

Professional Learning in the Learning Profession

Continuously Improving Our Use of Data

**Nebraska Data
Conference**

Pre-Conference Session
April 14, 2014

Frederick Brown

Director of Strategy and Development
Learning Forward



First....

Let me offer my apologies!



Warm Up:

Find two others and discuss your reasons for attending this session.

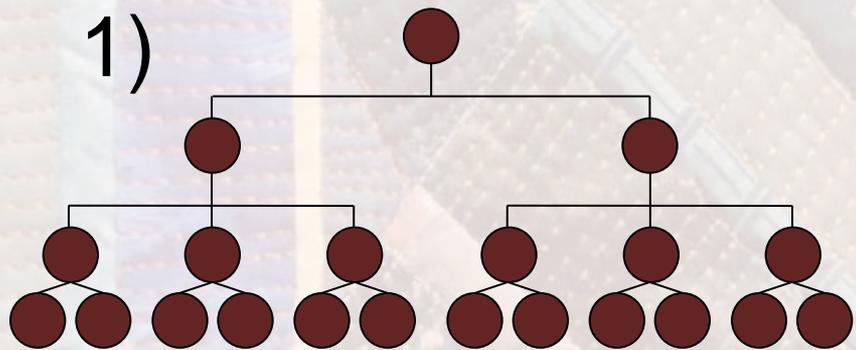




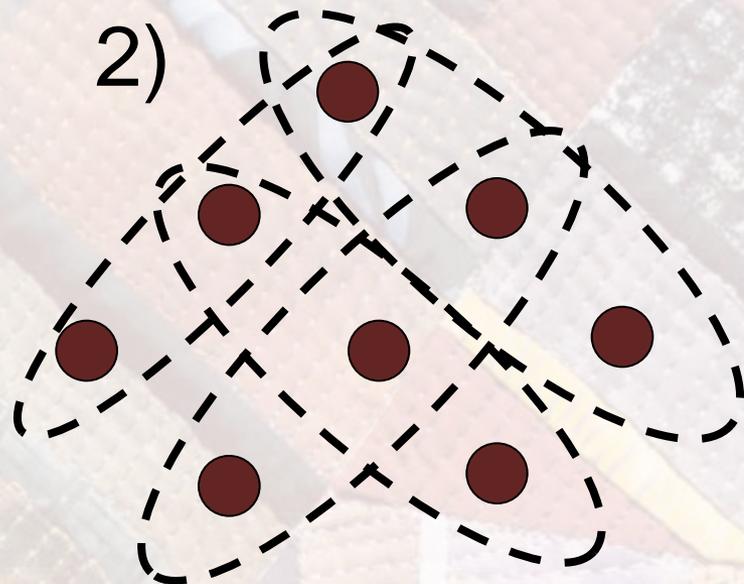
Outcomes

- Develop an awareness of the Standards for Professional Learning
- Explore the data standard and consider sources/uses of data
- Use the Innovation Configuration Maps to strengthen the effectiveness of school-based teams
- **Model various learning designs and protocols**

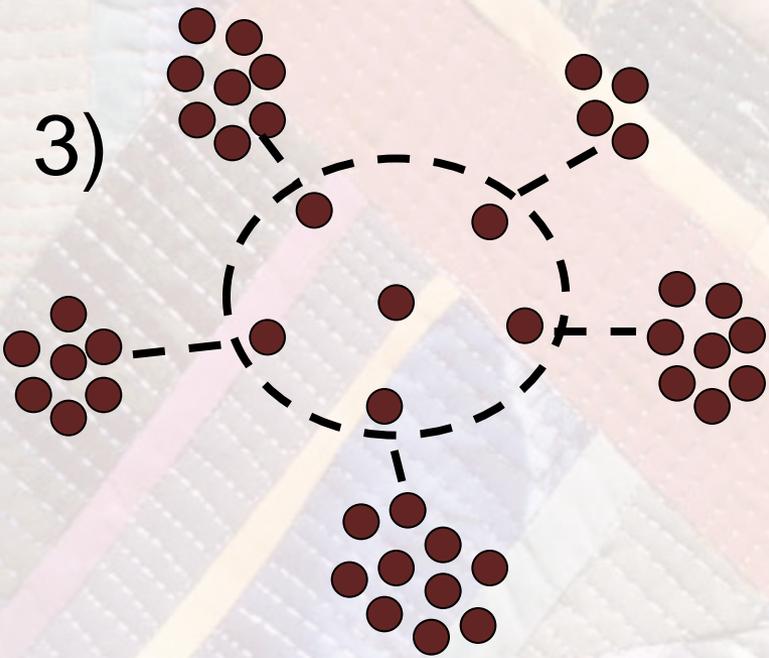
1)



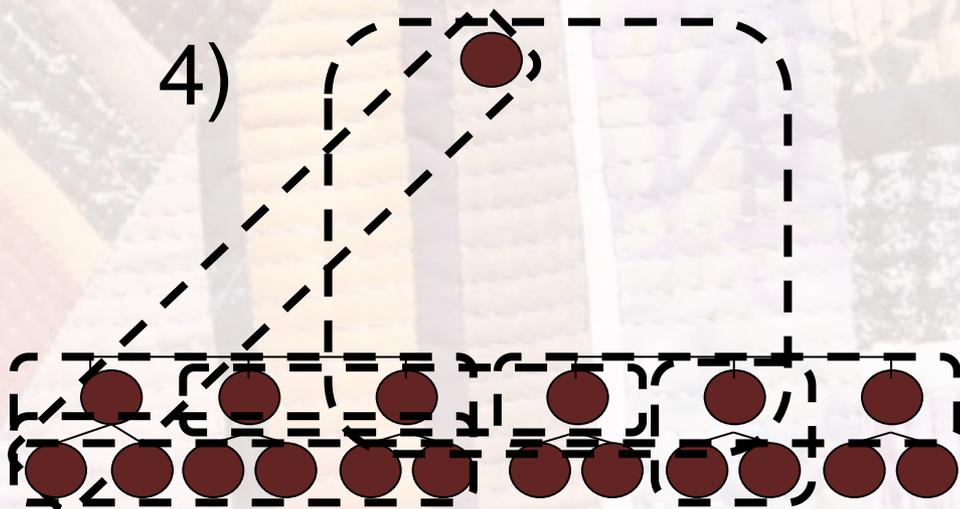
2)



3)



4)





Outcomes

- Develop an awareness of the Standards for Professional Learning
- Explore the data standard and consider sources/uses of data
- Use the Innovation Configuration Maps to strengthen the effectiveness of school-based teams

Why Standards?

- They make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions to help students perform at high levels.
- They guide the design, implementation, and evaluation of professional learning.

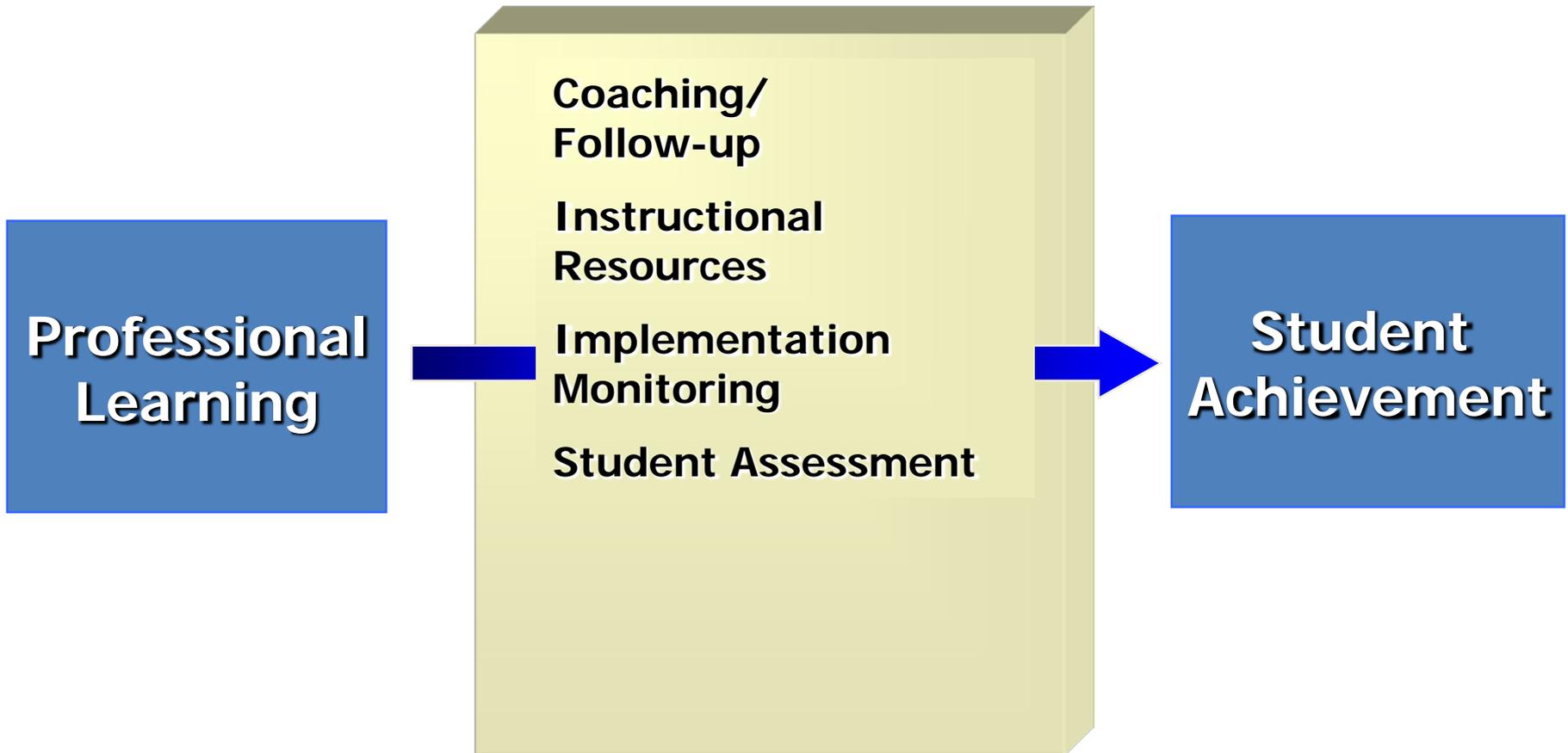
The Black Box

**Professional
Learning**



**Student
Achievement**

The Glass Box



A tapestry of Standards for Professional Learning



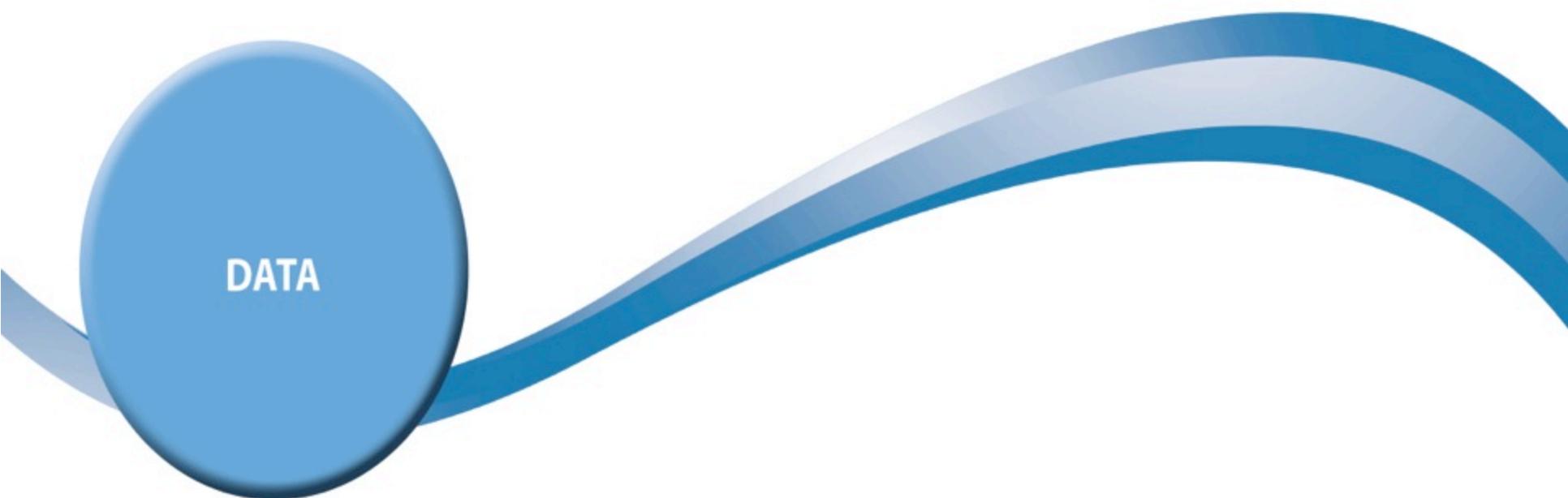
A Tapestry of Standards for Professional Learning





Outcomes

- Develop an awareness of the Standards for Professional Learning
- **Explore the data standard and consider sources/uses of data**
- Use the Innovation Configuration Maps to strengthen the effectiveness of school-based teams



DATA

Professional learning that increases educator effectiveness and results for all students **uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.**

Data

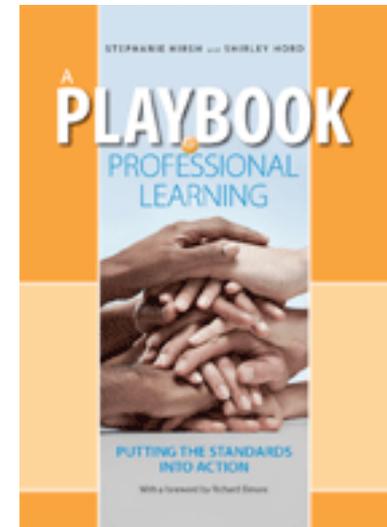


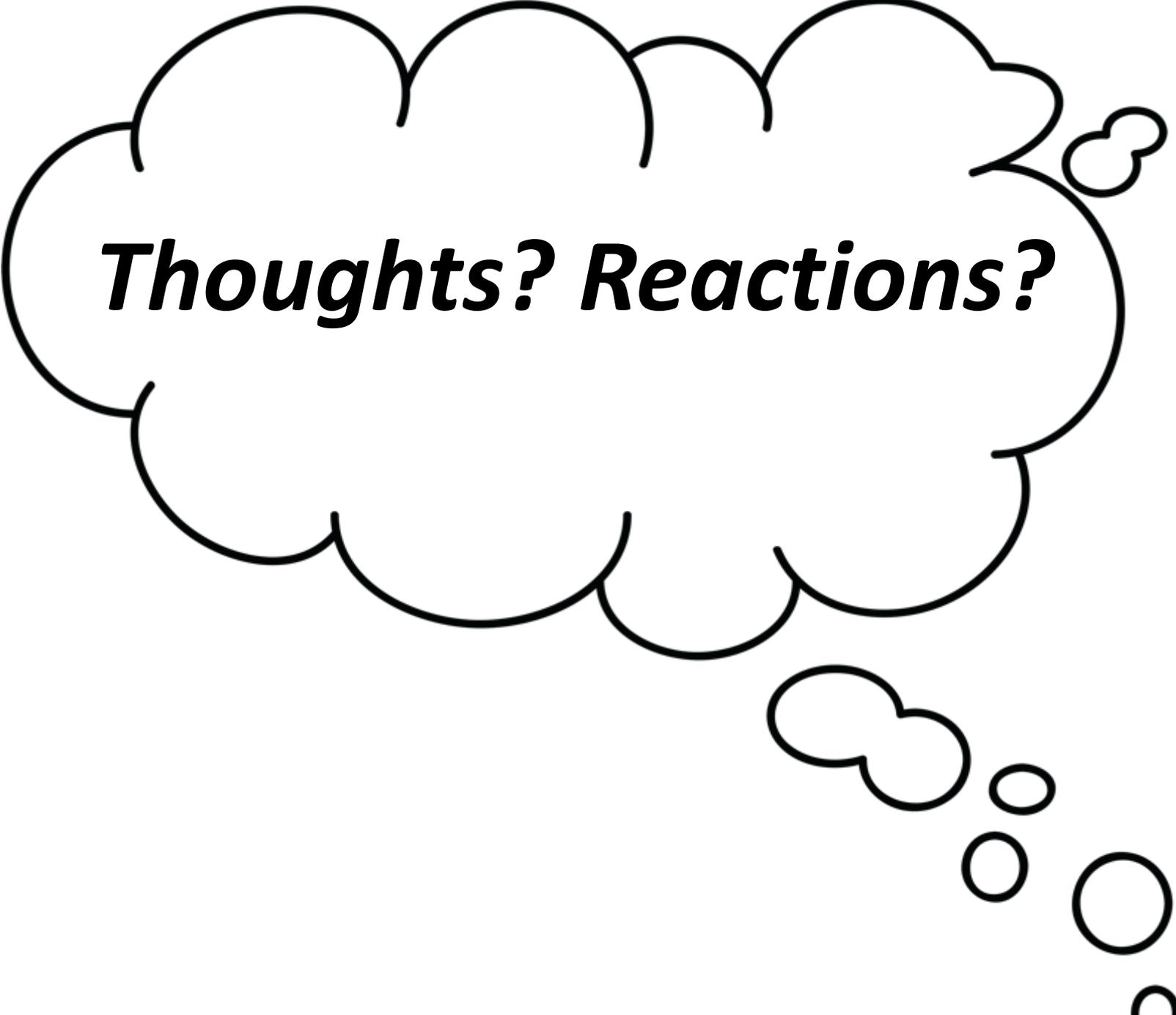
CORE ELEMENTS:

- Analyze student, educator, and system data.
- Assess progress.
- Evaluate professional learning.

A Playbook for Data

- Silently read the article and underline/highlight significant ideas and concepts
- Individually determine the “MOST” significant idea from the text
- Silently review “The Final Word” protocol as others finish reading
- Use “The Final Word” protocol to discuss the article





Thoughts? Reactions?



Outcomes

- Develop an awareness of the Standards for Professional Learning
- Explore the data standard and consider sources/uses of data
- **Use the Innovation Configuration Maps to strengthen the effectiveness of school-based teams**

A learning team at Ford Middle School...

Ford Middle School Video: Innovation Configuration Analysis

Learning Communities

- Develops capacity to apply seven-step cycle of continuous improvement (data literacies)
- Applies the cycle of continuous improvement with fidelity in professional learning
- Advances collective responsibility
- Etc.

Data

- Develops capacity to analyze and interpret data
- Analyzes and interprets multiple sources of student data to determine professional learning needs
- Analyzes and interprets educator data to determine professional learning needs
- Etc.

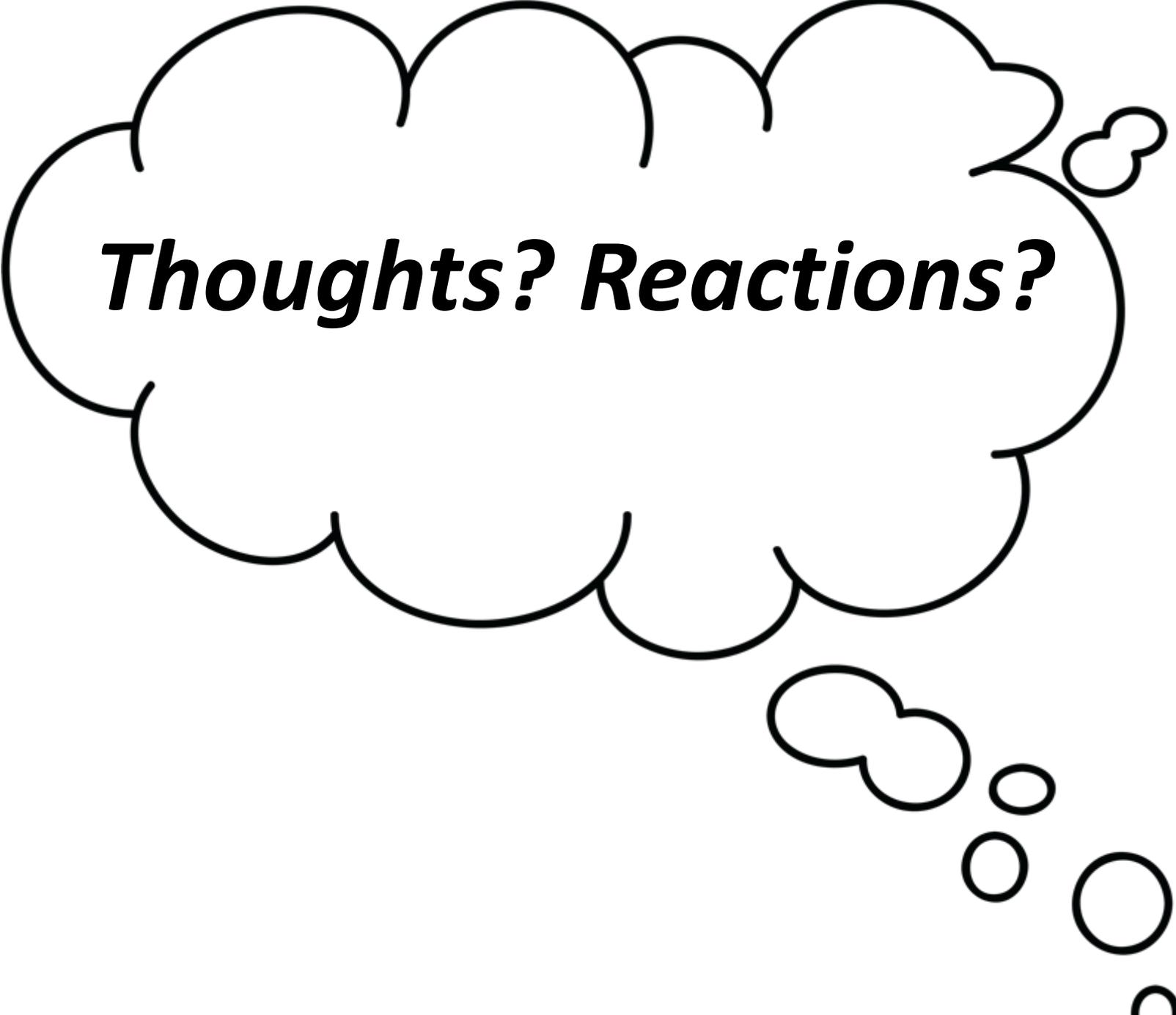
Nebraska Data Literacies

What do the data show?

Why might this be?

How should we respond?

Did our response produce results?



Thoughts? Reactions?

If there's time...

- Silently complete the Data Use Reflection Guide
- Discuss your responses with your tablemates



Thank you!

Frederick Brown:

Frederick.brown@learningforward.org