Professional Learning in the Learning Profession
Continuously Improving Our Use of Data

Nebraska Data Conference
Pre-Conference Session
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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
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 Glass Box

Professional Learning

Coaching/
Follow-up

Instructional
Resources

Implementation
Monitoring

Student Assessment

Student Achievement
A tapestry of Standards for Professional Learning

Learning Communities
Leadership
Resources
Learning Designs
Data
Implementation
Outcomes
A Tapestry of Standards for Professional Learning

- Learning Communities
- Resources
- Leadership
- Data
- Learning Designs
- Implementation
- Outcomes
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
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.
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...
<table>
<thead>
<tr>
<th>Learning Communities</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develops capacity to apply seven-step cycle of continuous improvement (data literacies)</td>
<td>• Develops capacity to analyze and interpret data</td>
</tr>
<tr>
<td>• Applies the cycle of continuous improvement with fidelity in professional learning</td>
<td>• Analyzes and interprets multiple sources of student data to determine professional learning needs</td>
</tr>
<tr>
<td>• Advances collective responsibility</td>
<td>• Analyzes and interprets educator data to determine professional learning needs</td>
</tr>
<tr>
<td>• Etc.</td>
<td>• Etc.</td>
</tr>
</tbody>
</table>
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