

Facilitating Leadership to Improve Student Achievement



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Steven A. Schiola

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"Afloat and lighthearted I take to the open road. Healthy, free, the world before me.
The long brown path before me leading wherever I choose."

Walt Whitman

Purposes of the Workshop

- To teach participants about the 5 essential facilitation skills necessary for effective data talks.
- To provide participants with a data analysis template.
- To allow participants time to incorporate the essential facilitation skills and template for data analysis into their work.

Working Agreements

- Honor Our Diversity
- Work for the Common Good
- Presume Good Intentions
- Participate Fully
- Take Care of Your Needs
- Solve problems face to face
- Treat each other with respect
- Have fun!

Agenda for the workshop

- Review Purposes, Working Agreements, and Agenda
- Discussion of assumptions
- Explanation of the 5 essential facilitation skills
- Explanation of the data analysis template
- Work time for teams to understand and implement the 5 essential facilitation skills and the data analysis template

Assumptions

- I am assuming that you and your teachers are using Data Talks.
- I am assuming that you understand the philosophy and reasons for implementing Data Talks.
- I am assuming that you have had some experience using Data Talks.
- I am assuming that you have a desire to improve the time you spend in Data Talks.

Five essential facilitation skills

- **Clearly understanding the problem**
- **Understanding the purpose of each meeting**
- **The Power of Working Agreements**
- **Effective Decision-Making Strategies**
- **Ensuring every voice is in the room**

Understanding the Problem

- Agree on the data you will use. Simpler is better!
- Get as specific as you can about the problem. For example, Not just Reading Comprehension, rather inferential comprehension and even more specifically understanding poetry.
- Examine the data as dispassionately and objectively as possible. Avoid statements such as, “He must have had a bad day, I know he does better than this.”
- Each subsequent decision you make depends on clearly understanding the data!

Understanding the purpose of each meeting

- Provides important context for you and group members.
- Determines the parameters for the group. “The Rules of the Sandbox” (phrase coined by Robert Garmston and Bruce Wellman)
- Helps members focus on the issues at hand.
- Knowing the purpose of each meeting helps members know what to expect.
- Helps people achieve stated goal - Improving student achievement
- Uses your time wisely

Understanding the purpose of each meeting

- The ultimate purpose of each Data Talk is to target instruction so that all students are learning at high levels!
- Specific information about the achievement of students will lead to the development of effective strategies.
- Clearly understanding the problem will help to move the conversation quickly from the identification and understanding of the data to the setting of target goals and finally to the discussion of effective instructional strategies

Understanding the purpose of each meeting

- Here are two examples of effective and specific purpose statements:
 - At the meeting today we will identify all of the students who already meet the objective, those who are in progress, and those students who do not meet the objective at all.
 - During this meeting we will brainstorm strategies to help students understand the concept of photosynthesis completely and decide on which three we will implement.
- Now it's time for you to develop your own purpose statement!

Your turn to develop purpose statements



The Power of Working Agreements

- Ensure a safe environment for all members
- Make covert agreements overt
- Set up the conditions for positively addressing behavior issues should they arise
- Ensure that every person in the group is on the same wavelength

Developing Working Agreements 1

- Method one, develop the Working Agreements with the group:
 - Ask the question of the group: "What conditions do you need to ensure a safe working environment?"
 - Have each person write their answers on a 3 by 5 card
 - Share the responses one at a time with a small group.
 - Record each response.
 - Instruct the group to decide on the working agreements that they have in common.
 - Determine commonalities
 - Find group consensus on the Working Agreements.

Developing Working Agreements 2

- Bring your version of the Working Agreements to the group
- Read them to the group
- Ask if any of the Working Agreements need further explanation of clarification.
- Once they are clear to everyone, ask if there are working agreements that should be added
- Find consensus about the added agreements.
- Ask the final question, "Is there anyone who disagrees with these working agreements?"

Steve's Working Agreements

- Honor Our Diversity
- Work for the Common Good
- Presume Good Intentions
- Participate Fully
- Take Care of Your Needs
- Solve problems face to face
- Treat each other with respect
- Have fun!

Now it's your turn!

Develop your own Working Agreements!



Effective Decision-Making Strategies

- Identifying a decision-making strategy with the group at the beginning of the process will help you avoid unnecessary conflict.
- There are 3 types of decision-making strategies:
 - Voting
 - Consensus
 - Hybrid of consensus and voting

Voting

- Step 1 – Clearly state the choices for the group.
- Step 2 – Ask clarifying questions
- Step 3 – Group members advocate for choices.
- Step 4 – Conduct the vote. This is done either publicly or privately.
- Step 5 – Restate the results saying, “The majority of the group chose...”

Consensus

Three tests must be met to achieve consensus:

1. Every person has had their voice heard in the discussion about the decision.
2. Every person can live with the decision.
3. Every person can support the decision publicly.

Two important conditions:

1. To determine if there is consensus, ask the following question, "Is there anyone who disagrees with this decision?"
2. The person who disagrees **MUST** suggest an alternative solution.

Process for Consensus

- Step 1 – Clearly state the choices for the group.
- Step 2 – Ask clarifying questions
- Step 3 – Group members advocate for choices.
- Step 4 – Group members discuss the choices
- Step 5 – Each member states his or her choice
- Step 6 – The facilitator recognizes consensus and asks the question, “Does anyone disagree with the decision?”

Hybrid

- The hybrid decision-making plan employs a combination of voting and consensus.
- Typically, group members vote on small decisions while using consensus for the larger more complex decisions.
- To use this approach successfully, the facilitator must be very clear about when each strategy will be used.
- The facilitator says, “For this decision we agreed to use voting.” Before a decision is made.
- Use the processes stated earlier for each.

Time for you to decide how to decide



Ensuring every voice is in the room

There are four essential elements that must be present to ensure every voice is heard.

1. The work is conducted in small groups with a facilitator and recorder.
2. A process is used to ensure that each person can express his or her ideas without interruption or discussion.
3. Responses are recorded on chart paper or by electronic means.
4. Participants write their responses first before sharing them with the group.

Tips about ensuring every voice is heard

- It is important to go slowly at first. Deliberately take time to hear the responses of each person one by one.
- Some people think as they talk. Others must consider the answer and even write their response before sharing their opinion. **Always give people time to write their answers.**
- Share leadership of the group.
- Have someone watch your group work and provide feedback about the group dynamics.

Decide how you will ensure every voice is heard



Data Analysis experts

➤ Mike Schmoker in his 1993 book, Results, sets out a process for analyzing data.

➤ Goals need to be:

➤ Measurable

➤ Clear

➤ Doable

For example:

The percentage of our team's students who will be at or above the standard in _____ will increase from _____ % now to _____ % at the end unit/term/month/week.

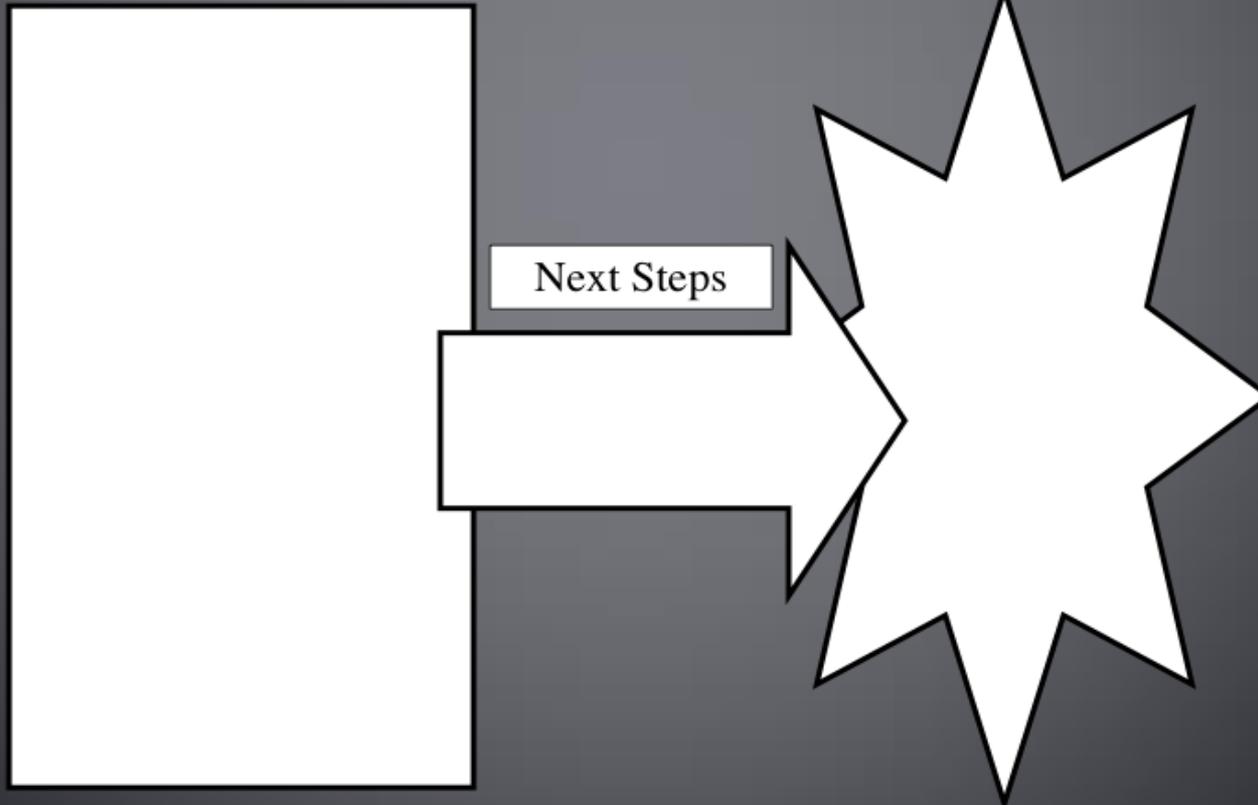
Data Analysis Protocol

Appendix 4

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Current State

Preferred Future



Current State

- After examining the student achievement data, please write down your description of the Current State. Write down all of your observations about the data.
- Each group member writes down their observations about the data.
- Share out each observation without judgment.
- Come to consensus about the observations. “Does anyone disagree with these observations?”

Preferred Future

- Each person will write their idea of the preferred future for the students. Be as specific as possible.
- “All students in the 8th grade math classes will show 80% or better proficiency on the algebra test.”
- “All students will obtain the score of 3 as measured by the rubric on the response to the poem.”
- “100% of the students will accurately describe the steps of the scientific process in written form.”

Next Steps

- This is the time in the process for teachers to brainstorm strategies to reach the identified Preferred Future.
- Each group member writes down the strategies they think will help achieve the stated Preferred Future.
- Each group member shares his or her ideas one by one. The ideas are recorded on paper or by electronic means.
- The group finds consensus about the 1 or 2 strategies they think will move the students to higher achievement and agree to implement them.

Let's practice this together



Student Data

percentage correct on 2 digit by 2 digit multiplication test

Student #	Percentage correct	Student #	Percentage correct
1	75%	11	85%
2	90%	12	80%
3	65%	13	90%
4	55%	14	100%
5	85%	15	100%
6	90%	16	95%
7	75%	17	95%
8	85%	18	90%
9	75%	19	95%
10	85%	20	70%

Data Analysis Steps

- Use the data on the slide before to practice the Data Analysis Template process.
- The data is the percentage correct on a test of 2 digit by 2 digit multiplication
- Write down the **Current State**
- Write down the **Preferred Future**
- Brainstorm **Next Steps** to help move all of these students to proficiency on this skill.

It's your turn to work on your student data

