

Leveraging Collaboration for Supporting Student Achievement

December 6, 2016

Whitney Akin, Dr. Erin Anderson, Dr. Shelly Dunaway,
Dr. Craig Hammond, Dr. Margie Johnson,
Dr. Mary Laurens Seely, and Dr. Stephanie Wilkerson



METRO
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Norms



Active Participation



Silence Cell Phones

Today's Outcomes

Our outcomes today are to model the collaborative inquiry process used by MNPS to:

- *discuss the MNPS REL Appalachia collaborative inquiry partnership at the national, district, school, and classroom levels;*
- *share resources, lessons learned, and best practices about collaboration; and*
- *encourage participation in an ongoing virtual community of practice for additional support.*

Give One Get One

Take an index card and respond to the below prompt.

Given today's outcomes, what interests you the most? What questions might you have?

- *discuss the MNPS REL Appalachia collaborative inquiry partnership at the national, district, school, and classroom levels;*
- *share resources, lessons learned, and best practices about collaboration; and*
- *encourage participation in an ongoing virtual community of practice for additional support.*

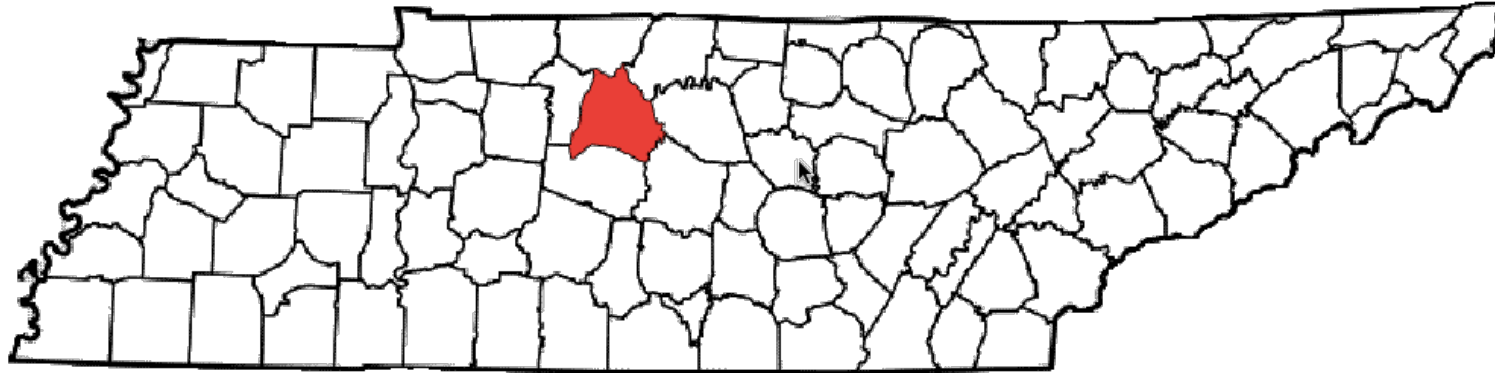
On the signal, take your card and find a partner. Introduce yourself and share your information, then **exchange cards**.
(NOTE: You leave with your partner's card.)

Table groups identify themes and patterns to share with full group.

Setting the Scene

Dr. Margie Johnson, MNPS

Metropolitan Nashville Public Schools (MNPS)



- 42nd largest school district in the US
- 88,000 students;
6,000 teachers;
4,000 support staff
- Students speak 100 + different languages
- 160 buildings

How do we bridge the gap between data and results, so all students have educational success? What is the bridge made of?

Collaborative Inquiry



Culture of Collaborative Inquiry

Collaborative inquiry
establishes a culture of
data-informed decision making.

(Dana, Thomas, & Boynton, 2011; Hamilton, Halverson, Jackson, Mandinach, Spovitz, & Wayman, 2009; Lipton & Wellman, 2012; Love, 2009; Mandinach & Jackson, 2012; Wayman, Jimerson, & Cho, 2012; Wayman & Jimerson, 2014)



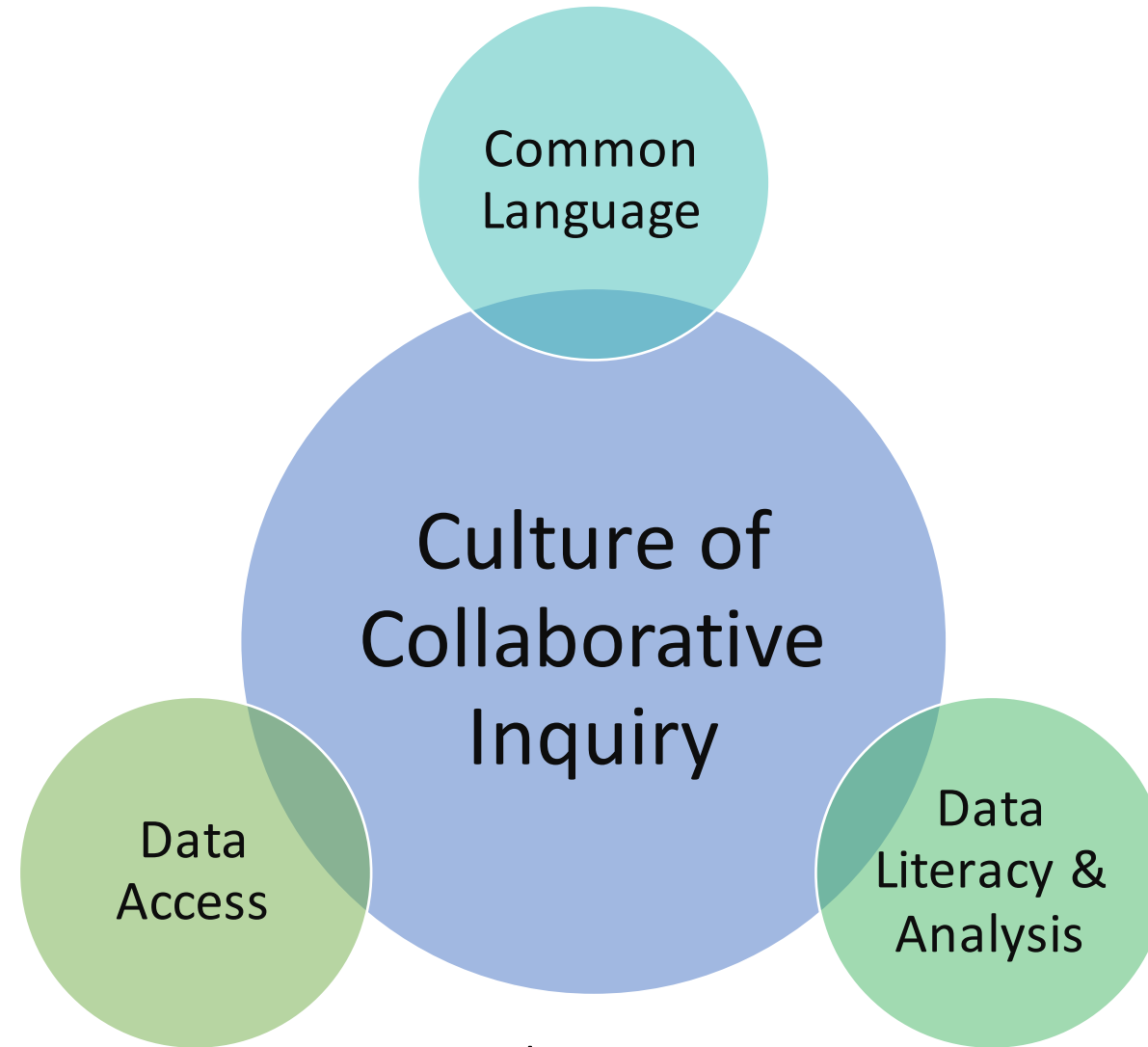
Collaborative Inquiry



Collaborative Inquiry is stakeholders **working together** to uncover and **understand problems** and to **test out solutions together** through rigorous **use of data and reflective dialogue.**

Assumption: This process **unleashes the resourcefulness** of stakeholders to **continuously improve learning.**

Data-Informed Decision Making Ecosystem



--Johnson, 2016

Culture of Collaborative Inquiry

MNPS Collaborative Inquiry

Collaborative Inquiry is a **data-based team** process that consciously uses the **collaborative learning cycle** (activating and engaging, exploring and discovering, and organizing and integrating) and the **qualities of effective groups** (fostering a culture of trust, maintaining a clear focus, taking collective responsibility and data-informed decision-making).



PUBLIC SCHOOLS

MNPS Collaborative Inquiry Community of Practice

Collaborative Inquiry Process



Data Access

Data Warehouse

Metropolitan Nashville Public Schools
Student Profile Dashboard
Gamez, Student 38267

Student Information:
ID: 38267, Gender: M, Ethnicity: W, FARL: --, Free Lunch: --
Ph: 6155551111, Disability: N, Last IEP Date: --, NELB Status: --
Age: 17, Enrollment Date: 7/27/2012, Primary Lang: English
DOB: 2/3/1995, Address: 103 High School
2301 10th Avenue ANTIOCH, TN 37013
To/From Sch. Bus: 111/111, English Native, English Native
ELL: N, LEP: N, Eng. Lang. Back: --
Grade: 11, Retained: --, Disability: --, #OSS: --, Avg Course Grade: 03.1
Total Credits Earned: 14.50
GPA: <70% course grade avg. (44/20WK 2012-2013)

Student Enrollment Record
Enrollment Summary
Year | Nbr Enrollments
2007-2008 | 2
2008-2009 | 1
2009-2010 | 1
2010-2011 | 1
2011-2012 | 1
2012-2013 | 1

Student Attendance Record
Average Daily Attendance
Year | School Name | %Present
2007-2008 | 124 Middle School | 95.00%
2008-2009 | 274 Middle School | 95.00%
2009-2010 | 101 Middle School | 95.00%
2010-2011 | 101 Middle School | 95.00%
2011-2012 | 101 Middle School | 95.00%
2012-2013 | 101 Middle School | 95.00%

Student Discipline Record
Total Offenses: 8
Disc. Offenses (Year to Date 2012-13)
78-12(24) Tardy to sch/class | 3
08-12(24) Inappropriate dress | 3
08-12(24) Cond. pred. good and | 1
01-12(24) Cutting Class | 1

Metropolitan Nashville Public Schools
Classroom Assessment Composite
Enrollment Year: 2012-2013
Assessment Year: 2011-2012
Course: 7 Mathematics Y
School: --
Teacher: --
Meeting Pattern: 1 M-F, 2 M-F, 3 M-F, 4 M-F
Enrollment Grade Level: --
Students: Active in School Only
Class Student Status: Active in Class/Class Completers

Asses. Grade = 6
MATH | READING | TCAP ACH/ELSA
Below Basic | 0-11 | 0-12 | 0-12 | 0-12 | 0-13 | 0-13 | 0-13
Basic | 12-17 | 13-17 | 13-18 | 13-21 | 14-20 | 14-22 | 14-22
Proficient | 18-22 | 18-22 | 19-23 | 22-31 | 21-29 | 23-31 | 23-31
Advanced | 23-31 | 23-31 | 24-31 | 32-38 | 30-38 | 32-38 | 32-38

Asses. Grade = 6
MATH | READING | SCIENCE
Below Basic | 600-732 | 600-707 | 600-727
Basic | 733-789 | 708-751 | 728-752
Proficient | 770-794 | 752-802 | 753-800
Advanced | 795-900 | 803-900 | 801-900

Asses. Grade = 6
MATH | READING
Below Basic | 200-305 | 200-308
Basic | 306-336 | 309-321
Proficient | 337-380 | 322-340
Advanced | 381-500 | 341-600

DATA WAREHOUSE



Metropolitan Nashville Public Schools
Assessment Details For
Enrollment Year: 2012-2013
Assessment Year: 2011-2012
School: 104 Middle School
Subject: MATH
Assessment Date: 04/25/2012

% Students at Each Proficiency Level by Reporting Category

Reporting Category	Below Basic	Basic	Proficient	Advanced
ALGEBRA	30	38	24	8
DATA, PROBABILITY AND STATISTICS	30	38	25	8
GEOMETRY AND MEASUREMENT	29	40	23	8
MATHEMATICAL PROCESSES	30	37	25	8
NUMBER AND OPERATIONS	33	39	20	8

% Students at each Proficiency Level (Sch. vs District)

District - Grade Level 6

District level values do not include retained students.
(District Data obtained for Year: 2011-2012 & Grade Level: 6)

Garfias, Student 56002

Attendance
Dis. (OSS) 8
Grades-4th9WK 86
Cumulative S&I
#Entries
Chronic Absence

Present 135
Absent 32
Tardy 5

Credits Earned / Potential 17 / 18
Year Entered 9th Grade 2010-11
Cumulative GPA 85.8
SLC Technology and Communication

Grade
ED
LEP
SWD
Ethn
Gender

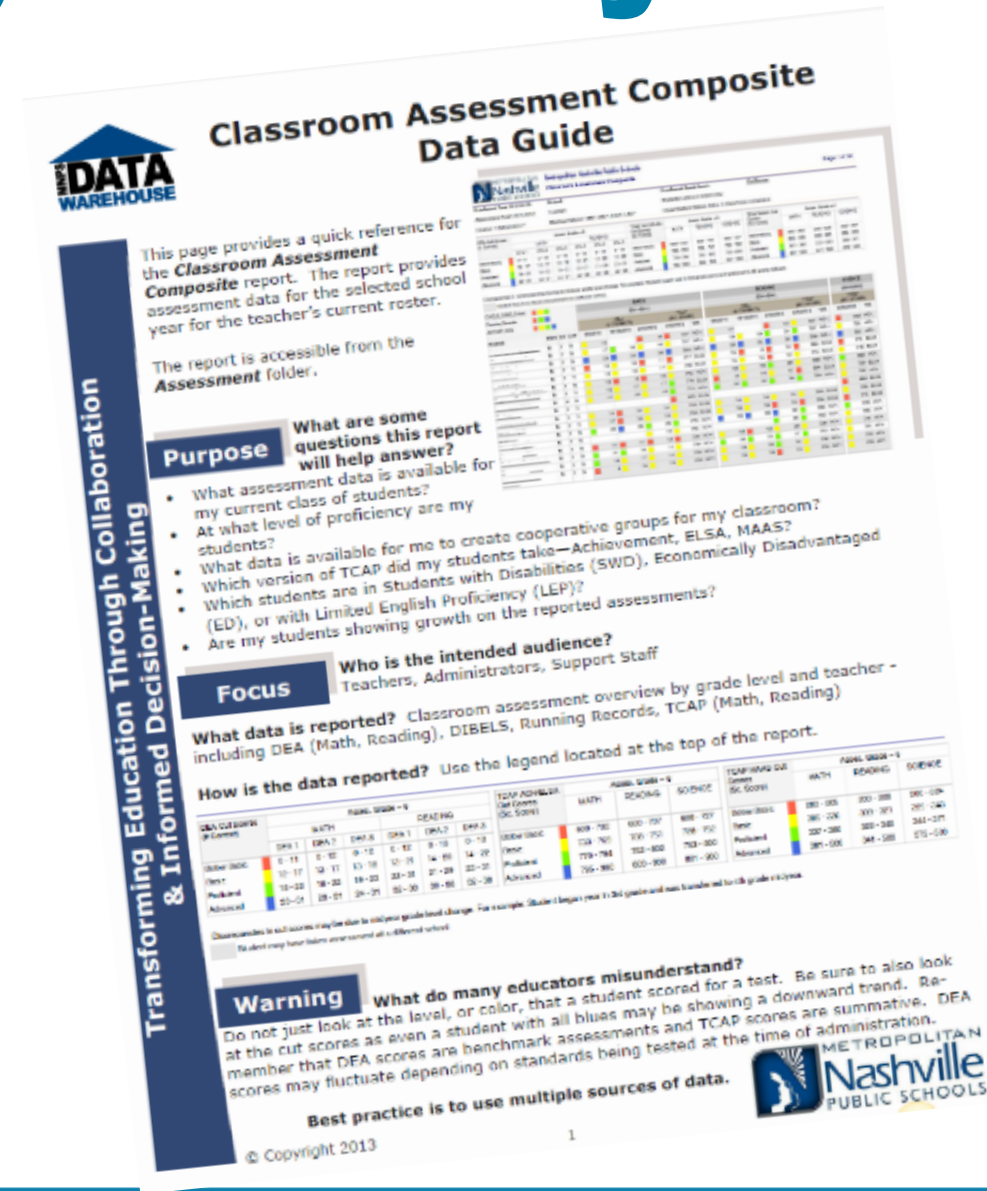
Data Literacy & Analysis

Data Literacy & Analysis

Data Coaches



Rankin, J., 2016



DATA WAREHOUSE

Classroom Assessment Composite Data Guide

This page provides a quick reference for the **Classroom Assessment Composite** report. The report provides assessment data for the selected school year for the teacher's current roster.

The report is accessible from the **Assessment** folder.

Purpose What are some questions this report will help answer?

- What assessment data is available for my current class of students?
- At what level of proficiency are my students?
- What data is available for me to create cooperative groups for my classroom?
- Which version of TCAP did my students take—Achievement, ELSA, MAAS?
- Which students are in Students with Disabilities (SWD), Economically Disadvantaged (ED), or with Limited English Proficiency (LEP)?
- Are my students showing growth on the reported assessments?

Focus Who is the intended audience?
Teachers, Administrators, Support Staff

What data is reported? Classroom assessment overview by grade level and teacher—including DEA (Math, Reading), DIBELS, Running Records, TCAP (Math, Reading).

How is the data reported? Use the legend located at the top of the report.

Warning What do many educators misunderstand?
Do not just look at the level, or color, that a student scored for a test. Be sure to also look at the cut scores as even a student with all blues may be showing a downward trend. Remember that DEA scores are benchmark assessments and TCAP scores are summative. DEA scores may fluctuate depending on standards being tested at the time of administration.

Best practice is to use multiple sources of data.

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Nashville PUBLIC SCHOOLS

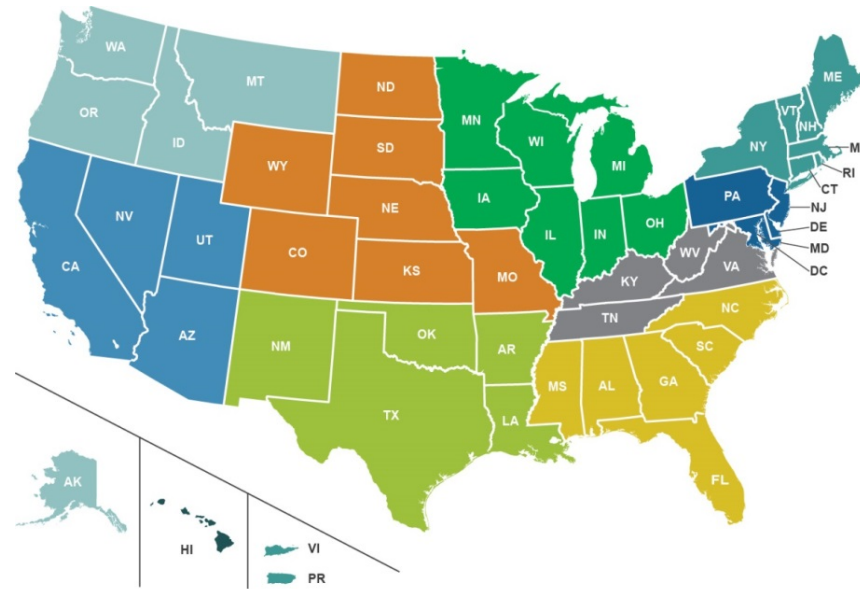
Common Language

National Perspective

Dr. Stephanie Wilkerson, Magnolia Consulting

What is REL Appalachia?

Regional Educational Laboratories (RELs):



Appalachia	Midwest	Pacific*	Southwest
Central	Northeast and Islands	Southeast	West
Mid-Atlantic	Northwest		

- Serve the needs of 10 designated regions helping them improve education through evidence-based practice.
- Administered by the U.S. Department of Education, Institute of Education Sciences (IES).


**We are here
to partner with you.**

What is REL Appalachia?

We produce:

-  Practitioner-friendly Research
-  Hands-on Workshops
-  Technical Assistance
-  Literature Reviews

Example Focus Areas

-  Early Warning Systems
-  College and Career Readiness
-  Effective Data Use
-  Literacy/Numeracy Instruction
-  Classroom Technology

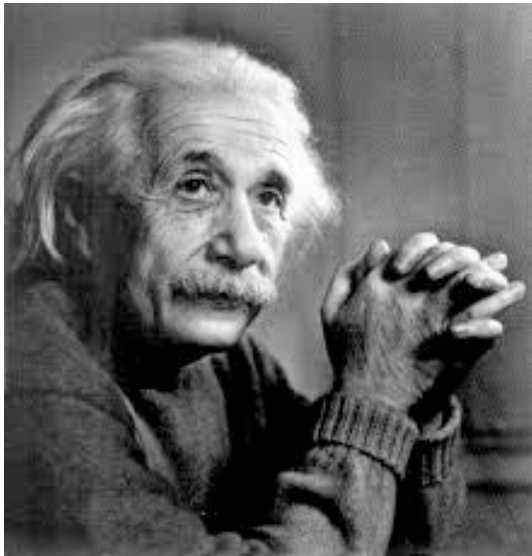
Data-Driven Practitioners and Policymakers

Developing a Common Language

Three practices for groups:

1. Root cause analysis to understand the problem.
2. Logic model development to define intended outcomes.
3. Innovation configuration maps to describe effective practices.





***“You cannot solve a
problem
from the same
consciousness
that created it.”***

—Albert Einstein

REL APPALACHIA

Regional Educational Laboratory

Margie Johnson, Business Intelligence Coordinator, Metropolitan Nashville Public Schools
Jeffrey C. Wayman, Wayman Services, LLC



Bridge Event for Principals

- MOPS and Principals
- 100-day goal with All Principals
- Learn about \$1.1 million grant program for principals to develop their schools



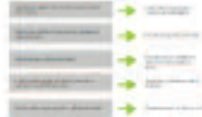
June 9
2015



June 4
2014

Kickoff Meeting: 2015 Projects

Needs



February 26
2015

Innovation Configurations



May 28
2015

June 4
2015

June 18
2015

July 16
2015

Teacher Data Use Survey

- Survey piloted in MOPS in 2014
- Currently under EIS review
- Potentially available August 2015
- Development of survey administration manual under way



July
2014

Logic Models



Mar 18
2015

Evaluation Plan

Evaluation plan meeting 1

- 1st evaluation meeting
- Review meeting
- Review evaluation plan
- Review logic model
- Review data use plan

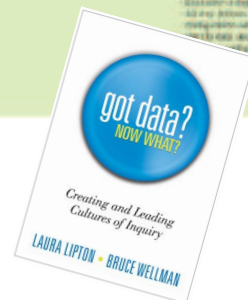
Evaluation plan meeting 2

- 2nd evaluation meeting
- Review meeting
- Review evaluation plan
- Review logic model
- Review data use plan

July 17
2015

Evaluation plan meeting 3

- 3rd evaluation meeting
- Review meeting
- Review evaluation plan
- Review logic model
- Review data use plan



June 10 & 11
2015

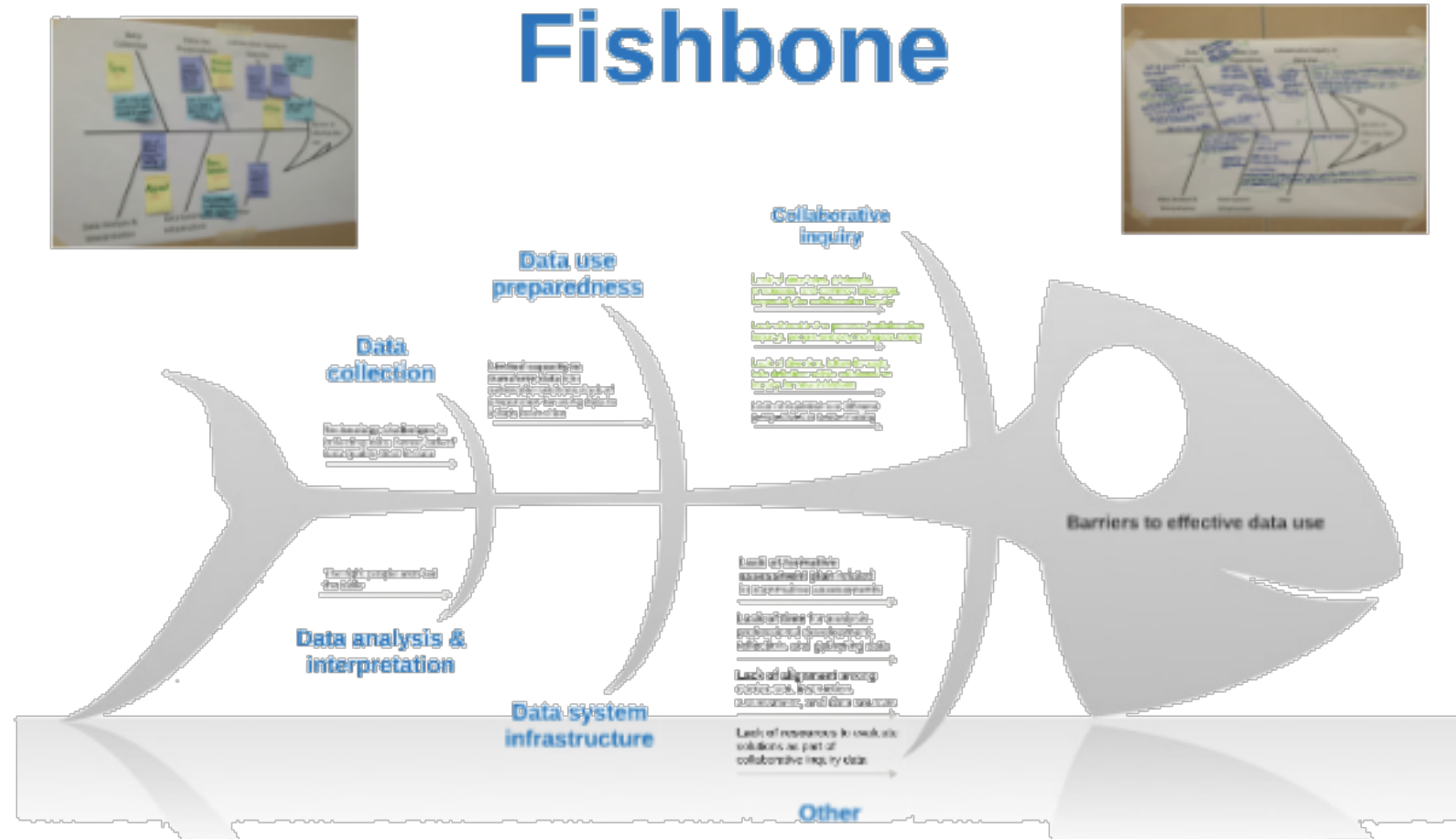
Collaborative Inquiry Workshop

- Review of teachers and leaders
- 1st day
- Application of 2014 to new materials with Laura Lipton and Bruce Wellman
- Explore understanding of the collaborative inquiry model
- Explore understanding of data and practice for engaging high performing groups



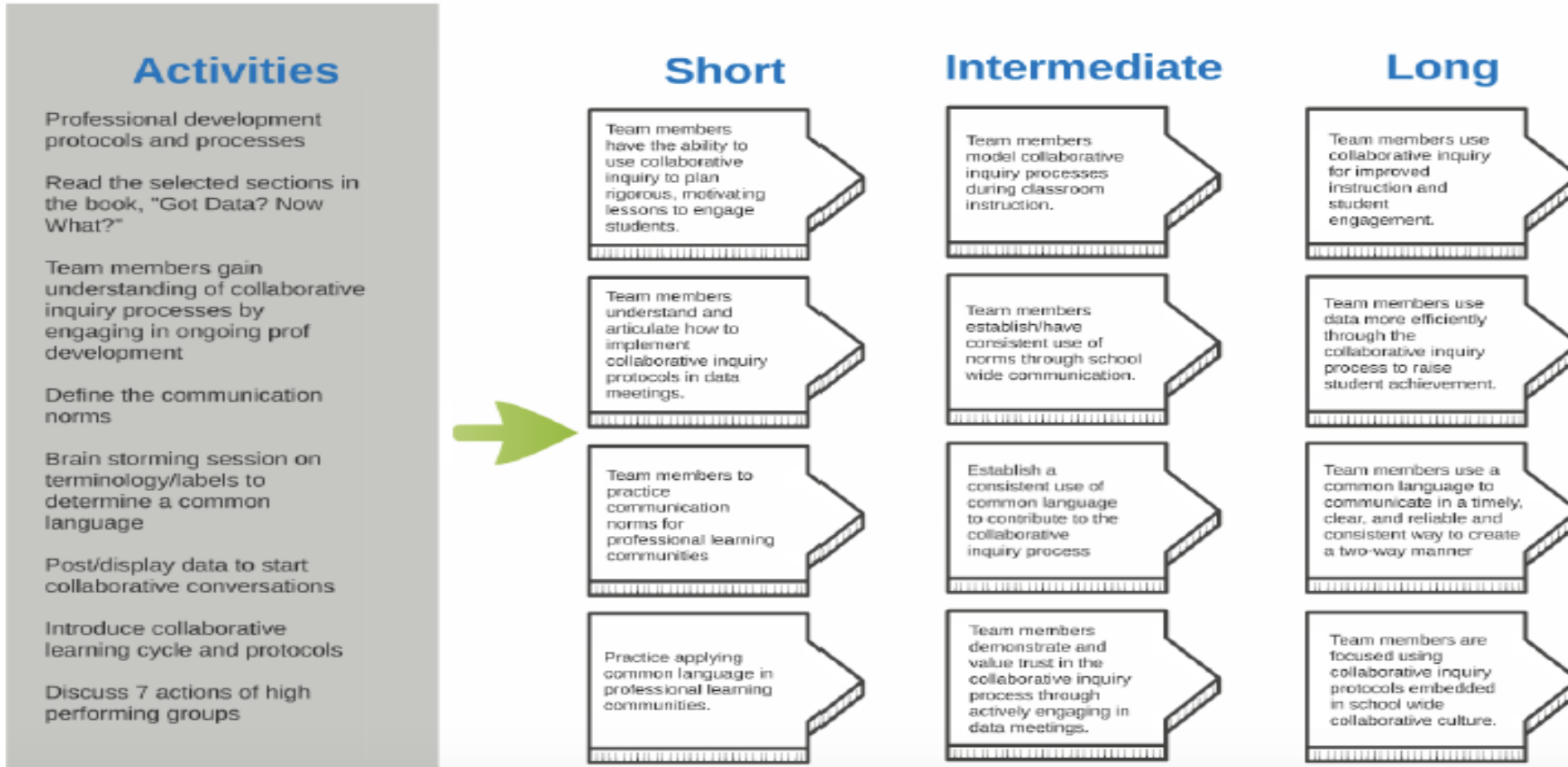
Root Cause Analysis

Fishbone



Logic Models

Lack of structures, protocols, processes, common language, especially for collaborative inquiry



IES IC Map Video

This video is part of a two part series that provides insight on how



is supporting Metropolitan Nashville Public Schools educators in using
INNOVATION CONFIGURATION MAPS (IC Maps)

to help teachers use data collaboratively to improve teaching and learning.



Collaborative Inquiry is a data-based team process that consciously uses the collaborative learning cycle (activating and engaging, exploring and discovering, and organizing and integrating) and the qualities of effective groups (fostering a culture of trust, maintaining a clear focus, taking collective responsibility and data-informed decision-making).

—MNPS Community of Practice



IC Map Team: Keisha Becerra, Katy Enterline, Barbara Lissner, Tamasa Pinkerton

Component A: Establishes and Maintains a Clear Focus

The Team.....

a	b	c
<ul style="list-style-type: none"> Establishes norms, purpose, and an agenda for each meeting. Uses group strategies and structures, including the collaborative learning cycle, to engage all group members and to minimize off-task behavior. Develops an action plan for next steps prior to leaving the meeting and makes plan on how to monitor progress. 	<ul style="list-style-type: none"> Establishes a purpose and agenda for the meeting. Addresses all the agenda topics in the allotted time. Develops an action plan for next steps prior to leaving the meeting. 	<ul style="list-style-type: none"> Fails to have a stated purpose or agenda for the meeting. Discusses random, off topic, or irrelevant issues until the allocated time is over.

MNPS IC Map for Collaborative Inquiry

- **Component A:** Establishes and Maintains a Clear Focus
- **Component B:** Assumes Collective Responsibility
- **Component C:** Fosters a Culture of Trust
- **Component D:** Uses the Collaborative Learning Cycle When Investigating Data to Guide Decision Making

Exploring & Discovering: MNPS IC Map for CI

Quads:



- Letter off **A-B-C-D**:
 - A** – read **Component A**
 - B** – read **Component B**
 - C** – read **Component C**
 - D** – read **Component D**
- **Summarize** your thoughts about the component in 1-2 sentences.
- **Share** the summary with your quad.

Organizing & Integrating

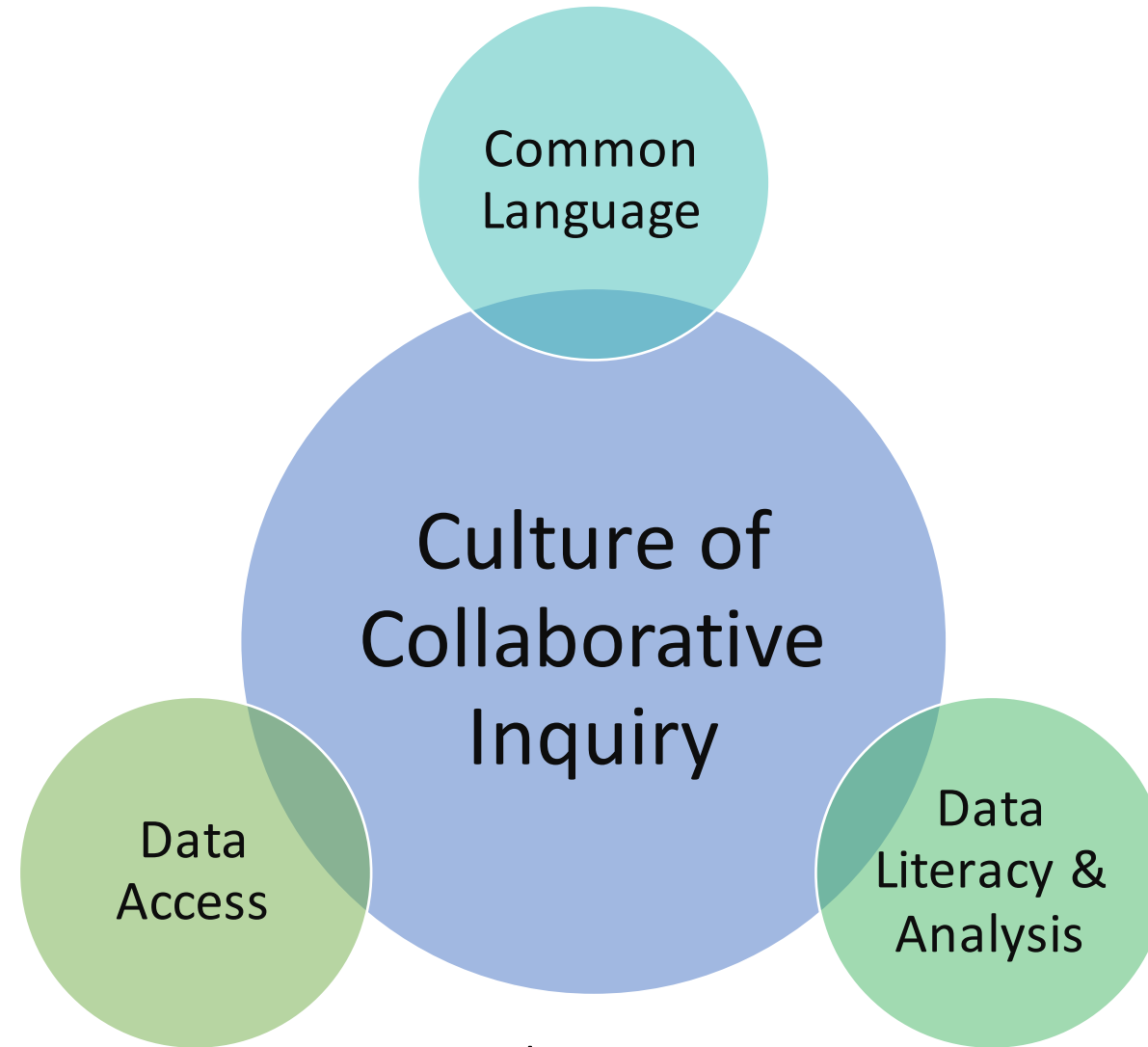


**Given what you have learned about
Innovation Configuration maps,
how might they support a culture
of collaboration in your
organization?**

Data Coaches

Dr. Margie Johnson, MNPS

Data-Informed Decision Making Ecosystem

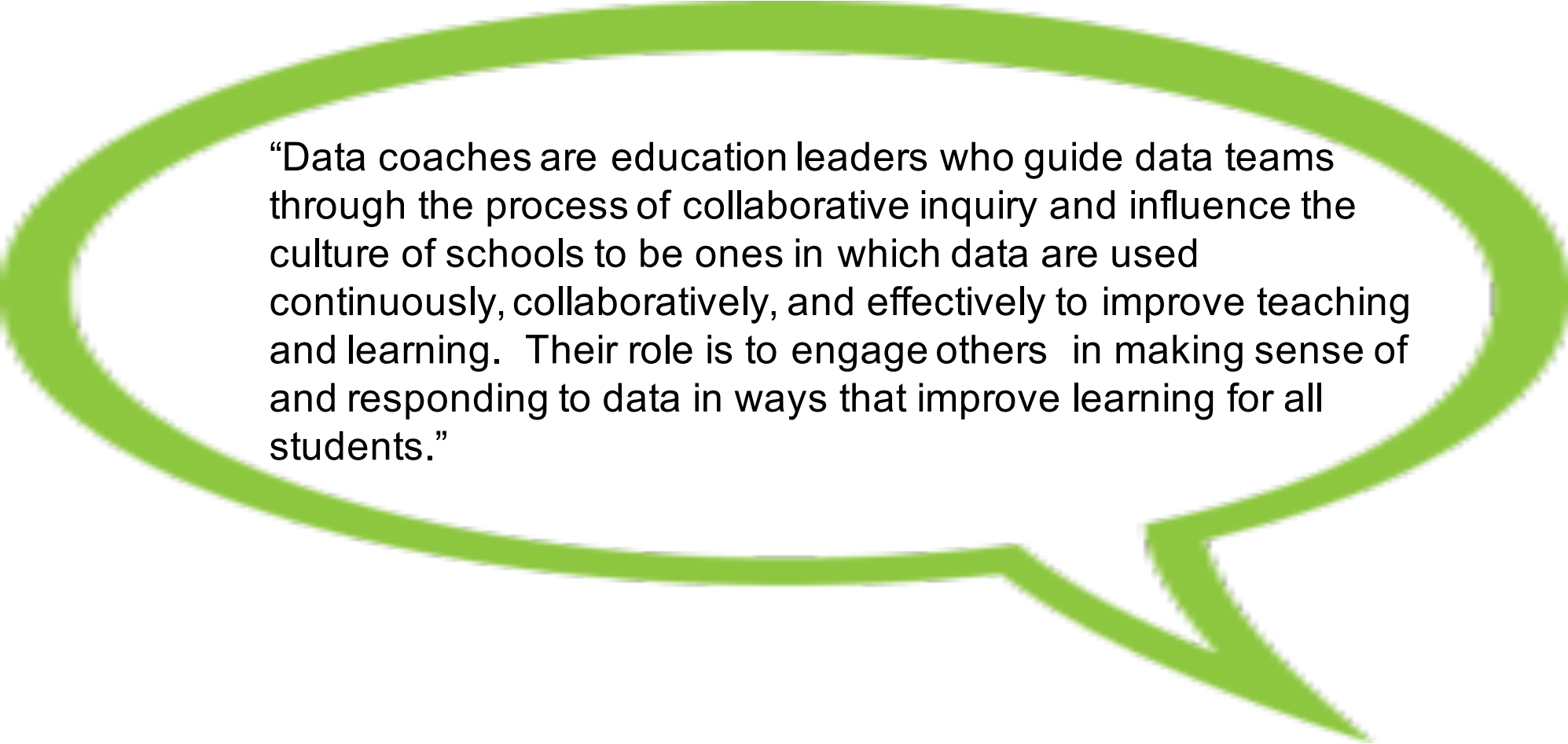


--Johnson, 2016

Data Coaching



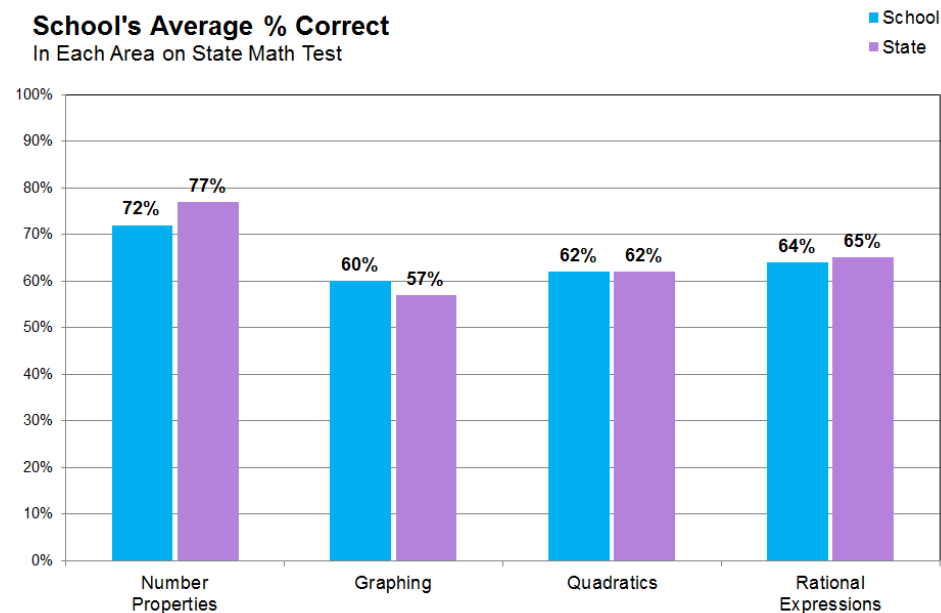
Data Coaching



“Data coaches are education leaders who guide data teams through the process of collaborative inquiry and influence the culture of schools to be ones in which data are used continuously, collaboratively, and effectively to improve teaching and learning. Their role is to engage others in making sense of and responding to data in ways that improve learning for all students.”

The Tale of Two Data Meetings

School's Average % Correct
In Each Area on State Math Test



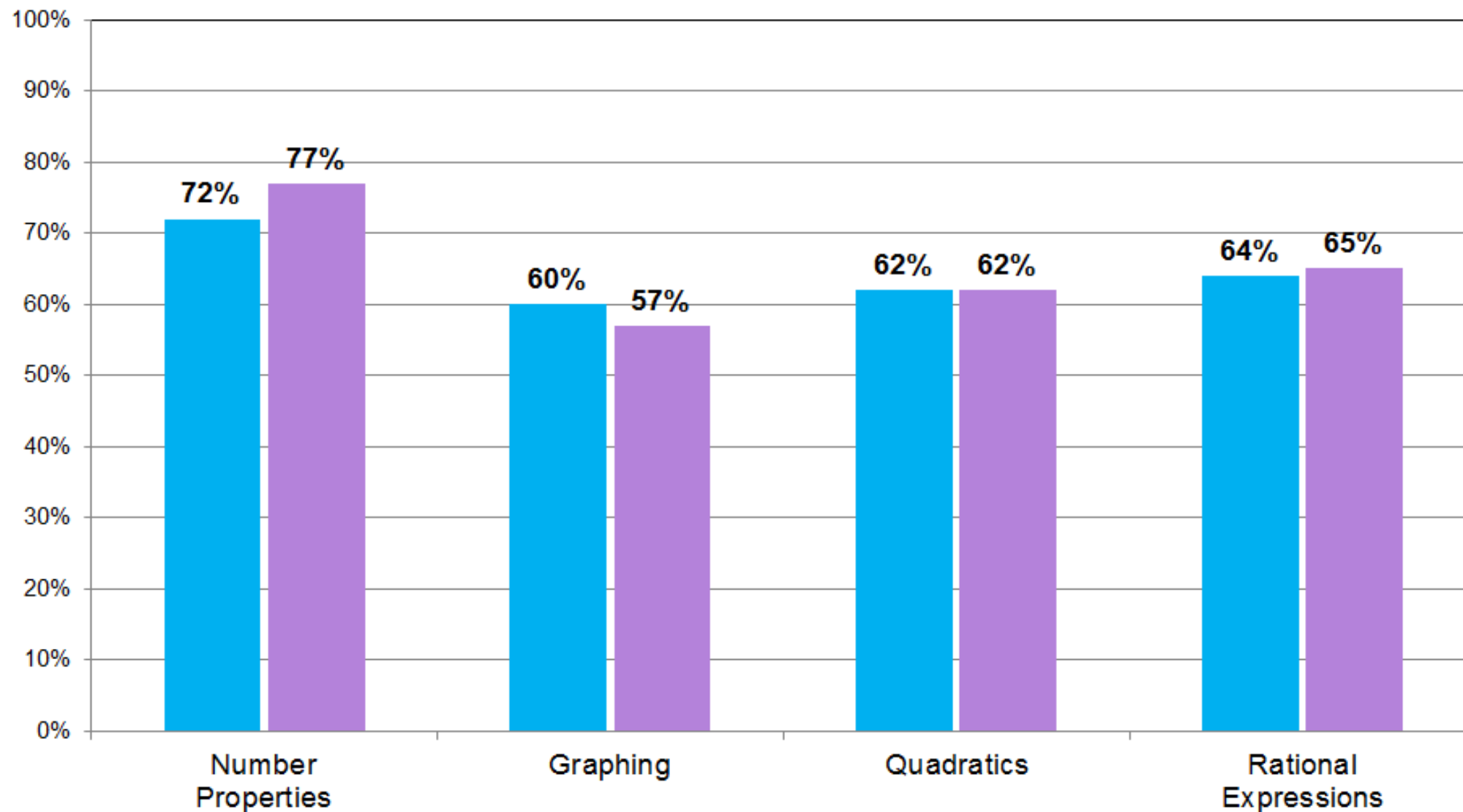
School performance averages for each standard tested.
TEST: ELA District Benchmark Assessment 1

		District and School Totals					
School	No. of students	Overall	CCSS.ELA-Literacy.RL.7.1	CCSS.ELA-Literacy.RL.7.2	CCSS.ELA-Literacy.RL.7.3	CCSS.ELA-Literacy.RL.7.4	CCSS.ELA-Literacy.RL.7.6
District Totals: Music City Public Schools	4,185	57.10%	68.10%	58.20%	58.90%	52.90%	49.50%
Middle School 1	157	48.80%	60.50%	50.70%	52.70%	46.10%	35.00%
Middle School 2	4	54.90%	66.20%	56.90%	56.80%	51.50%	45.40%
Middle School 3	128	58.00%	70.70%	56.80%	58.30%	49.00%	59.10%
Middle School 4	185	31.30%	25.00%	33.30%	30.00%	25.00%	41.70%
Middle School 5	161	58.30%	68.00%	59.40%	62.60%	52.20%	49.50%
Middle School 6	144	61.70%	78.50%	62.70%	61.80%	56.90%	53.90%
Middle School 7	124	58.90%	75.00%	66.90%	58.10%	56.50%	44.10%
Middle School 8	113	58.60%	72.10%	61.40%	59.10%	51.90%	52.80%
Middle School 9	113	49.40%	62.40%	47.50%	55.20%	46.90%	35.70%
Middle School 10	74	44.40%	48.00%	45.50%	46.20%	44.60%	37.80%
Middle School 11	145	57.70%	68.30%	55.40%	63.00%	52.20%	49.40%
Middle School 12	71	52.00%	66.20%	49.30%	56.90%	52.60%	36.60%

School's Average % Correct

In Each Area on State Math Test

School
State



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Observations



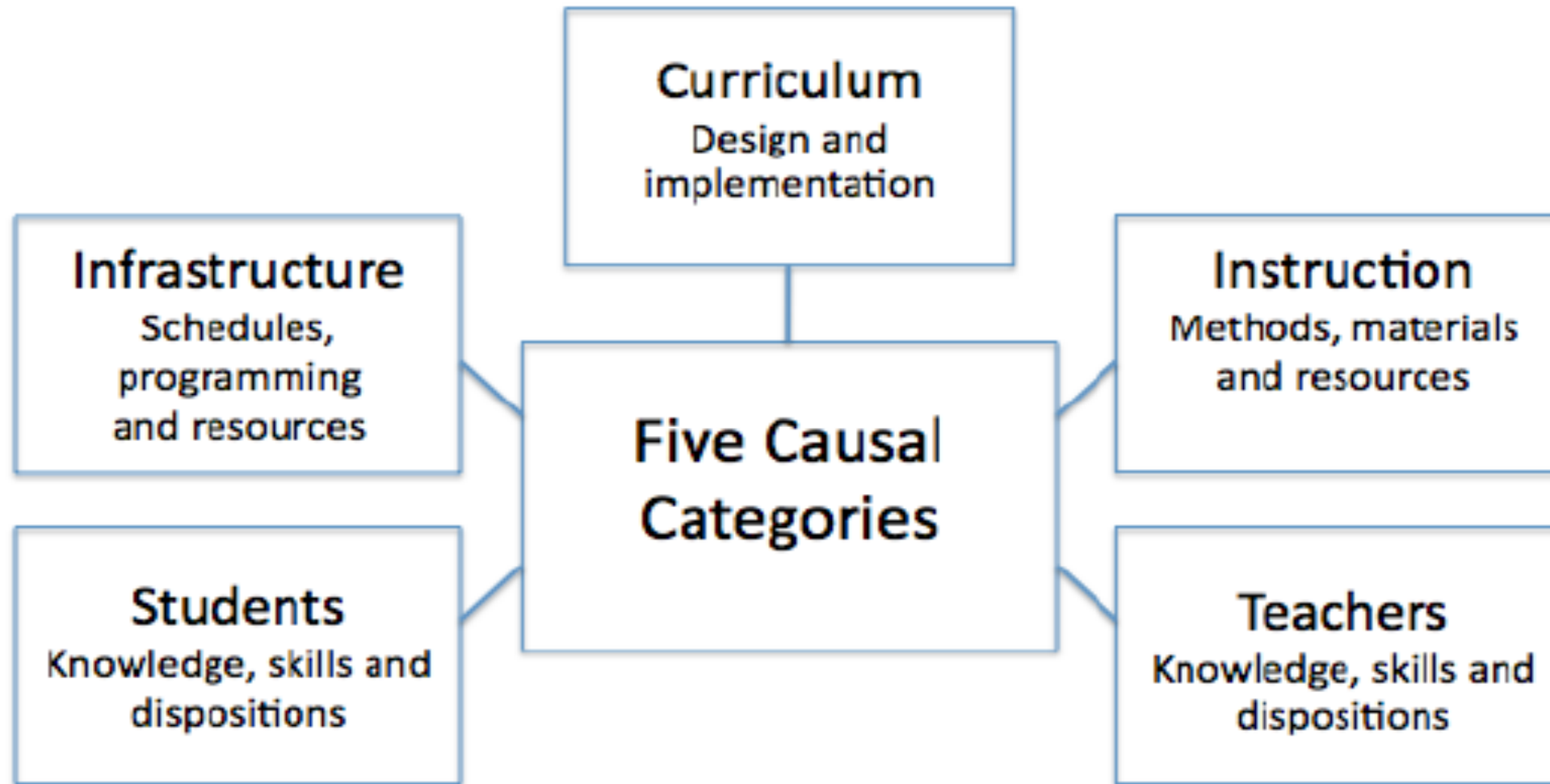
Data Observations

School performance averages for each standard tested.

TEST: ELA District Benchmark Assessment 1

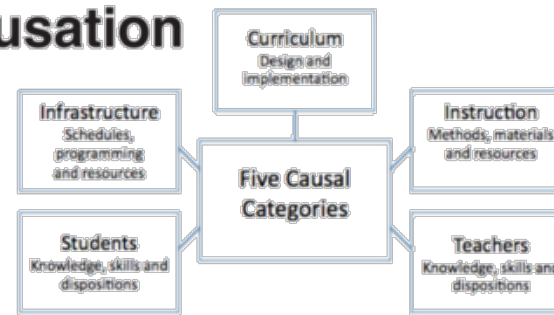
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Causal Categories



Theories of Causation

Observation:



Use this space to record three possible theories of causation related to your observation:

1. Teachers lack the knowledge and skills to build community within their classrooms.
2. Teachers' instructional methods are not engaging to students.
3. Students lack social emotional and self-regulatory skills.

Circle one theory to test. In the space below, record at least three sources of data that you could use to confirm this theory.

•

Individually
generate a
couple of
theories of
causation.

Comparison of Data Meetings

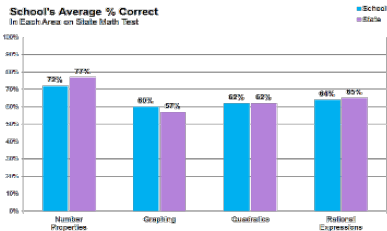
Venn Diagram Graphic Organizer

Name: _____ Date: _____

Data Dive 1

Data Dive 2

Data Dives
Similarities



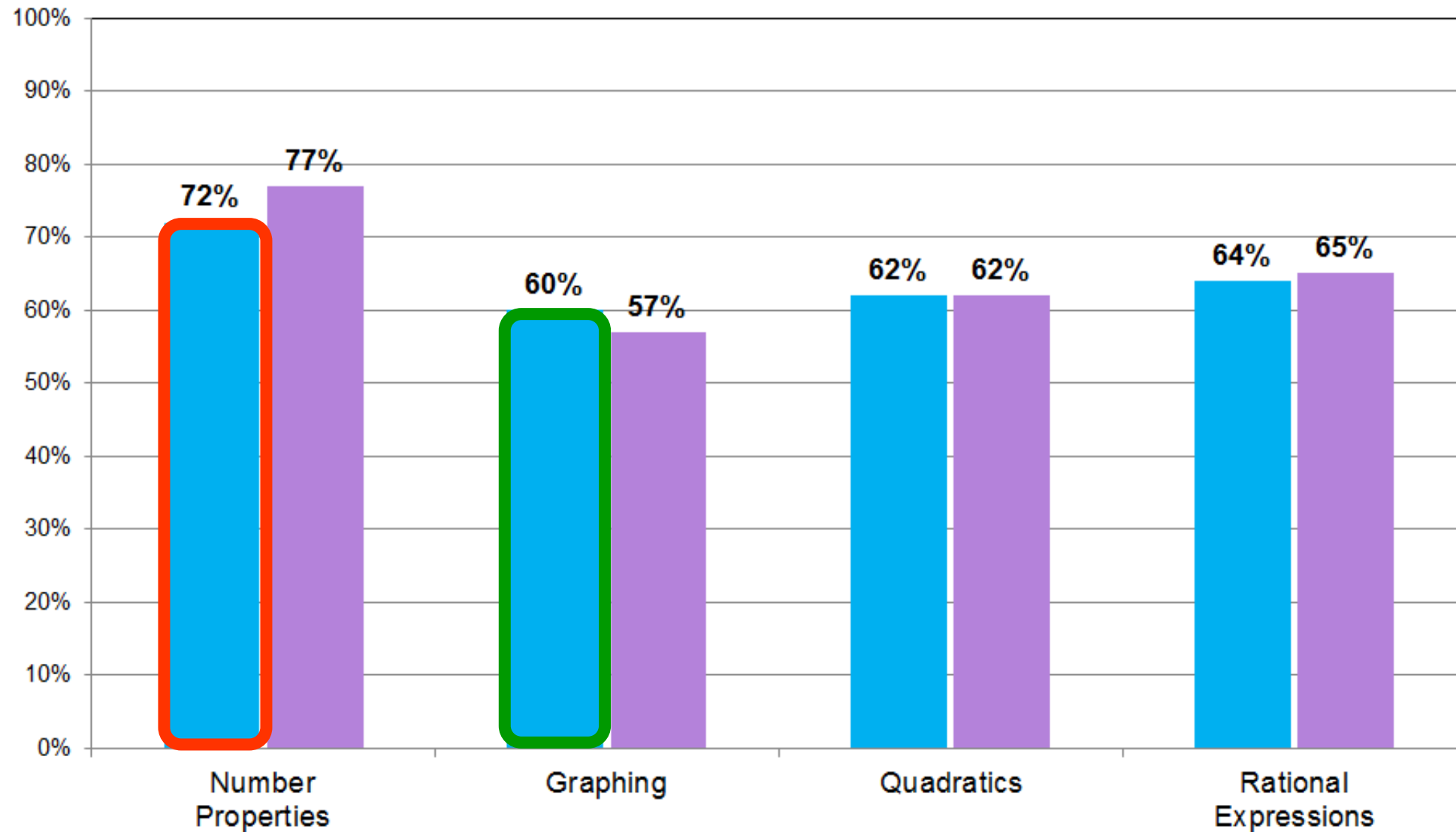
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Public Schools							
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School's Average % Correct In Each Area on State Math Test

■ School
■ State



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School Perspective Panel Discussion: How did we implement?

Dr. Craig Hammond, West End Prep

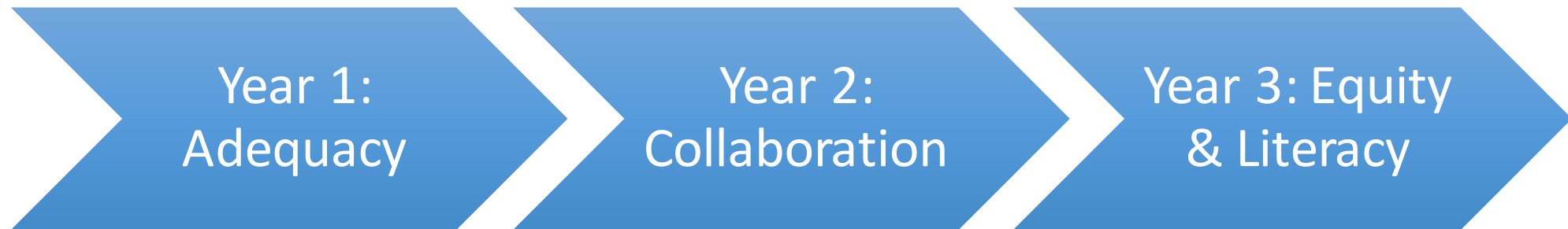
Dr. Erin Anderson, Wright Middle Prep

Dr. Shelly Dunaway, Two Rivers Middle Prep

Sustaining Culture for Collaboration and Inquiry

Craig Hammond, EdD, Principal, West End Middle

The West End Journey



Having talented teachers in your building, even ones who have the desire to collaborate, isn't enough.

“...in this changing [educational] climate, collaborative interaction is, in fact, as much part of teachers' work as is their time in the classroom with students.” (Lipton & Wellman, 2012)

7 Qualities of High Performing Groups

Cultivate relational trust.

Embrace a spirit of inquiry.

Seek equity.

Put data at the center.

Assume collective responsibility.

Honor commitments to learners and learning.

Maintain a clear focus.



Culture isn't static

Culture is shaped by things that happen in the organization and how individuals and groups process what happens in the organization.

Catalysts and Sustainers

Capacity building

- book study
- whole staff training
- team leader training

Feedback

- after each collaborative session
- coaching and evaluation of leaders
- coaching and evaluation of members

Recognition

- faculty meeting
- stories

Reminders

- weekly email
- encouragement
- empowerment

Prioritize

- creative scheduling
- values revision

School Perspective Panel Discussion: How did we implement?

Dr. Craig Hammond, West End Prep

Dr. Erin Anderson, Wright Middle Prep

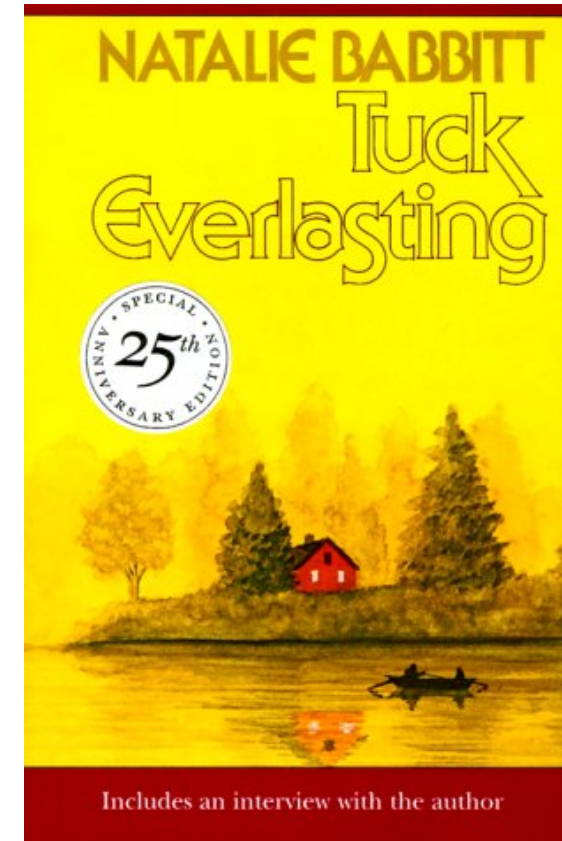
Dr. Shelly Dunaway, Two Rivers Middle Prep

Collaborative Inquiry in the Classroom

Whitney Akin, DuPont Hadley Middle Prep

Practice/Application

Using the Collaborative Learning Cycle handout, as a table group go through the process of activating and engaging, exploring and discovering, and organizing and integrating using the Tuck Everlasting Chapter five text.



Activating and Engaging

Collaborative Groups

- What assumptions do we bring?
- What are some predictions we are making?
- What questions are we asking?
- What are some possibilities for learning?

Classroom

- Pre-Reading Questions
- What are your predictions of what the text is about?
- What are some questions you have regarding the text?

Exploring and Discovering

Collaborative Groups

- What important points seem to pop out?
- What patterns, categories, or trends are emerging?
- What seems to be surprising or unexpected?
- What are some ways we have not yet explored this data?

Classroom

- During Reading Questions
- What is the main idea/central idea of the text?
- What is your evidence from the text to support the main idea?
- What seems to be surprising or unexpected in the text?

Organizing and Integrating

Collaborative Groups

- What inferences, explanations, or conclusions might we draw?
- What additional data sources might verify our explanation?
- What solutions might we explore?
- What data will we need to guide implementation?

Classroom

- Post Reading Questions
- What inferences did we make throughout the text to predict our conclusion?
- What questions do we have after exploring the end result?
- What was the conclusion of the text?
- How did the author determine the conclusion?

Virtual Community of Practice

Dr. Margie Johnson, MNPS

MNPS Collaborative Inquiry Toolkit

www.mnpscollaboration.org

Collaborative Inquiry Toolkit

Collaboration Corner Blog

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An MNPS REL Appalachia Partnership

Collaborative Inquiry is a data-based team process that consciously uses the collaborative learning cycle (activating and engaging, exploring and discovering, and organizing and integrating) and the qualities of effective teams (fostering a culture of trust, maintaining a clear focus, taking collective responsibility and data-informed decision making).



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Workshop Warehouse

Reflection & Wrap-Up

Next Steps

Given what we have discussed and learned today, what are some next steps you can take toward fostering collaboration in your organization?



Feedback--How Was Today's Session

Individually

- Use 2 post-it notes to provide feedback.
- Don't forget to use the app to provided feedback as well.

IC Map

A

B

C

D

HOW WAS THE MEETING?



Q & A

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