



Data Conferencing Module

Facilitation Guide

v. March 2010





GENERAL INFORMATION

The Data 4SS Data Conferencing Module is a professional development module designed to focus on strategies for principals and teachers to use to support consistency in student learning. The data conference is a tool used to monitor student learning focused on school improvement goals and to plan appropriate next steps and interventions.

OUTCOMES

- ❖ To understand the purpose of a data conference
- ❖ To understand the role of the administrator and teacher in a data conference
- ❖ To understand the theory supporting a data conference
- ❖ To provide possible structures for a data conference

AUDIENCE

- ❖ Building level school teams
- ❖ Administrative teams – district level teams
- ❖ ISD/RESA curriculum, special education and technical teams

EQUIPMENT/MATERIALS NEEDED FOR TRAINING

- ❖ Document camera
- ❖ Projection unit
- ❖ Materials from Data Conferencing Module located in the Professional Development section of www.data4ss.org:
 - Data Conferencing PowerPoint
 - Video – Elementary Data Conferencing: Overview of Data Conferences
 - Download ahead of time or stream
 - Video – Elementary Data Conferencing: What assessment samples do I collect?
 - Download ahead of time or stream
 - Video – Elementary Data Conferencing: How do I evaluate the data?
 - Download ahead of time or stream
 - Video – Elementary Data Conferencing: How do I use the data to plan for instruction?
 - Download ahead of time or stream
 - Video – Middle School Data Conference: Action Research = Professional Development
 - Download ahead of time or stream
 - Handouts for participants
 - Poster size charts and questions for data displays
- ❖ Optional:
 - School level charts and questions – based on school’s data

SCHEDULING OPTIONS

The intent of this guide is to support you in facilitating a day long professional development session. If this option is not available, this training can be split into half days or hourly components depending on the time restrictions and the audience. The PowerPoint may be modified and adjusted to fit your timeframe and your audience learning needs.



TRAINING SESSION

Opening Discussion

Using the PowerPoint as a support for facilitating the training, begin by setting the norms for the training session. The PowerPoint contains specific norms used by the Data 4SS trainers for this professional development. Modify the norms, as needed, for your participants.

❖ Slide – Data Conferences



Find out what your participants know about data conferencing. Is this their first introduction to the topic of data conferencing or are they experienced practitioners? Allow time for discussion, and share out with the group.

❖ Slide – Promotes and supports...



Review this slide with the group. Data conferencing will support and develop a culture of quality data.

❖ Slide – Data 4SS Data Conference Overview



Explain that you will be showing the video clip Data 4SS Data Conference Overview. Ask the participants to watch for confirmation from their earlier discussion. Show the video clip. At the close of the video clip, use the discussion questions below to process the video.

- What did you have confirmed from the overview? Allow participants to respond.
- What do we need to think about as we set the stage for this to occur in our schools?

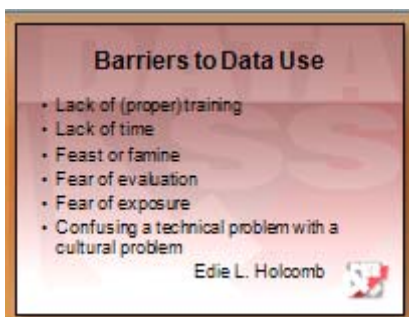
Return to the PowerPoint.

❖ Slide – Promotes and supports...



Ask participants for additional points that have been confirmed from the video and to begin to consider what could be barriers to data use and implementing data conferencing.

❖ Slide – Barriers to Data Use



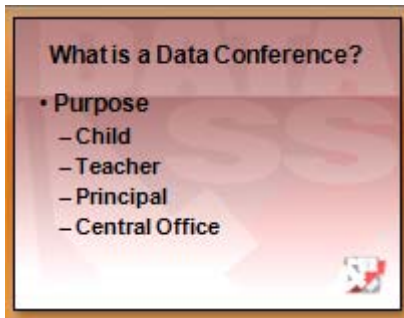
Discuss barriers that could be present within a building. Below are some examples that can be used as discussion starters if needed:

- Lack of training – data analysis – We don't know how to analyze the data.



- Time – How do we currently use our time effectively?
- Feast or Famine – Data overload or no data.
- Evaluation – Will this be used against me?
- Exposure – My credibility as a teacher questioned?
- Culture – What is the knowledge base, skills, and attitudes of the members?

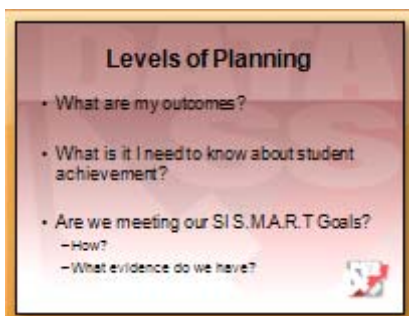
❖ Slide – What is a Data Conference?



Discuss the purposes for a data conference for each entity listed below:

- Child – Instructional level is known and work is planned accordingly, appropriate instructional outcomes, grouping, resources, and approach
- Teacher – Knows the student, uses that knowledge to plan the lessons, reflects on achievement and evaluates teaching, brings concerns to the principal, shared responsibility for learning, needs help with student, reflects on their own actions and student learning
- Principal – analysis uncovers problems, see student work samples: not just scores, focuses improvement efforts (find areas of need for the coaches, predictive of what might happen (progress on IDPS), focus of resources (use of action plans) provides feedback, work on school improvement goals (high expectations-continuous improvement), teach teachers how to look at data- use of summative data in planning for teaching, systematic monitoring at grade level
- Central office – Monitor progress at building level, create a district wide picture, looks for commonalities among schools and plans for district wide PD, and allocation of resources

❖ Slide – Levels of Planning

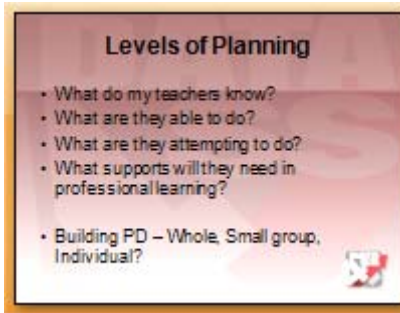




What are the levels of planning necessary to support data conferencing? Consider slide questions relative to the different tiers within the educational system.

- What are my outcomes?
 - Teacher level
 - Building level
 - District/Central office level
- What is it we need to know about student achievement?
 - Teacher level
 - Building level
 - District/Central office level
- Are we meeting our S.M.A.R.T. Goals?
- Ask questions like: How do we know? What evidence do we have? When will we monitor again? What evidence will we collect?
 - Teacher level
 - Building level
 - District/Central office level

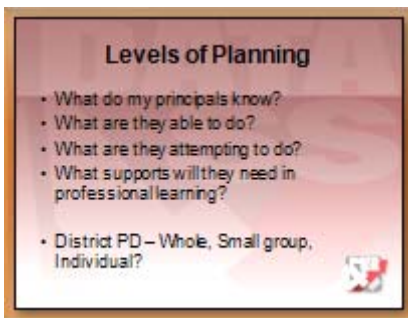
❖ Slide – Levels of Planning



Consider slide questions as you help the group think through planning a data conference with the teaching staff at the:

- Building level
- Teacher level

❖ Slide – Levels of Planning

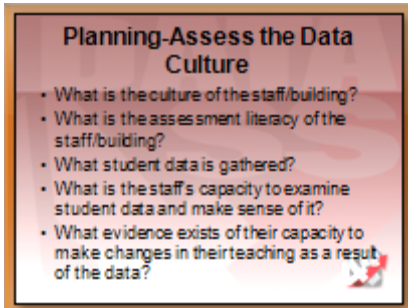




Consider slide questions as you help the group think through planning for data conferences with the administrative staff at the:

- District level
- Mentoring opportunities

❖ Slide – Planning-Assess the Data Culture



Consider slide questions as a look toward implementation of data conferences in a building, working with:

- Administration level – Building/Administration at Central Office

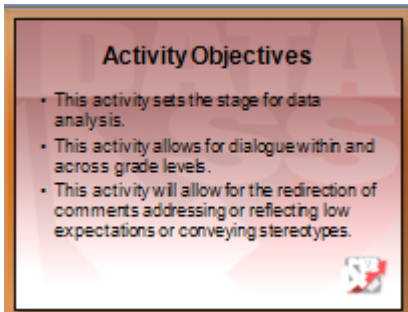
❖ Slide – Planning for Data Collection and Use



Use this as a guiding question for helping to answer this slide's questions:

- What would be needed to move a building or staff forward toward accountability for student growth?

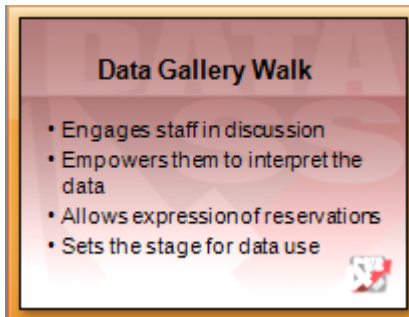
❖ Slide – Activity Objectives





This slide provides the objectives for the data gallery walk activity.

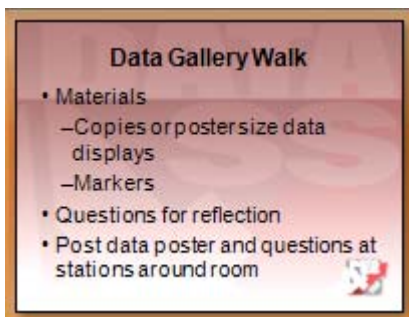
❖ Slide – Data Gallery Walk



The administrator new to data conferencing could use this activity to set the stage with the entire staff for data dialogues. This provides the opportunity to listen critically to the quality of the conversation within the groups.

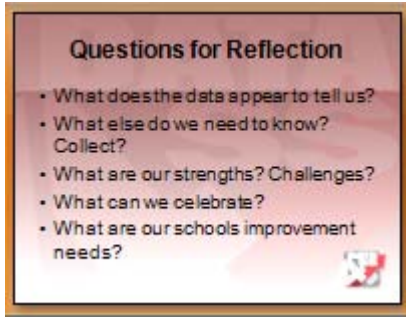
- Lowers the risk and increases the level of trust and comfort looking at data.
- Demonstration site data used as neutral data – allows for practice and understanding of the process.

❖ Slide – Data Gallery Walk



To use the Inquiry Tool with demonstration data, log in with username demo_test 1 and password fall_01. Create poster size data displays of the Demo site's data and the reflective questions. (Download files, Data 4SS Data Gallery Walk Posters and Data 4SS Gallery Walk Questions, and print poster size from the PD website.) Posters are grouped with one data display and one poster of reflective questions at each station positioned around the room. Organize the staff in cross grade level groups of 3-5 members. Assign different color markers to each group.

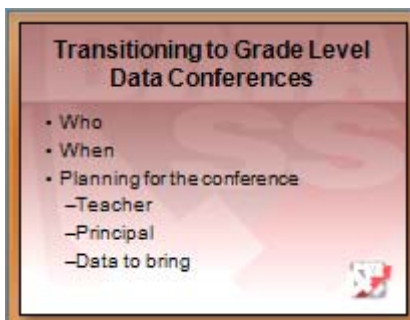
❖ Slide – Questions for Reflection



Groups of staff members begin at one of the posters with the data display. The reflective questions are discussed by each group. Statements, not assumptions are recorded by each group. Groups move from poster to poster looking at the data, reading the statements previously recorded and adding statements about the data. Facilitation following the gallery walk would involve discussion of any common threads or themes and charting out the discoveries.

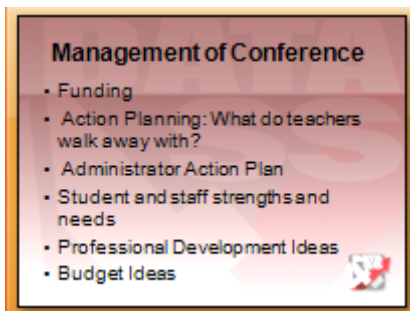
In using this activity with a building staff, the gallery walk using the demo site’s data, is the first activity. The next activity would be to use the building’s data with the reflective questions and following the same process.

❖ Slide – Transitioning to Grade Level Data Conferences



Explain the importance of the level of trust needed to move into data conferencing. The purpose is not a “gotcha.” The purpose is to put student learning at the forefront to move from a reaction to the student achievement data to a proactive plan for student learning.

❖ Slide – Management of Conference

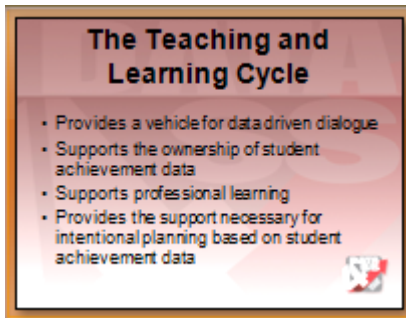




Discuss the logistics for managing for data conferencing. Consider slide bullets when moving toward implementation.

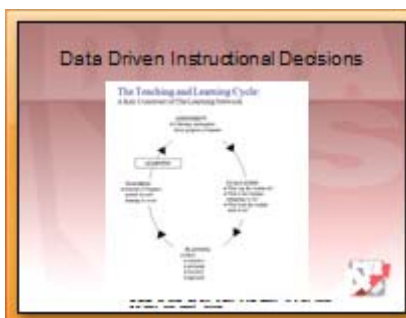
- Funding – Floating sub needed? Held outside of school day? Can Title funds be used? Are instructional funds available? Can this time be planning time? Since data is looked at and instructional decisions are made is this not planning?
- Action planning – What will the teacher do next instructionally? What are the objectives for learning? How will learning be monitored? How often?
- Administrator action plan – Directive from Central Office? What is the school goal? Is everyone in the building moving towards the same goal?
- Student and staff strengths and needs – What does the staff know? Is the culture in place for implementation of data conferencing? What student learning issues could surface?
- Professional Development ideas – What professional development needs are surfacing? What PD does the whole staff need? What PD do a few staff members need?
- Budget Ideas – What additional funding may be needed for interventions? What site based decisions can we make with the budget for the current school year?
- What union issues could be encountered?

❖ Slide – The Teaching and Learning Cycle



Reflection on data by the teacher allows us to hear the assumptions, misunderstandings and challenges. It allows for the teacher to process through the data and begin to address the learning centered problem.

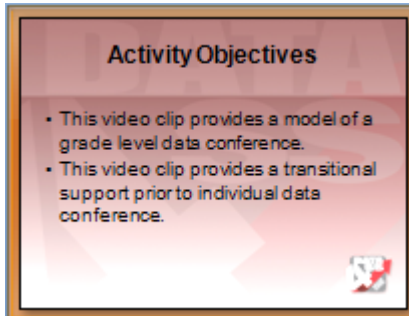
❖ Slide – Data Driven Instructional Decisions





The Teaching and Learning Cycle becomes the vehicle for data driven decision. This provides the scaffold to support the conversations that need to occur and the decisions that need to be made based on the data.

❖ **Slide – Activity Objectives**



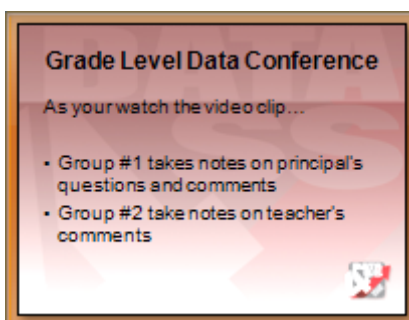
Explain that you will be showing the video clips later from various data conferences. Ask the participants to keep in mind the level of risks the participants took to go to this level of professional development.

❖ **Slide – Data Conference Video**



This is the template from the website that provides a scaffold for participant note taking. Multiple copies of this template will need to be available.

❖ **Slide – Grade Level Data Conference**



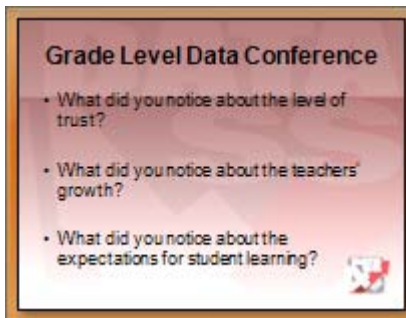


In preparation for viewing this video clip, “Elementary Data Conferencing: Overview of Data Conferences”, explain this is the first time this grade level and Principal has had a data conference.

- Background: Delton Kellogg’s Kindergarten teachers
- Facilitation procedures:
 - Distribute copies of the template for note taking
 - Divide the group into halves.
 - Group 1 takes notes on the principal’s questions and comments
 - Group 2 takes notes on the teacher’s comments
- Play the first 9 minutes of the conference.

After stopping the video clip, allow time for discussion with the group. Discuss what was noticed about the principal’s questions and comments and the teacher’s comments.

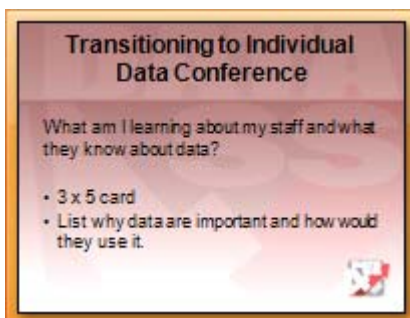
❖ Slide – Grade Level Data Conference



Discuss slide questions with the group. Consider the points below for clarification within the discussion if needed.

- A data conference promotes and supports commitment and responsibility for student and adult learning.
- A data conference scaffolds and supports staff reflection.
- A data conference scaffolds and supports a positive school culture.
- A data conference provides a shared sense of purpose and values.
- A data conference provides an avenue of continuous improvement and learning.
- A data conference promotes collaborative relationships.

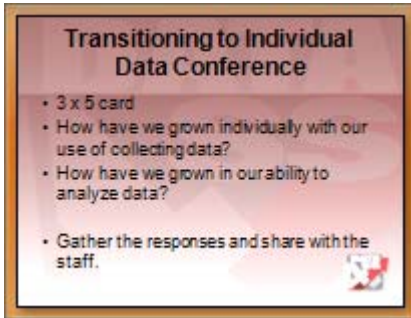
❖ Slide – Transitioning to Individual Data Conference





In preparation for data conferencing this is a simple strategy used to assess where the staff is in data use. The 3x5 cards collected by the administrator would gather the staff's perception of data and its use.

❖ Slide – Transitioning to Individual Data Conference



An administrator can use this strategy to assess staff growth or perceptions after activities such as those referenced previously to build a culture of quality data.

❖ Slide – Data Types and Sources

This slide provides information on the data types and sources that could be collected and evaluated for continuous school improvement. Data conferencing may include multiple data types from multiple sources.

❖ Slide – Teaching and Learning Cycle

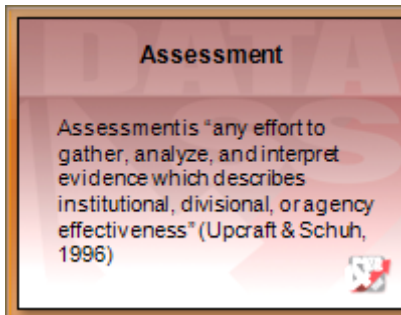




This template from the website provides a scaffold for participant note taking. Multiple copies of this template will need to be available for the participants use. The video clips used will be from the Elementary Data Conferencing collection. Please note that in several cases, the video will need to be cued to the correct starting or stopping position.

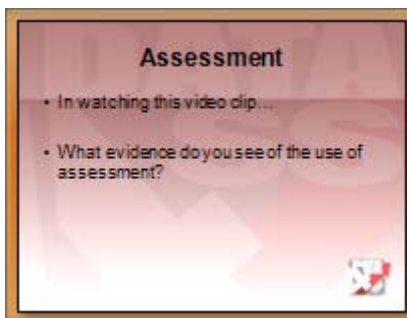
In preparation for viewing the video clips, please review the video reference sheet that will provide the schools' demographic and background information.

❖ **Slide – Assessment**



This slide provides the definition of assessment, taken from *Assessment in student affairs: A guide for practitioners*. Upcraft, M.L., & Schuh, J. H. (1996)

❖ **Slide – Assessment**



Use “Elementary Data Conferencing: What assessment samples do I collect?” This video clip lasts approximately 3 minutes. Multiple schools will be represented. Participants can take notes on the template with the Teaching and Learning Cycle.

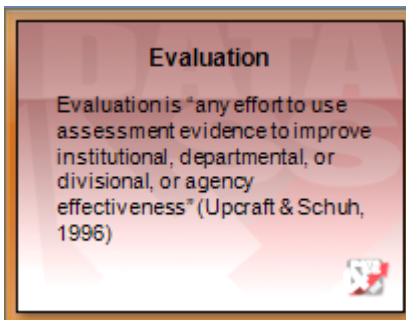
- Discuss at table groups what assessment samples were collected.
- Share out with whole group a few examples discussed by the small groups.

❖ **Slide – Teaching and Learning Cycle**



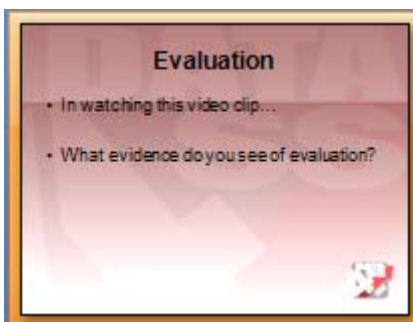
Provide additional copies of this template if necessary prior to viewing the next video clip. Participants continue to take notes on the template. The portion used will be in the area for evaluation.

❖ Slide – Evaluation



This slide provides the definition of assessment, taken from *Assessment in student affairs: A guide for practitioners*. Upcraft, M.L., & Schuh, J. H. (1996)

❖ Slide – Evaluation



Use “Elementary Data Conferencing: How do I evaluate the data?” Use the first portion of the video clip and stop at 5:16. Participants can take notes on the template provided earlier.

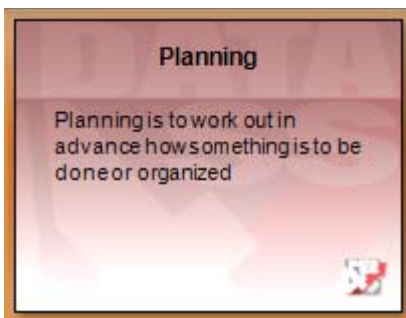
- Discuss at table groups what the teacher evaluated.
- Share out with whole group a few examples discussed by the small groups.

❖ Slide – Teaching and Learning Cycle



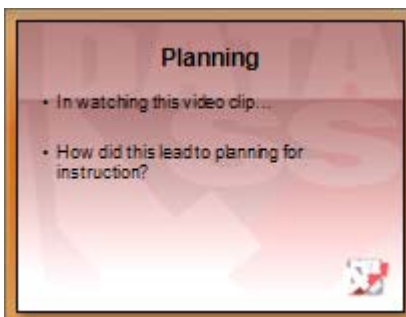
Provide additional copies of this template if necessary prior to viewing the next video clip. Participants continue to take notes on the template. The portion used will be in the area for evaluation.

❖ Slide – Planning



This slide provides the definition of planning.

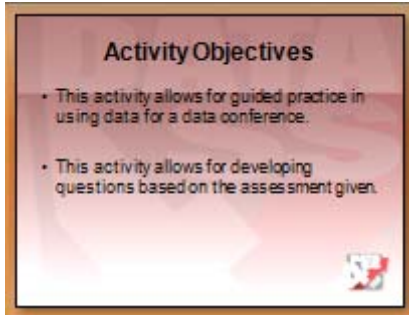
❖ Slide – Planning



Use “Elementary Data Conferencing: How do I use the data to plan for instruction?” This video clip lasts approximately 4 minutes. Multiple schools will be represented. Participants can take notes on the template provided earlier.

- Discuss at table groups how the teachers planned for instruction.
- Share out with whole group a few examples discussed by the small groups.

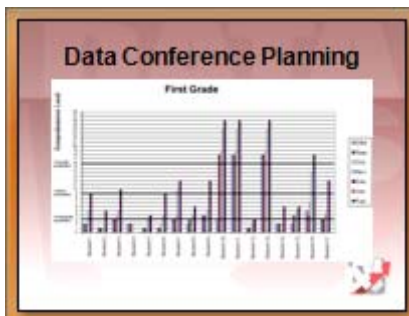
❖ Slide – Activity Objectives



This slide provides the objectives for next activity as we transition away from the video clips. The data conference examples can be viewed in their entirety at REMC MI streamnet.

- ❖ **PLEASE NOTE:** The following four slides can be done simultaneously. To facilitate, divide the table groups in halves. (Download and print the following files from the website: Data 4SS first grade sample December, Data 4SS first grade sample February, Data 4SS sixth grade sample teacher 1, Data 4SS sixth grade sample teacher 2.) For ease of facilitation table groups may work with a partner. One half works on questions for the elementary. The other half works on questions for the middle school. When all four graphs have been completed, share out with the group the questions developed.

- ❖ **Slide – Data Conference Planning**



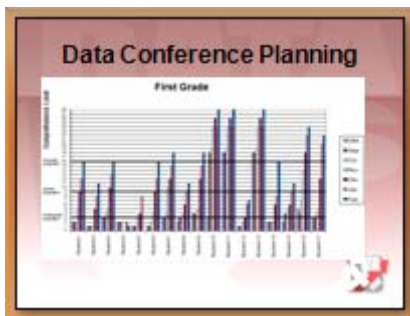
The administrator new to data conferencing may receive a record of reading progress of students. Help the administrator think about what questions could be asked of the data. Provide the background information to the participants. Using the Teaching and Learning Cycle as a scaffold for questions have the participants work together to create possible questions to be asked during the conference.

- Background: First Grade Record of Progress
 - Data collected on monthly running records
 - Students are assessed first using a DRA, Developmental Reading Assessment, to get a baseline of their instructional reading level
 - The graph represents December's data collection from the running records
- Use the Teaching and Learning Cycle – Examples of questions that you can pose:
 - What questions would we ask about the assessment?
 - What assessment did you use?



- What information does that assessment provide for you as the teacher of reading?
- What questions would we ask about the evaluation of the assessment?
 - How did you evaluate the running records?
 - What did the analysis of error and self-correct indicate?
 - What reading behaviors do our students have in place?
 - What groups of students are having challenges?
 - What groups of students are on track to attaining the benchmarks for first grade?
 - What groups of students are exceeding the benchmarks?
- What questions would we ask about the planning for instruction?
 - What are the learning next steps for your students?
 - How will you group them?
 - What resource will you use?
 - What approach will you use?
 - How will you know they have learned?

❖ Slide – Data Conferencing Planning



Repeat the procedure with the second graph. Help the administrator think about what questions could be asked of the data. Provide the background information to the participants. Using the Teaching and Learning Cycle as a scaffold for questions have the participants work together to create possible questions to be asked during the next conference with the teacher. Do the questions change? If so how?

- Background: First Grade Record of Progress
 - Data collected on monthly running records
 - Students are assessed first using a DRA, Developmental Reading Assessment, to get a baseline of their instructional reading level
 - The graph represents February's data collection from the running records
- Use the Teaching and Learning Cycle – Examples of questions that you could pose:
 - What questions would we ask about the assessment?
 - Was the running record administered in the same way as previously?
 - What new information do you now have on your students?
 - What questions would we ask about the evaluation of the assessment?
 - How did you evaluate the running records?



- What were you looking for confirmation of learning on in this running record?
- What did the analysis of error and self-correct indicate?
- What new learning has taken place for your students?
- What reading behaviors do our students have in place?
- What groups of students are having challenges? Same group? Or has the group changed in membership?
- What groups of students are on track to attaining the benchmarks for first grade? How do you know?
- What groups of students are exceeding the benchmarks?
- What new learning has occurred for those students exceeding benchmarks?
- What questions would we ask about the planning for instruction?
 - What are the learning next steps for your students?
 - For those that are challenged?
 - For those that are meeting benchmarks?
 - For those that are exceeding benchmarks?
 - How will you group them?
 - What resource will you use?
 - What approach will you use?
 - How will you know they have learned?

❖ Slide – Data Conference Planning



- Follow the same format as for the slides for the elementary grade graph.

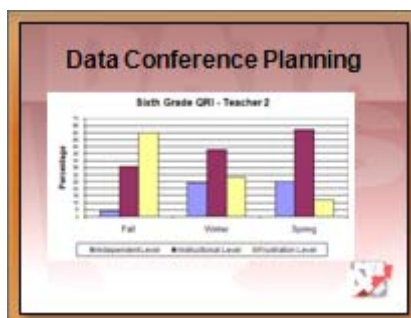
Background: Sixth Grade Reading Record - QRI

 - Data collected three times yearly
 - Students are assessed by a individual silent read of a QRI, Qualitative Reading Inventory
 - Assessment requires students to read the selection, then answer questions
 - The assessment given required students to read informational text in either science or social studies
 - Students are reading at an independent, instructional or frustration level
 - The graph represents the annual graph from the QRI
- Use the Teaching and Learning Cycle – Examples of questions that you could pose:
 - What questions would we ask about assessment?



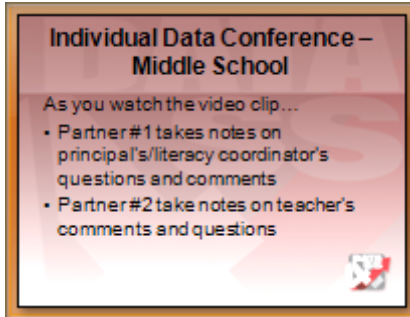
- What assessment did you use?
- What information does that assessment provide for you as the teacher of reading?
- What questions could you ask about the evaluation of the assessment?
 - How did you evaluate the QRI?
 - What did the analysis indicate?
 - What reading behaviors do our students have in place?
 - What strategies did the students learn?
 - Which strategies were the most successful? How do you know?
 - What groups of students reading at the frustration level?
 - What groups are reading at their instructional level?
 - What groups of students are reading at the independent level?
 - What changes in instruction were made between fall and winter assessment?
 - For those at the frustration level?
 - For those at the instructional level?
 - For those at the independent level?
 - What changes in instruction were made between the winter and spring assessment?
 - For those at the frustration level?
 - For those at the instructional level?
 - For those at the independent level?
- What questions would we ask about the planning for instruction?
 - What are the next learning steps for your students?
 - For those at the frustration level?
 - For those at the instructional level?
 - For those at the independent level?
 - What do we need to communicate to next year's teacher?

❖ Slide – Data Conference Planning



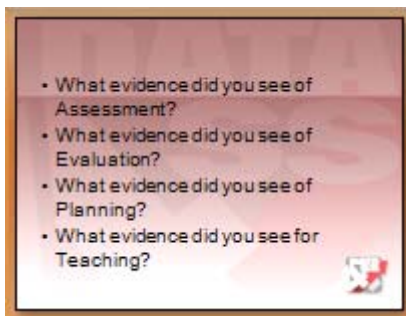
Repeat the procedure with the graph for Teacher 2.

❖ Slide – Individual Data Conference – Middle School



Use “Middle School Data Conference: Action Research = Professional Development”. View the first 10:10 of this clip. This video clip will allow the viewing of a data conference at the middle school level. The template Data Video Conference should be used for note taking. Table groups should pair off. Partner 1 takes notes on the principal’s/literacy coordinator’s questions and comments. Partner 2 takes notes on the teacher’s comments and questions.

❖ Slide



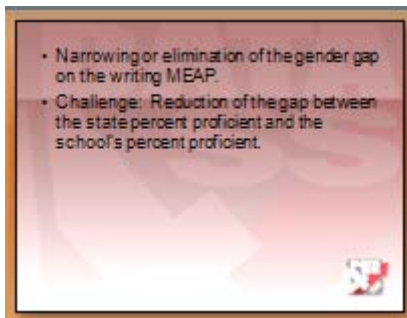
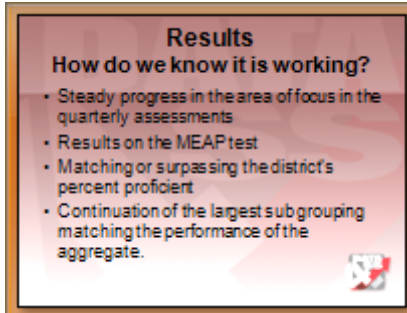
Give participants time to look over the notes taken. Discuss what evidence they noted during the video clip of assessment, evaluation, and planning for instruction.

❖ Slide – School Planning



This graphic provides a model for a school planning to incorporate data conferencing with the district assessment plan.

❖ Slide – Results – How do we know it is working?



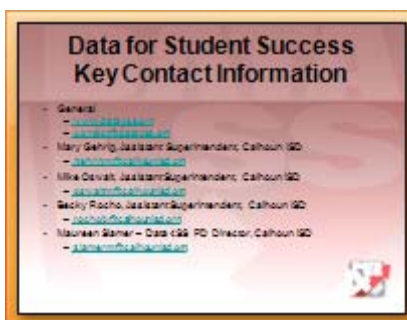
Discuss the expected results as monitoring for student growth occurs.

❖ Slide – Your Own Data Conferences



Consider slide questions as we look toward implementing data conferencing.

❖ Slide – Contact Information





Contact information for Data 4 Student Success.

