

New York State Principal Evaluator Learning System



Trainers Guidance

Day 3- Driving Effective Principal Practice: High Accountability. High Support

February 2012

Day 3- Sessions 1 and 2



Trainer's notes

For all seminar training days you should have:

MATERIALS

- Trainers' Notes for the relevant Day 3
- Participants' packets
- Digital Projector (probably already in the assigned training room)
- Your laptop (capable of running DVDs) (or you will use the one in the room)
- PowerPoint presentation (loaded on your laptop or you will load it on the one in the room)
- Flip Chart paper (x2 if possible) and post-its, marker pens, name tags
- Multiple copies i.e. enough for all trainee evaluators and the trainers but NOT put in the participants packet:

MATERIALS FOR PARTICIPANTS

- Participants' Handbook this will be posted on line
- Handouts for the day (Implementation of the Common Core- slide 20; Implementation of Data Driven Instruction- slide 34)

THE TRAINING VENUE

The training room should be set up so that all participants face the front but are around tables in groups of no more than five or preferably four.

Set out markers, name tags, post it notes on each table.

Set up the laptop, digital projector and speakers well in advance of the arrival of participants.

If possible, play suitable music on arrival and during breaks and activity sessions. This should enable you to welcome the participants into a relaxed learning environment.

MEET AND GREET

Please meet, greet and smile. This is sometimes known as **BEAM**:

- Body language
- Eyes focused on participants
- Attitude is positive
- Mouths (and eyes) always smiling

The first slide of the presentation should be on display as participants arrive.

Welcome the participants and introduce yourself. Explain that you are an experienced trainer, teacher evaluator and any other details that you feel are relevant. **Be enthusiastic and energetic!!**

Slide 1:



Driving Effective Principal Practice: High Accountability. High Support.

February 10, 2010



Good morning and welcome to the 3rd day of Principal Evaluation Training.

Thank you for your focus and honesty over the past couple of days, as we dig deeper into the work of supporting and evaluating principals.

For those of you who feel like you know this material and have been through training like this, it would be beneficial to partner up with another participant who may not have as much experience. Engage in this work as learners, so that you can deliver this work in your community as leaders. Focus on evaluation of principals and training the principals' evaluators. What is the right role of principal/superintendent/central office? This is what we hope to dive into today.

Move to the next slide

Slide 3

The Big Picture: Owning the ISLLC Standards

- Have you done it?
- Did you do it well?
- Have you seen it?
- Have you seen it done well?
- What is the support when it's not happening?

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The Big Picture: Owning ISLLC Standards

Facilitator: One of the biggest pieces of feedback we received is that ‘we need to own the standards.’

Thus, the two goals of today are to really get a hold of the big picture, so that as the Principal Evaluator, you go home feeling you: 1) own ISLLC, 2) know the role that school-based initiatives play in these frameworks, and 3) get a real sense of what those implications are for the principal.

Describe the activity: Write down these five questions, so you have them for the rest of the lesson. As we go through each standard we are going to get into groups and ask these questions. If you haven't been a principal before, please think of your skill set and the group you work with and how you would address these standards.

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Slide 4:

You will need...

The ISLLC Standards (<http://engageny.org/resource/state-approved-teacher-and-principal-practice-rubrics/>)

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This is the link to the ISLLC standards. Make sure participants have already downloaded the standards, as they will need them for the activities. If participants do not have the ISLLC standards, refer them to this link to download them.

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Slide 5:

ISLLC Standard 1:

Setting a widely shared vision for learning

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ISLLC Standard 1: Setting a widely shared vision for learning

Before diving in, ask participants to think of one last thing, the way ISLLC has been described is that it is a framework that is wide enough to ‘drive a truck through,’ our responsibility as trainers and evaluators is to make these standards have meaning.

Read standard 1 and ask participants to get into groups to discuss, as principal evaluators, how the 5 ISLLC standard questions apply.

Facilitator: You will not need principal rubrics for this exercise. For this activity break into groups of no more than 2-3 people as the conversation needs to be rich and reactive. We are going to go through each of the standards **for 5-7 minutes** and ask these 5 questions.

1. Have you done it?
2. Did you do it well?
3. Have you seen it?
4. Have you seen it done well?
5. What is the support when it’s not happening?

Important points to come out of discussion:

- Superintendents need to have invested interest in order to back up the principal in this vision.
- If you can't identify your vision, you probably do not have one.
- Developing a vision is never top-down, it is about engaging everyone, and everyone has some way of connecting to it.
- You need to involve a lot of people to get that vision. Once you set the vision, you have to take the steps to implement it with an action plan. How are you going to put your vision into play?

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Slide 6:

ISLLC Standard 2

Developing a school culture and instructional program conducive to student learning and staff professional growth

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ISLLC Standard 2: Developing a school culture and instructional program conducive to student learning and staff professional growth

Read standard 2 and ask participants to get into groups to discuss, as principal evaluators, how the 5 ISLLC standard questions apply.

Facilitator: For this activity, break into groups of no more than 2-3 people as the conversation needs to be rich and reactive. We are going to go through each of the standards **for 5-7 minutes** and ask these 5 questions about this standard.

1. Have you done it?
2. Did you do it well?
3. Have you seen it?
4. Have you seen it done well?
5. What is the support when it's not happening?

Important points to come out of discussion:

- What role does belief play in a school culture? It is impactful that all teachers believe that students can perform at a high level.
- Parents need to also believe that students can perform at a high level which creates a culture that is conducive to student learning.
- Important to develop student beliefs
- Belief in students links Standard 1 and 2. You cannot accomplish standard 1 without having beliefs and developing a school culture.
- If you set low expectations, both students and adults will not perform at a high level
- You can make visions happen if people believe in the people delivering the vision

Every organization, school, and principal you are evaluating has a culture and our work is to help those principals become leaders in those communities.

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Slide 7:

ISLLC Standard 3

Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment

ISLLC Standard 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment

Managing the organization effectively.

Read standard 3 and ask participants to get into groups to discuss, as principal evaluators, how the 5 ISLLC standard questions apply.

Facilitator: For this activity, break into groups of no more than 2-3 people as the conversation needs to be rich and reactive. We are going to go through each of the standards **for 5-7 minutes** and ask these 5 questions about this standard.

1. Have you done it?
2. Did you do it well?
3. Have you seen it?
4. Have you seen it done well?
5. What is the support when it's not happening?

As a large group, discuss how the small groups answered the 5 questions as principal evaluators.

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Slide 8:

ISLLC Standard 4

Collaborating with faculty and community members, responding to diverse community interests and needs , and mobilizing community resources

ISLLC Standard 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources

Working with school and community to respond to problems and use the communities as a resource.

Read standard 4 and ask participants to get into groups to discuss, as principal evaluators, how the 5 ISLLC standard questions apply.

Facilitator: For this activity, break into groups of no more than 2-3 people as the conversation needs to be rich and reactive. We are going to go through each of the standards **for 5-7 minutes** and ask these 5 questions about this standard.

1. Have you done it?
2. Did you do it well?
3. Have you seen it?
4. Have you seen it done well?
5. What is the support when it's not happening?

As a large group, discuss how the small groups answered the 5 questions as principal evaluators.

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Slide 9:

ISLLC Standard 5

Acting with integrity, fairness, and in an ethical manner

ISLLC Standard 5: Acting with integrity, fairness, and in an ethical manner

Read standard 5 and ask participants to get into groups to discuss, as principal evaluators, how the 5 ISLLC standard questions apply.

Facilitator: For this activity, break into groups of no more than 2-3 people as the conversation needs to be rich and reactive. We are going to go through each of the standards **for 5-7 minutes** and ask these 5 questions about this standard.

1. Have you done it?
2. Did you do it well?
3. Have you seen it?
4. Have you seen it done well?
5. What is the support when it's not happening?

As a large group, discuss how the small groups answered the 5 questions as principal evaluators.

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Slide 10:

ISLLC Standard 6

**Understanding, responding to, and influencing
the political, social, legal, and cultural contexts**

ISLLC Standard 6: Understanding, responding to, and influencing the political, social, legal, and cultural contexts

Read standard 6 and ask participants to get into groups to discuss, as principal evaluators, how the 5 ISLLC standard questions apply.

Facilitator: For this activity, break into groups of no more than 2-3 people as the conversation needs to be rich and reactive. We are going to go through each of the standards **for 5-7 minutes** and ask these 5 questions about this standard.

1. Have you done it?
2. Did you do it well?
3. Have you seen it?
4. Have you seen it done well?
5. What is the support when it's not happening?

As a large group, discuss how the small groups answered the 5 questions as principal evaluators.

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Slide 11:

Fun with Rubrics

You will need:

1. The rubric your district(s) have chosen or the one with which you are most familiar.
2. The ISLLC Standards (<http://engageny.org/resource/state-approved-teacher-and-principal-practice-rubrics/>)

This activity

- Will provide you with an opportunity to know your rubric and its alignment with ISLLC
- Will provide you with an opportunity to make informed decisions about choosing a rubric
- Will provide you with an opportunity to support others if you have already done this work

Fun with Rubrics:

Facilitator: For this activity, you will need the:

1. rubric your district has chosen
2. ISLLC Standards

Go over the purpose of this activity. Encourage participants who really know the rubrics and standards well to move to a table with participants that may not know the rubrics and standards well. (Do not try to do this as a whole table, you will say more and hear more in small groups)

This activity will provide you with an opportunity to:

- know your rubric and its alignment with ISLLC
- make informed decisions about choosing a rubric
- support others if you have already done this work

Ask the group if they have any clarifying questions on this activity.

Facilitator: Within groups, you will do four things (refer to slide)

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Slide 12:

With your rubric and ISLLC:

1. Determine which standards and indicators overlap and refer to the same principal behaviors.
2. Determine where there are commonalities and gaps.
3. Determine which standards/ indicators are the priorities for your district and/or which priorities you would recommend for the districts you support.
4. Where is The Common Core embedded in the rubric?

With your rubric and ISLLC:

Facilitator: In small groups, **take 5-7 minutes**; answer these questions and issues with your rubric and the ISLLC standards.

After small groups are finished discussion, ask what the 'A-ha' moments and connections they drew were.

1. Determine which standards and indicators overlap and refer to the same principal behaviors.
2. Determine where there are commonalities and gaps.
3. Determine which standards/ indicators are the priorities for your district and/or which priorities you would recommend for the districts you support.
4. Where is The Common Core embedded in the rubric?

Key points to come out of discussion:

- Without other standards this becomes strictly a management function
- It is difficult to get to standards 4-6 without standards 1-2.
- There is a lot of overlap between ISLLC and rubric at standard 3, most of the focus is placed here
- High accountability leads to high support
- ISLLC relies on all standards to be successful

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Slide 13:

Implementation of the Common Core

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Implementation of the Common Core:

The next activity will draw connections between the rubric and the common core. It is important to pick out the parts of the standard that are easy to understand for the principal.

Important Questions to Think about:

- Where is the common core embedded in the rubric?
- Where do the shifts show up in the rubric?

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Slide 14:

Instructional Shifts Demanded by the Core

6 Shifts in ELA/Literacy

Balancing Informational and Literary Text
Building Knowledge in the Disciplines
Staircase of Complexity
Text-based Answers
Writing from Sources
Academic Vocabulary

6 Shifts in Mathematics

Focus
Coherence
Fluency
Deep Understanding
Applications
Dual Intensity

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Instructional Shifts Demanded by the Core:

These are standards that will drive work in ELA and Math but can be linked to other subjects as well. Drive work of all classrooms. They show up in other content areas. Literacy and deep understanding of conceptual math is important. Ask participants to think about what implications these shifts have for the principal.

Facilitator: We are talking about what we need to see change in the classroom. They are called shifts because they are not topics. Consciously a shift from one thing to another, from old practices to a revolution in the 'way we do school.'

Strongly recommend that participants go over each shift in small groups. Small groups will encourage conversation. Say a little bit about each shift as you go through and encourage conversation about what the principal needs to do differently to implement these shifts.

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Slide 15:

Leadership in The Common Core

ELA Shift One: Balancing Literary & Informational Text

ELA Shift Two: Building Knowledge in the Disciplines

Principals Should:

- Purchase and provide equal amounts of informational and literacy **texts** for each classroom
- Hold **teachers accountable** for building student **content knowledge through** text
- Provide PD and co-planning opportunities for teachers to become more intimate with non fiction texts and the way they **spiral** together
- Support and demand the role of **all teachers** in advancing students' literacy
- Support and demand **ELA teachers' transition** to a balance of informational text\
- Give teachers **permission** to slow down and deeply study texts with students

ELA Shifts One and Two:

Explain the shifts:

Shift One: Really being thoughtful and careful with these texts, choosing the right texts

Shift Two: When teaching new ideas, less talking and more hands on.

Shifts away from fiction and literally texts, less movies. Shifts away from an emphasis on fiction in ELA. Important to hold teachers accountable for building student content knowledge through the text.

Facilitator: For this activity, break into groups of no more than 2-3 people as the conversation needs to be rich and reactive. We are going to go through each of the standards **for 5-7 minutes** and ask these 5 questions about these shifts.

Key points to come out of discussion about what principals should do to encourage these shifts:

- Walk throughs, see what kind of reading is going on. You will be able to see where shifts are happening
- Observe lesson from each unit
- Principal should be able to see the plans set by teachers.
- Principals should see progression across grade levels
- Principals need to fund for materials
- Communicate to parents

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Slide 16:

Leadership in The Common Core

ELA Shift Three: Staircase of Complexity
ELA Shift Four: Text Based Questions
ELA Shift Five: Writing from Sources

Principals Should:

- Ensure that texts are appropriately complex at every grade and that complexity of text builds from grade to grade.
- Support and demand that teachers build a unit in a way that has students scaffold to more complex texts over time
- Support and demand that teachers work through and tolerate student frustration with complex texts and learn to chunk and scaffold that text
- Provide planning time for teachers to engage with the text to prepare and identify appropriate text-dependent questions.
- Hold teachers accountable for fostering evidence based conversations about texts with and amongst students.
- Support , enable, and demand that teachers spend more time with students writing about the texts they read – building strong arguments using evidence from the text.

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ELA Shifts 3, 4, and 5

Explain the shifts:

Shift Three: Increasing the complexity of text in each grade

Shift Four: Can students hold evidence based conversation or answer evidence based questions from the text they are reading, shifts away from personal narrative

Shift Five: Writing becomes more sophisticated from the texts

Facilitator: It is important that teachers work through and tolerate student frustration with complex texts and learn to chunk and scaffold text (i.e. At the beginning of 4th grade, students are reading texts that are below the level of text they could read at the end of third grade).

Facilitator: For this activity, break into groups no more than 2-3 people as the conversation needs to be rich and reactive. We are going to go through each of the standards **for 5-7 minutes** and ask these 5 questions about these shifts.

Key points to come out of discussion about what principals should do to encourage these shifts:

- Text complexity: look at what teachers are using. Look at what teachers are planning on using and how it compares to what they have used in the past in this class
- Important for teachers to share resources (share books)

- Each grade level team should write down what texts they are using and go over this at a vertical meeting and make sure everything is scaffolded. Helps teachers between grades scaffold reading
- Evidence driven: Know what questions to ask and when. Principals need to enforce this in the lesson plan. This is a cultural shift that the principal is driving.
- Use technology for discussion boards. This is a great tool because students can see other students' responses and respond to them. This promotes critical thinking.

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Slide 17:

Leadership in The Common Core

ELA Shift Six: Academic Vocabulary

Principals Should:

- Shift attention on how to plan vocabulary meaningfully using tiers and transferability strategies
- Provide training to teachers on the shift for teaching vocabulary in a more meaningful, effective manner.

ELA Shift Six:

Explain Shift:

Shift Six: Important for teachers to start using academic vocabulary. Students will easily catch on to these, move advanced words and begin using them on their own.

Facilitator: For this activity break into groups of no more than 2-3 people as the conversation needs to be rich and reactive. We are going to go through each of the standards **for 5-7 minutes** and ask these 5 questions about these shifts.

Key points to come out of discussion about what principals should do to encourage these shifts:

- Define the role of principals in guiding questions for teachers in different vocabulary levels
- Principals playing a key role in staff development
- Principals should look at students who might be at risk i.e. ELL and disabilities
- Have teachers use academic vocabulary in everyday language because students will pick up on it very easily, i.e. "Please sit on the perimeter of the rug"

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Slide 18:

Leadership in The Common Core

Math Shift One: Focus
Math Shift Two: Coherence

Principals Should:

- Work with groups of math teachers to determine what content to prioritize most deeply and what content can be removed (or decrease attention).
- Determine the areas of intensive focus (fluency), determine where to re-think and link (apply to core understandings), sampling (expose students, but not at the same depth)
- Give teachers permission and hold teachers accountable for focusing on the priority standards immediately
- Ensure that teachers have enough time, with a focused body of material, to build their own depth of knowledge
- Ensure that teachers of the same content across grade levels allow for discussion and planning to ensure for coherence/threads of main ideas

Grade	Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K-2	Addition and subtraction, measurement using whole number quantities
3-5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

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Math Shifts One and Two:

Explain Shifts:

Shift One: Place emphasis and focus on math around each grade's standards. This is Job 1.

Shift Two: Coherence of math concepts across grade levels. i.e. Students remember how to add from grade to grade then remember to multiply from grade to grade.

Facilitator: For this activity, break into groups of no more than 2-3 people, the conversation needs to be rich and reactive. We are going to go through each of the standards **for 5-7 minutes** and ask these 5 questions about these shifts.

As a large group, discuss how the small groups answered and identify these shifts in their rubric as principal evaluators.

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Slide 19:

Leadership in The Common Core

Math Shift Three: Fluency
Math Shift Four: Deep Understanding
Math Shift Five: Application
Math Shift Six: Dual Intensity

Principals Should:

- Take on fluencies as a stand alone CC SS aligned activity and build school culture around them.
- Allow teachers to spend time developing their own content knowledge
- Provide meaningful professional development on what student mastery and proficiency really should look like at every grade level by analyzing exemplary student work
- Ensure that math has a place in science instruction
- Create a culture of math application across the school
- Reduce the number of concepts taught and manipulate the schedule so that there is enough math class time for teachers to focus and spend time on both fluency and application of concepts/ideas

Math Shifts 3,4,5,6

Explain shifts:

Shift Three: Important for students to recall facts between grade levels. Create more interdisciplinary conversations, especially in grades 7-12.

Shift Four: Create a greater understanding of math concepts and how they apply

Shift Five: Application of concepts through disciplines and from grade to grade

Can students apply math concepts without being asked to do so. Real life application of math concepts.

Facilitator: For this activity, break into groups of no more than 2-3 people, the conversation needs to be rich and reactive. We are going to go through each of the standards **for 5-7 minutes** and ask these 5 questions about the shifts.

As a large group, discuss how the small groups answered and identify these shifts in their rubric as principal evaluators.

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Slide 20:

Implementation of the Common Core

What should we see? -Observable Principal Behaviors/ Evidence of Effective Practice	What do you do? -Superintendents/ District Supports

Implementation of the Common Core:

On hand-outs, ask participants to write down what they should see as evaluators if these cores are being implemented on one side. On the other side, they should write down what they should do to support the principals in implementing these core shifts.

Take 5 minutes, as a large group, to go over what the participants came up with on what should be observed and what they should do as principal evaluators.

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Slide 21-23:

Implementation of Data Driven Instruction

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Implementation of Data Driven Instruction

Introduce Data driven instruction.

With your rubric and ISLLC:

1. Return to your principal evaluation rubric.
2. Where is Data Driven Instruction embedded in the rubric?

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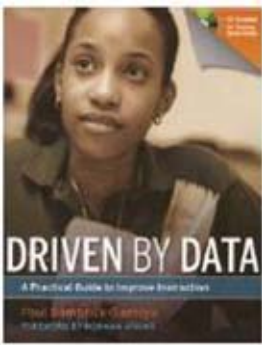
Data Driven Instruction

Remind participants to keep their rubric in mind throughout this session. They should ask themselves where is DDI embedded in their rubric? This is a similar activity to finding the common core in their rubric.

Data Driven Instruction (DDI)

Indicators to Increase Proficiency on the DDI Rubric

1. Data Driven Culture
2. Assessments
3. Analysis
4. Action



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There are many programs/models for assisting the development of highly effective data driven instruction systems that are actionable and provide districts and schools with guidance. NYSED uses the work of Paul Bambrick-Santoyo to model how districts and schools can develop a Data Driven Instructional culture. Emphasize that this is one model and participants may be using other models at their district/School, and that is fine as long as it is aligned to the work of the NYSED.

In the book, Driven by Data, essentially there are four action steps the author uses to increase proficiency on the DDI Rubric....

1. Data Driven Culture
2. Assessments
3. Analysis
4. Action

Read the four steps.

Facilitator: For this activity, break into groups of no more than 2-3 people as the conversation needs to be rich and reactive. We are going to go through each of the standards for **5-7 minutes** and ask these questions about how their rubric aligns to DDI.

As a large group, discuss how the small groups identified how their rubric was in line with DDI.

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Slide 24:

Implementation Rubric: Data-Driven Instruction & Assessment

IMPLEMENTATION RUBRIC DATA-DRIVEN INSTRUCTION & ASSESSMENT			
Paul Boonick-Sutton & New Leaders for New Schools			
The rubric is intended to be used to assess the present state of data-driven instruction and assessment in a school. The rubric specifically targets common assessment and data for those looking to implement evidence-based practices.			
4 = Exemplary Implementation, 3 = Proficient Implementation, 2 = Beginning Implementation, 1 = No Implementation			
DATA-DRIVEN CULTURE			
1.	Highly active Leadership Teams facilitate teacher-leader data analysis meetings after each interim assessment and maintain focus on the process throughout the year.	..14	
2.	Remedial Professional Development includes and focuses on effectively introduced to data-driven instruction—first understand how interim assessments define gaps and requires the process of analyzing results and adjusting instruction.	..14	
3.	Implementation Calendar: Begin school year with a detailed calendar that includes time for assessment creation, alignment, implementation, analysis, planning meetings, and re-teaching (flexible enough to accommodate district changes/insertions).	..14	
4.	Ongoing Professional Development: PD calendar is aligned with data-driven instructional plan, includes modeling assessment analysis/lesson planning and is flexible to adjust to student learning needs.	..14	
5.	Build by Benchmark: Identify and implement best practices from high-performing schools to identify, test, refine, disseminate, share & disseminate outcomes/strategies.	..14	
ASSESSMENTS			
1.	Common Baseline Assessments: 4-6 items/100%	..14	Lic. Math
2.	Interim Progress Probes: teachers use the assessments at the beginning of each cycle, then refine the rubric for teaching.	..14	
3.	Aligned to state tests and college readiness.	..14	
4.	Aligned to instructional sequence of (state-defined grade level) content objectives.	..14	
5.	Re-Assess previously taught standards.	..14	
ANALYSIS			
1.	Immediate measurement of assessment results (daily efforts)	..14	
2.	Use, directly, assessment data report (include item-level analysis, standards-level analysis & bottom line results)	..14	
3.	Teacher-owned analysis (aligned to effective leadership preparation)	..14	
4.	Teacher-led analysis (between teachers) & instructional leader	..14	
5.	Deep access beyond "what" students are doing and answer "why" they got it wrong.	..14	
ACTION			
1.	Plan and lessons collaboratively to develop new strategies based on data analysis.	..14	
2.	Implement explicit teacher action plans in whole-class instruction, small groups, tutorials, and before/after school support.	..14	
3.	Ongoing assessment visible on the document checks the understanding and action assessment to assess student progress between interim assessments.	..14	
4.	Accountability: instructional leader creates lesson, next plan and give observations feedback forms for the action plan and student learning needs.	..14	
5.	Engaged students know the real goal, have their data, and what action they are taking to improve.	..14	
TOTAL		100	
Revised November 10, 2009			

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Implementation Rubric

This is an example of the DDI Rubric.

Ask how does it relate to ISLLC standards, and shifts in the common core.

The book provides a number of tools that you may find useful in supporting your principals and schools. One of these is the DDI Rubric which you can find on pages 242 and 243 of the book and on the CD ROM.

Facilitator: Tell the participants “The big question is: How do we, as supervisors support a principal in developing a culture of Data Driven Instruction and Assessment?”

Pause for a few seconds and ask “What is the answer?”

Allow participants to call out a few responses.... Say, “There is NO one single answer. Leaders must find what works for their staff, their school, their students.....” but by using the book Driven By Data as a guide or whatever you use in your district, we can explore ways of developing this Culture of Data Driven Instruction. Today, we will engage in a few activities that will help you think about your role in supporting and evaluating principalsNetwork Team members, I will ask you to support your group/table with these activities and ask that you facilitate the process. THANK YOU, as I just volunteered you for additional work. 😊
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Slide 25:

Core Drivers of Data Driven Culture

Data Driven Culture: Five Core Drivers *page 119*

- Highly Active Leadership Team
- Introductory Professional Development
- Implementation Calendar
- On-going Professional development
- Build by Borrowing



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Core Drivers of Data Driven Culture

Point out that the core drivers for a Data Driven Culture can be found on page 119 of the book.

Read each bullet and provide brief personal story as to the **importance of each bullet** as a leader.

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Slide 26:

Key Drivers of Data Driven Instruction

Key Driver	How would you support your principals in developing a Data Driven Culture?	How would you evaluate whether or not the school has a data driven culture? What would your evidence be?



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Key Drivers of Data instruction

In pairs, select one of the five key drivers and:

Facilitator: Ask how as a supervisor, they can support their principals to develop a data driven culture using the five key drivers. **As a supervisor, how would you be able to evaluate** whether or not, the school has a data driven culture. What would be the evidence?

1. Select different driver than your neighbor
2. Record your thinking
3. Prepare to share with the group

Take 5-10 minutes to discuss what each small group came up with in the large group. Encourage sharing of ideas.

Move on to the next slide

Slide 27:

The Ripple Effect

Facilitator: Ask the participants to look at page 10 of the book and ask them to unpack the graphic. What does the graphic mean to them as principal evaluators? Allow for the participants to work at their tables to discuss the graphic. Allow 5-10 minutes for discussion. Ask participants to share their thoughts about the “Ripple Effect”

Move to the next slide

The Ripple Effect

“Core Idea: Assessments are not the end of the teaching and learning process, they’re the starting point.”

“By being the starting point, interim assessments have the ability to create what Kim Marshall terms the ‘ripple effect’: they influence every component of the teaching process.” page 8 & 9

Page 10

Figure 1.2 The Ripple Effect.

Source: Kim Marshall, 2006.

Slide 28:

Analysis: Five Core Drivers

page 64

- Data Reports
- Immediate Turnaround
- Teacher Owned Analysis
- Test in Hand Analysis
- Deep Analysis



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Analysis: Five Core Drivers

Facilitator shares a brief story about a school district in NY to make additional connections about the importance of analysis. The superintendent asked her principals to have their teachers develop common assessments in ELA. Teachers use their common planning time to develop their own common assessments and to analyze the results of the assessments.

The first and second grade level teams were discussing the results of one particular question of the school-made common assessment that was administered the week before. Unlike other questions, this particular multiple choice question solicited only two possible answers from the kids. The kids answered either A or B and the teachers debated for a few minutes as to why. Was the question unclear? Were there two possible answers to the questions? They went back and forth, until one teacher noticed that the kids in one class answered mostly B and in another class they mainly answered A. They realized that one teacher uses the term “topic” interchangeably with the term “main idea” and the students were confused as to the correct answer to the question.

The point of the story is that the conversation and deeper analysis could not have happened without providing the teachers with a place and time to meet and discuss the outcomes of their common assessments. This connects with the Data Driven Culture of implementing a calendar and on-going professional development.

Now, let's look at the five core drivers, **as the Supervisor, what evidence would you look for at the school that would provide you with objective information that the principal at the school has implemented a structure to provide the teachers the time and location to analyze data?**

Allow participants to call out responses.

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Slide 29:

DDI from a Superintendent's Perspective

- Foster the use of district-wide, common interim assessments or periodic performance tasks aligned to the Common Core
- Demand that principals foster calendars and systems for test-in-hand analysis of interim assessment data to drive changes in teacher practice
- Implement effective & aligned professional development at all levels of the district
- Demand and Protect principal time in classrooms

DDI from a Superintendents Perspective

Ask participants to look at each of the four bullets and how they should try and implement DDI. Ask if there was anything that was missed or should have been added. Point out that participants know what stage they are at in their districts with DDI.

- Foster the use of district-wide, common interim assessments or periodic performance tasks aligned to the Common Core
- Demand that principals foster calendars and systems for test-in-hand analysis of interim assessment data to drive changes in teacher practice
- Implement effective & aligned professional development at all levels of the district
- Demand and Protect principal time in classrooms

If participants have questions, allow 5 minutes for group discussion.

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Slide 30:

Look at the Principal's Data

You will need the two spread sheets on your table.

Insert questions -

Look at Principals' Data

Make sure participants have the two spreadsheets of principal data. Ask them to gather questions about the data and use this spreadsheet to prepare for a role play activity where one participant will be the principal and one participant will be the superintendent.

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Slide 31:

Role Play

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Role Play

During the role play, facilitators should make sure superintendents ask questions about the data in the spreadsheet and establish next steps for the principal in order to better help the teachers. Participants acting as the superintendent should make suggestions. Superintendents should encourage the principal to reflect on what is being suggested in the evaluation and on these suggestions:

1. What assessments/ student work/ performance tasks are you using to drive your DDI cycle?
2. What's your calendar for data analysis?
3. What protocol are you using for your data analysis meetings? (example on 244 of "Driven by Data")
4. What actions came out of your most recent data analysis meeting?

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Slide 32:

Supervisor's questions for the Principal on DDI

1. What assessments/ student work/ performance tasks are you using to drive your ddi cycle?
2. What's your calendar for data analysis?
3. What protocol are you using for your data analysis meetings? (example on 244 of Driven by Data)
4. What actions came out of your most recent data analysis meeting?

Supervisor's questions for Principal on DDI

Questions that should be discussed during role play. Facilitator should go over these questions.

1. Can the principal effectively analyze the data and effectively plan based on that analysis?
2. Can the principal guide teachers through an effective, collaborative, reflective analysis meeting through which they make meaning of the data?
3. Does the principal drive effective re-teaching around common misconceptions/ preconceptions based on that analysis?

Facilitator should encourage these questions and suggestions during the role play. If any questions were missed during the role play, ask the rest of the group if they can identify these elements and key points that were missed. Facilitator should try to ask further questions based on anything that comes up in group discussion to ensure the group understands exactly what should be asked in a principal evaluation.

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Slide 33:

Developing a Principal's Skill in DDI implementation

1. Can the principal effectively analyze the data and effectively plan based on that analysis?
2. Can the principal guide teachers through an effective, collaborative, reflective analysis meeting through which they make meaning of the data?
3. Does the principal drive effective re-teaching around common misconceptions/ preconceptions based on that analysis?

Developing a Principals Skill in DDI implementation

Facilitator should go over these five questions with the group. The whole group should spend five minutes going over these questions and discuss how they, as Principal Evaluators, develop a principal's skills in implementing DDI into their school community.

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Slide 34:

Implementation of Data Driven Instruction

What should we see? -Observable Principal Behaviors/ Evidence of Effective Practice	What do you do? -Superintendents/ District Supports

Implementation of DDI

On hand-outs, ask participants to write down what they should see as Principal Evaluators if these core shifts are being implemented on one side. On the other side of the handout, they should write down what they should do to support the principals in implementing these core shifts.

Take 5 minutes to go over what the participants came up with on what should be observed and what they should do as principal evaluators.

Slide 35:

Implications

What are the implications for the culture of the principalship and the superintendency?

Implications

Facilitator should go over this question with the group. The whole group should spend five minutes discussing the implications for the culture of the principalship and superintendency.