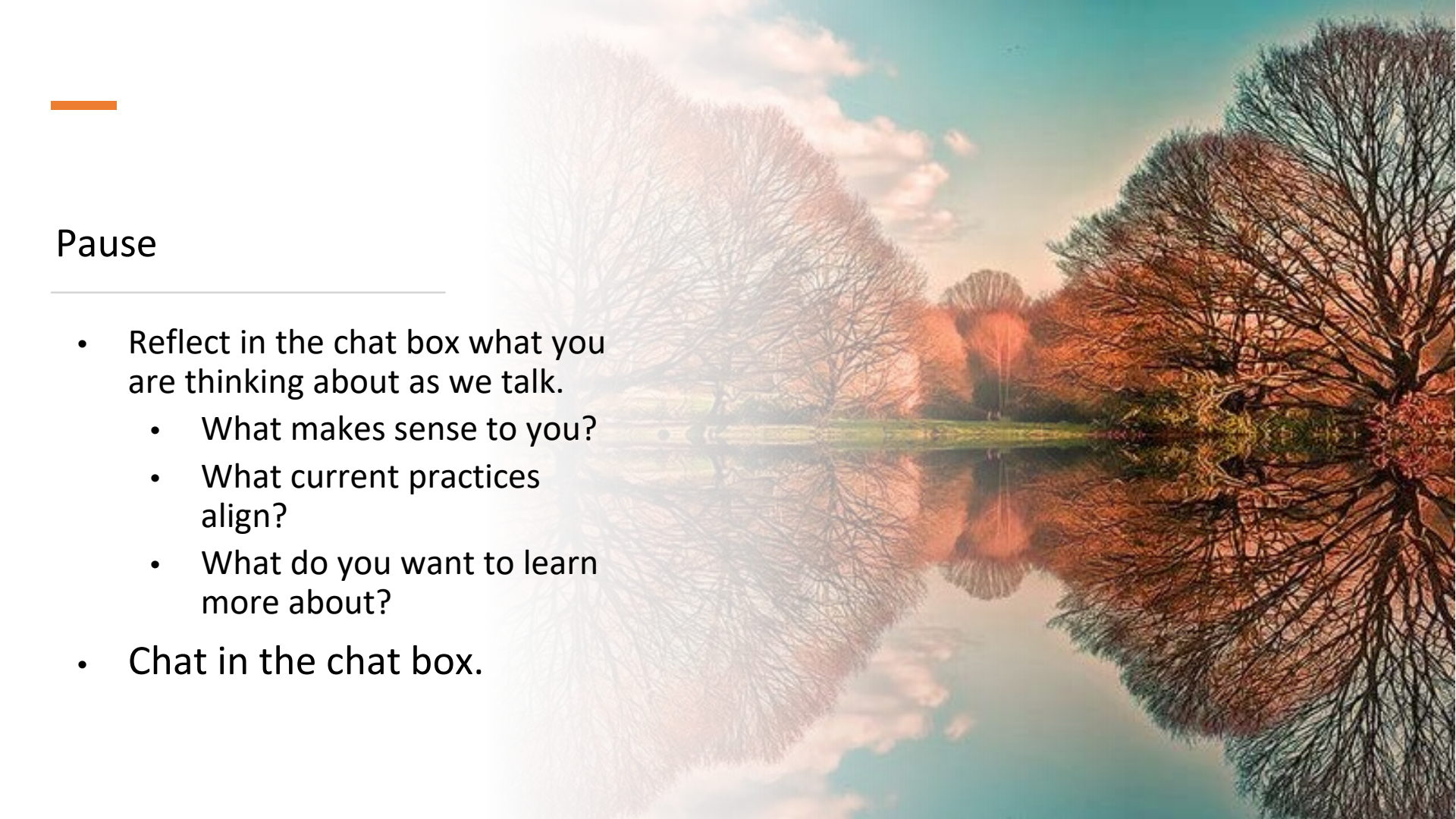


What are ways they chart?

- Most effective is anecdotal note taking. When students are working in groups, when they are explaining out loud their thinking on their thesis for their papers, when they are debating issues, teachers are making notes as to how well students are reflecting growth on the intended standards.

Pause

- Reflect in the chat box what you are thinking about as we talk.
  - What makes sense to you?
  - What current practices align?
  - What do you want to learn more about?
- Chat in the chat box.



Highly effective principals

Know where their students are standard by standard, student by student, unit by unit.

Host data conversations that focus teaching teams on the impact of their teaching on student progress toward mastery.

- *Which of your students made significant progress in developing competence in the standards you intended them to master?*
- *What evidence/artifacts/samples of their work support your finding?*
- *Which 5 students are struggling with this standard the most? How do you know?*
- *What strategies are you going to use to increase the success of those who are falling behind?*
- *What do you need to learn in order to increase your effectiveness with students not meeting success on this standard?*
- *What commitments are you making to yourself, you students, and your team?*





Let’s watch a principal talk about how he uses his data wall.

- http://qualitycommunityschools.weebly.com/data-walls.html
- Data walls take on a variety of shapes, but they give focus to the learning happening in the school.
- Data conversations then naturally connect teaching to student learning—what are we really going to do next to make progress toward mastery.

Pause



What reflections do you have about your leadership in hosting data conversations? Using data walls?

Chat in the chat box.

Stage 2: Setting short term goals

- The data tells the critical story?
  - Where are the students?
  - What do they know and not know?
  - What evidence do we have that our assessments are accurate?
- What 3-week goals should we set for ourselves?
  - *Currently our students are at 40% mastery on using 2 step equations. By the end of next week 45% will be at mastery?*
  - *Who is close? How do we need to group students? How do we scaffold the learning? What instructional strategies are most promising?*
  - *What instructional plans will ensure higher levels of student success?*
  - *How will we support each other in using those plans?*
  - *What informal assessments will we use that will give us the information we need?*



Process

- **Teachers chart and analyze data student by student, standard by standard in short cycles of continuous improvement.**
- **Principals and teachers use data walls to host conversations about student progress standard by standard and make shifts in grouping of students, strategic instructional plans for students, and in their own professional practices.**
- **Teachers and students host one on one conferences with students, make observations of their work and their oral problem-solving skills, etc., to ensure they know what they need to know to increase their success and set goals for themselves for a 4/5-week time frame.**
- **Teachers set goals for their own learning and work in community to increase their effectiveness.**
- Teachers implement their new practices, support each other, and monitor their own progress in their own learning and the impact of their work on student work.
- Teaching teams examine their students' work to see if their new practices made an impact.





What are your commitments?

- Are you commiting to new approaches to analyzing student data? To createing your own data wall?
- What conversations do you commit to have with your teachers about data and goal setting?
- What will you bring back to our next session on December 3?
- Chat in the chat box.

Our next session

- We will reflect on your learnings around use of data.
- We will focus on Stages 3 in the cycle: *How do we design and implement effective student and staff learning?*

