Purpose: To foster a culture of collaboration to support student success.

Outcome: To model the collaborative inquiry process for analyzing multiple sources of data to make recommendations for spring 2018.

# Activating and Engaging

What is your VISION for Pre-K throughout MNPS?

* free for all—accessible
* growth mindset
	+ identify and build on strengths
	+ open-minded—willing to try new things
* continually improving
* developmentally appropriate
* unified vision for all levels
* paly and choices in the classroom for students
* social skills for students
* English learner support for educators and students
* whole child support (“wraparound services” when needed)
* positive learning outcomes for students
* family partnerships

# Exploring and Discovering

Data Observations

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| --- | --- | --- |
| PRI Data | PDG Data by Quadrant | GOLD Literacy Data |
| * Each ELC had an increase in the amount of whole group time from 2016 to 2017.
* Small group center time decreased from 2016-2017.
* For 2 ELCs, transition time decreased.
* Meal time without instruction decreased from 2016 to 2017.
* Gross motor time increased from 2016-2017.
 | * The SE quadrant minimum scores and maximum scores have a larger range as compared to the NW quadrant.
* More English learners in SE quadrant than NW quadrant.
* SE quadrant had lower minimum scores than NW quadrant.
* Quadrant(s) with higher English learners has lower PPVT scores.
 | * On 19b (writes to convey ideas and information), school 2 has a higher percentage of K-ready students for the fall 2017 administration.
* For 17b (uses print concepts), more students scored at level 2, which is right below the expectation.
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# Organizing and Integrating

Traffic Light Protocol for recommendations (highlights mean multiple responses)

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| Stop DoingImage result for red light | * Additional whole groups outside of creative curriculum, because we are backsliding on our whole group/center time balance, which was a PRI recommendation. Also, the low PPVT scores in quadrants can be supported by more time in interactive center times.
* Adding more to the plate.
* basing decisions on outdated data
* initiating directive globally—based on data-driven needs
* Vandy data
* stop measuring success solely on academic achivement
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| Continue DoingImage result for yellow light | * coaching work with MCL’s and LTDS’—(2)
* using pyramid model
* using creative curriculum to allow the appropriate balance of teacher creativity and input while giving developmentally appropriate structure
* supporting elementary principals to understand Pre-K
* looking at individual (school) data in house
* basing support on data driven needs
* recognize growth
* differentiation
* CLASS
* ECERS
* Waterford
* school-based literacy assessment
* video observation
 |
| Start DoingImage result for green light | * standardize the curriculum across Metro
* break down each objective to assess the same across all ELCs
* allowing groups to have autonomy in selecting where to focus on based on own data
* working with data coaches
* reduce the number of data sources/narrow focus
* hearing teacher voices
* data dive by school in order to appropriately differentiate goals
* when data is presented, provide a clear “key” in order to appropriately compare/examine data
* center based data dive
* quadrant based data dive to see overall trends vs. specific needs—(2)
	+ collaborate with other Pre-K sites in quadrant
	+ elementary schools we feed into
* Pre-K expectations by overall trends and more specific support by need
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# Exit Ticket Reflection

What might be some actions you take?

* determine tools or resources we can create that will help schools to use their data to inform practices
* using the collaborative inquiry process to evaluate school-based data
* remember data can be overwhelming for teachers so it’s important to maintain the focus of what the outcome is for the collaborative inquiry process
* using the triangle in the PowerPoint to guide practice (collaborative learning cycle)
* break down each objective with my teachers to ensure we are all assessing the same way
* dive into school level data, classroom data, and support teachers
* examine our school’s data in order to make informed data-driven decisions for our school
* giving less data to teachers and previewing closely with someone outside of group to find what isn’t clear
* starting with decision needed and using dialogue, discussion, decision
* spend some more intentional time with looking at specific data, on a weekly basis, and make a goal for this
* work with our team on looking at data by quadrant and differentiating support for our classrooms by quadrant
* continue looking at data with teachers in PLCs
* make SIP goals visual to teachers and all staff & align/focus work
* I will use some of your protocols for looking at data with my staff.

# Meeting Feedback

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| --- | --- |
| **+** | **∆** |
| * loved data by quadrant—(2)
* great overview
* Margie was a great presenter
* group work
* data samples readily available
* learned a lot about how to look at data and use collaborative inquiry practices
* time provided to digest the data in a different way
* time together
* not sitting in a CIUM being bored
* interesting
* liked how you connected the data to our vision
* having data to go through process being taught
* calibration activity
* much more positive atmosphere from last year’s meeting (good presenter)
 | * a deeper dive would be welcomed—(4)—using school site data to apply the practices modeled today in a more meaningful way so that we can be coached first hand
* limit amount of data in a session—(4)
* norms need to be established up front—too many sidebars when presenter was talking
* narrowing focus of data to a specific area so the traffic light can be more specific—(2)
* maybe allowing groups to take specific pieces of data on GOLD to analyze and then share out
* not enough time to really look at the data before discussion
* are our decisions/suggestions really going to have any impact?
* brainstorming why we think the data shows what it does and ways others found success addressing some of the data point
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