**Data Team Summary**

**Sherry Graham**

1. **School Vision:**

1. Paste your school’s vision into this section.

“Providing pathways to big dreams”2. Enter your Wordle URL into this section (see Syllabus for details).

**http://www.wordle.net/show/wrdl/7510480/Vision**

3. Describe how your school’s Data Team can use data to measure meaningful progress toward realization of your school’s vision.

Data Teams at my school, Powder Springs Elementary, can use data to measure meaningful progress towards the school’s vision by enriching students on a daily basis. The vision suggests that we provide pathways to success at Powder Springs Elementary. Each day, classroom instruction is reflected upon and analyzed to determine ways for students to achieve their highest potential. Educators teach concepts in multiple ways, and keep avenues open for students to succeed. There is not only one way to reach success of ultimately reaching the goals outlined on the School Strategic Plan, and it is the belief at Powder Springs Elementary that we open all paths for students to succeed. We analyze our instructional practices to ensure that all students are making progress in whatever path they choose. The big dreams can be achieved, if students take small steps towards reaching them, with the support and encouragement of their teachers.

1. **Purpose & Roles of the Data Team:**

The overall purpose of the Data Team is to drive a school staff to work collectively to collaborate in efforts to ultimately increase student achievement. The use of data for improving student achievement is a shared effort within the school. Each member in a Data Team commits themselves to a common goal of improving results for all students, staying committed to continuous improvement of student learning. The role of the Data Team is to promote and support these efforts. Members of Data Teams must have clearly defined roles, responsibilities, and decision-making authority. Therefore, members must have a shared leadership responsibility and workload. The Data Coach is the leader of the Data Team, and additional roles like facilitator, recorder, materials manager, dialogue monitor, and time keeper must be established.

1. **Data Team Formation, Rationale & School Structures:**

Data Teams will be formed by establishing a team of individuals who volunteer to take on the additional responsibility. They would include at least one teacher from each grade level. Since this will be a task taken on mid-year, the Data Team will consist of teachers on the current School Strategic Planning (SSP) Key Team, who were selected initially because they demonstrate the desire to enrich student achievement and closely examine ways that the staff can improve to do this. This group focuses on avenues that drive student success, and would continue to in a school wide Data Team. It would closely align with the nature of the SSP, which holds primary emphasis on increasing student achievement. The team currently meets once a month on Tuesdays after school, and it would be suggested to increase the meeting time to twice a month. This ensures that all employees have openings in their schedule at the same time as well as ample time for the Data Team to engage in collaborative inquiry.

**Decision-Making Authority:**

The Data Team must have decision-making authority within the school. The team is responsible for looking at data that each grade level reports and for providing suggestions for instruction to help all levels of students increase their learning. They can make direct recommendations that the grade level representative can redeliver to the grade level. Additionally, the Data Team will contribute towards a shared folder on the staff drive, documenting strategies that are recommended and providing examples in the form of videos or resources to teachers in the school.

**Outreach Plan –** Refer to Table 2.1, p. 31, Data Coach’s Guide

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| **Audience** | **How will you engage them?** | **Their role in sustaining collaborative inquiry** |
| District Administrators | Email district administrators to provide an overview of the Data Team process and share results of other schools that have successfully implemented Data Teams; Ask for their support in the initiative towards reaching our goals by providing mentors in the district that facilitate data discussion as well as developing common benchmark assessments throughout the grade levels | Administrators in the district can require participation of principals. They can also require the schools’ alignment of curriculum, standards, and assessments. They can support the development and use of common benchmark assessments |
| School Administrators | Hold a face-to-face meeting with principal and assistant principal of PSE to review the goals in the School Strategic Plan and develop an overall plan to correlate goals regarding the collaborative inquiry process. Develop a communication process to share results with the staff who will be submitting data. | School administrators can be advocates of Data Teams and data driven instruction and empower teachers to make instructional changes as a result of data collection. They can also participate in Data Team, support the team in analysis and finding access to resources. Administrators can also provide teachers with access to data and find times for the data team to meet. |
| School Faculty | Hold a face-to-face faculty meeting on the Using Data Process; Regularly update faculty on the work and analysis performed by the Data Team. | School faculty can participate and engage in Data Team session as well as use data to continuously improve instruction and student learning. They also should regularly ensure they are updated on the Data Team’s processes and conclusions if they are not a member of the team. |
| Department Chairs | Continually collaborate with the team leaders to check in and address any concerns. | Department Chairs should be advocates of the Data Team and promote proper data use and analysis within their team. They should participate in the Data Team and provide guidance and resources it. |
| Instructional Leaders/Specialists | Continually collaborate with school’s instructional leaders/coaches to check in. | Instructional leaders and specialists should advocate for the Data Team and provide guidance and resources. They should provide teachers with timely access to data and actively participate in the Data Teams. |
| Potential Data Team Members | Conduct informational meetings in large and small groups regarding the Data Team and its benefits. | Potential Data Team members should be members of the school community that seek to analyze instructional practices to improve student achievement. They should seek information out to stay updated on the processes in the Data Team. |
| School Board Members | Contact members via email and explain the Data Team processes and the rationale behind them. | School Board Members can support policies that provide time and resources for the Data Team. |
| School Improvement Team | Correlate goals and objectives with the School Improvement Team and determine how each can support each other. | The School Improvement Team can coordinate efforts with the Data Team and actively participate in the UDP. |
| Parents | Introduce parents to the Data Team process, at PTA meetings and through a letter home, explaining the Data Team processes and the rationale behind them. | Parents should stay informed of the Data Team work, sit in on Data Team meetings, and provide timely feedback regarding surveys if they are used or analyzed by the Data Team. |
| Data or Assessment Coordinators | Contact coordinators within the district and set a up a meeting to devise a way to work together to access district data and coordinate benchmark assessments throughout the district. | Data or Assessment Coordinators can provide access to data and stay in communication with the school’s Data Coach |

**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Sherry Graham | **Mentor/Title:** Cynthia Winter/ Assistant Principal | **School/District:** Powder Springs Elementary/Cobb County |
| **Field Experience/Assignment:** Data Team Summary | **Course:** ITEC 7305Data Analysis and School Improvement | **Professor/Semester:** Dr. Padgett-Harrison/Spring 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 2/1/14 | Reviewed the School Strategic Plan to evaluate the vision, mission, and goals (.5 hours) | PSC 1C; BOR 7A; NETS-A 1A |
| 2/1/13 | Composed a Data Team summary based upon my observations and experiences at my school (3.5 hours) | PSC 1C; BOR 5B; NETS-A 1B |
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|  | Total Hours: [4 hours ] |  |

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| **DIVERSITY** (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.) | | | | | | | | |
| **Ethnicity** | **P-12 Faculty/Staff** | | | | **P-12 Students** | | | |
|  | P-2 | 3-5 | 6-8 | 9-12 | P-2 | 3-5 | 6-8 | 9-12 |
| **Race/Ethnicity:** |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |  |
| Black | x | x |  |  |  |  |  |  |
| Hispanic | x | x |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | x | x |  |  |  |  |  |  |
| Multiracial | x | x |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities | x | x |  |  |  |  |  |  |
| Limited English Proficiency | x | x |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals | x | x |  |  |  |  |  |  |

**Part II: Reflection**

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| **CANDIDATE REFLECTIONS:**  (Minimum of 3-4 sentences per question) |
| **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  This field experience gave me leadership experience as I took on the perspective of a Data Coach at my school. In order to create the assignment, I analyzed the experiences and staff at my school to determine how to set up a collaborative analysis culture within my school. Creating the Data Team Summary has enhanced my leadership skills because it gave me the experience to fully understand the work that goes into initiatives in a school environment. Proper leadership takes planning, time, and strategy and this experience gave me the opportunity to refine my skills in those areas. |
| **2. How did this learning relate to the knowledge** (what must you know), **skills** (what must you be able to do) **and dispositions** (attitudes, beliefs, enthusiasm) **required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**  This learning increased my overall perception of leadership and how to be a data coach. In order to effectively set up a Data Team, I needed to be data literate as understand how to employ management techniques. I also had to determine a way to set up a collaborative inquiry culture at my school. These skills were refined throughout the experience as I took the initiative to delegate tasks as well as roles to team members, furthering the skills learned. Good Data Team leaders set a positive example for their team, facilitating meetings in an organized manner. As a technology leader, I combined this knowledge, these skills, and these dispositions in Data Teams to facilitate a successful experience. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This field experience indefinitely impacted student learning, because that is what is analyzed in Data Teams. The purpose of the data process is to drive a school staff to work collaboratively in efforts to drive student achievement. Ultimately, the Data Team Summary analyzed Data Teams within the school, as teachers strategize to improve student performance. This impact can directly be measured through the student achievement data. |