What Data Wise looks like in Freeport

December 5, 2016
Our trip to Harvard (kind of)

Mandy, Amy, & Glori • August 2016
This is where we spent our week...with some terrific people
45 HOURS.
6 HUMANS.
6 COMPUTERS.
Lots of COFFEE!
We learned about protocols
We delved into data
We video-conferenced with Rob every day!
We had a lot of tough conversations
We read a lot

We had visitors...
At times, we weren’t sure we’d make it through!
It was an intensive week and we learned a lot. We look forward to sharing it with you this year!
Topic: 1st Faculty Meeting

Meeting Objectives:
- To build confidence and excitement for the new school year
- To review district initiatives for 2016-2017
- To build a shared understanding of protocols related to effective meetings
- Learn about your colleagues' work style preferences
- Identify how understanding work style preferences can support teamwork

To prepare for this meeting, please:
- Bring a writing utensil and paper/notebook
- Bring a positive attitude and willingness to share

Materials we will use at the meeting:
- Mr. Poole's PowerPoint
- Compass Point Protocol

Schedule [insert total number of minutes]

<table>
<thead>
<tr>
<th>Time</th>
<th>Min.</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10:30-10:40</td>
<td>10</td>
<td>Amy-Compass Points</td>
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(2 mins) Facilitator asks team to identify the compass point that best describes them on the compass points handout. Team members should move to that compass point poster board. Note: no one is just one compass point, but often people identify more strongly with one compass point than another. If anyone struggles to pick just one compass point, encourage them to try one on, knowing that it represents only one part of their work style preference.

(3 mins) Turn and talk to two or three other people at your compass point and discuss:
- What are the strengths of your style?
- What are the limitations of your style?
Record one strength and one limitation on the chart paper.
North, South, East and West:
Compass Points
An Exercise in Understanding Preferences in Group Work

Developed in the field by educators affiliated with NSRI

Similar to the Myers-Briggs Personality Inventory, this exercise uses a set of preferences which relate not to individual but to group behaviors, helping us to understand how preferences affect our group work.

1. The room is set up with four signs on each wall — North, South, East and West.

2. Participants are invited to go to the “direction” of their choice. No one is only one “direction,” but everyone can choose one as their pre-dominant one.

3. Each “direction” answers the five questions on a sheet of newsprint. When complete, they report back to the whole group.

4. Processing can include:
   • Note the distribution among the “directions”. What might it mean?
   • What is the best combination for a group to have? Does it matter?
   • How can you avoid being driven crazy by another “direction”?
   • How might you use this exercise with others? Students?

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<tr>
<th></th>
<th>North</th>
<th></th>
<th>West</th>
<th></th>
<th>East</th>
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<tbody>
<tr>
<td>Acting</td>
<td>“let’s do it,” Likes to act, try things, plunge in.</td>
<td></td>
<td>Paying attention to detail —likes to know the who, what, when, where and why before acting.</td>
<td></td>
<td>Speculating — likes to look at the big picture and the possibilities before acting.</td>
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<tr>
<td>South</td>
<td>Caring — likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting.</td>
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At our second meeting, we:

finished up the Compass Point Protocol
   To set expectations for effective meetings (1.4)
   To acknowledge work style preferences (1.6)

discussed norms
   To set norms for collaborative work (1.5, 1.7, 1.8)
   Review Meeting Wise norms and build a shared understanding of what
   norms look like and feel like in action
   Determine how we will hold each other accountable for sticking to the
   norms

took a big picture look at our school and completed the
Coherence Protocol
   Acknowledge the work we are already doing to use data to improve
   learning and teaching
   Create a sense of coherence between that work and the Data Wise
   Improvement Process
1. Organize for Collaborative Work
2. Build Assessment Literacy
3. Create Data Overview
4. Dig into Student Data
5. Examine Instruction
6. Develop Action Plan
7. Plan to Assess Progress
8. Act and Assess
At our 3rd meeting, Fred, Trish, and Jane came to work with our staff to:

- review meeting norms
- review ladder of inference and I notice, I wonder
- dig deep into data

Meeting #4: Teachers were grouped to really dig into state assessment data
to use the “I notice, I wonder” protocol with data

- to look closely at data from NYS Grade 3 & 4 assessments
- to look at the data from their own perspective
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Teachers were grouped to really dig into state assessment data

- to use the “I notice, I wonder” protocol with data
- to look closely at data from NYS Grade 3 & 4 assessments
- to look at the data from their own perspective
Impact of Data Wise on Giblyn

- Introduced the protocol to the staff

**PREPARE:**
- Begin each meeting with a focused agenda
- At each meeting, data is examined

**INQUIRE:**
- Started with state assessment data to learn protocols of how to “Dig Deep” into the data
- Follow those protocols to look at classroom data to make observations about the data and formulate questions as to how to improve instruction to improve student performance

**ACT:**
- Teachers are using the data to design their lessons to meet the needs of their students based on the data
- Implementation of District’s initiatives on vocabulary development and questioning techniques
Districtwide Impact of Data Wise

- Meeting Wise Agendas used in district-wide Reading and Librarian Meetings
  - Now being used to some extent by other administrators
  - Skepticism has turned to LOVE
  - Meetings are more efficient and the Plus/Delta at the end of meetings is creating increased collaboration

- Data Wise Protocols used across the district when looking at data
  - I notice …I wonder …
  - Compass Point
  - Digging Deeper

- “The Ladder of Inference “ has been introduced and used district-wide when looking at Data
  - State Data
  - Local Assessments
  - Walk through Data

- Teachers in other buildings want to know more about Data Wise
Pluses/Deltas
+
-
Questions ???