



Using Data to Implement Change





**International Center for
Leadership in Education**

- Cheryl Dyer
 - Assistant Superintendent
 - Bridgewater-Raritan Regional School District
 - ICLE Consultant

Session Objectives

- Participants will:
 - Examine macro level and micro level types of data
 - Understand the relationships among content, the nature and needs of the learner and the expectations of the community as they relate to program evaluations and change
 - Become familiar with resources available from ICLE to make data manageable

**Superintendent
Assistant Superintendent
Executive Director of Special Education
Supervisor of Special Programs**

K-12	K-6	5-8	7-12
Technology	Special Education	Special Education	Special Education
Fine and Practical Arts	Language Arts		Language Arts
Guidance	Math		Social Studies
	Science and Social Studies		Math
			Science
		Family and Consumer Science, Business Education, Industrial Technology	

Focus Activity



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- Make a mental list of words and phrases that come to mind when you think of “data.”

Frequently Listed Words and Phrases

- A sea of information
- Formative assessments
- Standardized test scores
- Overwhelming
- Time consuming to analyze
- Mind boggling

Data Provides a Roadmap

- Where are we as a district?
- Where do we want to go?
- How do we want to get there?

- Managers keep the system in place and minimize risk, we need **leadership** for improvement!

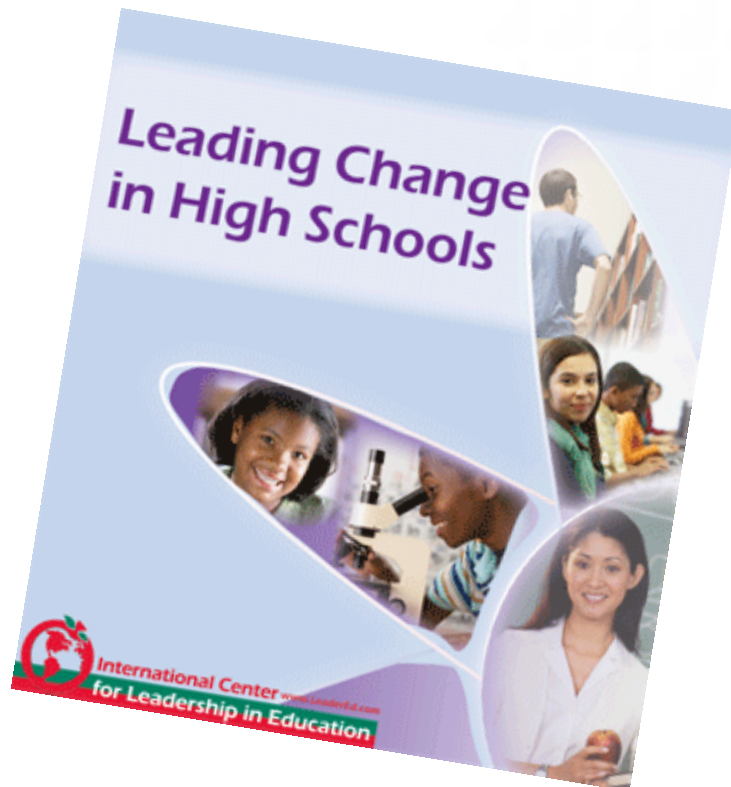
Lead the way~

"The essential task of leadership in business, in education, in family life, and in public life is to inspire, to teach, to act with courage, to live with honor and to show the way."

Gerald Ford

Abraham Lincoln once said (paraphrased): "Good leaders take people where they want to go while great leaders take people where they ought to go."

Leading Change in High Schools



- Information, ideas and best practices related to key principles of change
- The most current research and models to craft school-wide solutions
- Practical advice, insight, and effective tools to improve high schools

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**DATA USE: ARE YOU IN
QUADRANT A, B, C OR D?**

Rigor/Relevance Framework

The administration understands the data and can explain it to others, but they haven't been able to drill down and develop programs to address concerns

The administrators use the data to evaluate programs and design adaptations that meet the needs of the students and the expectations of the community without sacrificing the integrity of the discipline

Putting data in the hands of the administrators: they have "acquired it," it's in a nice binder!

Application of low level analysis: the administrator uses the data to identify groups of students who are 'at-risk' or in need of something different

Rigor/Relevance Framework

Teachers understand the data, but don't know how to use it to design lessons or formative assessments or develop interventions.

The teachers use the data to design lessons to address skill gaps and evaluate the effectiveness of those lessons through formative assessments, and differentiate to meet learner needs through research-based interventions!

Putting data in the hands of the teacher: they have “acquired it,” it's in a nice binder!

Application of low level analysis: The teacher can sort students into high and low groups of achievement. “At-risk” students are identified.

Where are we?

- Moving to “Great”
 - How do we define great?
 - Curriculum
 - Instruction
 - How far away is great?
 - What is the benchmark?
 - Where are we now?
 - How do we get there?
 - Put the right people on the bus in the right seats
 - Make sure the driver has GPS!



Big Picture Data

- What do we believe?
 - Philosophy
- How prepared are we?
 - Staff demographics
- What is our community like?
 - Socioeconomic status

Philosophy 101

- Understanding our beliefs
 - Basic premise: What we believe about how children learn influences how we teach!
 - Think back to those child psychology classes and educational theory classes.
 - What have you internalized about educational philosophy?

Essentialists Believe:

- Skills must be taught first.
- Basic skills and facts are necessary for future learning.
- Teachers must provide students with foundational knowledge.
- The main goal of education is develop the intellect.

Essentialists Believe:

- The pursuit of knowledge for its own sake is good in itself.
- We need to get back to basics!
- Students need rewards and punishments to learn.
- Not everyone has the potential for academic success.

Constructivists Believe:

- The curriculum must be relevant to the lives of the learners.
- Teaching must be based on the method of intelligence.
- Learning activities must be designed based on the needs of the students.
- The curriculum must be integrated in order for students to make sense of their learning.

Constructivists Believe:

- Students learn best through problem-solving and collaboration.
- The goal of education is transfer.
- Skills must be learned in context, not in isolation.
- Education is a process of growth.
- When learning activities are relevant, rewards and punishments are unnecessary.

The Curriculum Wars



The Content

Discovery Learning

Explicit Instruction



Can you be somewhere along the
continuum?

Sitting in the Middle of the See Saw

- Do some beliefs conflict with one another?
 - Students should not have a choice in their education. They are immature and unable to judge for themselves.
 - The school should be a great smorgasbord of intellectual, artistic, creative and athletic activities, from which each child could take whatever he wanted, and as much as he wanted, or as little.

Can we trust them to choose
vegetables?



Less Big Picture Data

- What programs do we have?
 - Curriculum
- Is it aligned with the state?
 - Curriculum matrix
- Is it rigorous and relevant?
 - Lesson Plan Analysis
- What does our community expect?
 - Survey data

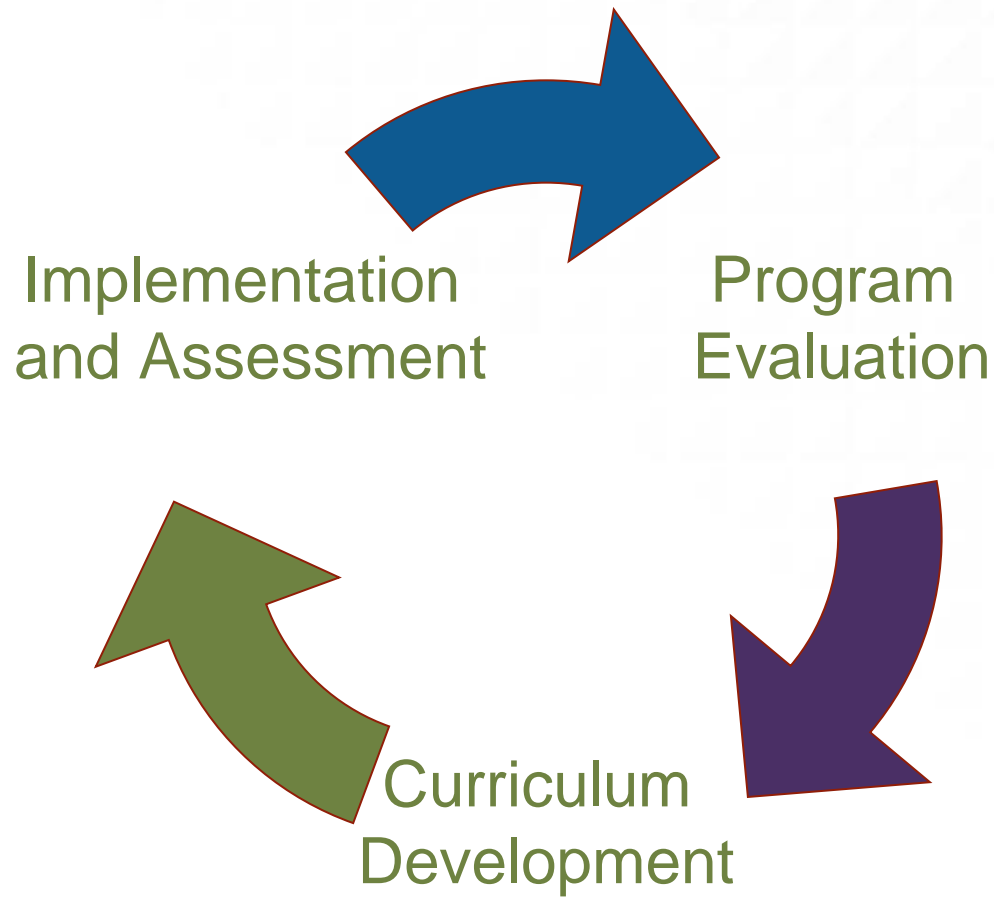
What is a Program Evaluation?

- The First Step in the Curriculum Renewal Process
- The basis and catalyst for curriculum renewal
- A mechanism to critically review existing curriculum in a systematic and collaborative manner
- A means of determining whether the existing curriculum is meeting the needs of the learner, the expectations of the community and is true to the discipline (curriculum paradigm)

How It Works:

- Five Year and Five Stage Process
 - Year One/Stage One~ Program Evaluation, Review and Research
 - Year Two/Stage Two~ Curriculum Development
 - Year Three/Stage Three~ Initial Implementation
 - Years Four and Five/Stages Four and Five~ Full Implementation, Monitoring and Assessment

The Cycle



Year One/Stage One

- Process of comparing the actual program to the ideal program
 - Research, comparisons, surveys, analysis of student achievement
- Preparation of the Program Evaluation Report
 - Overview, Description of Changes, Philosophy, Comparison Data, Perception of Program, Evidence of Effectiveness, Commendations, Recommendations, Timeline for Implementation of Recommendations

ICLE Resources for Year One

- We Lead, We Teach, We Learn Surveys
- Curriculum Matrix
- National Essential Skills Study
- White Papers on Researched Best Practices
- Gold Seal Lessons



It's Time to Lead

Updated March 20, 2009

We Learn Student Survey – 70,358

We Teach Instructional Staff Survey – 6,554

We Lead Whole Staff Survey – 12,430

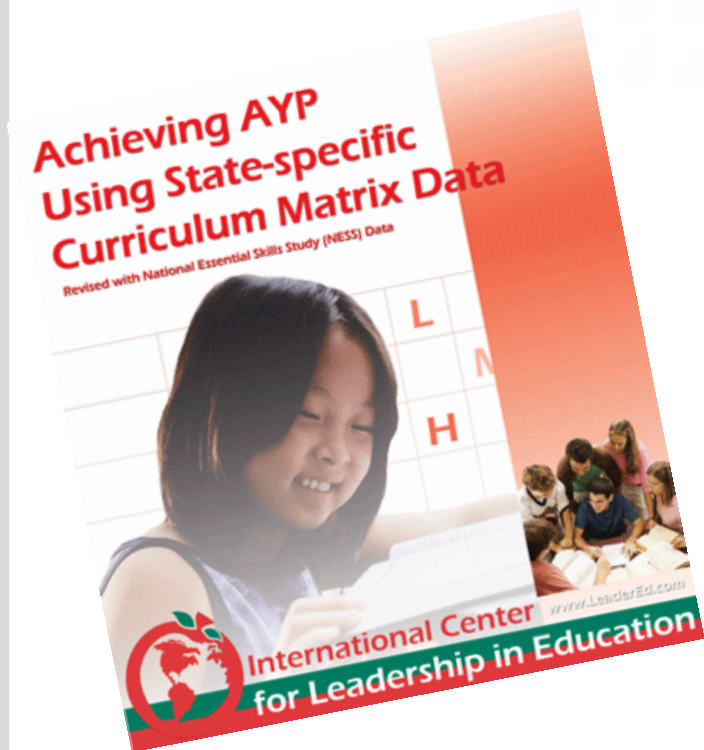
Year Two/Stage Two

- Curriculum Development
 - Revisions
 - Might take place in years three and four
 - Summer Curriculum Writing
 - New Course Development
 - Two-year process
 - Summer Curriculum Writing
 - Textbook Adoption Recommendations
 - Budgeting and Purchasing

ICLE Resources for Year Two

- Curriculum Matrix
- National Essential Skills Study
- White Papers on Researched Best Practices
- Gold Seal Lessons
- Successful Practices Network

Achieving AYP Using State-specific Curriculum Matrix Data



- Crosswalks state standards to state tests in English, math, and science and to the Essential Skills
- High, medium, and low priorities assigned
- Professional development activities and 150 Gold Seal Lessons

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<http://store.leadered.com>

Curriculum Matrix series

Choosing Districts for Comparison

- **Criteria**
 - Similar demographics
 - Socioeconomic status (DFG)
 - Diversity: Limited English Proficient, Special Education, Racial and Ethnic groups
 - Similar configuration
 - K-12
 - Similar size
 - According to the NJ DOE “large” is a district with more than 3,500 total students



Is Our Current Model Working?

Small Picture Data

- How are the students doing?
 - Assessment data
- How do they compare to others?
 - Assessment data
- Are they making progress from year to year?
 - Assessment data

Year Three/Stage Three

The “What are We Going to Do About it?” Stage

- Initial Implementation
 - Curriculum is put into practice
 - Focus on Staff Development
 - Feedback from teachers, parents, and students
 - Mid-course adjustments are made if necessary
 - Revisions are made if needed

Years Four and Five

- Full implementation
 - Student achievement data is gathered and analyzed as a function of the change
 - Strengths and weaknesses of the curriculum are determined

ICLE Resources for Years 3-5

- Gold Seal Lessons
- Successful Practices Network
- Consultants for Staff Development
- Resource Binders for Staff Development
 - Using Assessment for Instruction
 - Improving Performance for Special Education Students
 - How Brain Research Impacts Instruction

Do We Have Hidden Beliefs?

- Do we really believe that students should be challenged to reach their full potential?
 - Then why is participation in Advanced Placement and honors kept low via complicated entrance criteria?
- Do we really believe in a balanced curriculum?
 - Then why do parents still think we refuse to teach phonics and traditional math algorithms?

How Did We Get Here?

- Too much emphasis on self-esteem
- Not enough emphasis on self-control
- Expectations that are too low
- Over-scheduling of children
- A culture of self-indulgence
 - No pain~ lots of expected gain
 - Sense of entitlement

The Bottom Line

- Don't be afraid to ask the tough questions.
- Admit when something isn't getting the results that you want.
- Resist complacency!
- Expect as much from others (including students) as you expect from yourself!

More Bottom Line

- In order for people to 'buy in' to change, they need to know:
 - What needs to change?
 - Why does it need to change?
 - What skills do they need to effect change?
 - How will they supported?
 - What is the desired goal?
 - How will they know when the goal is reached?

And don't leave any child behind~

- In the words of John Dewey:
 - “What the best and wisest parent wants for his own child, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy.” (1899)



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Building Systemwide Support for Student Achievement



International Center for Leadership in Education

Cheryl Dyer

Bridgewater-Raritan Regional School District

P.O. Box 6030

836 Newmans Lane

Bridgewater, NJ 08807

www.brrsd.k12.nj.us

cdyer@brrsd.k12.nj.us

908-685-2777 ext. 3277