

LEADright for School and District Leaders

Roanoke River Valley Education Consortium - July 2018

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TO DO LISTS	
Your Personal List: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Your Professional List: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

NORMS

Which one will you focus on today? _____

INTRODUCTIONS BY NUMBERS

Your Personal Number: _____

Your Professional Number: _____

WHAT ARE WE CREATING

- A. Learning is based on the student's ability.
 - B. Learning takes place only if the student takes advantage of the opportunities to learn within the school.
 - C. All students can learn something, and we will create a warm, pleasant environment for them to learn.
 - D. All students can learn and we will do whatever it takes to help students learn and achieve the agreed upon curriculum/standards.
1. Which school did you attend for high school? A B C or D
 2. Which school do you want your children (or children you love and care about) to attend? A B C or D

WHY?

What's **your** "WHY" for understanding and using school data?

What's **our** "WHY" for understanding and using school data? Equality. Equity. Liberation.

DATA AS AN ASSET

1. **Improving Operations:** assess operational efficiency and measure impact.
2. **Spreading Your Message:** communicate the impact of your work.
3. **Bringing People Together:** gather people and strengthen partnerships.

FOUR TYPES OF DATA

- **achievement and performance:** formative, summative, benchmark, interim, diagnostic
- **demographic:** Students, Teachers, Community
- **perception:** Students, parents, teachers, administrators, community
- **school program and process:** IB, magnet, choice options, Title programs, Student Handbook

BRAINSTORMING DATA

Data YOU <u>like</u>	Data Sources	Data THEY <u>value</u>
	student work and grades	
	grade distributions and GPAs	
	EOGs and EOCs	
	PSATs, SATs, ACTs	
	college going rate	
	graduation rate, drop-out rate	
	kindergarten readiness	
	budget and finance	
	attendance	
	perception and feedback	
	surveys and focus groups	

6 REASONS WHY SCORES RESULT THE WAY THEY DO

- Demographics: _____
- Testing Environment: _____
- Attitudes Towards Testing: _____
- Test-Taking Skills: _____
- Curriculum/Test Alignment: _____
- Program Quality _____

AND HOW ARE THE CHILDREN?

ORID FOCUSED DISCUSSION

1. **O** (for Objective) — Recall what was read, seen, or heard _____ interpretations and opinions
2. **R** (for Reflective) — Share positive and negative feelings and _____
3. **I** (for Interpretive) — Consider the value, meaning, and _____ of what was read, seen, or heard
4. **D** (for Decisional) — Determine _____ to make about what was read, seen, or heard; including shaping individual proposals into consensus

ORID FOCUSED DISCUSSION

Read the article and write responses to these questions. These will serve as springboards for the focused-conversation.

- **Objective (What):** What word or phrase grabs your attention?

- **Reflective (Gut):** What feelings do you have after reading this?

- **Interpretive (So What?):** What does this essay mean for you as an educator?

- **Decisional (Now What?):** What actions will you take as a member of this team?

FINDING YOUR CHILD REFLECTION

YOUR TURN: WHAT'S YOUR DATA STORY?

What is your school's or district's data story?

Why did the results turn out the way they did?

What stands out to you?

What surprises you?

How do the results compare with your gut feeling or personal experience?

What patterns do you see?

What are your next steps?

How may others help you?

CAROUSEL CHALK TALK

What are common teaching practices in high-performing schools?

8 COMMON PRACTICES OF HIGH PERFORMING SCHOOLS

	Key Insights	survival	stability	success	significance
ONE: Generate Mastery					
TWO: Acquire Evidence					
THREE: Introduce Clearly					
FOUR: Connect Students					
FIVE: Integrate Vocabulary					
SIX: Practice Skills					
SEVEN: Value Success					
EIGHT: Love Learning					

If these are the common teaching practices, why are schools that implement them more likely to get excellent learning results than schools with similar demographics?

ELEVATOR SPEECH

So, What’s your **data story “elevator” speech** that’s short and to the point?

BRINGING IT HOME: THREE STUDENTS

Think of three students you care about. *What support does each student need to be successful?*

WOW!

WONDER?

WORRY...

BRINGING IT HOME: VISUAL REPRESENTATION YOUR DATA STORY

Reflect on all of your data sources you’ve reviewed today. Think of ways to visually represent your school’s data story **WITHOUT** naming your school and with as few words as possible. Use the space below to sketch some preliminary ideas.