

The Oregon DATA Project

Instructional Advisory and Task Force

Meeting Notes

Tuesday, May 6

Instructional Advisory & Task Force -- Review & modify training strands & timeline-**Marion Room**

Overview—bringing people up to date on the process so far, defining the big picture

Collaborate—Work in table groups talking about the model, then whole-group sharing on the conversations

Questions addressed:

1. How do TLC, DATA & Growth fit together and support what is already happening in the schools?
2. How will this be communicated to the districts, and by whom?
3. How does this relate to work being done in districts?
4. How do larger districts understand and apply this compared to smaller districts?
5. How do we give people the time to work with data and collaborate?
6. What resources are available to districts?
7. How does this all align with the CIP plan process? (From compliance to involvement to commitment)
8. How will this be “marketed”? What is it? Who are the “we” promoting this? How is this different from what we’ve heard before? How is it different from other initiatives?
9. We need to understand that training is not implementation. Taking a baseline, documenting what you did differently, was there fidelity of implementation, and getting results data are the key.
10. Where does the ongoing support come in? How do people access the support after they get into the classroom? Regional follow up, encouragement, and celebration needs to be in place to sustain the momentum.
11. Will we have fidelity checklists for the system so administrators know what to look for with this system change? (We have a readiness checklist, and an implementation checklist in development.)
12. If the infrastructure doesn’t exist, running ahead with trainings will not be sustainable.

The results of being able to access the data warehouse enables teachers to go from being reactive to predictive. From looking out the rear view mirror to looking forward out the windshield.

Looking at Strands One, Two, and Three, we’ll look at structure, data, and growth within each Strand.

Group discussion

- Will these Strands happen sequentially or simultaneously?
 - Kick off is at COSA for new administrators.
 - Strand One will be delivered the superintendent's summer institute in August.
 - There will be regional training as well.
 - Available on request.
 - In October we will begin adding Strand Two.
 - Strand Three will roll out in spring.
 - Then they will run concurrently.
 - COSA is committed to offering opportunities throughout the year.
 - ESD Staff will have the training of trainers in September or October. Then the ESD staff will work as coaches as district people are being trained as trainers. Can we make the Training of Trainers a different strand?
- Strands One and Two descriptions could be swapped and be more accurate. Where is the part of setting down the data culture foundation? Strand Two sounds like culture, which should come first, and Strand One is hands on, so shouldn't it come second? These are not necessarily in order. Strand One should be a set up for Strand Two. Can we add in pieces about bringing behavior data? How can we coach people to bring appropriate data to the training. Can they come with best practice examples? Be sure they all come with the passwords they need to resource the data.
- How can you train people regarding the long-term aspect of the work so that teachers do engage in the work over years.
- Along with making these training available during conferences, we need to "market" this in terms of the key components of the Oregon model for district success, and these are the people/entities involved in the model.
- In Strand One, the top part talks about problems collecting data, but the essential questions are about using data.