Effective Data Conversations Within a PLC

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Effective Data Conversations
Within a PLC

First Things First

It’s critical to set our focus, purpose, and intentions when we begin a meeting.

A general protocol that can be adapted to fit most data-centered PLC meetings.

The right data used in the right way can help inform instructional decisions that have a huge impact on student motivation and learning.

First, a general example, then examples within the context of 6 types of assessment data.

What is Learned Here, Leaves Here

What?

Why?

How?

What?

Why?

How?
Create a Safe Space

For true data-based problem solving conversations to occur, PLCs must be a safe space

Members must be:
- Open and honest
- Open-minded
- Accountable for success and failure
- Collaborative
- Focused
- Willing to take risks
- Solution oriented

Universal Protocol

Predictions and Assumptions

BEFORE viewing the data

Team members make predictions about the data and support their predictions with assumptions.

Essential components: LISTENING and different ideas.
Concrete Observations

WHILE viewing the data

Team members state specific and concrete observations.

No interpretations, causations, or conclusions here.

Causal Factors

AFTER viewing the data, BEFORE formulating a plan

What might have caused the data to look this way?

Generate MULTIPLE causal theories

Causal Categories

Bruce Wellman and Laura Lipton Data Driven Dialogue

Teacher knowledge, skills, disposition

Student readiness (knowledge, skills, disposition)

Infrastructure (time, space, groupings, schedule)

Instructional methods, materials, resources

Curriculum design and implementation
Causal Factors

AFTER viewing the data, BEFORE formulating a plan

Eliminate causal theories outside of your control.

Getting at the Root of the Problem

AFTER generating potential causal factors within the team's control, but BEFORE “next steps”...

Evaluate the remaining causal factors by:
- Making direct connections to the current data
- Digging deeper with “Why?” “Because…”
- Determining the plausibility of the causal theory based on current research
- Determining the necessary data to affirm/negate each remaining causal factor

Action Plan

AFTER collecting additional data and focusing on one or two solutions

Create an action plan that includes:
- Clear and measurable data-based outcomes
- Progress monitoring
- Individual responsibilities and accountability
- Detailed action steps
Data

Collect Data Prior to Meeting
Data should be ready for the team to analyze at the PLC meeting.

Relatively Quick and Easy
Data must be quick and easy to collect.

Who is Responsible?
Determine who will compile and create data displays.

Data Displays
Data must be easy to read and understand. Less is more.
Universal/Benchmark Screens

**What is it and what will it tell our team?**

<table>
<thead>
<tr>
<th>Universal/Benchmark Screener</th>
<th>Quick assessment of skills that is given to all students 3x/year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>DIBELS, NWEA MAP, AIMSweb, CTB</td>
</tr>
</tbody>
</table>

**Questions the data are intended to answer:**
- Is the TIER 1 curriculum and instruction (goal: >80% of students at tier 1) effective? (and to a lesser extent, tiers 2 and 3)
- Which students need additional digging-deeper testing?

**Questions the data are NOT intended to answer:**
- How do we fix Tier 1 curriculum and instruction?
- Who needs tier 2 and tier 3 instruction?
- What tier 2 and 3 interventions do our students need?
Universal/Benchmark Screeners

<table>
<thead>
<tr>
<th>Whose Data?</th>
<th>Ideally a composite of a whole grade-level (building or district)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLC Key Members</td>
<td>Grade-level/subject area teachers, special education teachers, district or grade-band curriculum supervisor or social worker, administrator</td>
</tr>
<tr>
<td>Potential Protocol</td>
<td>Predictions and assumptions about percentages at each tier (composite) Predictions and assumptions about individual assessments Concrete observations (not causation) Discuss potential causal factors</td>
</tr>
<tr>
<td>Next Steps</td>
<td>What further data needs to be collected to answer our questions?</td>
</tr>
</tbody>
</table>

★ What does the data show (explicitly)?
★ What are some potential causal factors?
★ What additional data would need to be collected?
### Diagnostic Assessment Data

**What is it and what will it tell our team?**

<table>
<thead>
<tr>
<th>Diagnostic Assessment Data</th>
<th>More detailed evaluation of an individual student’s strengths and weaknesses (Independent or 1:1)</th>
</tr>
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<tbody>
<tr>
<td>Examples</td>
<td>DRA-2, MLPP, Iowa Tests of Basic Skills, Running Record, Basis, Baker, Woodcock Johnson Diagnostic Reading Battery, Teacher-created pre-test (may not be valid or reliable)</td>
</tr>
</tbody>
</table>

**Questions the data are intended to answer:**

- What are the individual student’s strengths and needs?
- Where is the student using the skill/knowledge but making mistakes (“using but confusing”) is the starting point for intervention and/or instruction? (1:1)

**Questions the data are NOT intended to answer:**

- Without looking at group trends, How should I alter Tier 1 instruction?
- What strategies will work best with an individual student?

**Whose Data?**

- Individual student’s

**PLC Key Members**

- Classroom teacher, coach or content-area specialist or another classroom teacher (someone to facilitate your thinking and share ideas—another set of eyes and ears)

**Potential Protocol**

- Analyze the assessment(s) for the student’s strengths and weaknesses
- Analyze errors/miscues
- Conference with the student (metacognition, process, etc.)

**Next Steps**

- Determine if additional samples are necessary, if not:
  - Set a SMART goal
  - Choose a research-based intervention
  - Progress monitor
Diagnostic Assessment Data

<table>
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<tr>
<th>Whose Data?</th>
<th>Trend data from multiple students in a class or grade-level</th>
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<td>Potential Protocol</td>
<td>● Predictions and assumptions about subskills</td>
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<tr>
<td></td>
<td>● Concrete observations (not causation)</td>
</tr>
<tr>
<td></td>
<td>● Discuss potential causal factors</td>
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<td>● What further data needs to be collected to answer our questions?</td>
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<tr>
<td></td>
<td>● Set a SMART goal</td>
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Progress Monitoring Data

What is it and what will it tell our team?

Progress Monitoring Data
- Frequent assessment of a specific (academic or behavioral) skill to determine effectiveness of instruction or intervention

Examples
- AIMSweb, Curriculum Based Measures (CBM), MAZE, Oral Reading Fluency, Letter Naming Fluency etc.

Questions the data are intended to answer:
- Is the intervention/instruction effective?
- Why isn't the current intervention working?

Questions the data are NOT intended to answer:
- Why isn't the current intervention working?

Whose Data?
- Individual student's

PLC Key Members
- Teacher, person providing intervention, coach or content area specialist, or another teacher to facilitate thinking

Potential Protocol
- Prior to meeting, plot data on graph including aimline and goal and bring work samples if appropriate
- Analyze data in relation to aim line

Next Steps
- Analyze instruction/intervention in terms of Enablers and Core Features
- Make an instructional decision to continue with current instruction/intervention, modify current instruction/intervention, begin a new instruction/intervention
- Collect additional data
- Set a SMART goal
Progress Monitoring Data

Intensifying Instruction/Intervention

**Enablers:** makes learning possible, but not powerful enough to cause change in and of themselves.

- Time
- Grouping
- Instructor

**Core Features:** Intentional practices that enhance enablers to intensify instruction and improve outcomes.

- Precision
- Engagement
- Feedback
- Practice

Common Assessment Data
Common Assessment

What is it and what will it tell our team?

**Common Assessment**
A locally created assessment that all teachers within the same grade and content area give to their students and that is scored in a common way.

**Examples**
End of unit assessment, end of quarter assessment, skills assessment

**Questions the data are intended to answer:**
- How much did a particular student learn/master?
- How much did the group/subgroup learn/master?
- What were the disconnects between instruction and learning?
- What might need to be changed in subsequent instruction?
- (Question-level analysis)

**Questions the data are NOT intended to answer**
- Will the skills/knowledge transfer?
- What “in-the-moment” alterations should be made?

Common Assessments

Everyone agrees that the data from the assessment will match the purpose of giving the assessment

**Organize the assessment**
Chunk items by skill or learning objective for easier analysis.

**Determine rigor**
Determine the DOK of each level. Which show a deeper level of understanding or mastery?

**Common Scoring**
Find group consensus on point values and critical attributes for constructed responses. Discuss accommodations.

**Exemplars**
Determine the critical attributes for a proficient response.

Common Assessment Data

**Whose Data?**
Ideally a skill or question level break-down of each class and grade; may also look at subgroups or individual student’s data

**PLC Key Members**
Classroom teachers, special education teachers, district or grade-band curriculum supervisor, administrator

**Potential Protocol**
- Predictions and assumptions about skills and learning objectives
- Concrete observations (not causation)
- Discuss potential causal factors
- What additional data needs to be collected?

**Next Steps**
- Consider enablers and core features
- Collect and analyze additional data to affirm or refute assumptions
- Set a SMART goal
### Summative Assessment Data

**What is it and what will it tell our team?**

<table>
<thead>
<tr>
<th>Summative Assessment</th>
<th>Determines final success/failure after instruction has ended (Norm or criterion referenced)</th>
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<tbody>
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<td>Examples</td>
<td>MSTEP, MI ACCESS, AP exams, NAEP, SAT, final exam, performance</td>
</tr>
<tr>
<td>Questions the data are <strong>intended</strong> to answer:</td>
<td>Overall, is the TIER 1 curriculum and instruction effective?</td>
</tr>
<tr>
<td>Questions the data are <strong>NOT</strong> intended to answer:</td>
<td>- What do individual students need?</td>
</tr>
<tr>
<td></td>
<td>- What specific skills or knowledge are students lacking?</td>
</tr>
</tbody>
</table>

### Summative Assessment

**Whose Data?**
- Ideally, a composite of a whole grade-level (building or district)

**PLC Key Members**
- Grade-level/subject area teachers, special education teachers, district or grade-band curriculum supervisor, administrator

**Potential Protocol**
- Predictions and assumptions about overall performance and subsection performance
- Concrete observations (not causation)
- Discuss potential causal factors
- What additional data needs to be collected? (Item analysis when available, blueprints, released sample items, crosswalks, local assessments tied to the same standards)

**Next Steps**
- Collect and analyze additional data to affirm or refute assumptions
- Set a SMART goal

### Formative Assessment Data
Formative Assessment Process

What is it and what will it tell our team?

- Predetermined plan for what students will learn
- Intentional and focused instruction and practice based on instructional outcomes that are clear to teacher(s) and students
- In-the-moment checks for understanding (and misunderstanding) while instruction and practice are taking place
- Instantaneous feedback that moves students forward
- Instructional decisions based on the formal and informal data that is collected during instruction and practice

Formative Assessment Data

What is it and what will it tell our team?

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.

Examples

- Classroom discussions
- Conferencing
- Observations
- Work samples

Questions the data are intended to answer:

- Is an individual student’s learning moving closer to the desired goal?
- What does this student need next?
- Is the group of students’ learning moving closer to the desired goal?
- Where should instruction go next?

Questions the data are NOT intended to answer:

- What grade should I give this student?
Formative Assessment Data

<table>
<thead>
<tr>
<th>Whose Data?</th>
<th>Individual student’s, groups’, and subgroups of students’</th>
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| Potential Protocol | • Share learning targets and exemplars  
 • Share evidence of student learning and challenges (anecdotal is ok)  
 • Problem solve to determine: additional data needs, ways to differentiate instruction, feedback, and student responses; additional resources and strategies; multiple entry points to the goal |
| Next Steps | • Collect additional data  
 • Create a SMART goal |

In Summary

Balanced Assessment System
Knowing the purpose of the assessments you use and analyze. (Balanced does not mean equal)

PLC
Safe, regular meetings focused on student learning

Increased Student Learning
Data-based decision making leads to increased student engagement and learning

Thank you!
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