

**LEADright for District-Level and School-Based Leaders**

# **What's Your Data Story?**

**Finding the Story Behind the Numbers**

# **LEAD** *right*

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We **COACH** and **TRAIN** leaders for excellence

**DISRUPT!**  
**THINK EPIC. BE EPIC.**

# **LEAD** *right*

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**We support leaders in...**

- **BEING** *different* in their thinking (mindset);
- **DOING** *differently* in their day-to-day work (practices); and
- **HAVING** *different* breakthrough results for themselves and their organizations (outcomes).

# Your Data Usage **Plan**



# Your Data Usage **Reality**



# DATA USAGE



# DATA USAGE



# YOUR DATA

## **From School-Based Leaders:**

- Data you personally like and find professionally useful and effective (e.g., grades, grade distributions, GPAs, EOGs, EOCs, PSATs, SATs, ACTs, etc.).
- Data you know your community members value (e.g., grades, GPAs, EOGs, EOCs, PSATs, SATs, ACTs, etc.).
- Some student work (e.g., an essay, a project, a report, etc.).

## **From District-Level Leaders:**

- Data you personally like and find professionally useful and effective.
- Data you know your community members value.



**Data YOU like**

**achievement data**

**demographic data**

**perception data**

**school process data**

**Data THEY value**

# Teaching in High Performing Schools

# 8 COMMON PRACTICES

**ONE:** Excellent Teaching is Focused on Generating Mastery

**TWO:** Excellent Teaching is Focused on Acquiring Evidence that All Students Understand

**THREE:** Excellent Teaching Introduces Content Clearly, Concisely, and Logically

**FOUR:** Excellent Teaching Introduces Content in Ways that Connect with Students

**FIVE:** Excellent Teaching Integrates Lesson Vocabulary into Spoken Vocabulary

**SIX:** Excellent Teaching Helps Students Practice New Skills with High Levels of Success

**SEVEN:** Excellent Teaching Leads Students to Believe Their Academic Success is Valued

**EIGHT:** Excellent Teaching Leads Students to Love Learning and Want to Learn More

# 8 COMMON PRACTICES

## *ONE:* Excellent Teaching is Focused on Generating Mastery

### **In excellent lessons, educators:**

- Create clarity about what students are expected to learn
- Focus persistently on the objective to be mastered
- Focus on generating substantial depth of understanding (higher order thinking)
- Maximize the use of every instructional minute
- Respond to data/information concerning student mastery of content

from the National Center for Urban School Transformation

# 8 COMMON PRACTICES

## *TWO*: Excellent Teaching is Focused on Acquiring Evidence that All Students Understand

### **In excellent lessons, educators:**

- Engage all students in demonstrating their levels of understanding throughout the lesson
- Refuse to allow students to sit passively and fail
- Attend carefully to evidence of student understanding throughout the lesson
- Adapt instruction when student mastery is not evidenced
- Conclude by checking student understanding

from the National Center for Urban School Transformation

# 8 COMMON PRACTICES

## *THREE*: Excellent Teaching Introduces Content Clearly, Concisely, and Logically

### **In excellent lessons, educators:**

- Know the content they intend to teach thoroughly
- Present key concepts in an organized manner, based on a logical task analysis
- Teach strategies so students can acquire information on their own
- Keep presentations of information brief
- Wait to present a second concept until students demonstrate that they understand the first concept

from the National Center for Urban School Transformation

# 8 COMMON PRACTICES

## *FOUR:* Excellent Teaching Introduces Content in Ways that Connect with Students

### **In excellent lessons, educators:**

- Present key concepts in ways that build upon students' background, culture, and interests
- Present key concepts in ways that build upon students' prior knowledge
- Recognize when students are not understanding and find other ways to explain concepts when necessary
- Scaffold down and enrich upward based on levels of student understanding

from the National Center for Urban School Transformation

# 8 COMMON PRACTICES

## *FIVE:* Excellent Teaching Integrates Lesson Vocabulary into Spoken Vocabulary

### **In excellent lessons, educators:**

- Pre-identify key lesson vocabulary that influences understanding of the lesson content
- Educators provide multiple opportunities for all students to practice using key lesson vocabulary in their own spoken language

from the National Center for Urban School Transformation

# 8 COMMON PRACTICES

## *SIX*: Excellent Teaching Helps Students Practice New Skills with High Levels of Success

### **In excellent lessons, educators:**

- Allow students to practice independently only when they have substantial evidence that independent practice will be meaningful and successful
- Monitor independent practice (and/or give students ways to monitor their own practice) and intervene when necessary

from the National Center for Urban School Transformation

# 8 COMMON PRACTICES

## *SEVEN*: Excellent Teaching Leads Students to Believe Their Academic Success is Valued

### **In excellent lessons, educators:**

- Maintain a clean, attractive classroom
- Express a genuine interest in each student's ideas
- Demonstrate courtesy and respect in all interactions
- Provide specific praise in response to student effort
- Post high-quality student work frequently
- Give students the tools needed to evaluate the quality of their work (rubrics)
- Provide visual aids that can help students succeed

from the National Center for Urban School Transformation

# 8 COMMON PRACTICES

## *EIGHT:* Excellent Teaching Leads Students to Love Learning and Want to Learn More

**Lead Students to Love Learning and Want to Learn More: In excellent lessons, educators:**

- Help students understand the importance of the content to be learned
- Demonstrate enthusiasm for the content
- Provide opportunities for students to use technology and/or manipulate objects in ways that reinforce lesson objectives
- Integrate material from other disciplines in teaching lesson objectives
- Provide students leadership opportunities
- Encourage student-to-student interaction

from the National Center for Urban School Transformation

# Writing Your Data Story

# ANALYZING WORK

## *Collaborative Assessment Conference Protocol*

- **Getting Started:** Select a facilitator; educator places student work where all can see it. Participants examine the work in silence.
- **Describing the Work:** Facilitator asks, “What do you see?” Participants respond with descriptions and **WITHOUT** judgment. (*GOOD*: I see three sentences. *NOT GOOD*: I see three well-written sentences with no grammatical or spelling errors.) Educator is silent and listens.
- **Asking Questions About the Work:** Facilitator asks, “What questions does this work raise for you?” Participants asks questions about the work, the student, the assignment, the circumstances under which the work was carried out, and so on. Educator is silent and listens.
- **Speculating About What the Student is Working On:** Facilitator asks, “What do you think the student is working on?” Participants speculate about the assignment and its purpose. Educator is silent and listens.

# ANALYZING WORK

## *Collaborative Assessment Conference Protocol*

- **Hearing from the Educator:** Facilitator invites educator to share perspective on the student's work. Educator may respond to any of the questions raised, and may also comment about anything surprising or unexpected heard.
- **Discussing Implications for Teaching and Learning:** Facilitator invites participants and educator to share any thoughts they have about their own teaching, student learning, or ways to support this particular child in future instruction.
- **Reflecting on the Collaborative Assessment Conference:** Facilitator, participants, and educator reflect on the experiences of the Collaborative Assessment Conference as a whole or particular parts of it.
- **Thanks to the Presenting Teacher**

# YOUR STORY

What is your data story as an educator? Why did your results turn out the way they did? What stands out? What surprises you? How do the results compare with your intuition or personal experience? What are emerging themes? What are your next steps? How may your peers and others assist you?



The universe doesn't give  
you what you ask for with  
your thoughts; it gives you  
what you demand with  
your actions.

Dr. Steve Maraboli

TCPI and Black Teacher Project  
in association with LEADright  
present

July 10 - 15, 2017

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Wed Ocho Rios, Jamaica

Thu Grand Cayman, Cayman Islands

Fri *Workshops*

Sat Fort Lauderdale (Port Everglades), Florida



**TCPI** TEACHER OF COLOR  
PREPARATORY INSTITUTE

**LEADright**

# YOUR FEEDBACK

<https://www.surveymonkey.com/r/HPSmb1May17>

# GOT QUESTIONS?

**Dr. Tony Lamair Burks II**  
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