Digging into the Data

Data Protocols in a PLC

Charlie Coleman
Cowichan Secondary
SD 79, British Columbia, CANADA
ccoleman@sd79.bc.ca

Evidence of Learning
Rather than getting distracted by “data”, always consider this information as “evidence of learning”.

DATA...
- Did
- All of
- The kids
- Achieve?
DATA…

- Did
- All of
- The kids
- Achieve?
- If not, then what?

Using Data for School Improvement Planning

Focus on evidence of student learning, not on the actions and activities of the adults.

Ask: “Are the students learning? How do we know?”

Then ask: “If they aren’t learning what else can we do to support & intervene?”
PLC 3 Big Ideas
Focus on…
1. Learning
2. Collaboration
3. Results

Four Essential Questions:
1. What is it we want our students to learn? (Essential Learning Outcomes)
2. How will we know each student has learned it? (Common Assessments)
3. How will we respond when some students don’t know it? (Interventions)
4. How do we extend and enrich the learning for those students who have learned it? (Challenge & Enrichment)

The PLC Perspective
- In a PLC, we learn from each other
- In a PLC, we engage in professional inquiry into BEST practice
- In a PLC, we constantly improve our instruction and assessment strategies with a focus on STUDENT RESULTS
DATA... EVIDENCE OF LEARNING...

- How often do you use the data to make adjustments on-the-fly?
- How often do you share & compare your data with colleagues?
- What do you do with the data, information & evidence?

Common Assessments

“Common assessment means student learning will be assessed using the same instrument or process and according to the same criteria”

DuFour, DuFour, Eaker & Many, 2010

Common Assessments

Increase our use of common student-friendly assessments, including more formative feedback and performance standards rubrics, to be better able to assess student progress and to target interventions more effectively.

... Assessment FOR Learning, Assessment OF Learning...
Common Assessments

One of the most powerful, high leverage strategies for improving student learning available to schools is the creation of frequent, common, high-quality assessments by teachers working collaboratively to help students develop agreed-upon skills.

Mike Schmoker

Types of Assessments

Tools for collecting data:
- Pre-tests
- Ticket out the door
- Multiple-choice
- Other test-type question
- Performance-based
- Criteria-Rubric
- Formative & Summative

Rules for collecting data

Data for teachers to use must be:
- Easily accessible
- Purposefully arranged
- Publicly discussed

Many, 2009
Creating & Leading Cultures of Inquiry
Laura Lipton & Bruce Wellman

Shifting Values, Shifting Cultures
Lipton & Wellman

Shifting From... | Shifting to...
---|---
Professional autonomy | Collaborative practice
Knowledge delivery | Knowledge construction
Externally mandated | Internally motivated
Quick fix | Continuous growth

7 actions of high-performing teams
Lipton & Wellman

1. Maintain a clear focus
2. Embrace a spirit of inquiry
3. Put data at the center
4. Have commitment to learners & learning
5. Cultivate relational trust
6. Seek equity
7. Assume collective responsibility
TEAM TIME

- How to ensure **COLLABORATION**, not just **CO-BLAB-ORATION**?
- How to stay focused on **LEARNING** and **RESULTS**, not just **ADMINISTRIVIA**?

Creating a Results Orientation

Teachers are hungry for information on student learning. All throughout the year, each member of a collaborative team receives information that illustrates the success of his or her students in achieving an agreed-upon essential standard on team-developed common assessments he or she helped create, in comparison to all the students attempting to achieve that same standard.

Data Protocols

- Predict
- Observe
- Infer
- And then... “Do Differently”
Data Protocols

**Predict**
- Before looking at the data, what do we expect it will tell us?
- On your own first, make predictions
- Share predictions with team
- Be open to different possibilities and different ideas/viewpoints

**Observe**
- On your own first, look at the data
- Make observations (no judgments)
- Share observations
- Gain better understanding of the data from multiple points of view

**Infer**
- On your own first, make personal inferences based on observations
- Discuss areas of strength and areas of concern (*don’t take it personally!*)
- Highlight areas to target
- Use this information to develop SMART goals
### Data Protocols

**“Do Differently”**

Take action based on what the evidence tells you!

---

### Creating a Results Orientation

Teachers use the results to identify the strengths and weaknesses in their individual practice, to learn from one another, to identify areas of curriculum proving problematic for students, to improve their collective Capacity to help all students learn, and to identify students in need of intervention or enrichment. They also analyze results from district, state or provincial, and national assessments and use them to validate their team assessments.

---

<table>
<thead>
<tr>
<th>Essential Writing Skills: Context Assessments Results (Target Score 3+)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Score</td>
<td>3</td>
</tr>
<tr>
<td>Score</td>
<td>0, 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Student</td>
<td>1</td>
</tr>
<tr>
<td>Grade 1</td>
<td>2</td>
</tr>
<tr>
<td>Grade 2</td>
<td>3</td>
</tr>
<tr>
<td>Grade 3</td>
<td>4</td>
</tr>
<tr>
<td>Grade 4</td>
<td>5</td>
</tr>
<tr>
<td>Grade 5</td>
<td>6</td>
</tr>
<tr>
<td>Grade 6</td>
<td>7</td>
</tr>
<tr>
<td>Grade 7</td>
<td>8</td>
</tr>
</tbody>
</table>

---
Teams use that information to:
• Respond to students who are experiencing difficulty
• Enrich and extend the learning of proficient students
• Inform and improve teacher practice
• Identify team professional development needs
• Measure progress toward team goals

PLC REMINDERS

We need to *jealously protect* the gift of PLC time
There are *a lot of other important* and urgent things that happen in school
Those would have to be addressed even if we lost our PLC time
PLC should be a *focus on GOALS*... through learning, collaboration & results

Keep Hope Alive

“PLCs set out to restore and increase the passion of teachers...by creating the conditions to do that work successfully. The focus is on making a positive difference in the lives of kids...”

DuFour et al
Thank you!

Charlie Coleman
ccoleman@sd79.bc.ca