



Leadership in Building a Culture of Quality Data Module

Facilitation Guide

v. April 2010





GENERAL INFORMATION

The Data 4SS Leadership in Building a Culture of Quality Data Module is a professional development module designed to focus on strategies for educational leaders and teachers to use to support building a culture of quality data in order to support consistency in student learning.

OUTCOMES

- ❖ To understand a culture of quality data and the impact of change theory on staff
- ❖ To identify roles that need to be involved in building a culture of quality data
- ❖ To encourage and model collaboration
- ❖ To identify which data mining strategies are useful for various roles/settings
- ❖ To identify the leader's role
- ❖ To navigate staff through identifying S.M.A.R.T. goals based on data
- ❖ To understand how data quality impacts a culture of quality data

AUDIENCE

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

EQUIPMENT/MATERIALS NEEDED FOR TRAINING

- ❖ Projection unit
- ❖ Leadership PowerPoint – See website for PowerPoint
- ❖ Download copies of the Leadership Module video clips from Resources tab of www.data4ss.org
- ❖ Handouts for participants – See website for templates available for duplication
- ❖ Poster size charts and questions for data displays – See website for templates available for duplication
- ❖ Index cards, markers, Post-it chart paper
- ❖ Timer

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

Using the power point 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.

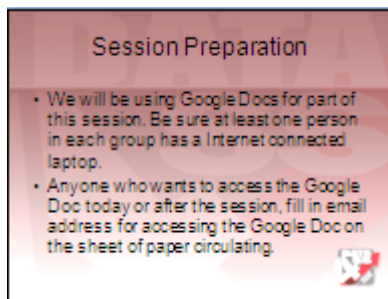


❖ Slide – Leadership: Building a Culture of Quality Data



- Introduction of presenters – this slide will need to be changed to represent you.
- Show where the Leadership Module is located on the www.data4ss.org website in order to illustrate where all module components are located – remember to access the website and minimize it for easy access.
- If unfamiliar with your group, take a quick poll of who is in the room
- Give time for people to introduce themselves at their tables – especially if they are not familiar with one another.

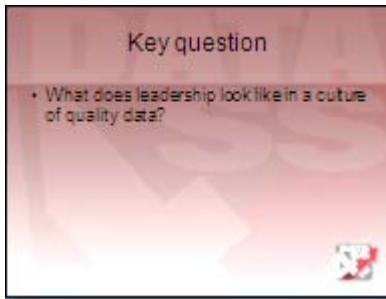
❖ Slide – Session Preparation



This requires preparation before the event. Make sure at least one person at each table has a Google Docs account and uses it often. Gather their email addresses at the beginning of the session and share the ‘Roles and Responsibilities in Building a Culture of Quality Data’ table with them that you have put in Google Spreadsheet ahead of time. Be sure to give them permission to edit and share the document with others. Be sure to use Google Spreadsheet so that many can access the document at one time and still make edits. If there is no access to Google Docs, print out the documents from the website. It is highly recommended that you use Google Docs so that the resulting activity can be easily shared during and after the session.

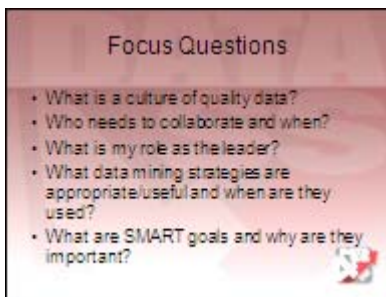


❖ Slide – Key Question



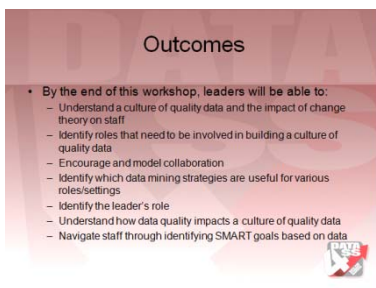
Each section of this PowerPoint will begin with a key question. In reviewing the PowerPoint you may decide that you do not need the portion that addresses the key question for your audience and in that case you could eliminate that section.

❖ Slide – Focus Questions



These are the focus questions for this module. Activities have been designed to address each question.

❖ Slide – Outcomes



These are the outcomes for this module. Remember to adjust the outcomes according to your needs.



❖ Slide – Outcome



This section is used to set the stage for what a culture of quality data looks like. No matter how often you talk about change, staff often forgets about the impact of change, especially while they are in the middle of it. This section allows you to discuss change theory – building or reviewing common vocabulary and understanding. Give personal examples if possible.

❖ Slide – Culture of Quality Data



In thinking about this slide and the discussion that will follow, here are some points to consider:

- The importance of leadership skills
 - For the building administrator
 - For the building leadership team
 - In challenging times
- Setting the stage for professional learning communities or teacher teams
- Collection and analysis of assessment data, instructional patterns, curriculum alignment (gaps), interventions based on student data
- *As you complete this activity the participants' answers may help guide you in making decisions about the flow and depth necessary for each outcome in this module.*

Preparation:

Because you will be doing this activity very early in this session, it is suggested that you have set the room up for small groups and have handed out or positioned one piece of chart paper on the wall by each of the small groups along with markers.



- Explain to participants that in their groups they will be discussing and recording their responses to the questions on the slide. If you feel it is necessary you may want to assist with the choosing of the recorder – for example - person with shortest hair, who traveled the furthest, etc
- Explain that they have 3 minutes per question. Depending on your group, you may want to use a timer to help them keep on track and assist you with moving the group along.
- After 12 minutes or as you see the groups completing their discussion, ask each group to share their responses. Plan ahead of time if you want each group to give their answers to the same question or if you want each group to report on a different question and then allow for additional responses. Following is a list of responses from groups we have facilitated:

Data culture

- Reading and interpreting data correctly
- Goals written based on data
- Using data to make decisions
- Teacher know what the goals are – not just the SI team
- Funding allocated based on data
- More than one person has access to the data
- Data collected systematically

Data evidence

- Data walls
- Actions are related to the goal
- Well written goals measured by an assessment
- During conversations and meetings data is used
- Locally generated data (formative)
- PD relates to goals and goals are based on data
- Progress toward the goal is monitored, data is collected specific to the goal and analyzed
- Data analyzed and shared with staff on timely basis and regularly
- Data used to plan for making decisions
- ‘I believe’ and ‘I feel’ statements aren’t used. Instead, staff use narrative statements and work from data rather than feelings or emotions

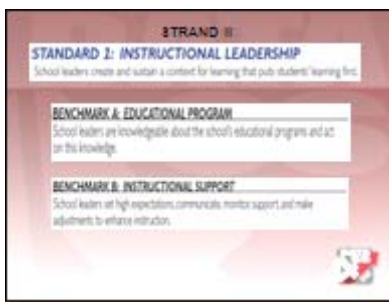
❖ **Slide – School Improvement Framework School Process Profile**

Strand I	Strand II	Strand III	Strand IV	Strand V
Strand I: Learning for Learning	Strand II: Assessment, Instruction, and Learning	Strand III: Assessment, Instruction, and Learning	Strand IV: Assessment, Instruction, and Learning	Strand V: Assessment, Instruction, and Learning
1.1. Learning for Learning	2.1. Assessment, Instruction, and Learning	3.1. Assessment, Instruction, and Learning	4.1. Assessment, Instruction, and Learning	5.1. Assessment, Instruction, and Learning
1.2. Learning for Learning	2.2. Assessment, Instruction, and Learning	3.2. Assessment, Instruction, and Learning	4.2. Assessment, Instruction, and Learning	5.2. Assessment, Instruction, and Learning
1.3. Learning for Learning	2.3. Assessment, Instruction, and Learning	3.3. Assessment, Instruction, and Learning	4.3. Assessment, Instruction, and Learning	5.3. Assessment, Instruction, and Learning
1.4. Learning for Learning	2.4. Assessment, Instruction, and Learning	3.4. Assessment, Instruction, and Learning	4.4. Assessment, Instruction, and Learning	5.4. Assessment, Instruction, and Learning
1.5. Learning for Learning	2.5. Assessment, Instruction, and Learning	3.5. Assessment, Instruction, and Learning	4.5. Assessment, Instruction, and Learning	5.5. Assessment, Instruction, and Learning



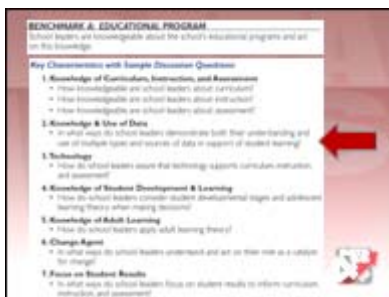
- The focus will be on Strand II as you describe the importance of leadership in the School Improvement process. It may be important to recognize that much of the time schools complete the Ed Yes 40 or 90 to get it done and checked off the list (unless NCA school) and rarely use it to inform their School Improvement efforts. Note that the sections on school leadership and the use of data give the school a great deal of systems information that can be invaluable in determining challenges.
- Discuss the importance of identifying and evaluating processes that districts do or don't have in place that impact their ability to improve.

❖ Slide – Strand II - Standard 1: Instructional Leadership



- This strand focuses on “learning”. Suggest using the benchmark statements with small groups of staff members. Ask group members to discuss, record comments and site evidence about the level of implementation of the benchmarks.
- Highlight Benchmark B – “Communicate, MONITOR, support and make adjustments”. Ask groups to discuss the level to which MONITORING occurs and its value.

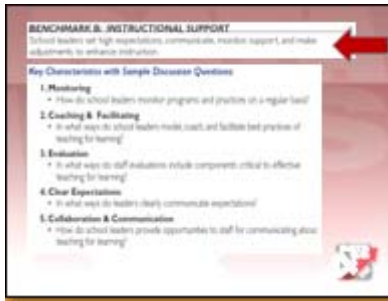
❖ Slide – Benchmark A: Educational Program



Discussion point for this slide: Many times staff members know how to use the data systems that are in place in their school, but principals do not. Consider asking the group what message it sends to staff when the principal does not use data but expects their staff to use it.



❖ Slide – Benchmark B: Instructional Support



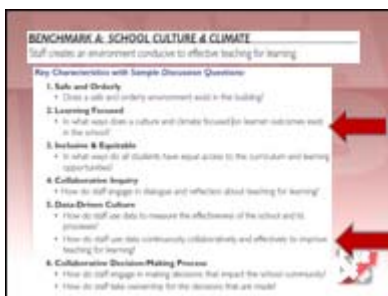
- Discuss examples of how to monitor. Examples may include walk throughs, attendance at professional learning community (PLC) meetings, participation in examining student work sessions, data conferences, etc.
- Discuss how the principal can support teachers.

❖ Slide – Strand II – Standard 2: Shared Leadership



- Discussion point for this slide: Principals cannot do it all and shouldn't try to do it all. Part of the principal's job is to develop leaders from within the staff. Consider asking the group the following questions that will help them think about the importance of shared leadership:
 - What are the benefits to the school when there is a strong leadership team to help do the work?
 - What would the role of a leadership team be?
 Use the statements on the next slide to understand what can be in place.

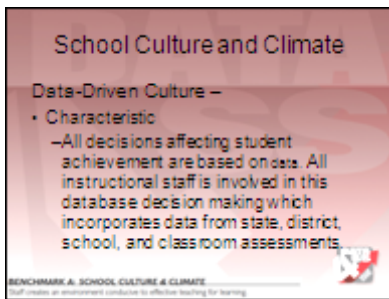
❖ Slide – Benchmark A: School Culture & Climate





These statements could be used in staff meetings to analyze where the school building is. In their table groups discuss and record comments and site evidence about the level of implementation of the benchmarks. After five minutes, have whole group discussion on the comments and evidence.

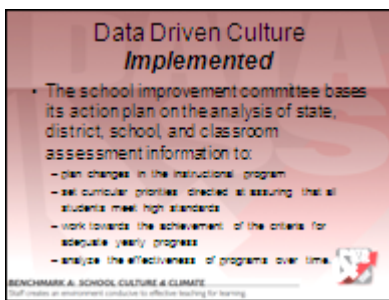
❖ **Slide – School Culture and Climate**



Discuss the importance of a building staff completing the ED YES 40 or 90 together. Use the following to guide your discussion:

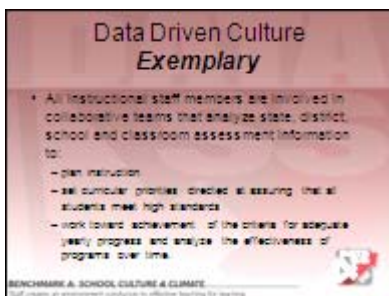
- What is the value of the process data that you get from the ED YES report?
- How should it be used in school improvement planning?
- Why is looking at achievement data not enough?

❖ **Slide – Data Driven Culture: *Implemented***



Ask participants to read this slide and note that these are part of the ‘Implemented’ score.

❖ **Slide – Data Driven Culture: *Exemplary***

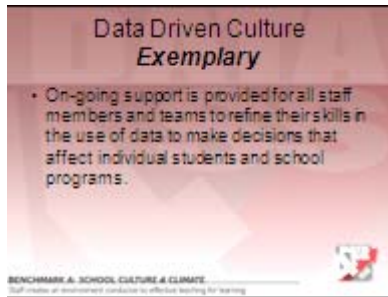




Ask participants to read this slide. Facilitate a discussion of the differences between **Implemented** and **Exemplary**. Discuss the following questions:

- What must be in place to be rated as exemplary? How would you rate your school?

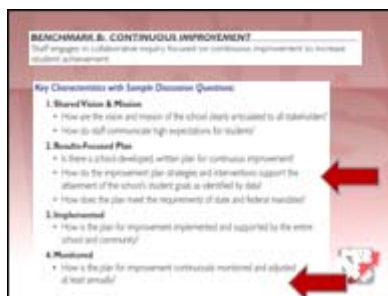
❖ **Slide – Data Driven Culture: Exemplary**



Ask participants to read this slide.

- Discuss the importance of having **all** staff involved in learning to use data effectively to make program, instructional, intervention and resource decisions in order to get to the exemplary stage.
- Discuss the following questions:
 - What must be in place to be rated as exemplary?
 - How would you rate your school?

❖ **Slide – Benchmark B: Continuous Improvement**



Discussion point for this slide: Many schools fall short in the area of **MONITORING** their school improvement plan to see if it is getting the results that had been set. It is common for the school improvement plan to be forgotten once it is written. It is hard to work your plan if you don't know what it is!



❖ Slide – Characteristics of a Culture of Quality Data

Characteristics of a Culture of Quality Data

- As you view this video clip, compile a list on the worksheet of the characteristics that demonstrate a culture of quality data
- In your table groups, discuss your lists and develop a group list on chart paper provided
- Report out to the large group

Preparation:

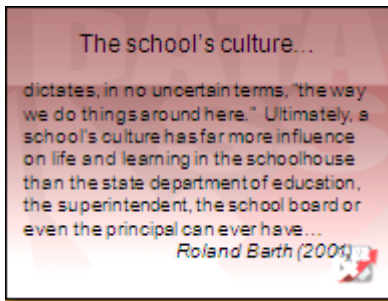
- Pass out the handout entitled “Characteristics of a Culture of Quality Data” to each participant
- Hand out or position one piece of chart paper on the wall by each of the small groups along with markers
- You may want to download the video entitled “Data Conferencing Overview” ahead of time to avoid unexpected network connectivity issues. It is available on the resources tab of www.data4ss.org

Directions for this activity:

- Explain to your group that you will be showing the video entitled Data Conferencing Overview.
- While watching the video, ask your participants to make notes on the handout that you just distributed about what they are hearing teachers and administrators say.
- They should also record the characteristics of a culture of quality data that are apparent from watching the video.
- After the video is over, give each table about 5 minutes to discuss and record a group list of their observations on chart paper.
- Report out to the large group.
- Here is a list of possible observations you can use to help guide the conversation if necessary:
 - Elementary principal to team and principal to teacher
 - Superintendent to principal
 - Middle School will be there soon
 - Data rich analysis poor – how are we going to use the data to determine what we should/shouldn’t collect
 - Assessment plan and data plans are needed
 - “I use data to defend my practices” quote from teacher
 - Moves people past the “I think and I feel” statements to true data



❖ Slide – The School’s Culture...



Read this statement as a group and reflect as a group. You can go in-depth if time allows, or just read and reflect individually if you need to move on.

❖ Slide – Continuum of Community Function



Background knowledge:

This is from Skillful Leader II by Jim Warnock, Research for Better Teaching. Jim also works with the Michigan Principals Institute for High Priority Schools – Phase 3 and above.

You will explain the differences in each point on the continuum:

- Toxic – All about the adults in the building. Adults are not respectful of one another or of the students. Adults blame students and conditions for failure to achieve. An attitude prevails that some kids have it and some don't. There is resistance to and cynicism about attempts to structure productive interactions among faculty. There is a definite lack of trust that permeates the building.
- Laissez-Faire – Teacher centered environment. Teachers appear to be independent contractors; closing their doors once the bell rings, isolating themselves from intruders. There may be polite banter in the faculty room. Teachers may work together on routine tasks but never on instructional issues. Very little support for new teachers.
- Congenial culture – A feel good environment but still focused on the adults. Teachers enjoy sharing positive stories about students. School is happy and positive and humor is abundant. People support one another. Teachers care about students and seek “the best” for them. Positive relationships are a primary focus; confrontation and conflict are discouraged. Adults confuse being nice to one another with collaboration. NOTE: Schools that have moved along the continuum from toxic



to laissez-faire to congenial feel very accomplished and like to stay at this point because it finally feels so much better. They need support and nudging to move to the next stage.

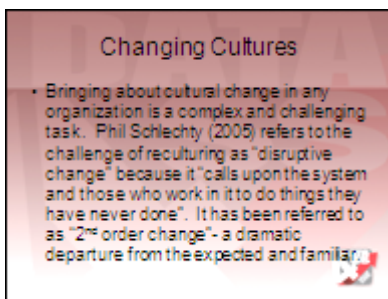
- Collaborative culture – The focus switches to the students. Collaborative schools share clear objectives for student learning and express a commitment to helping all students succeed. They use meetings productively to develop common units and assessments, to resolve questions and to define and address gaps in student achievement. Congeniality is a valued commodity but team members do not allow it to become an end in itself. There is trust among the adults and respect for one another. Data begins to be collected and analyzed.
- Accountable culture – The literature on professional learning communities generally stops at a collaborative culture. However, Warnock’s work pushes us to go further. Accountable schools place student learning and achievement over adult needs and preferences. Adults take direct responsibility for their own actions and for calling others on behaviors and stances that are not helpful to the mission of the school or to the group. Accountable schools deal with the brutal facts of their current reality. They base all decisions on data. They are willing to move beyond the most obvious solutions and responses to problems to seek other explanations and opportunities. They are able to monitor their work and to deal with members who are not meeting their obligations rather than waiting for external authority.

Activity:

Thinking about the characteristics of each, think about your school and on the continuum mark where your school is functioning.

Point out that it requires significant professional development for schools to move to the right on the continuum - moving from toxic to accountable. Generally speaking, schools that are operating within a congenial culture have a hard time seeing why they should change.

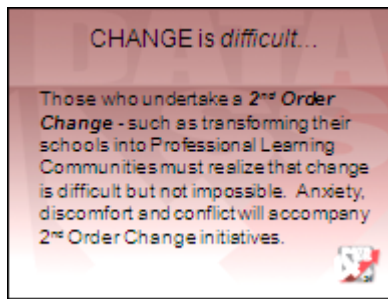
❖ Slide – Changing Cultures



- Have the participants read this statement to themselves.
- Ask participants to respond to the statement.
- Ask - What are the implications of trying to move adults in a school building from the red end of the continuum to the green end? This discussion helps set the tone for the following slides.



❖ Slide – **CHANGE is difficult**



Explain that second order change is moving away from the current reality, from our comfort zone. It is important for all involved to understand that second order change will create anxiety and that the adults in the building may be uncomfortable. There may be conflict. It will be very important for the superintendent of the district to understand second order change in order to understand that the building may go through some difficulties. It will be important to explain second order change theory to the adults in the building as well as to have them involved in the discussion of what the second order change will be. This will help build a common vocabulary and understanding. Giving them permission to be anxious and acknowledge what may happen is a strategy that could help in this situation.

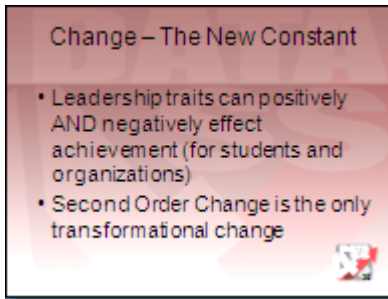
❖ Slide – **1st and 2nd Order Change**



- First Order Change is doing more of or less of the same thing. You may be able to get small improvements.
- Second Order Change is doing things very **differently**. It is a departure from the past. It will involve acquiring new knowledge and skills. Share with the group that putting a support group in place allows building staff to ask for help.

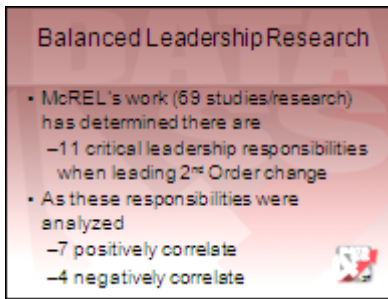


❖ Slide – Change – The New Constant



Change in education has become an everyday occurrence. It seems like we are constantly dealing with something new. This slide introduces the upcoming slides.

❖ Slide – Balanced Leadership Research



Preparation:

For this slide and the following two slides, it is recommended that the facilitator review the Marzano, R. J., Waters, T., & McNulty, B. A. (2005). School Leadership That Works: From Research to Results. Alexandria, VA: Association for Supervision and Curriculum Development

❖ Slide – Positive Correlates to 2nd Order Change

Change Agent	Definition (primary or secondary roles, essential services, responsibilities of leading change)
Principal	Identify, address and coordinate student needs, coordinate curriculum, coordinate and monitor all instructional activities, coordinate and monitor all instructional activities
Class & Teacher	Bring professional skills to work, model learning and learning, create a learning environment
Instructional Coach	Set goals, staff measure of student learning and practice, discussion of data to regular practice, monitor, leading an evaluation
Knowledge of 2 nd	Knowledge of current best practices, and the business model of effective leadership practice, discussion of practice, monitor and regular
Collaborator	Involve staff and staff in process of change, monitor and regular practice, discussion of data to regular practice, monitor, leading an evaluation
Monitor & Evaluate	Regular monitoring and evaluation of curriculum, instruction and assessment to ensure a consistent, aligned, and regular

- Have session participants read over each of the seven positive correlates.
- In table groups, ask participants to discuss how the leadership responsibilities can have a positive effect on leading change.



❖ Slide – Negative Correlates to 2nd Order Change

Negative Correlates to 2 nd Order Change	
Communication	Being accessible, visible, affable means to communicate regularly with staff, maintain open and affable lines of communication.
Culture	Foster shared beliefs and a sense of community and cooperation, promote sense of well-being and understanding of purpose (shared vision of what is the important work).
Input	Involve staff in important decisions and implementation, provide opportunity for input and policy development.
Order	Provide and enforce clear structures, roles and procedures for staff and students, establish routines for running organization.

Caution:

The facilitator should review this slide and consider what it is saying. This slide often causes confusion.

- Ask session participants to read the four negative correlates.
- Allow participants time to discuss with a partner why these would be considered negative correlates when each one is so critical to leading a building. After 3-4 minutes of discussion, solicit ideas from the participants.

You may need to help the group understand why these four leadership responsibilities negatively correlate to second order change. Explain that these four correlates should be done by the leader but when dealing with second order change, it is more effective when they are led by the leadership team. The point is that they cannot always be the sole responsibility of the leader (e.g. superintendent, principal, director, etc.). An example: If the principal is the only one leading, talking, facilitating, the staff in a building tends to listen less. However, if a teacher leader helps lead the discussion around communication or culture issues, his/her colleagues tend to listen more. The leader must distribute and share the leadership in these four areas in particular in order to help build capacity in their staff.

Discuss with the group that it is important to give leaders/principals permission to do this because some may see this as only the job of the building administrator or they may not know how to develop a leadership team. It isn't just the building administrator's job – it is about shared leadership. Who might be better to do some of these things? Teachers!

❖ Slide – 8 Common Mistakes

8 Common Mistakes	
1. Allowing too much complacency	- Establish a sense of urgency
2. Failing to create powerful guiding coalition	- Create guiding coalition - Critical number of champions re. change process
3. Underestimating the power of vision	- Vision: direction, alignment, inspiration - Without direction, individuals "do their own thing" - Lack of direction leads to "permission" or "decease"



The following points/discussion items relate to the corresponding numbers on the slides:

1. Ask – “What comments would you hear from staff members if you are making the first mistake?” Urgency yes, but FEAR does not work. Staff members have to have hope. Urgency alone is not sufficient. Example: Studies show that 9 of 10 patients would be unable to make and sustain changes necessary to save their lives even when they knew that not changing may result in death. (Deutshman)
3. The power of vision – Staff members have to know where they are going, what they are working towards. When vision is missing, there is confusion. There is a lack of direction. (John Kotter (1996) Harvard Business School)

❖ Slide – 8 Common Mistakes (cont.)



4. The importance of communication was highlighted in the McRel research.
5. The importance of identifying the obstacles and then working to eliminate them.

❖ Slide – 8 Common Mistakes (cont.)



6. Celebrating short term wins allows staff to recognize success no matter how small it may be. It gives HOPE for a better future and motivates people to keep going
7. This points out the caution to #6 - Be careful – celebrate small wins but realize you are not celebrating victory.
8. Anchoring change – holding one another accountable for how we do business. The implementation of professional learning communities can provide the structure for this work.



❖ Slide – Managing Complex Change

Managing Complex Change
Source: Johnson, J. (2009). *Managing Complex Change*. (2009)

Required Elements						Result
Values	Skills	Orientation	Resources	System Plan	Delegation	Positive Change
***	***	Orientation	Resources	System Plan	Delegation	Conduct
Values	***	Orientation	Resources	System Plan	Delegation	Agency
Values	Skills	***	Resources	System Plan	Delegation	Resistance
Values	Skills	Orientation	***	System Plan	Delegation	Transformation
Values	Skills	Orientation	Resources	***	Delegation	Transferred
Values	Skills	Orientation	Resources	System Plan	***	Delegation

- Ask participants to review the change chart noting that the blank sections will be the “piece” that is missing and that the right hand column is the result of not having the piece that is missing.
- Direct participants to think about initiatives or projects from their past that have failed. Ask them to determine which of the required elements for successful change was missing.
- Encourage the group to use this chart in planning meetings. This will assist them by keeping “Managing Complex Change” at the forefront.

❖ Slide – Complex Change

Complex Change...

Requires leadership greater than one person can provide. Distributed leadership maximizes the collective strengths of individuals in a coherent, adaptive, and sustainable organization. It requires individuals to assume responsibility, take action, learn and grow for the benefit of the whole.

Direct participants to read this slide. It highlights the discussion from past slides regarding the need to develop teacher leaders – leadership teams.

❖ Slide – Principal’s Disperse Leadership

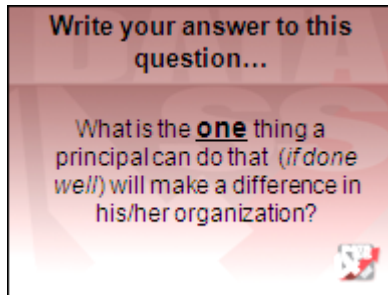
Principals' Disperse Leadership

- No single person has the expertise, influence, and energy to initiate and sustain a substantive change process.
- Principals may need to be directive on occasion.
- Principals must relinquish a measure of control and help others participate in building leadership throughout the school.



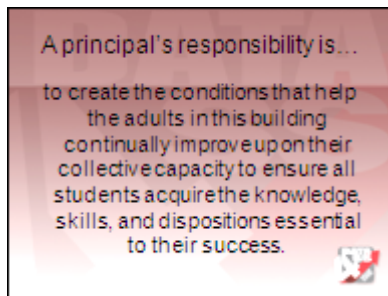
Continued points focusing on the importance of distributed leadership. Point out again the importance distributed leadership in sustaining a culture of quality data. Principals must understand the importance of empowering teacher leaders by developing their leadership skills and supporting their growth.

❖ **Slide – Write your answer to this question...**



- Ask participants to write the answer to this question on the note cards on tables (approx. 3 minutes).
- Share out ideas.
- The next slide contains the main answer. Have the group look at the next slide to see how their answers compare.

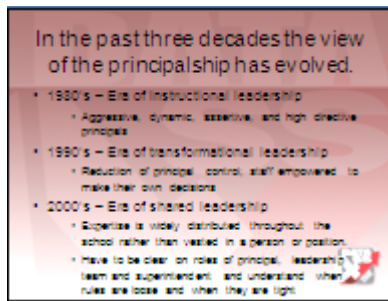
❖ **Slide – A principal’s responsibility is...**



- Ask participants to read this slide.
- Ask the question “How do we create the conditions for the adults in this building to continually improve upon their collective capacity?”



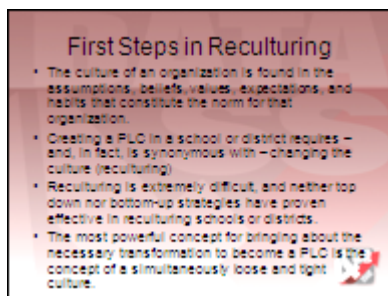
❖ **Slide – In the past three decades the view of the principalship has evolved.**



Discuss:

- Instructional era – aggressive, assertive and highly directive. Problem- difficult to sustain as it was all about “the principal”
- Transformational era– principals were to reduce their control and to empower staff to make their own decisions and help teachers become the best they can be. However, merely providing educators with more autonomy does not ensure they will focus on matters that have a positive impact on student achievement.
- Shared leadership era– principals were to develop the capacity throughout the school in order to support teachers to assume leadership roles. This is moving us to the development of professional learning communities and strong leadership teams.

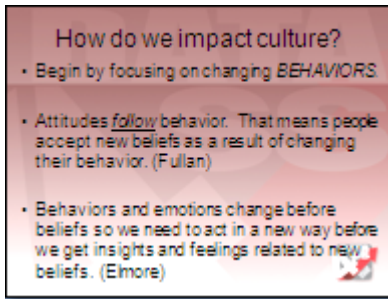
❖ **Slide – First Steps in Reculturing**



Discuss that top down change doesn't work because it fails to garner ownership or commitment. It doesn't allow staff to understand, discuss, and/or refine the nature of the reform you are seeking to implement. Bottom up change does not produce success because it lacks structure. Professional learning communities provide the structure.



❖ Slide – How do we impact culture?



Review this slide with the group. Stress the importance of the first point with this example:

- Let’s say you wanted to put the writing process in place in your building but you had several staff members that did not see the need to do so. If you begin by providing the skills necessary to implement (step by step) and then give them time to practice and discuss, holding them accountable for this change, it is possible to get people to learn and reflect on the work. Will behaviors change as fast as we want them to? Leaders will need to provide a significant amount of tension and support to help staff move. Actual changes in a building’s culture occur later in the process. After much trial and error, discussion, clarity and support. Leaders must exhibit patience and persistence while holding to high expectations and monitoring for implementation.

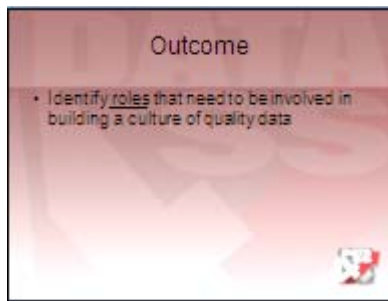
❖ Slide – What will it look like?



- Ask participants to review this slide. Creating a culture of quality data will be second order change. It is a shift in thinking and in the way we do business in schools.
- If time allows, ask participants to discuss this slide with a partner. They may wish to consider where their school is performing in each of the points.



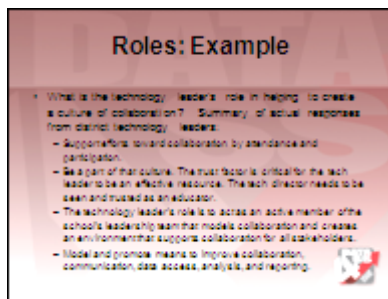
❖ Slide – Outcome



Preparation:

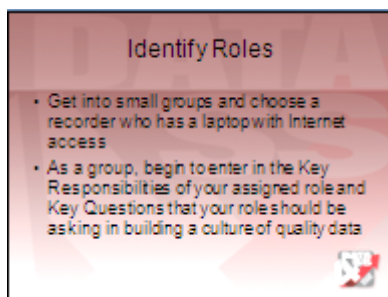
Break here to get Google Doc set up. Have the person at each table that you identified earlier during the session preparation (see page 4) access the ‘Roles and Responsibilities in Building a Culture of Quality Data’ table. This person will be the recorder of the group. If there is no access to Google Docs, print out the documents from the website. It is highly recommended that you use Google Docs so that the resulting activity can be easily shared during and after the session.

❖ Slide – Roles: Example



Explain that this slide is what a group of technology leaders from small to mid size districts said they felt their role was in building a culture of quality data. Note that the technology leaders want to be more than just the technical support!

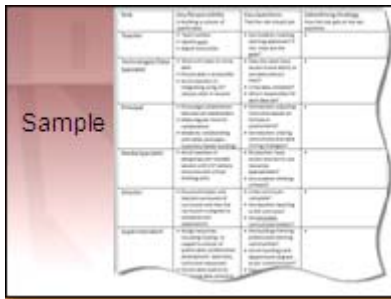
❖ Slide – Identify Roles



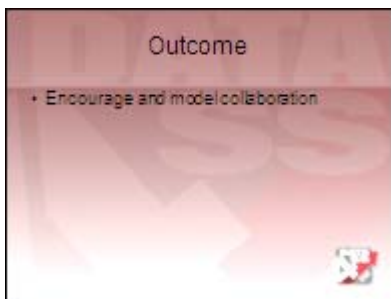


- Using the Google Spreadsheet, assign each group one role from the document to complete. This will ensure that groups don't type over the top of each other. Randomly assign roles from the document by table or group. Leave the data mining strategies column blank as this will be used for an activity later.
- Allow 10 minutes for each table to discuss the role they've been assigned and enter in the responsibilities and key questions each role should be asking while they are helping to build a culture of quality data. Use the next slide to show examples, but don't leave it visible as it has answers!
- When 10 minutes are up, have groups move down a role in the document and add comments to the next role after they have read what the previous group wrote. You should do this at least once so that all groups have read at least one other group's work.
 - If the recorder isn't using Google Spreadsheet, they will have to rotate the hard copy from one table to the next. The power of the Google Spreadsheet is that the group can access this information later when working in their building/district, and they can also see what the entire room has said during the activity in this session. Recorders can share this document with whoever asks in their group so you as the facilitator don't have to do that step.

❖ Slide – Sample

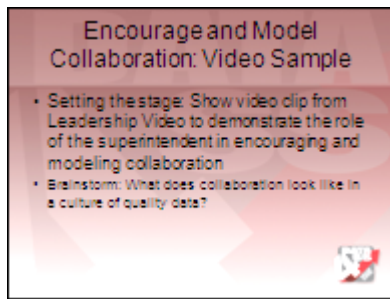


❖ Slide – Outcome



Explain that a key to ensuring that each role assumes their responsibilities and asks the right questions is collaboration. This section will describe examples of collaboration.

❖ **Slide – Encourage and Model Collaboration: Video Sample**



Use the first section of the Leadership Overview Video that includes the narration and first comment from John Severson about working together (through 1:25). Have the groups brainstorm for five minutes and then share their responses as a whole group to the question ‘What does collaboration look like in a culture of quality data?’

Use these answers as discussion starters or additional answers, if needed:

- Cross grade levels, content areas, teacher/administrator/media specialists/technology
- Lessons planned based on data and by more than one content teacher and with media specialists or technologists
- Lessons Learned and Successes are shared with others
- Leaders encourage and model collaboration
- Board meetings modeling collaboration

❖ **Slide – “The Collaborative Advantage.”
Educational Leadership Dec/Jan 2009**



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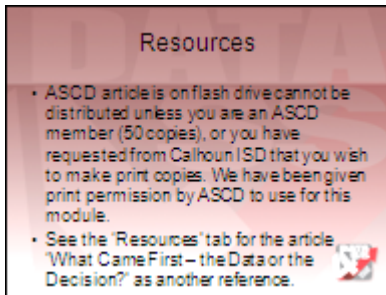
Jigsaw Activity:

Divide room into 4 groups and have each group move to the corners of the room. Each group will read one page of the article (magazine page numbers 54/55, 56, 57, 58/59 or PDF page numbers 1, 2, 3, 4/5). Give the group five minutes to read their page then discuss it in



their group. Then, in order, have each group give a one minute (or less) summary of what they read (use a timer). When this is done, as a group discuss the answer to the question – What is the role of the teacher and the role of the principal in encouraging and modeling collaboration? Chart the answers.

❖ Slide – Resources

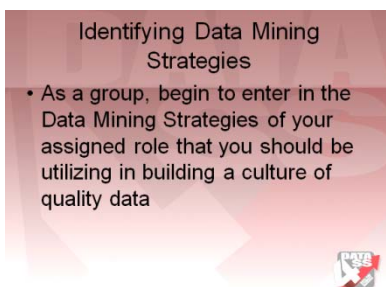


❖ Slide – Outcome



Explain that with asking questions of the data, there needs to be strategies in place to help mine through that data.

❖ Slide – Identifying Data Mining Strategies



Share with the group the importance of identifying data mining strategies useful for various roles/settings in building a culture of quality data. This activity will allow participants to brainstorm possible strategies for each role. Give the following directions:

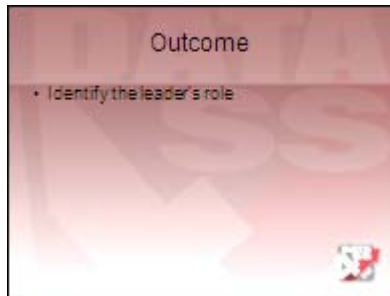
- In original table groups, take five minutes to discuss the data mining strategies for your previously assigned role.



- Have the designated recorder access the Key Roles and Responsibilities Chart in Google Docs. List the data mining strategies their role could use to build a culture of quality data.
- As done previously, and if time permits, review the responses from the other groups and add comments.

As a close to the activity, bring the Google document up on screen and review a few of the strategies as a whole group.

❖ Slide – Outcome



Explain that this section will discuss the role of the leader.

❖ Slide – Leadership Video Contents



While only watching the first video, note that there are other videos that might be useful for principals to use while working with staff.

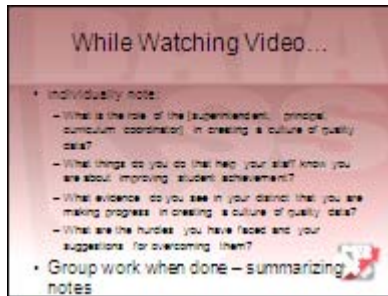
❖ Slide – Identifying the Leader's Role





Continue where you left off with the same video as before (1:26 Leadership Overview). Show the remainder of the Leadership Overview Video.

❖ **Slide – While Watching Video...**



Preparation:

- Create a poster for each of the pages of the document called ‘Identifying the Leader’s Role Chart.’ This is a four page document and each page needs to be made into a poster that will be used in the group activity.
- Print copies for everyone of the document ‘Identifying the Leader’s Role Individual Worksheet’.
- While watching the video, have each person use the worksheet to write down notes.
- When done watching the video, have people go to the same four corners as the previous jigsaw activity. Take three minutes and have each group write their comments on the Identifying the Leader’s Role Chart posters. Each poster has one question that is also on their worksheets. Rotate as time permits to the next poster.
- When done, have everyone browse around to each poster and put notes on their own worksheet that they may wish to reference later.

❖ **Slide – Outcome**



Explain that while it is important to identify who will be involved, their responsibilities, what questions they should ask and how they should collaborate, it will be worthless if the data itself is not accurate or complete (quality).



❖ Slide – The Impact of Quality Data



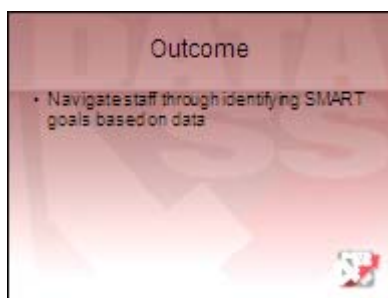
Show the video 'Data Quality Example' from YouTube. (NOTE – because this video is on YouTube, so you'll want to make sure you have access to You Tube before the session starts). If you don't have access to this video, use a personal example that describes the impact of not having quality data. This video describes a proclaimed real life example where a house's value was entered incorrectly into the county database (off by millions). As a result, the county agencies set their annual budgets based on those property values, including the school district. The school district ended up having to pay back a significant amount of money and had their budget severely impacted once the error was discovered.

❖ Slide – The Impact of Quality Data



- Depending on time, at each table answer the questions on the slide based on what they heard in the video.
- Share out in whole group setting. Make sure to highlight data quality and its importance.

❖ Slide – Outcome





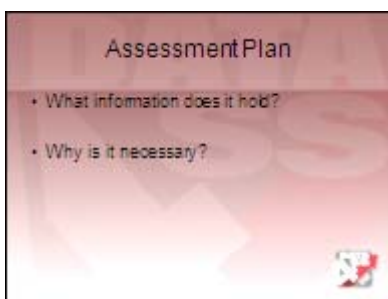
In preparation for this outcome, the facilitator will need to understand S.M.A.R.T. goals and/or S.M.A.R.T. objectives (Michigan Department of Education is using S.M.A.R.T. objectives in their school improvement work). A resource for this would be Schmoker’s book entitled Results NOW!

❖ Slide – Assessing the Culture of Quality Data



- Pass out the Assessing the Culture of Quality Data Worksheet handout to each participant
- You will need to point out that this worksheet will help leadership teams at the building or district level determine what is being assessed and why. This activity will help staff members evaluate what is being assessed, what the results are being used for and then determine if it needs to be collected. Questions may arise regarding a better way to collect certain kinds of data. It will most likely help staff see that they are not assessing students consistently and/or using the results effectively.
- Suggestion for work at the school level: Participants would be encouraged to fill out the form with their grade level teams or by departments. At staff meeting, they would report their findings and make suggestions. At this point discussions should begin regarding the use of common assessments. Work should continue until a complete plan is in place for each of the core curriculum areas (at the minimum).

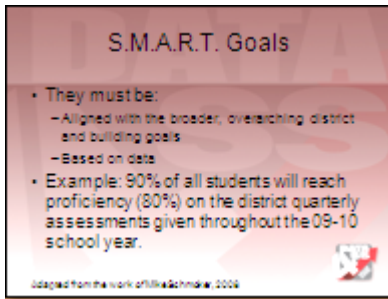
❖ Slide – Assessment Plan



This slide sets the stage for the next slide.



❖ Slide – S.M.A.R.T. Goals



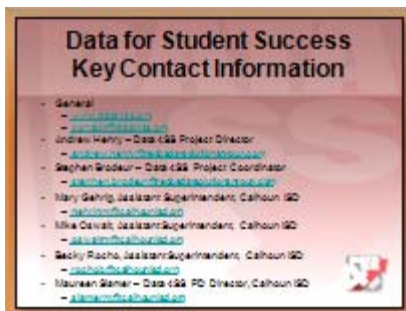
Discuss that effective goals/objectives contribute to the actions of the professional learning communities. Clearly understood goals/objectives motivate and energize people to take purposeful action. When clear goals/objectives are accompanied by ongoing feedback/data on progress toward the goal (monitoring) schools see gains in student achievement. Stress the importance of frequent assessment (monitoring) and the use of data conference/discussions.

❖ Slide – Goal Setting



Final slide in this section: In closing, we set goals because... ask participants to read the slide.

❖ Slide – Contact Information



Contact information for Data 4 Student Success. *You may want to add your contact information to an additional slide.*