

Richland 2 Instructional Leadership June Institute Agenda | 12/15/2016 JM

DAY 1 (MODELING AND REFLECTION)

1 - DISTRICT INTRODUCTION

Define instructional leadership for Richland 2

- Focus on the student (student-centered)
- Data-informed decision-making
- “Leader of leaders”
- Ability to improve teacher performance through coaching

Being data-informed is important at all levels: superintendent, principal, teacher, and student

Data practices

- Gather and analyze data appropriate for level/purposes.
- Identify and use multiple data sources effectively.
- Engage in data-informed dialogue and create conditions for others to dialogue.
- Set goals (short- and long-term) and measure progress; help teachers do the same.
- Assess progress and create actionable/measurable plans.
- Reflect on learning as part of daily practice.

2 – STARTING WITH STUDENTS

Define what it means to be data-informed

Articulate how using data can make us more student-centered

Generate questions that will help you better meet the needs of your students

3 – ASSESS WHERE YOU/YOUR SCHOOL ARE

4 – DATA THEORY OF ACTION

How do we think?

If/then

5 – WHAT DATA? WHEN?

Four types

Levels and purposes – what data are most relevant in what situation? (questions)

- State-level
- District-level
- School-level
- Classroom-level
- Student-level

Too much data? Data distraction?

6 – COACHING

What do teachers need to be able to do? (vision, scenarios)

What do you need to be able to do to get them there?

- Set stage/culture at your school (school)
- Institute teacher learning structures (teams)
- Create dialogue structures (teams)
- Observe and talk one-on-one (classroom)

Data dialogue

- Being open but not too open
- Being analytic
- Putting data first
- Asking questions
- Avoiding stagnation/moving

DAY 2 (APPLICATION)

1 – YOUR QUESTIONS

Levels: school, classroom, student

Four types (learning, perception, process, demographic)

2 – SCHOOL-LEVEL DATA | STUDENT LEARNING

Assess credibility and relevance – what questions does it answer? Who needs it? How?

Analyze (framework/set of questions, patterns)

Plan actionable steps

Work with teachers

3 – SCHOOL-LEVEL DATA | PERCEPTIONS

Assess credibility and relevance – what questions does it answer? Who needs it? How?

Analyze (framework/set of questions, patterns)

Plan actionable steps

Work with teachers

4 – CLASSROOM-LEVEL DATA | STUDENT LEARNING

Assess credibility and relevance – what questions does it answer? Who needs it? How?

Analyze (framework/set of questions, patterns)

Plan actionable steps

Work with teachers

5 – STUDENT-LEVEL DATA | STUDENT LEARNING

Assess credibility and relevance – what questions does it answer? Who needs it? How?

Analyze (framework/set of questions, patterns)

Plan actionable steps

Work with teachers

6 – MORE COACHING
Coach Jen
Leveled scenarios

FOLLOW-UP

Standards
Critiquing classroom assessments
Coaching problems

DRAFT