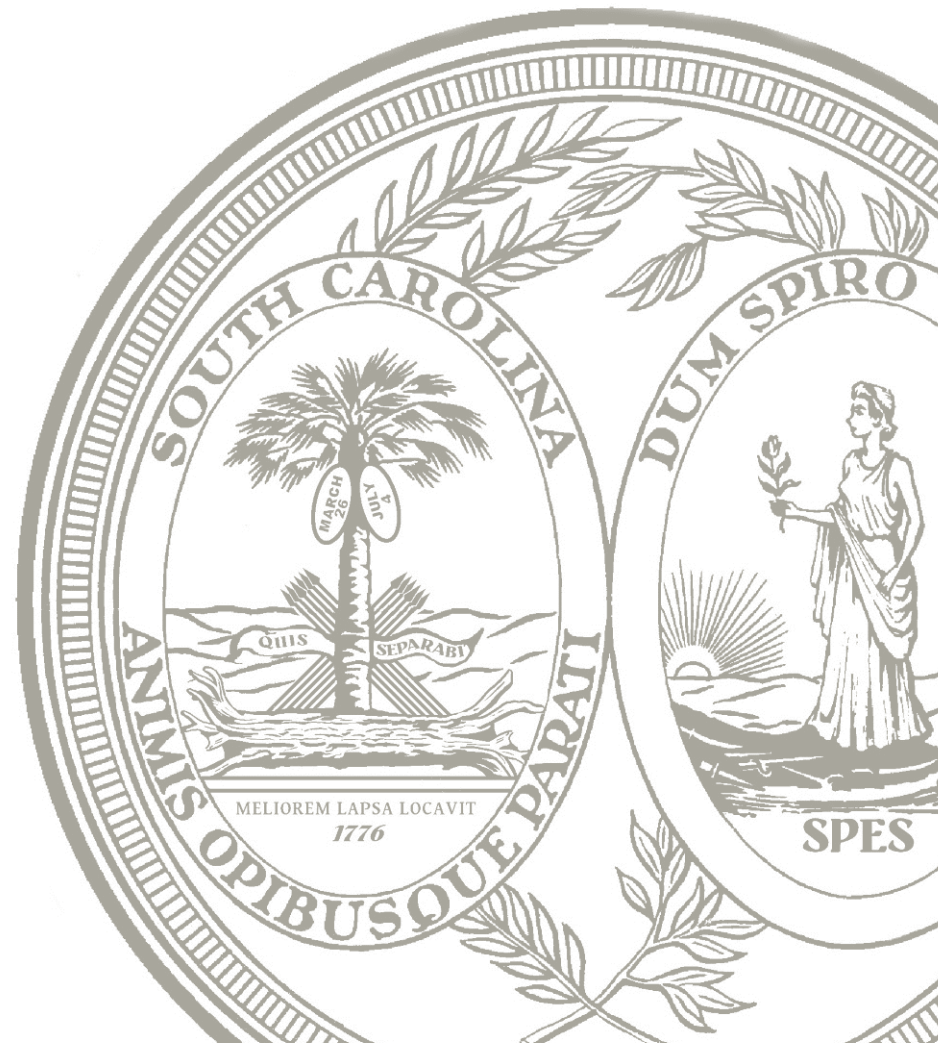


Coach Teachers at Mid-Year

Part of Data Literacy for
Instructional Leaders Series

**SCDE Office of Educator
Effectiveness and Leadership
Development**





Presenter

Jennifer L. Morrison

Chief Strategy Officer

SC Department of Education

Author of North Carolina's
Seize the Data professional
learning series (2013) and
“Why Teachers Must be Data
Experts,” (2008/2009),
Educational Leadership,
66(4)



Session Outcomes

- Reflect on how mid-year conferences might look different in a data-literate school.
- Plan how to coach effectively during a mid-year conference when faced with a variety of scenarios.
- Plan how you can reflect across mid-year conferences and plan as you move forward to the end of the year.

PADEPP Standards

Standard 7: Interpersonal Skills

- Collaborates with teachers and staff to monitor and improve performance on multiple measures of student progress.

Standard 8: Staff Development

- Encourages staff to set goals for professional growth.
- Shares effective teaching strategies, uses coaching skills, and manages staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth.

(SCDE, 2017-18)

Mid-Year Conferences

- The mid-year conference can be the most powerful conference in the year because all pieces are in motion.
 - Goal(s) set
 - Students known
 - Progress data gathered (formative, informal or formal)
 - Data-literate culture in place



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Purposes of the Mid-Year Conference

- Provide support, not monitoring.
- Continue modeling/developing data literacy (coach for and with data).
 - Data-literate dialogue
- Check progress.
 - Identify strengths
 - Identify/address areas of concern
- As much as possible, provide effective feedback.

(Wiggins, 2012)

Effective Feedback

- Feedback is information about how we are doing in our efforts to reach a goal (not advice, praise, evaluation, or direction).
- You share observations, “You have a lot of questions you need answered about what your students are thinking” or “When you X, then this happens.”
- Feedback is goal-referenced, tangible, actionable, and user-friendly.

(Wiggins, 2012)

Data Literacy Tools

- Data Landscape Activity
- Data Literate Dialogue Survey
- Data Analysis and Planning Protocol
- Data Literate Culture Rating Instrument
- Assessment Review

All tools can be found at

<https://ed.sc.gov/educators/educator-effectiveness/professional-learning/data-literacy/>

In a data-literate coaching environment, how might mid-year conferencing look different?





Data literacy is the ability to gather, interpret, and use multiple data sources effectively to improve student learning.

Characteristics of a Data-Literate Dialogue

- Both parties are bringing work/data to the conversation
- Two-way; Equal
- Not one-shot
- Multiple sources of data
- Valid inferences and reasoned understanding of the data
- Focus on instruction
- Focus on questions and inquiry

Conference Steps

Beginning of Year

1. Prepare.
2. Begin dialogue.
3. Craft goals.
4. Plan monitoring.

Mid-Year

1. Prepare.
2. Begin dialogue.
3. Assess progress, strengths, and areas of concern.
4. Reflect/Plan.

Common Elements

- Questions
- Coaching rules
- Data literate dialogue
- Scaffolding
- Useful for everyone



Who should get what?

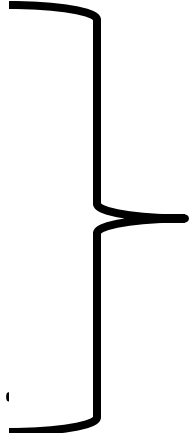
Teacher

- Time for reflection
- Practice
with/reinforcement of
data literacy
- Clarity about what's
working and what's not
- Plan for course correction
or new goals/plan if
needed

You

- Time for reflection
- Practice
with/reinforcement of
data literacy
- Clarity about what's
working and what's not
- Plan for course correction
or new goals/plan if
needed

Mid-Year Conference Steps

1. Prepare.
 2. Begin dialogue.
 3. Assess progress, strengths, and areas of concern.
 4. Reflect/Plan.
- 
- Questions

Example Questions: **Data**

- How do these data fit with your overall goal?
- How do you know they are aligned?
- How do you know the assessment is reliable/on target with what you intend to assess?

Example Questions: **Progress**

- What progress have your students made? Is this progress expected, enough?
- What does the student work tell you?
- What data support your thinking?
- What is the reason behind the progress/lack of progress? How do you know?
- What have been your challenges or setbacks?
- How are you adjusting instruction ?
- How are you utilizing data to inform your decisions?
- How are students utilizing data to inform their learning?

Example Questions: **Reflect/Plan**

- What are you learning about your practice that is helping you grow?
- How can I support you (resources, pd, additional coaching)?
- What are your next steps?
- What needs to change?
- What additional or new data might be needed?

Jen's Go To Questions

- Tell me more about...
- Have you considered...?
- What makes you think...?
- How might what you are learning apply to how you want students to think?

Scenario

You have set up a mid-year conference with Ms. Morrison and asked her to bring at least two pieces of data (class sets of data, relevant student work samples, etc.) to the meeting to you can work together to assess progress of her goals and plan for the rest of the year.

You have a plan in mind for a data-literate dialogue and already have some prepared questions. You are ready to coach.

Coaching Rules Don't Change

Make certain...

- Result is crafted by the teacher.
- All components focus on critical questions or game-changers identified by the teacher.
- All components are simple, straightforward, aligned, and make sense to the teacher.
- Targets are a stretch.
- Data will be useful to the teacher and to students.



Scenario Version #1

Ms. Morrison does not bring any data.



Scenario Version #2

Ms. Morrison brings some data, but they're not what she initially planned to use to monitor progress against her goals and she seems confused about how what she is assessing now will actually lead to her students' improved final performance in the summative assessment she is using as her goal.



Scenario Version #3

Ms. Morrison brings data and student work samples. They seem very much on target, but Ms. Morrison expresses concern about the goal she originally set. At this point, she believes the goal itself is not appropriate or is not a gamechanger.



Scenario Version #4

Ms. Morrison brings data and student work samples. They seem very much on target, and her students have already mastered the goal you and she set together at the beginning of the school year.



As an instructional leader, how can you reflect effectively across mid-year conferences and plan as you move forward to the end of the year?



Reflection /Planning Questions for Instructional Leaders

- Who are my strongest teachers? Which teachers have areas of concern? Are there trends or patterns?
- What do I think these trends or patterns have resulted from? Does anything need to change?
- Are my teachers as a whole growing in terms of data literacy? Is data literacy going to be the game changer I need it to be? Why/Why not?
- What else can happen this year that will get them where they need to go?



I can...

- Reflect on how mid-year conferences might look different in a data-literate school.
- Plan how to coach during a mid-year conference when faced with a variety of scenarios.
- Plan for how I can reflect across mid-year conferences and plan as I move forward to the end of the year.

Application

*Facilitate an Individual
Data Literate Dialogue*

Please complete the
professional learning
activity associated with
this session to help you
apply your learning.



Image:
<http://blog.atomiclearning.com/highed/sites/blogs.atomiclearning.com/files/images/bigstock-lightbulb-vector.png>

References

- South Carolina Department of Education. (2017-18). *2017-18 PADEPP forms: Principal evaluation instrument rubric*. Retrieved from <https://ed.sc.gov/scdoe/assets/File/educators/teacher-evaluations/Principal%20Evaluation%20Instrument%20Rubric%20Template.pdf>
- Wiggins, G. (2012). Seven keys to effective feedback. *Educational Leadership*, 70(1), 10-16.