Introduction and Overview

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Nassau BOCES
Why Data Wise?

- Best practices
- Common vocabulary
- Proven approach
- Observed a need
Our Data Wise Week!
Objectives

• Understand the Data Wise Improvement Process as a way of organizing and bringing coherence to the core of the work of schools.

• Cultivate the habits of mind that can improve the effectiveness of teams and help foster a supportive culture of continuous improvement.

• Experience protocols and meeting structure that you can bring home to engage your faculty in collaborative inquiry.

• Create a plan for integrating the Data Wise Improvement Process into your daily work.
Making Improvement Coherent

• Educators are asked to do a lot that is called “improvement,” but those efforts are rarely aligned or connected to each other.

• As a result…
  - Too many meetings about different programs
  - Too many action plans left unfinished
  - Teachers and administrators are in “initiative overload”

“My profession has probably been transformed again just since we started this session.”
• What if we had an approach that looked at all the data collected by the teacher and discussed what teachers really knew was happening in their classrooms?

• What if teachers had the opportunity to collaborate and really look at their practices?

• What if all this had a true impact on the child in the classroom?
Making Improvement Coherent

- Data Wise is not a program to implement...

- It is a way to bring coherence to the work of improvement that you already do!
Data Wise Meeting Protocols

• Meeting Wise protocols facilitate purposeful meetings that maximize productivity and positive outcomes.
MEETING AGENDA
Date: Insert date here
Time: Insert meeting time here
Location: Insert meeting location here

Topic:
Insert Meeting Topic Here

Meeting Objectives:
- Insert meeting objectives, one per bullet point

To prepare for this meeting, please:
- Insert preparation instructions, one task per bullet point

Materials we will use at the meeting:
- Insert names of documents & other resources to be used in meeting, one per bullet point

Schedule [insert total number of minutes]

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>X:XX-X:XX</td>
<td>X</td>
<td>Welcome: Review meeting objectives and agenda</td>
</tr>
<tr>
<td>X:XX-X:XX</td>
<td>X</td>
<td>Recap: Review activities and feedback from last meeting (if applicable)</td>
</tr>
<tr>
<td>X:XX-X:XX</td>
<td>X</td>
<td>Topic name (protocol name, if applicable)</td>
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<tr>
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<td>X</td>
<td>Topic name (protocol name, if applicable)</td>
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<tr>
<td>X:XX-X:XX</td>
<td>X</td>
<td>Next Steps: Agree on what participants will do after this meeting</td>
</tr>
<tr>
<td>X:XX-X:XX</td>
<td>X</td>
<td>Plus/Delta Protocol: Assess what worked and what didn't in this meeting</td>
</tr>
</tbody>
</table>
Data Wise Meeting Protocols

• Specific agenda goals
• Meeting timeline
• Roles
  – Facilitator
  – Note taker
  – Timekeeper
• Participant feedback (pluses and deltas)
Data Wise Meeting Protocols
Helpful Hints

• Rotate Facilitator Role
• Encourage persons with positional authority to be note takers
• Give the group time to get used to the time keeping process
• Have post meeting review of role use and agenda efficiency - did we keep to our time limits? What could be removed from the agenda?
The Ladder of Inference
(adapted from Senge, et. al.)

Data Wise

I take: actions
I draw: conclusions
I add: interpretation
I select: some data

All data: anything I can take in through my five senses

Each trip up the ladder...
...affects what data I select next

Adapted from The Fifth Discipline:
The Art and Practice of the Learning Organization by Peter Senge
Staying Grounded
Starting Low on the Ladder

- How often do educators start with conclusions and move straight into action (or inaction)?
- What strategies can we use to make sure that we start on the lowest rung of the ladder?
Starting Low on the Ladder

• Help others to stay low on the ladder by saying:
  – What have you seen in the data that leads you to that statement?
  – How does the evidence support that conclusion?
  – “Would you like a hand coming down from that top rung?” (p. 87)

I notice...I wonder protocol

• A structure for analyzing data both descriptively and inferentially
• “I notice” statements are grounded in evidence from the data
• “I wonder” statements are not an interpretation of the data but questions generated by the data
“I notice” example & non-example

• Example:
  – I notice that on the short response question 32, which is aligned to ELA standard RI.6.2, that 60% of Teacher A’s students scored a 2 and 31% of Teacher B’s students scored a 2.

• Non-Example:
  – I notice that Teacher A did better than Teacher B on question 32.
“I wonder” example & non-example

• Example:
  – I wonder why Teacher B’s students struggled with short response question 32?

• Non-Example:
  – I wonder why Teacher B is not effective in teaching students to identify a central idea and details in a text?
My Data Wise Experience

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What is “Data Wise”? 

- A set of theories, procedures and protocols designed to improve instruction and learning—Fred Cohen
- The Data Wise Project offers a step-by-step process and habits of mind that teams of educators can use to work collaboratively on school improvement—Data Wise website
The ACE Habits of Mind

A shared commitment to **Action**
Assessment and Adjustment

**Intentional Collaboration**

**Relentless focus on Evidence**
Data Wise uses a clever exercise to point out where individuals stand on the Evidence/Action continuum (similar to the Myers-Briggs Personality Inventory).

<table>
<thead>
<tr>
<th>North</th>
<th>East</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td>Speculating — likes to look at the big picture and the possibilities before acting.</td>
</tr>
<tr>
<td>“Let’s do it;”</td>
<td>Likes to act, try things, plunge in.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>West</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paying attention to detail — likes to know the who, what, when, where and why before acting.</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>
</tr>
</tbody>
</table>
We all have aspects of each compass point work style.

• A “relentless focus on evidence” takes advantage of a “West” work style—paying attention to detail—knowing the who, what, when and where before acting or, in fact, even before inferring or concluding (which comes well before acting).
This work style, for some of us, is more than a work style—it’s a way of life.

- “I’m sure it’s still raining because people walking outside have their umbrellas open.”

*Do we leave the restaurant now or not?*

- Evidence or a conclusion/inference leading to possible future action?
This work style, for some of us, is more than a work style—it’s a way of life.

• A college professor, supporting the view that removing cursive writing from the curriculum was a mistake, asserts: “Most student essays submitted using cursive writing are superior to those using block printing.”

• Evidence or a conclusion/inference leading to possible future action?

• Before deciding, remember that correlation is different from causation? What action is implied? Is it warranted?
This work style, for some of us, is more than a work style—it’s a way of life.

- {Paraphrased from 2nd grade teacher Randy Young’s op-ed article in Newsday: “Why I Stopped Assigning Homework,” August 31, 2016}

- Everything about the way we teach children has evolved in the past few decades, from phonics to rigorous math standards to children’s literature. Academic vocabulary has changed, and children are being taught differently than in the past.

- Yet, homework has remained traditional. Why? If there is no benefit, then the emperor isn’t wearing any clothes.

- Evidence or a conclusion/inference leading to possible future action? What action is implied?
Data Wise

So - How does this translate into using the IDW to inform classroom instruction?