Starting with Students

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WP Wagner

Catchment PD

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Handouts, links, and other material from this presentation can be accessed at http://artofeducating.com.

What makes Jen worth listening to?

A. She has a lot of awards and degrees.
B. She knows the secret to making every student successful.
C. She taught my same grade level or subject.
D. She’s really tall.

What does Jen love about Canada?

A. Poutine
B. The national flag
C. The weather
D. Canadian television

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What are Jen's sessions going to be about?

A. Students
B. Teachers
C. Standards
D. Curriculum

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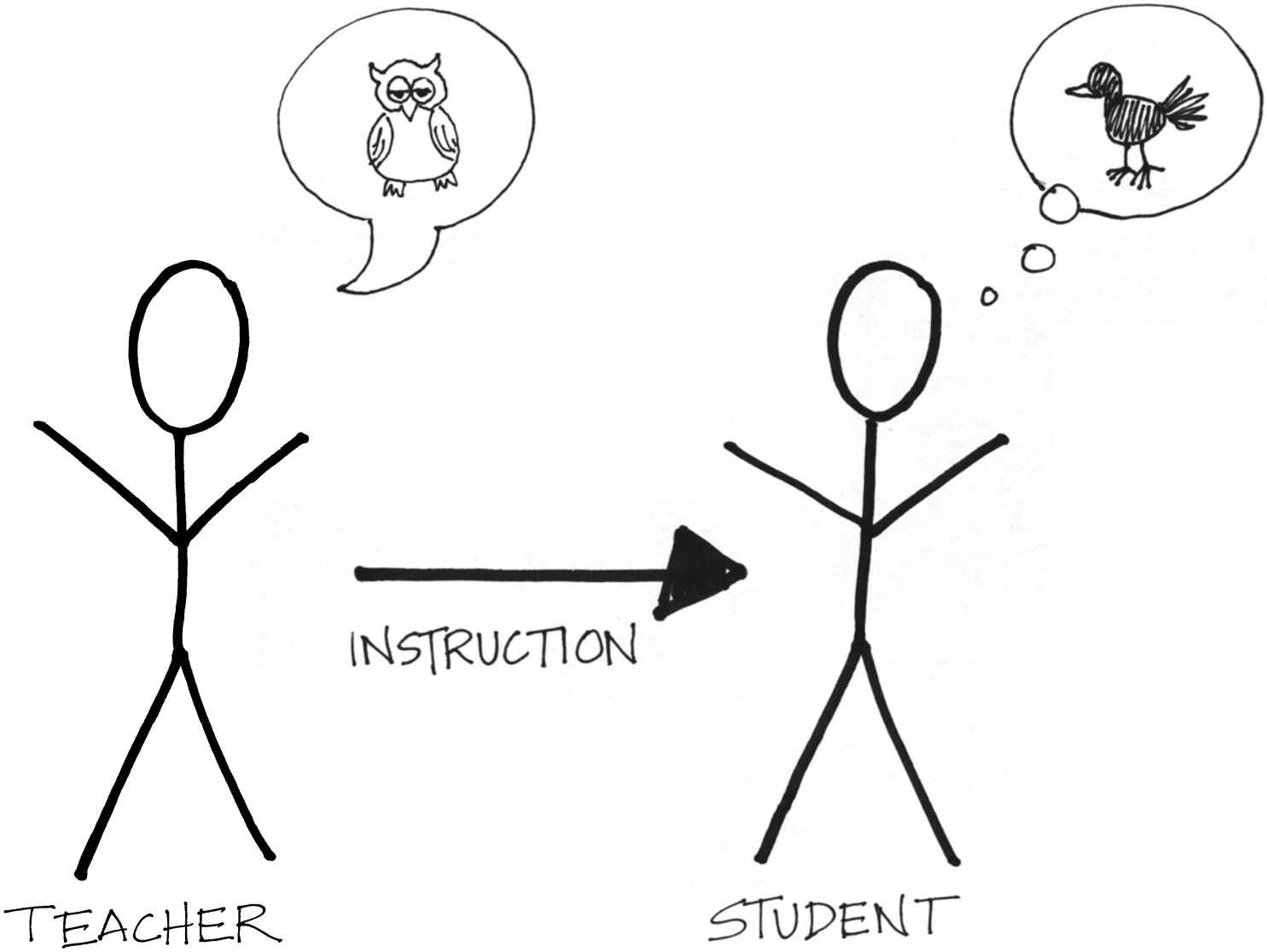
Targets

- Define what it means to be data literate and why it’s important.
- Articulate how using data can actually make us more student-centered.
- Generate questions that will help you better meet the needs of your students.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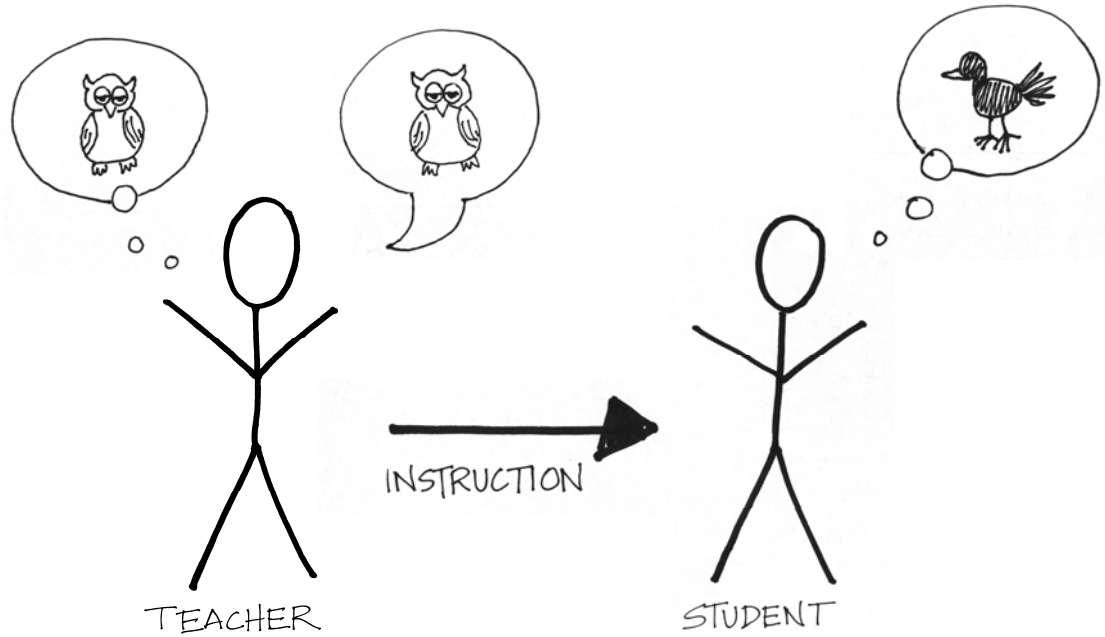
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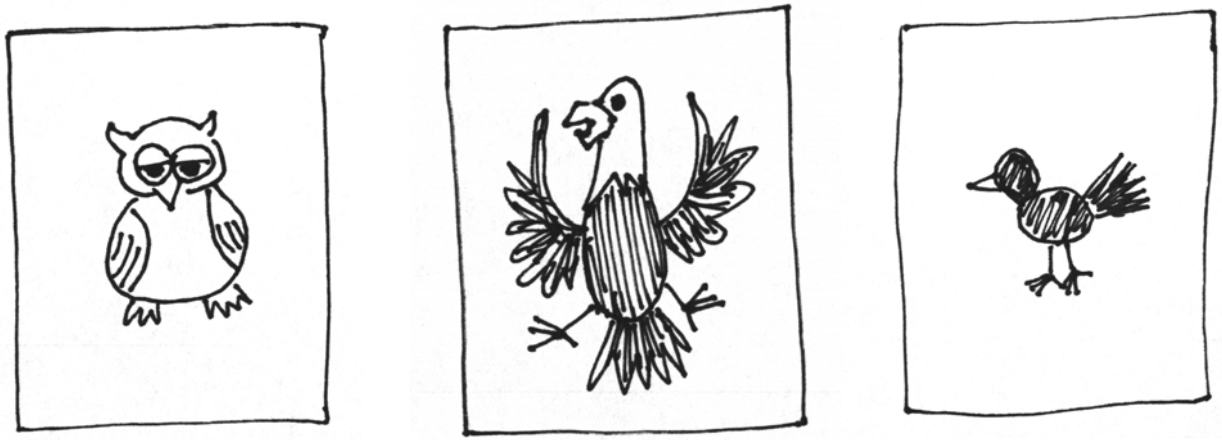
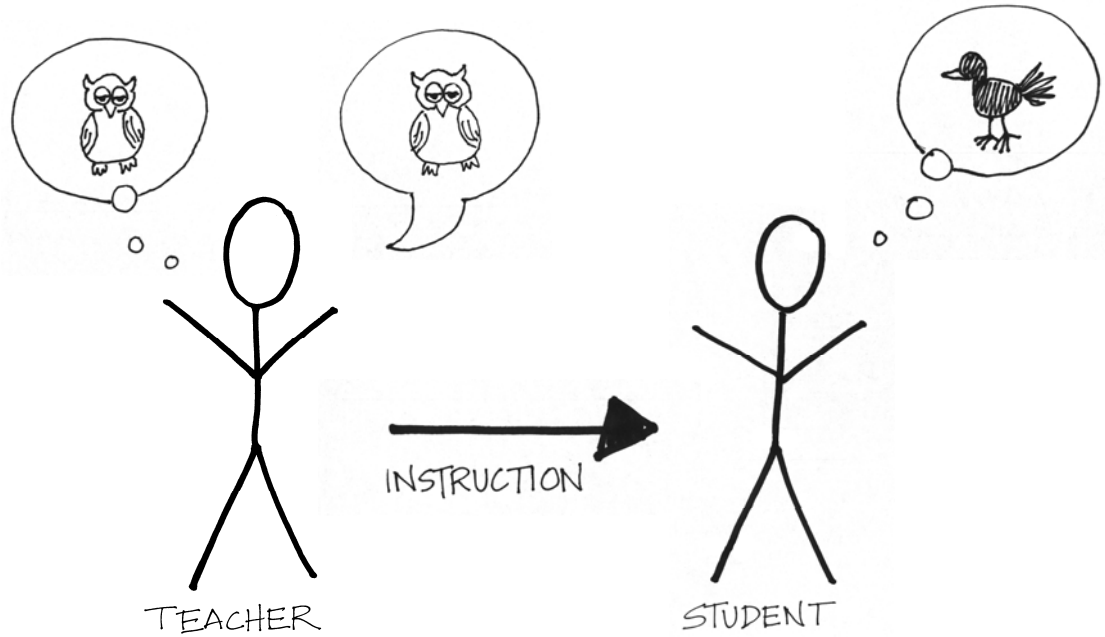


Does this story happen at your school?

	Statistical Definition	Classroom Emphasis
Reliability	The extent to which an assessment is able to produce consistent data	The extent to which an assessment consistently measures what it is supposed to measure.
Validity	The extent to which a conclusion is accurate and/or accurately corresponds to the real world	The degree to which a teacher can make accurate inferences about student learning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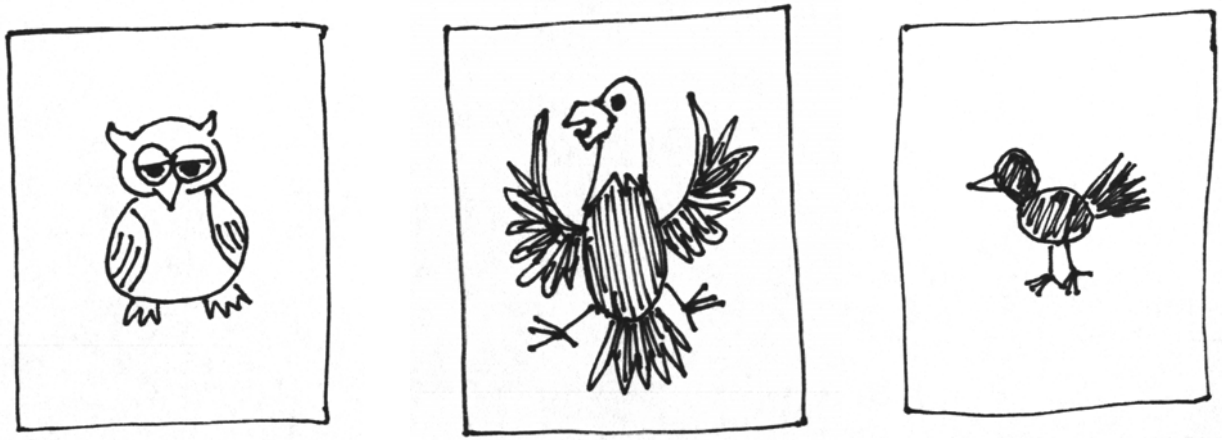
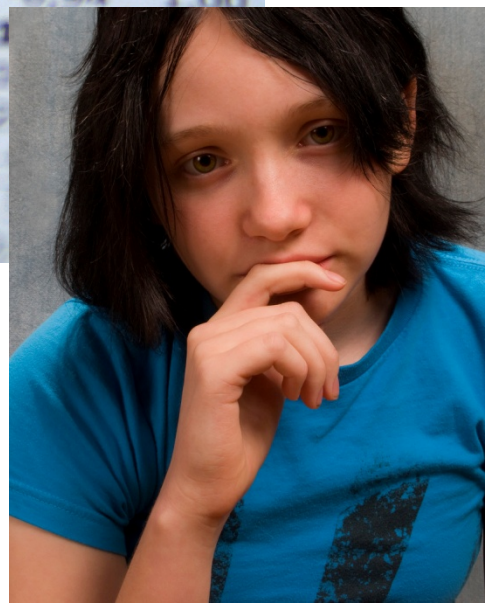


Once upon a time,

SOMETHING WITH NUMBERS

PERFECT DISTRACTION



Pictures: *Drowning by Number* by Jorge Franganillo, *My Eye* by Dan Foy, *Ear* by Ross Elliot, and *Thought* by Robert Couse-Baker (Flickr/CC)

What does it mean to be literate?

Literacy = Having the knowledge and skills to function effectively within a particular context.

For Paulo Freire, author of *Pedagogy of the Oppressed*, becoming literate was also about power, ownership, and informed action (praxis).

Data literacy is the ability to gather, interpret, and use multiple data sources effectively to improve student learning.

NOT

Principal: I received our state test results earlier this week, and I've got nothing but good news to share. Our average score is in the 88th percentile – that's the highest it's been in the last 10 years. Congratulations to all of you, and keep up the good work.

Principal: Mr. Grant, we need to schedule an appointment to go over your class's test scores from earlier this year and talk about what we need to be doing in the coming months.

Teacher: I agree – but I already know those test scores don't paint an accurate picture of what's going on in my classroom now. Since my kids took their tests, I've seen a radical improvement in both math and reading skills using other assessments.

Principal: That's a valid point. In that case, can we augment our test score analysis with some more recent data? Also, I know you have been working on classroom procedures. When we meet, can we also look at the learning environment surveys you gave and see how things are improving?

What does it mean to be data literate? Why is it important?

Why do teachers need to be data literate?

Teaching has changed.

Yesterday and Today:
What's the big difference?

Yesterday's teacher

- Was expected to have subject matter knowledge.
- Used a textbook and lectured, then tested.
- Taught to the average student.
- Involved parents when discipline was an issue.
- Was only responsible for her students in her classroom.

Today's teacher

- Is expected to know subject matter, pedagogy, technology, etc.
- Uses multiple strategies and resources.
- Differentiates for every student.
- Educates and involves parents in student learning.
- Is responsible for all students' learning.

The big change…

…has big ramifications.

How can focusing on data actually make us more student-centered?

Highly effective teachers are curious about their students and their students' learning.

The best teachers ask questions.

Image: http://www.cafepress.com/+worlds-best-math-teacher+mugs

What do you need to know…

- Before you begin an instructional unit?
- During an instructional unit?
- After an instructional unit (but before the summative assessment)?

We start with questions.

Image: http://10milebranch.com/what-is-horse-camp

We start with questions.

Student learning…

- What do I want my students to be able to do by the end of the week?
- What do they know already?

Image: http://10milebranch.com/what-is-horse-camp

We start with questions.

Demographics…

- What have they experienced?
- Where do they come from?
- What are their physical limitations?

Image: http://10milebranch.com/what-is-horse-camp

We start with questions.

Perceptions…

- How do they feel about horses?
- Are they open to learning?

Image: http://10milebranch.com/what-is-horse-camp

We end with questions.

Process…

- What really made the difference in their learning/interaction?

Image: http://10milebranch.com/what-is-horse-camp

Suppose you came into possession of a crystal ball that would reveal reliable data for any question you have about the learning of the students in your classroom and/or school. What would you ask it? What are the questions that will make a significant difference to the performance of your students?