

# LEADright for School and District Leaders

Roanoke River Valley Education Consortium - July 2018

Tony Lamair Burks II, Ed.D. | [www.leadrighttoday.com/rrvec](http://www.leadrighttoday.com/rrvec)

TO DO LISTS	
Your <b>Personal</b> List: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Your <b>Professional</b> 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
<b>ONE:</b> Generate Mastery					
<b>TWO:</b> Acquire Evidence					
<b>THREE:</b> Introduce Clearly					
<b>FOUR:</b> Connect Students					
<b>FIVE:</b> Integrate Vocabulary					
<b>SIX:</b> Practice Skills					
<b>SEVEN:</b> Value Success					
<b>EIGHT:</b> 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.