Education Environment Data: What do these numbers really mean?



ISTAC Illinois Statewide Technical Assistance Collaborative

Getting Started

Tammie Henry

- Director-Early CHOICES
- Former consultant/coach-Early CHOICES
- Former Superintendent
- Former building principal
- Elementary and Special Education certification
- Elementary and secondary experience
 - LD resource
 - Cross Categorical
 - TMH self-contained Life Skills
 - Language Arts
 - Math

Getting Started

Pandora Taylor

- Assistant Director-Early CHOICES
- Former consultant/coach-Early CHOICES
- Former Inclusion Facilitator-JAMP
- Co-taught K-6 grades
- Certification:
- Elementary Education
- LBS 1
- General Administrative
- Director of Special Education

Gathering



- ✤ 3 professional "Data Bites" to share
- ✤ 2 personal "Data Bites" to share
- 1 "Data Bite" about your school



and reinforces our belief systems and biases

Our beliefs affect the data we select

Senge, P.M., Kleiner, A., Roberts, C., Ross, R.B., & Smith, B.R. (1994). *The fifth discipline fieldbook:*

Strategies and tools for building a learning organization. New York. NY: Doubleday.

The Collaborative Learning Cycle: Organizing Dialogue for Connection Making

Organizing and Integrating

Activating and Engaging

Exploring and Discovering

The Collaborative Learning Cycle: Organizing Dialogue for Connection Making

Organizing and Integrating Activating and Engaging

Exploring and Discovering

Activating and Engaging: What does it look like and sound like?

- 1. Begin the conversation WITHOUT THE DATA present.
- 2. Questions help the team ACTIVATE PRIOR KNOWLEDGE and frame "what they think" they will see in the data.
- 3. Team members MAKE PREDICTIONS to help them become more aware of their own thinking.
- 4. For every PREDICTION there is at least one ASSUMPTION.
- 5. PARAPHRASING and INQUIRING are needed for shared understanding, there is no need for consensus.



Activating and Engaging Buzz With a Buddy



Surfacing Experiences and Expectations

What are some questions we are asking?

What assumptions do we bring to this discussion?

What are some possibilities for learning that this experience presents to us?

Wellman, B. & Lipton, L. (2012). Go Data? Now What?: Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree.

What's your hunch?

I think children ages 3-5 with IEPs/IFSPs are educated across our nation in.....

And here's why.....

Assumptions and Predictions



The Collaborative Learning Cycle: Organizing Dialogue for Connection Making

Activating and Engaging Exploring and Discovering

Organizing and Integrating

Exploring and Discovering: What does it look like and sound like?

- 1. ORIENT to the DATA DISPLAY before beginning.
- 2. Avoid rushing to PREMATURE CONCLUSIONS-AVOID the word BECAUSE.
- 3. Observe PATTERNS and TRENDS.
- 4. Use VIBRANT displays.
- 5. DEPERSONALIZE the data.



Exploring and Discovering

Buzz With a Buddy



Analyzing the Data

What important points seem to pop out?

What patterns, categories, or trends are emerging?

What seems to be surprising or unexpected?

What are some ways we have not yet explored these data?

Wellman, B. & Lipton, L. (2012). Go Data? Now What?: Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree.



Organizing and Integrating *What does it look like and sound like?*

- 1. Generate multiple theories of causation
- 2. Choose one theory to try out
- 3. Seek to create multiple theories of action
- 4. Identify additional data needed





Generating Theories

What inferences, explanations or conclusions might we draw? (causation)

What additional data sources might we explore to verify our explanations? (confirmation)

What are some solutions you might explore as a result of our conclusions? (action)

What data will we need to collect to guide implementation? (calibration)

Wellman, B. & Lipton, L. (2012). Go Data? Now What?: Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree.

Educational Environment Data for 3-5 Year Olds Explanation of the data



What your hunch....

- I think children in Illinois ages
 3-5 with IEPs/IFSPs are
 educated in.....
- And here's why.....

The Collaborative Learning Cycle: Putting it into practice with **YOUR DATA!**

Organizing and Integrating

Activating and Engaging

Exploring and Discovering

Data Driven Dialogue

Activate & Engage

What are some questions are we asking? What assumptions do we bring to this discussion? What are some possibilities for learning that this experience presents to us?

Organize & Integrate

What inferences, explanations or conclusions might we draw? (causation) What additional data sources might we explore to verify our explanations? (confirmation)

What are some solutions you might explore as a result of our conclusions? (action)

What data will we need to collect to guide implementation? (calibration)

Explore & Discover

What important points seem to pop out? What patterns, categories, or trends are emerging? What seems to be surprising or unexpected? What are some ways we have not yet explored these data?

Organize & Integrate



- ✤ 3 "Data Bites" that were new
- ✤ 2 "Data Bites" that you already knew
- ✤ 1 "Data Bite" that you are going to do

Thank you!

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