Data Literacy Training

Summer 2014

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Backpack Bingo

- 2 Rounds
- Go through your “backpacks” and find an item that fulfills each of the categories.
“Backpack” Bingo!

• **Round One. Find:**
  – Evidence that someone is organized
  – Evidence that someone has traveled in a car
  – Evidence that someone is “spacey” or “forgetful”

**Stand up** and shout “BINGO!” when you find evidence of all 3. Be ready to share your evidence.
“Backpack” Bingo!

• Round Two. Find:
  – Something that would be helpful on a vacation
  – Something that would be helpful in the desert
  – Something with no apparent use at all

Stand up and shout “BINGO!” when you find evidence of all 3. Be ready to share your evidence.
Introductions

• With a partner, complete the following statement.
• Be prepared to share your statement, and introduce yourself (name, organization, role).

TESS is a _________ (Select a noun)
because ______________________. (Explain the comparison)
Data Literacy Training Outcomes

- Articulate how BloomBoard powers data literacy-driven TESS processes.
- Review the features of the observer and learner BloomBoard Home Page.
- Review the BloomBoard features necessary to participate in the PGP, formal, and informal observations.
- Utilize data organized in the BloomBoard platform to drive conversations about teaching practice.
- Explore Resources to ‘mine’ personalized supports aligned to teachers’ PGPs.
Agenda

• Opening (Welcome and Introductions and Introduction to Data Literacy)
• Review of the BloomBoard Observer and Learner Homepage
• The PGP process
• Informal Observations driven by PGP
• Formal Observations
• Learner Training Options and Materials
• Closing (Revisit Data Literacy, BloomBoard supports, next steps, feedback)
Our Partnership

**TESS (Educator Evaluations)**
Our best lever to change instructional practice at scale. Gives teachers and leaders clear expectations, feedback and support.

**BloomBoard**
A tool to organize evaluation data, create efficiencies and increase productivity around TESS processes, and seamlessly link to learner supports.

**SHARED GOAL**
Higher student achievement
Data Literacy to Impact Student Growth

WHAT IS BEING TAUGHT?
Is the teacher teaching the most important content?

HOW IS IT BEING TAUGHT?
Is the teacher presenting that content well?

ARE STUDENTS LEARNING?
Information for more accurate evaluation ratings.

What observation rubrics currently evaluate

Recommended for today’s evaluations
“Data Literacy is the ability to interpret and use multiple data sources effectively to improve teaching and learning.”

-Nancy Love

Using Data to Improve Learning for All: A Collaborative Approach
Key Data Literacy Concepts

- Data drive objective, collaborative conversations and meaningful feedback about professional practice.
- Data help build a culture of inquiry, reflection, and continuous improvement.
- Data can convince people of the need for change.
- Data can uncover problems that might otherwise remain invisible.
- Data can get to the root cause of problems, pinpoint areas where change is most needed, and guide selection of powerful resources.
Evaluation Data Use Cycle

Self-Reflection and Goal Setting

Formative Evaluations

Summative Evaluation

Professional Growth Plans (PGPs)

Informal & Formal Observations
Data Continuum

Within each stage of the data use cycle, there is a data continuum...

- **Collecting**: Gathering a variety of data
- **Organizing**: Grouping information to uncover patterns and determine where gaps exist.
- **Summarizing**: Stating the patterns and gaps – in general what does the data tell us once it’s organized.
- **Analyzing**: Breaking the data down into its component parts – adding the detail to our summary.
- **Synthesizing**: Identifying any additional pertinent data, and creating new approaches/strategies to address data findings.
- **Decision Making**: Prioritizing and defining next steps for improvement.
Using Demo Accounts

• Go to https://welcome.bloomboard.com

• Your demo account tag should have 2 accounts
  – Observer: ARDemoObserverXXXXX@bloomboard.com
  – Learner: ARDemoTeacherXXXXXA@bloomboard.com

• Both account passwords use ade2014

• PLEASE DO NOT CHANGE THE PASSWORDS! – ade2014
Evaluation Data Use Cycle

Self-Reflection and Goal Setting

Formal & Informal Evaluations

Professional Growth Plans (PGPs)

Summative Conference

Professional Learning
STEP 5: Implementation and Monitoring:

- Informal/Formal Observations, Mid and End of Year Meetings
- Adjusting goals as necessary and providing ongoing supports
### PRACTICE the PGP Meeting!

<table>
<thead>
<tr>
<th>Account</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer</td>
<td>Using Teacher A, schedule a PGP.</td>
</tr>
<tr>
<td>Learner</td>
<td>Access the scheduled PGP Meeting and complete the self reflection (Step 1).</td>
</tr>
<tr>
<td>Learner</td>
<td>Start a new goal and draft areas of strength and areas for growth on notecards (Step 1).</td>
</tr>
<tr>
<td>Learner</td>
<td>Draft a goal on a sticky note (Step 2).</td>
</tr>
<tr>
<td>Learner</td>
<td>Complete the prompts for your goal including alignment to the framework (Step 1 and 3).</td>
</tr>
<tr>
<td>Observer</td>
<td>Review learner additions to PGP meeting (self-reflection and goals) Take notes in the PGP Meeting activity step (Optional).</td>
</tr>
</tbody>
</table>
## PRACTICE the PGP Meeting!

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<tr>
<td>Observer</td>
<td>Recommend a resource in support of Teacher A’s goal (Step 4/5).</td>
</tr>
<tr>
<td>Learner</td>
<td>Add a resource recommended from an observer to your BloomList (Step 4/5).</td>
</tr>
<tr>
<td>Learner</td>
<td>Add a resource from the Marketplace to the goal and designate a completion date (Step 4).</td>
</tr>
<tr>
<td>Learner</td>
<td>Create a BloomList item in support of the goal (Step 4).</td>
</tr>
<tr>
<td>Observer</td>
<td>Close the meeting.</td>
</tr>
</tbody>
</table>
Step 5:

• Implementing
  – Completing action steps (consuming resources and accomplishing BloomList items)
  – Refining/Adding goals and resources based on feedback from monitoring

• Monitoring
  – E-portfolio (learner)
  – Informal
  – Formal
  – Other means of data gathering?
“I’ll pause for a moment so you can let this information sink in.”
Take 5 minutes with a partner to identify how the steps in the PGP Meeting fall on the Data Continuum (pg. 8 in your Participants’ Guide.)
Evaluation Data Use Cycle

Self-Reflection and Goal Setting

Formative Evaluations

Summative Evaluation

Professional Learning
Quality Data Collection Matters!

• What is the difference between quantitative and qualitative data?
• What are examples of both types of data collected during an observation?
Evaluation Data Use Cycle

Self-Reflection and Goal Setting

Formative Evaluations

Summative Evaluation

Informal Observations
Informal Observations

- Can be driven by the goals from the PGP
- Other focus for informal observations could include:
  - Domain level focus
  - Other needs surfaced during other informal observations
  - Other?
# PRACTICE an Informal Observation!

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Observer</td>
<td>Using Teacher A, schedule an informal observation.</td>
</tr>
<tr>
<td>Learner</td>
<td>Access the scheduled observation for Learner A and upload a document from your computer in the artifacts activity. Share the artifact.</td>
</tr>
<tr>
<td>Observer</td>
<td>Tag evidence from the artifact and include a comment.</td>
</tr>
<tr>
<td>Observer</td>
<td>Watch the lesson and capture evidence using both the scripting and quick fire methods.</td>
</tr>
<tr>
<td>Observer</td>
<td>Tag evidence to both goals and framework elements. Include a comment with one piece of evidence.</td>
</tr>
</tbody>
</table>
Ready, Set, Script!

https://www.teachingchannel.org/videos/reading-like-a-historian-contextualization-complete-lesson

https://www.teachingchannel.org/videos/reading-like-a-historian-corroboration-complete-lesson
PRACTICE an Informal Observation!

<table>
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<th>Account</th>
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<tbody>
<tr>
<td>Observer</td>
<td>Under <em>Review Collected Evidence</em>, complete the following:</td>
</tr>
<tr>
<td>Observer</td>
<td>• Edit a piece of evidence</td>
</tr>
<tr>
<td>Observer</td>
<td>• Delete a piece of evidence</td>
</tr>
<tr>
<td>Observer</td>
<td>• Add a comment</td>
</tr>
<tr>
<td>Observer</td>
<td>• Change an framework component</td>
</tr>
<tr>
<td>Observer</td>
<td>• Practice rating a few elements</td>
</tr>
<tr>
<td>Observer</td>
<td>• Add a comment to one of your ratings</td>
</tr>
<tr>
<td>Observer</td>
<td>• Search the Marketplace for an appropriate support resource and recommend it to Teacher A</td>
</tr>
<tr>
<td>Observer</td>
<td>Close the observation.</td>
</tr>
</tbody>
</table>
If I'd known they wanted me to use all this info— I would never have asked for it!
Revisiting the Data Continuum

Take 5 minutes with a partner to identify how the steps in the Informal Observation fall on the Data Continuum (pg. 10 in your Participants’ Guide.)
Evaluation Data Use Cycle

Self-Reflection and Goal Setting

Summative Evaluation

Formative Evaluations

Formal Observations

PROFESSIONAL LEARNING
Formal Observations

• Review Process flow for the Formal Observation (pg. 7 in your guide) with a partner and discuss the following:
  – How does the formal observation process compare to the informal observation process (i.e., similar or different steps, functionality in BloomBoard, etc.)
  – How does the formal observation process support interdependence and collaboration between learner and observer?
## PRACTICE a Formal Observation!

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<tr>
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<tbody>
<tr>
<td>Observer</td>
<td><strong>Using Teacher A, schedule a formal observation.</strong></td>
</tr>
<tr>
<td>Learner</td>
<td><strong>Access the scheduled observation for Learner A and complete some questions on the Pre-Conference Form. Don’t forget to share!</strong></td>
</tr>
<tr>
<td>Observer</td>
<td><strong>Tag evidence from the Pre-Conference Form and draft a question in the Pre-Observation Conference to guide your conversation with the learner. Don’t forget to share!</strong></td>
</tr>
<tr>
<td>Observer (if time)</td>
<td><strong>Watch the lesson and capture evidence using both the scripting and quick fire methods.</strong></td>
</tr>
<tr>
<td>Observer (if time)</td>
<td><strong>Tag evidence to both goals and framework elements. Use both comment features to provide feedback.</strong></td>
</tr>
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High Quality Feedback

- Teachers learn best when feedback is
  - Tied to specific teaching standards
  - Specific, detailed and evidenced based
  - Timely and frequent
  - Constructive, with effective use of questioning
PRACTICE! (Post Observation Conf.)

Role play a post-observation conference (Use Teacher A, June 18 –20 ) by:

• Assigning one partner the role of observer and the other the role of learner.

• Review the evidence for indicator 2.a: *Creating an Environment of Respect and Rapport* and prepare for your part in the conversation.

• Let the discourse commence!
Revisiting the Data Continuum

Take 5 minutes with a partner to identify how the steps in the Formal Observation fall on the Data Continuum (pg. 10 in your Participants’ Guide.)
5 Ways to Use the Marketplace to Drive Professional Learning

1. Give One, Get One

2. Scavenger Hunt

3. Text-Based Protocol

4. Calibration through Video Observation

5. Personalized Learning PLCs
Options for Learner Training

- **Pre-populated Training Goals and BloomList Items.** Independently accessible training materials/supports are available in learners’ goals on their home page.

- **Agency-hosted.** Observers train their learners on BloomBoard using BloomBoard training materials.

- **BloomBoard-hosted.** BloomBoard trainer holds 90-minute webinar for all learners.

- **Hybrid.** BloomBoard account manager is available for Q&A session(s) during agency-hosted training.

- **Premium Option.** District/School contracts with BloomBoard to conduct onsite training for learners.
Content for Learner Training

• Review the Agenda for the Learner Training on pg. 16 – 17 in your Participant’s Guide.
• With a partner address the following question: What have we already covered/experienced in this training?
• Planning for Success:
  – Which option is the best fit for your school/district?
  – Would you combine your selected option with other approaches?
  – What other factors do you need to consider in order to ensure successful transfer to practice?
BloomBoard Support

• Access general and Arkansas specific support material at [http://support.bloomboard.com](http://support.bloomboard.com) or access the support site using the help button in the upper right hand corner of the BloomBoard platform.
  – What BloomBoard functionality is still unclear to you? Find a resource on the support site to help!

• All teachers and observers have access to BloomBoard support 24/7
  – Phone: 888–418–1595 (8am–8pm EST)
  – Email: support@bloomboard.com

• Your district IT teams have a support channel too!
Your BloomBoard Partners
ADE Contact Information

ivy.pfeffer@arkansas.gov

diann_gathright@yahoo.com

jim.johnson629@yahoo.com
“The essence of data-driven decision making is not about perfection and finding the decision that is popular. It is about finding the decision that is most likely to improve student achievement, produce the best results for the most students, and promote the long-term goal of excellence and equity.”

Reeves, 2011
## Revisiting Our Data Literacy Concepts

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<th>NOTES, CONNECTIONS TO BLOOMBOARD, QUESTIONS</th>
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Closing Reflection…

- With a partner, complete the following statement.
- Be prepared to share your statement.

BloomBoard is a [Select a noun]
because [Explain the comparison].
Next Steps

• Complete online evaluation
• Plus/Delta (on index cards)
• Look for an email with your account information.
• Continue to practice with your demo account. Use it or lose it! We’ll send you homework. 😊
• Gather data around ADE/BloomBoard success metrics.
  – Tracking user logon, # of observations completed, use of Marketplace resources, etc.