

Outline of Essential Concepts for Strands 1 and 2 Remix

Essential Questions

1. How are administrators and teachers deciding what evidence to collect and use to make decisions?
2. What data are essential to ensuring continuous improvement?
3. Where can administrators find state assessment and report card data?
4. What tools can be used to help focus analysis, planning and evaluation?

How are administrators and teachers deciding what evidence to collect and use to make decisions?

- Why use data?
 - If data are to improve learning in schools and districts, it must first be transformed into actionable information.
 - Data transformed into actionable information can be used to support decisions and communicate progress.
- How do you focus on the right work? How is this work integrated into your CIP and SIP?
 - Funneling data
 - Use simple or complex data tools to collect and organize data.
 - Use process tools to winnow data, set SMART goals, and hypothesize improvement strategies.
 - Start with your current reality--how effective is your current CIP or SIP process?
 - Self-assess effectiveness of your CIP/SIP process (**Use S-1**).
 - Seek collective wisdom to act through your data.
 - Engage in an intentional process that engages you in collaborative use of data and process tools.
 - Simple steps modified from Decision Making for Results (DMR) provide a framework to structure the process.
 - Conduct a treasure hunt for successes and challenges.
 - Conduct analysis to make meaning from the data.
 - Winnow the data to set priorities.
 - Establish SMART goals.

- Develop individual and leadership strategies.
- Describe desired results and determine indicators to monitor progress.
- Create an action plan, implement, monitor and review.

What data are essential to ensuring continuous improvement?

- The Leadership and Learning Matrix
- Understanding the Foundational Principles for DDDM (**Use S-2**).
 - Antecedents
 - Classroom practices
 - Collaboration
 - Accountability
 - Continuous improvement
- A closer look at antecedents, cause and effect data in the context of CIP and SIP (**Use S-3 and S-4**).
 - What evidence do you collect to determine whether all students are learning?
 - What evidence do you collect to determine how adults are impacting student learning?
 - What evidence do you collect to determine how school or district structures are impacting student learning?
 - What evidence do you collect to determine the instructional practices that are, or are not impacting student learning?

Where can administrators find state assessment and report card data?

- The Treasure Hunt--an intentional search for cause and effect data that can inform your continuous improvement process.
- Accessing ODE public reports- What and Where (**Use S-5 and S-6**)?

What tools can be used to help focus analysis, planning and evaluation?

- Treasure Hunt tools-how do you organize your data collection efforts?
 - Explore the data available on the ODE website using the guiding questions and organizer tools (**Use S-7 through S-10**).
- Proactive data and process tools:
 - Pareto Thinking-80% of the solution can be found in 20% of the variables.

- Critical Analysis-Ishikawa Fishbone-from hunches to hypotheses (**Use S-11**).
- Critical Incident-probes current practice and perception (**Use S-12**).
- Flow Chart-analyze system elements, interactions, interdependencies.
- Setting SMART goals for CIP or SIP
 - Recognize counterproductive practices
 - Rearview mirror effect
 - Kitchen sink planning
 - Permission to subtract
 - SMART Goal exercise (**Use S-13**)
- Develop individual and leadership strategies.
 - Force Field Analysis-identify driving and restraining forces to help implement changes (**Use S-14**).
 - Action Research-move from inquiry to hypothesis, and from hypothesis to action (**Use S-15**).
- How do you integrate what you learned from analysis into your structure and practices (CIP and SIP)?
 - Action Planning (**Use S-16**)
 - Use CIP Writing-Reviewing-Guide 2010-the CIP review guide for CIPS submitted in fall 2010 for biennium 2010-2012.
 - Use Standards for District Success
 - Connect Strategies to your earlier findings from your data analysis and results you obtained from using the proactive process tools (**Use S-17**).
 - Identify indicators of implementation and evidence of impact. Antecedents of excellence and replication. What is working? What evidence is collected to determine this?
 - Use action research and clarification to boost replication and the use of DDDM (**Use S-18**).
 - Triangulation-putting it all together in CIP and SIP for continuous improvement.
 - Inquiry and triangulation-use of multiple measures to continuously explore the relationships between adult behaviors, strategies and changes to structures and student outcomes.
 - Wagon Wheel-a proactive data tool to help determine how the degree of implementation may be related to impact on students and teachers (**Use S-19**).
 - Overarching Ideas for Strand 1 and 2 Remix.
 - District and school staff can access relevant data from ODE, district and local sources.
 - proactive data and process tools are important vehicles for integrating DDDM into the continuous improvement process.
 - Data analysis is necessary, but not sufficient to ensure continuous improvement. You need processes to develop a plan that integrates continuous data collection and analysis to support planning, acting and evaluating your efforts.