



The Power of Data in the Age of COVID

October 29, 2020

Learning Now Webinar Series

Check In

**What makes you feel like
your job is important?**

*Put your response in the chat
along with your name, district,
and role.*

Your Hosts for Today's Conversation



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Essential Questions

Your Takeaways for Today

What decisions do we make about data and why do those decisions matter?

How does our thinking about data need to change?

How can I put the ideas from today into practice?

Elements of Building Knowledge



Understand why this idea matters through first-hand experiences



Explore resources and deepen knowledge related to idea



Try using the idea in small, safe ways to prepare for application



Develop a hypothesis to test and determine the supports you need

SPARK

Why decisions about data matter



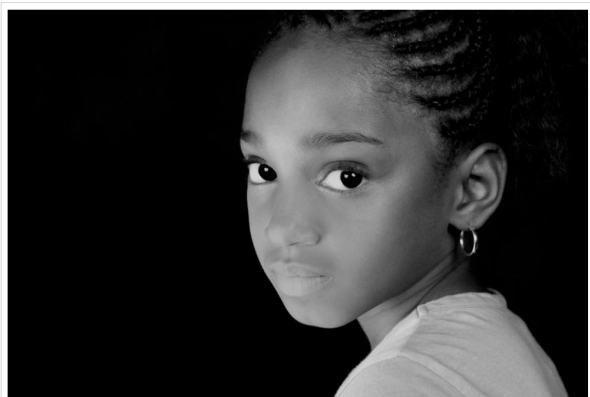
We make decisions about data every day in education.



Why the Academic Achievement Gap is a Racist Idea

By Ibram X. Kendi | October 20, 2016 | 27

"Standardized tests have become the most effective racist weapon ever devised to objectively degrade Black minds and legally exclude their bodies"



Many of these decisions have been outdated for some time.



But now more than ever, they've become "old" ways of thinking about data.

Reflect: What's an example of data you typically prioritize that may not be as relevant now?

EXPAND

How does our thinking about data need to change?

User-Centered

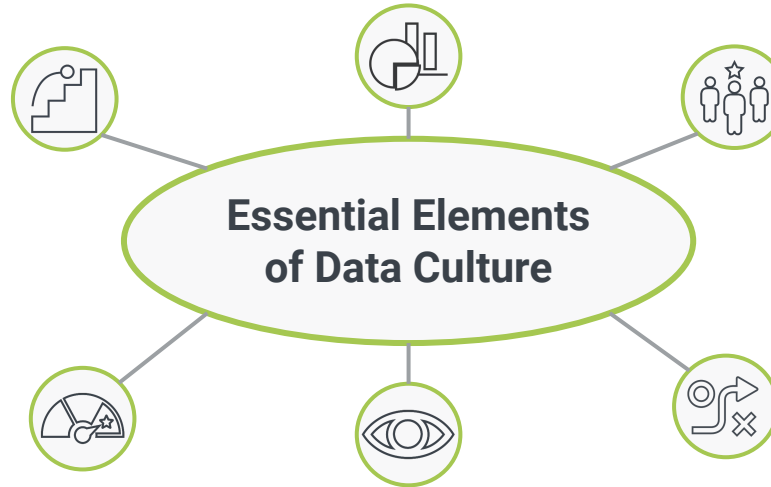
End-users (principals, teachers, and ultimately students) can easily access, understand, and use data in their everyday practice. Decisions about data are driven by the needs and priorities of the end-user rather than compliance and accountability.

Promotes Equity & Inclusion

Internally, there's an intentional effort to collect information representative of all stakeholders and to shine a light on areas of inequity or injustice, and Individual and collective biases are named and neutralized. Externally, the power provided by information is eagerly distributed, especially with commonly disenfranchised populations by promoting transparency, dialogue, and shared decision-making.

Sustainable

Individual capacity for and expertise in using data is developed and nurtured. Data is consistently embedded in dialogue and team habits at all levels (district, school, and classroom) and designed to weather persistent turnover in leadership.



Responsive

Systems, policies, and practice support timely, in the moment iteration and can quickly evolve in response to the ever-changing needs of the end-user.

Aligned

Data are used to both identify the most pressing barriers to student success and to monitor the impact of efforts to solve for those barriers.

Holistic

Decisions about which data to collect and the extent to which the data are used are representative of the [whole child](#) and a comprehensive view of the factors shaping their educational experience.

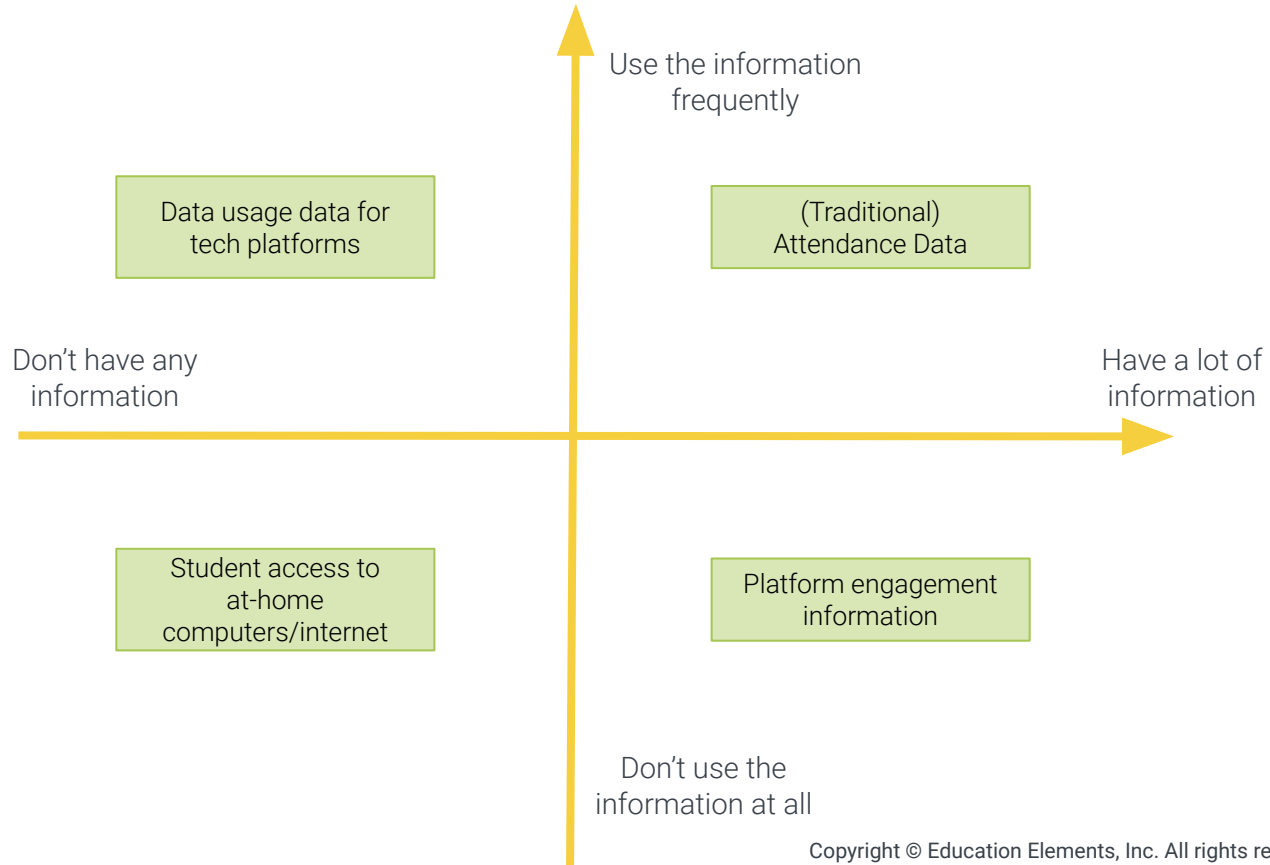
Decisions that impact the holistic value of your data culture include:

The extent to which you choose to use (and therefore share) the data

The kind of data you choose to collect and the extent to which you collect it (often impacted by level of investment)

*****Note: Sometimes you have the good fortune of access to data you never decided to collect, but you still have to choose to access it.***

Mapping Your Data Decisions



Reflect: What's an example of information you need now but don't have much of?

PRACTICE

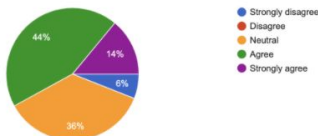
How can I put these ideas into practice?

Example 1: Student Voice in Lawson Academy

Perspectives

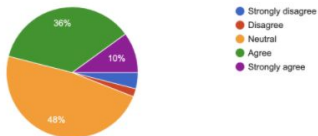
My teachers offer ways to demonstrate my knowledge that makes me feel successful and utilizes my strengths as a learner.

50 responses



My teachers offer me opportunities to select how I demonstrate my knowledge of material

50 responses



Lawson Distance Learning Expectation

Access One-Pager [HERE](#)

Used to define best practices around time, actions and clear look-fors during both **Synchronous** and **Asynchronous** time

This is a baseline, not the ceiling

Lawson Academy Distance Learning Instructional Expectations			
SYNCHRONOUS		ASYNCHRONOUS	
MODEL / DIRECT INSTRUCTION	PRACTICE	COLLABORATION	OWNERSHIP + PRACTICE
<ul style="list-style-type: none"> MUST DO - Max 15 mins Add 5 minutes (For We Do Activities) 	15-20 minutes Breakdown <ul style="list-style-type: none"> 5 mins (Checkpoint) 5 mins (Self-check) 10 mins (Independent) 	20 mins <ul style="list-style-type: none"> Peer Collaboration Project Based Learning Collaborate Board 	Max- 35 mins <ul style="list-style-type: none"> Feedback - students give feedback to teachers - 10 mins Flexible Practice - 10 mins Extend and Explore - 15 min

SYNCHRONOUS		
Part of the Lesson	Teacher Habit (Consistent Actions)	Classroom Look Fors
Before Lesson 	<ul style="list-style-type: none"> Checking to see if links/resources work Having a contingency plan Writing and asking higher order thinking questions Researching materials Reviewing exemplar models Identify TEKS and alignment of materials Include accommodations + plan for differentiation in LP 	<ul style="list-style-type: none"> Operational Know the TEKS & lesson objective as it is explained in lesson plan Prepare incentives for Student Participation (Treasure Box/homework Passes/Reward Board) Daily TEKS (Adjectives) are displayed on the board Plan for top 3-4 misconceptions and materials to address common misconception
During Lesson 	<ul style="list-style-type: none"> Asking open-ended questions Collaborations (Peer to peer) Varied student engagement Modeling problem-solving skills throughout the lesson Teaching through conversations Explore activities Differentiated instruction Offer immediate feedback Interactive activities + engagement Station rotations in breakout rooms 	<ul style="list-style-type: none"> Daily TEKS are on the board Discuss Relevance of the Lesson Constant Check-ins (Group and Individually) <ul style="list-style-type: none"> Variety of ways for Normative Check-ins Guided Practices/Self Checks/Open Ended Questions Offer specific praise to participating students Gather data from collaborations and feedback Ask students higher-order thinking questions Students are able to choose what best fits their learning
After Lesson 	<ul style="list-style-type: none"> Student success criteria met (Check for individual/student success) Daily + Weekly Exit Tickets (Measurable) Independent Practices Student Feedback Weekly HW assignments Teacher feedback on Class Dojo 	<ul style="list-style-type: none"> Rediscuss Relevance of the Lesson Daily Exit Tickets Teacher are giving the group positive praise and specific feedback on what they did well in class Reassess lesson pace based on data collected Collecting student feedback on the effectiveness of the lesson

Example 2: Virtual Learning Walks

Shared Synchronous Instruction - Look-fors
Classrooms should provide the same learning opportunities for all students, regardless of whether they are learning face-to-face or remotely, though those opportunities may look and sound different.

Look-Fors	Observed		Notes
	Face-to-Face	Remote	
Targeted Instruction			
Students receive individualized feedback on assessments, interactions, or work products	<input type="checkbox"/>	<input type="checkbox"/>	
Teachers collect various types of data to create and maintain learner profiles such as student trackers, data notebooks, etc.	<input type="checkbox"/>	<input type="checkbox"/>	
Student assignments are based on quantitative or qualitative data such as digital content, conferencing, exit tickets, assessments, etc.	<input type="checkbox"/>	<input type="checkbox"/>	
Student Ownership			
Students use digital or paper tools for reflection	<input type="checkbox"/>	<input type="checkbox"/>	
Students monitor and track their learning to identify their strengths, areas of growth, and they're next steps and goals.	<input type="checkbox"/>	<input type="checkbox"/>	
There is evidence that the students receive growth-oriented feedback to support student goal setting.	<input type="checkbox"/>	<input type="checkbox"/>	
Voice & Choice			
Student voice is demonstrated by having authentic and autonomous choice with content, process, and/or work product.	<input type="checkbox"/>	<input type="checkbox"/>	
Tasks are designed to elicit a variety of thinking, a variety of responses, and/or a variety of products.	<input type="checkbox"/>	<input type="checkbox"/>	
Students have opportunities for learning experiences that include personal interests, passions, and opinions in their learning.	<input type="checkbox"/>	<input type="checkbox"/>	
Collaboration			
Students have an opportunity to interact, collaborate, ask questions and receive feedback from teachers and students	<input type="checkbox"/>	<input type="checkbox"/>	
Students receive assignments where they have the opportunity to work together to create an end product.	<input type="checkbox"/>	<input type="checkbox"/>	
Learning Experience			
There are clear and consistent routines that ensure all students can access material and demonstrate mastery.	<input type="checkbox"/>	<input type="checkbox"/>	
Learning experiences include inquiry, curiosity, creativity, and exploration to elicit higher-order thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	
Learning experiences are personalized for students, include scaffolding, and incorporate checks for understanding.	<input type="checkbox"/>	<input type="checkbox"/>	

[Fair Oaks] Learning Walks Tool

Face to Face

Targeted Instruction (F2F)
 Check any look-for you observe or see evidence of

- Students to receive individualized feedback on assessments, interactions, or work products
- Teachers collect various types of data to create and maintain learner profiles such as student trackers, data notebooks, etc.
- Student assignments are based on quantitative or qualitative data such as digital content, conferencing, exit tickets, assessments, etc.

Student Ownership (F2F)
 Check any look-for you observe or see evidence of

- Students use digital or paper tools for reflection
- Students monitor and track their learning to identify their strengths, areas of growth, and they're next steps and goals.
- There is evidence that the students receive growth-oriented feedback to support student goal setting.

Voice and Choice (F2F)
 Check any look-for you observe or see evidence of

- Student voice is demonstrated by having authentic and autonomous choice with content, process, and/or work product.

Example 3: Chesterfield County

Chesterfield schools weigh three scenarios for reopening this fall

JUNE 16, 2020

BY RICH GRISET STAFF WRITER



Both public and private schools will be at capacity limits as state officials work to re

In a press conference last Tuesday, Gov. explained that schools will be allowed to public spaces as included in Northam's F

Parent Return to School Survey

We appreciate your input so that we can plan for the smoothest and safest transition back to school

Do you plan to send your child back to a district school next year (through in-building or distance (online) learning)?

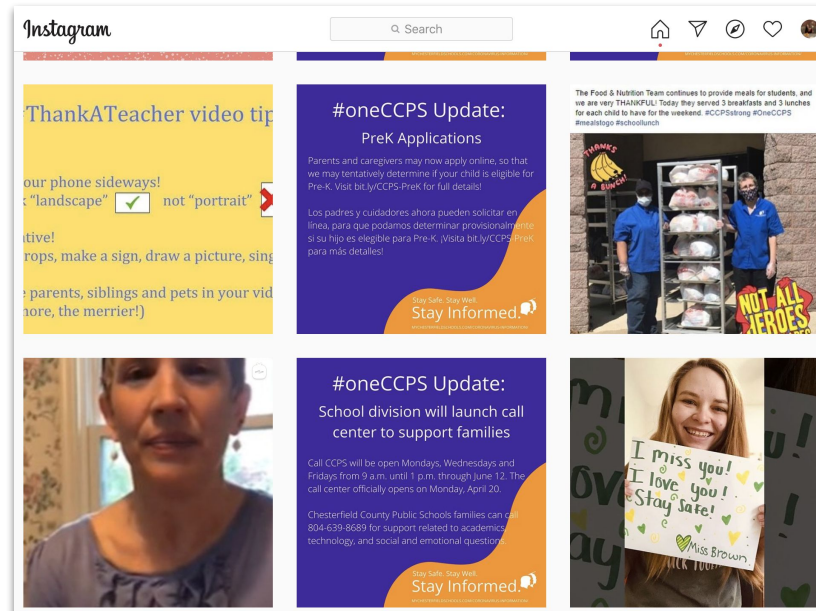
- Yes
- No
- Maybe

Which option will you most likely choose for your child?

- Face-to-face, in building learning
- Full time distance (online) learning option
- I am not sure at this time

In a distance (online) learning setting, which of the following would you prefer?

- Asynchronous - my child and I are provided learning resources and activities that we can do at own pace, with in fixed time frame



Inequitable voice through the completion of parent surveys



Other modes of engagement

**Reflect: What's resonating the most
with you so far?**

PLAN

What's the best next step?

What's the best next step?

Foster an **innovation-oriented** mindset



- *See problems as opportunities*
- *Question EVERYTHING - alien mindset*
- *Set up creative environment*
- *Write down your ideas, no matter how silly*
- *Don't be afraid to fail*

Keep us in the loop!

Need a thought partner? You've already found one in Ed Elements!

Reach out to share ideas and innovations happening in your district.



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