

BRIDGING THE GAP WITH DATA TEAMS

**Direct Access to Achievement
Oregon D.A.T.A Project**

**Presented by
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Oregon City School District**

Improving the Instructional Core

Three ways to improve student learning...

- ❖ Raise level of the **content**
- ❖ Increase **teachers' skills & knowledge** to teach the content
- ❖ Increase level of **students' active learning** of the content



teachers bring to the content, you get what we see in classrooms: low-level teaching of high-level content. Teachers assign high-level text or complex problems, and then structure student learning around fill-in-the-blank worksheets, or walk students through a straight procedural explanation of how to find the answer, leaving the students in the role of recording what the teacher says. If you **raise the level of content and the knowledge and skill of teachers without changing** the role of the student in the instructional process, you get another version of what we see with some frequency in American classrooms: Teachers are doing all, or most, of the work, exercising considerable flair and control in the classroom, and students are sitting passively watching the teacher perform. A common student question in these classrooms is, "Teacher, should I write this down?" If you raise the level of teachers' knowledge and skill in general pedagogy without anchoring it in content, you get high-level practice disconnected from a clear understanding of what students are actually learning, and from the specific issues that students have with specific cognitive tasks. This is what David Hawkins means when he says, "Without an it, there is no content for the context, no figure, no heat, but only an affair of mirrors confronting each other." We frequently hear teachers talk about "how well the lesson went" without reference to what students were actually doing and what visible evidence there was of what students actually knew as a consequence of the teaching. Mostly, the lesson has "gone well" when it has gone according to plan, without any specific reference to what students do or don't know as a consequence of the teaching. Intervening on any single axis of the instructional core means that you have to intervene on the other two in order to have a predictable effect on student learning.

Americans are much more comfortable talking about changing content and teaching than they are about **changing the role of the student in the instructional process**. We focus much more attention on textbook adoptions and curriculum alignment, for example, than we do on analyzing students' actual responses to the content we think they ought to learn and their actual role in the instructional process. In the more advanced strategies of improvement, we focus attention on helping teachers get familiar with new content and pedagogy, but we focus relatively little attention on what students are doing when they are actively engaged in learning what we think they should learn. This is one big difference I see between American schools and the schools I visit in other countries. Here we spend a great deal of time worrying about *what* we're teaching and *how* it is being taught. In other places, I notice that people also spend a great deal of time worrying about *whether* students are actually interested in, actively engaged in, and able to explain how they think about what adults are asking them. There are differences between elementary schools and secondary schools on this score. It is much more common, although still not the dominant practice in elementary schools for teachers to pay attention to whether students are actually interested in, actively engaged with learning. In secondary schools, it is very rare to find classrooms in which students are actually interested in how students understand or engage in the learning that they are asked to do. Most of the instruction I observe in secondary schools is about "delivering content, and, most importantly, about deciding which students are smart and which are not" of further attainment. The culture of American schools, in its deep structure, is very teacher-centric. You only see the magnitude of this when you step outside the culture. We focus more on what the teacher is doing in front of the classroom than we do on the work that is actually on top of the student's desk. More about this later.

The instructional core provides a heuristic for assessing the likelihood

A Collaboration between Oregon City School District and Clackamas Education Service District, CIE Services

Oregon City School District

- 4 Elementary Schools
- 2 Middle Schools
- 1 High School
- 1 Data Team per School

-Oregon DATA Project, 2009



Customized Full Day Fall Workshop for Each Participating District

Resources

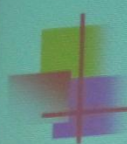
- Data Team Notebook
- Specific Student Data – Hard Copies for Each Member + Jump-Drive
- Test Better, Teach Better*, W. James Popham
- Some substitute costs

District Administrative Support

- Principals attended as a member of their school's team
- Curriculum Directors attended
- Superintendent presence at the workshops
- TOSAs attended with teams

Data Team Process: A Cycle

1. Collect and chart data
2. Analyze strengths and obstacles
3. Establish goals: set, review, revise
4. Select instructional strategies
5. Determine results indicators
6. Evaluate effectiveness
7. Sustain or refine, and use with RTI, EBIS/PBIS



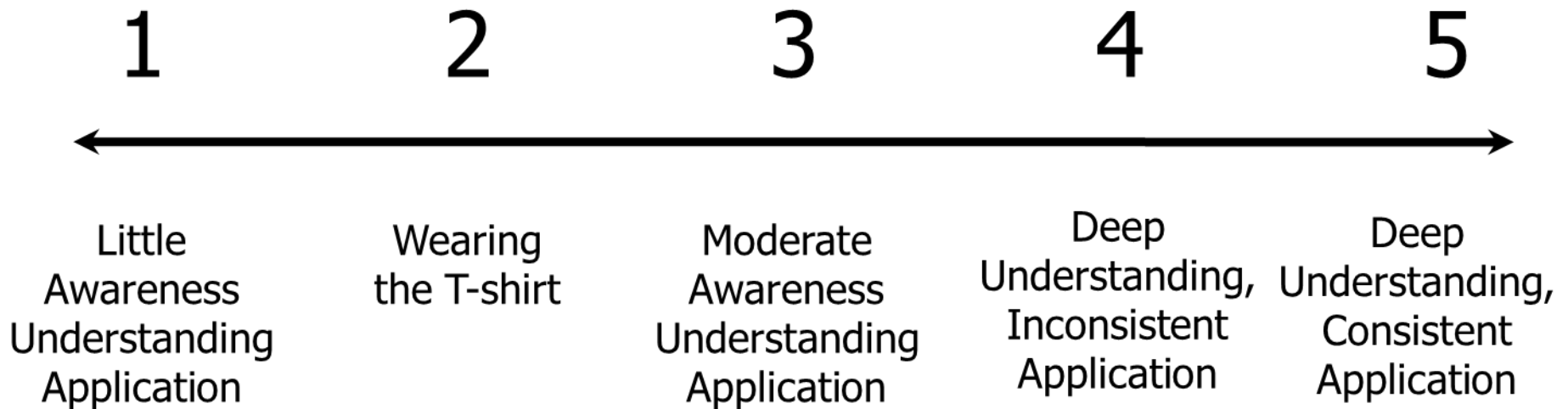
Establish a Common Language

- DATA Team - collaboration
- Formative Assessment – information/data
- Summative Assessment – no surprises
- Common Assessment
- Know, Understand, Do (KUD)
- Curriculum Alignment

Common Understandings Assessments

- Baseline Assessment
- Universal Screener
- Formative Assessment
- Progress Monitoring
- Interim Assessment
- Summative Assessment

An Informal Assessment



Informal Assessment



What is Needed for Effective DATA Teams?

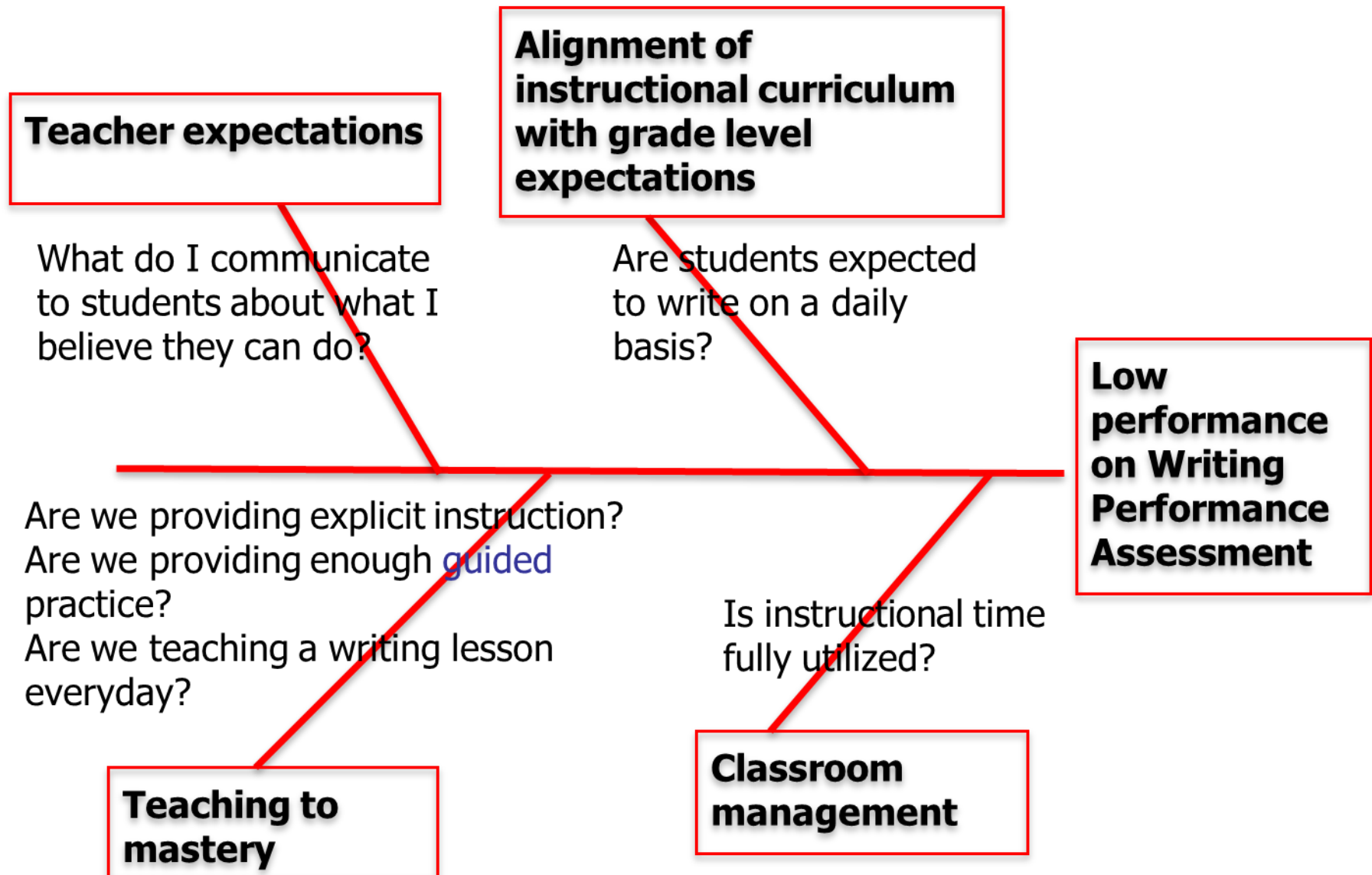
- Effect and Cause Data
- Authority to use the data for instructional and curricular decisions
- Supportive, involved building and central office administrators
- Positive attitude
- Collaboration



Effective Data Teams are built through collaborative work among teachers looking how to meet each student's learning needs.

What adult behaviors are associated with the strong and weak patterns you've observed?

Hishikawa Fishbone: Cause & Effect Diagram



Data Should Invite Action

“Data that is collected should be analyzed and used to make improvements (or analyzed to affirm current practices and stay the course).”

(S. White, *Beyond the Numbers*, 2005, p. 13)

Data Worth Collecting Have a Purpose

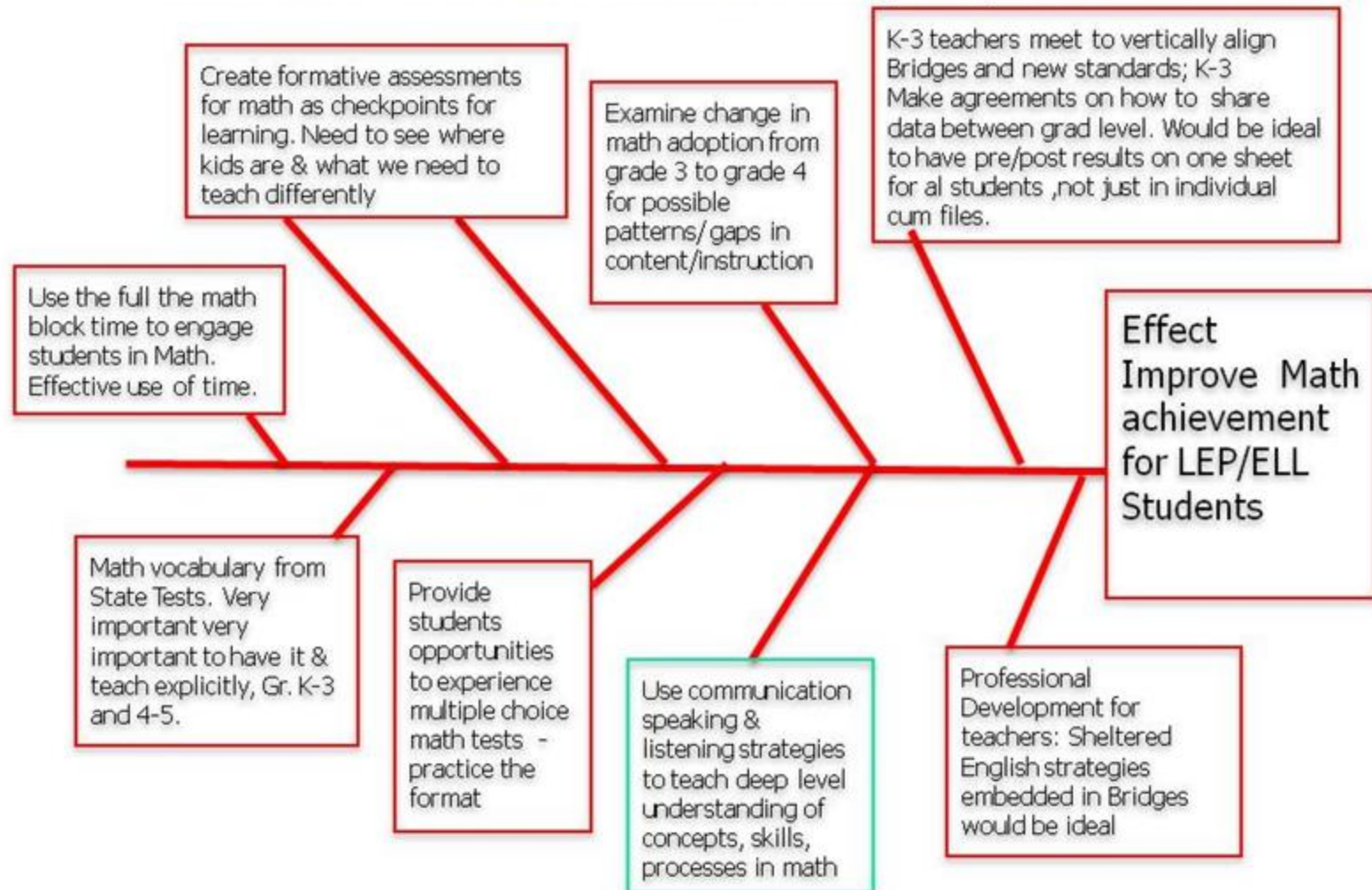
- How do you use data to inform instruction and improve student achievement?
- How do you determine which data are the most important to use, analyze, or review?
- *In the absence of data, what is used as a basis for instructional decisions?*

Data Tools & When to Use Them

- Basic tools used to gather and categorize information
- Advanced tools used to provide insights to make difficult decisions
 - Process tools for facilitating decision making

Hishikawa Fishbone: Cause & Effect Diagram

Increase Math Achievement for /LEP/ELL Students





Writing Assessment Data

STRANDS	CESD - Fall 08-09	State - 08-09	Growth	CESD - Fall 09-10	Fall 08 to Fall 09	State - 09-10
Ideas/Content	26%	51%	+25	39%	+13	
Organization	27%	52%	+25	28%	+1	
Sentence Fluency	33%	57%	+24	52%	+19	
Conventions	34%	47%	+13	49%	+15	
Voice	49%	68%	+19	43%	-6	
Word Choice	48%	66%	+18	38%	-10	

Questions/Comments/Insights Regarding Writing:

- Modes writing in?
- How would you teach dialogue for those kiddos who choose to write in imaginative genre?
- Make Sentence Fluency and Conventions real: Put paper on overhead and read aloud. As hear a pause or excitement, add to writing.
- **SMART Goal:** By December 2009, 100% of our students will show growth on the school wide writing assessment in the trait of organization, either by meeting, exceeding or improving by one point on a writing assessment.
- How many pieces of writing go all the way to the final draft?
 - Tight concise 3 paragraph paper.
- If we teach writing, we improve both writing AND reading.
- **Hishikawa Fishbone: Cause and Effect**
 - Low Performance in the area of Organization
 - Are we consistent in our use of tools and language for teaching organization
 - How much time is spent teaching writing
 - does everyone share a common understanding of the trait: Organization
 - Are we clear in who's teaching writing time? Time of day?

Oregon D.A.T.A Project

Changing from...

Assumptive
Teaching



Informed
Instructional
Decision-making

Testing for
Accountability



Assessment to
Inform
Instruction

Compliance



Student
Learning

Thank you for the opportunity
to share our journey!

We welcome your questions
and comments.



