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. |

# Organizing and Integrating

Traffic Light Protocol for recommendations (highlights mean multiple responses)

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| --- | --- |
| Stop Doing  Image 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 * basing decisions on outdated data * initiating directive globally—based on data-driven needs * Vandy data * stop measuring success solely on academic achivement |
| Continue Doing  Image 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 Doing  Image 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 |

# 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 |