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

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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.

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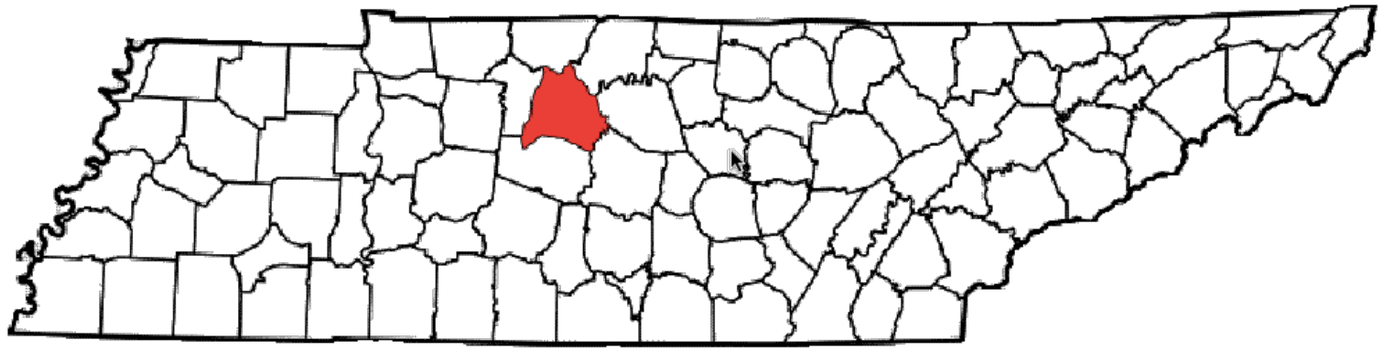
Groups at Work – 2012 MiraVia LLC – All rights reserved

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?

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)

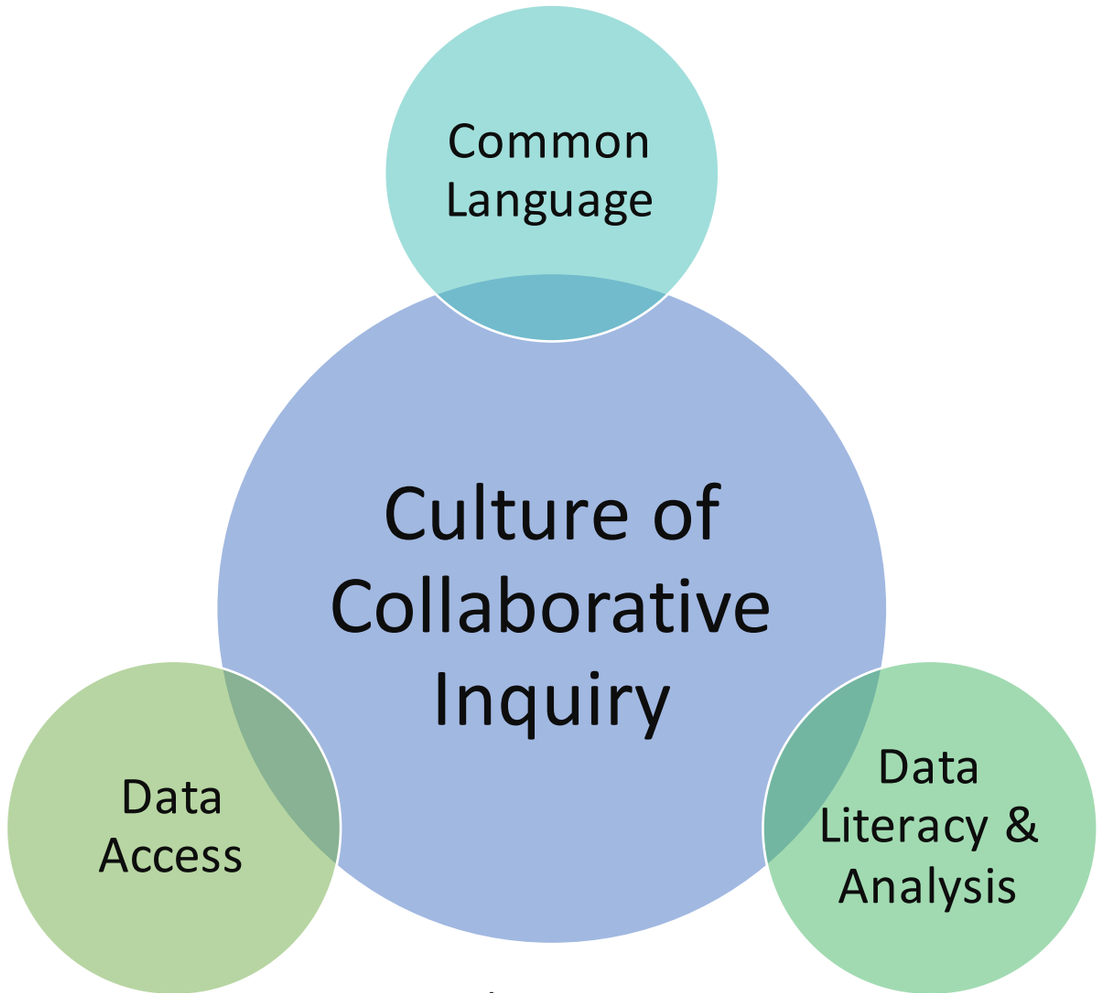
Collaborative Inquiry

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**.

Adapted from N. Love, K.E. Stiles, S. Mundy, and K.DiRanna, 2008

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).

Haynes Middle Design Center
Middle Preps of Nashville

Margaret Allen Middle
Middle Preps of Nashville

Two Rivers Middle
Middle Preps of Nashville

West End Middle
Middle Preps of Nashville

Wright Middle
Middle Preps of Nashville

Apollo Middle
Middle Preps of Nashville

Croft Middle Design Center
Middle Preps of Nashville

Jere Baxter Middle
Middle Preps of Nashville

Neely's Bend Middle
Middle Preps of Nashville

Collaborative Inquiry Process

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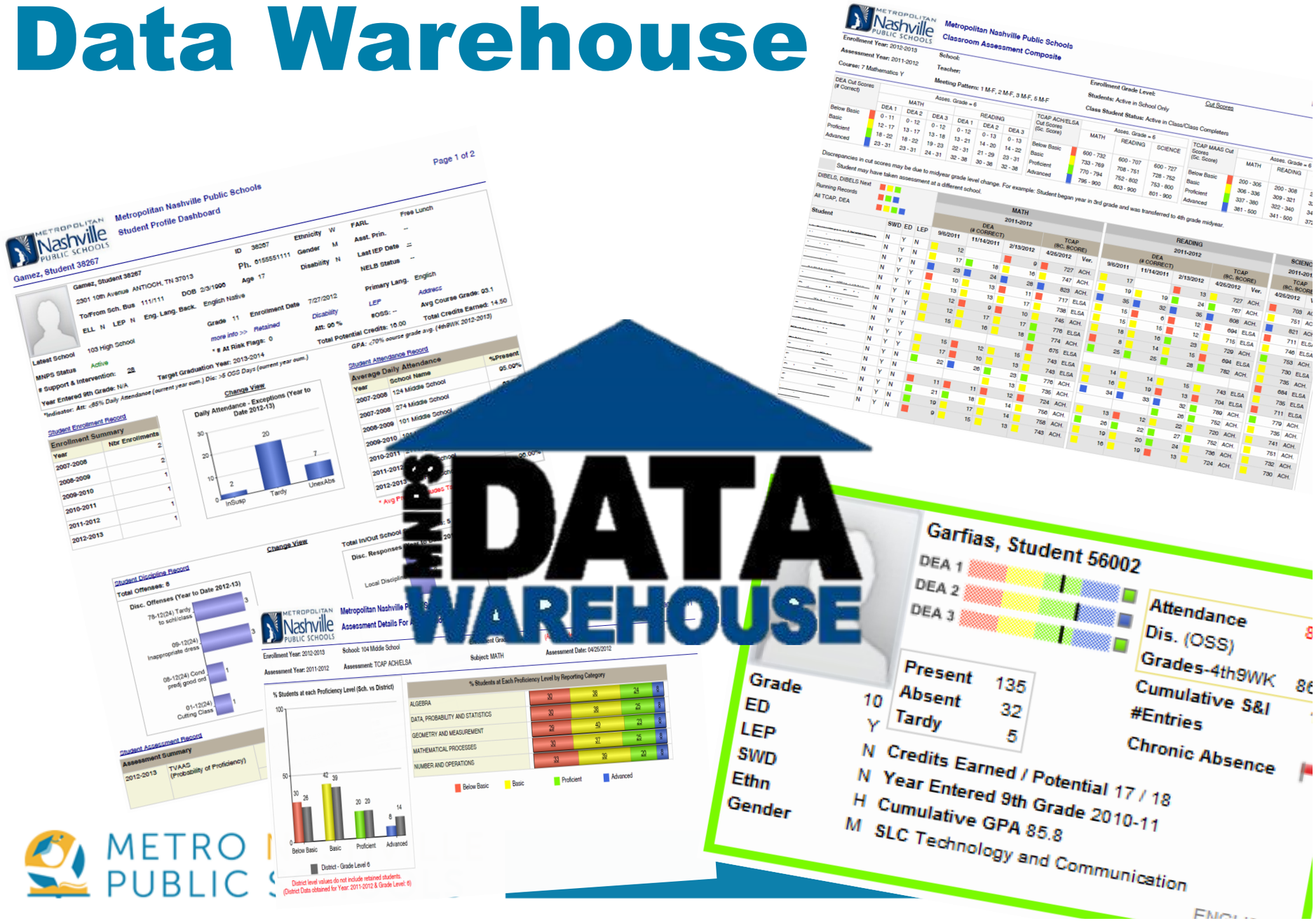
--Adapted from Lipton, L. & Wellman, B. (2012). *Got data? Now what?* Bloomington, IN: Solution Tree, Inc.

Data
Access

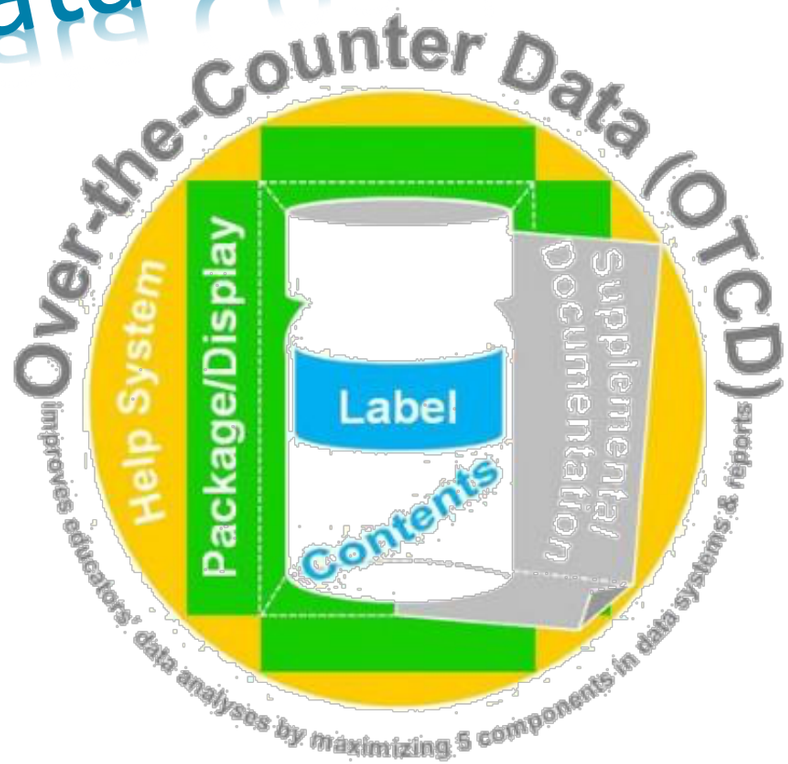
Data Warehouse



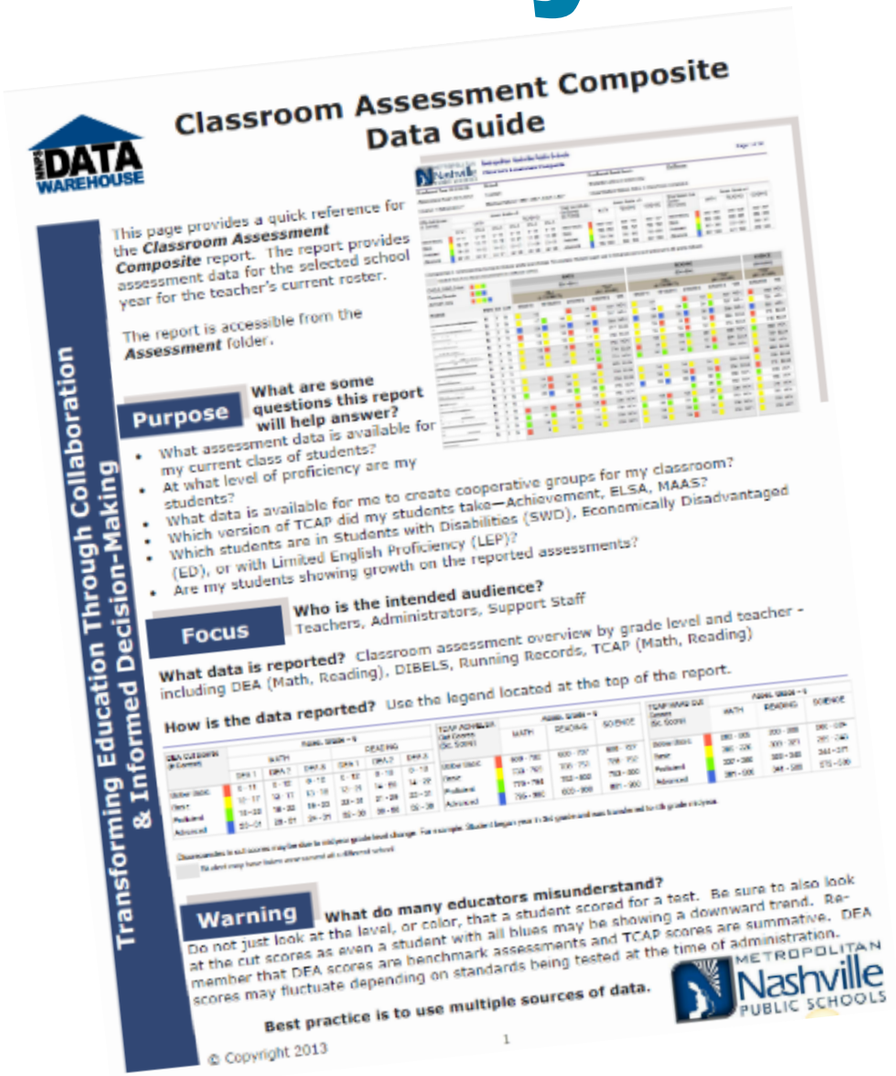
Data Literacy & Analysis

Data Literacy & Analysis

Data Coaches



Rankin, J., 2016



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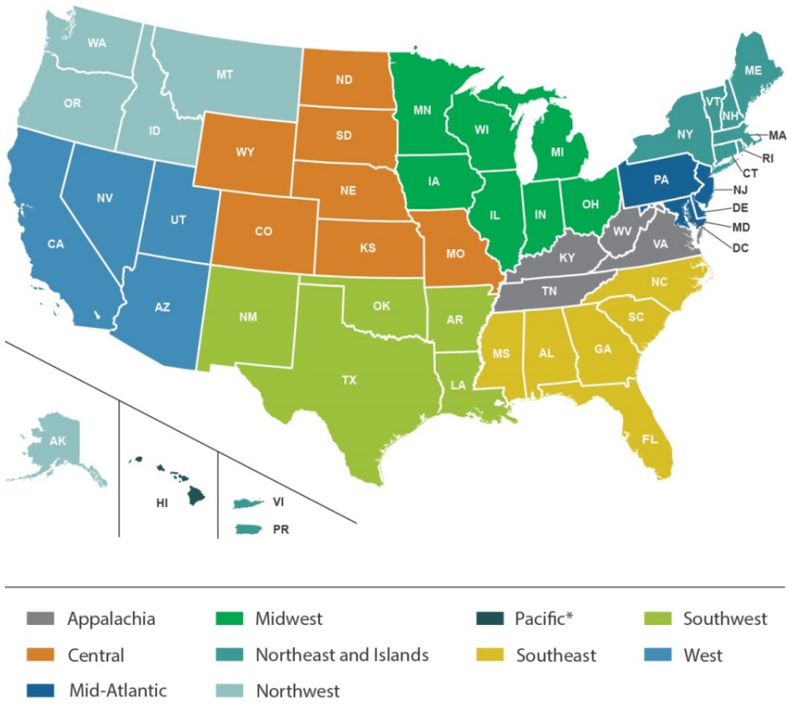
Common Language

National Perspective

Dr. Stephanie Wilkerson, Magnolia Consulting

What is REL Appalachia?

Regional Educational Laboratories (RELs):

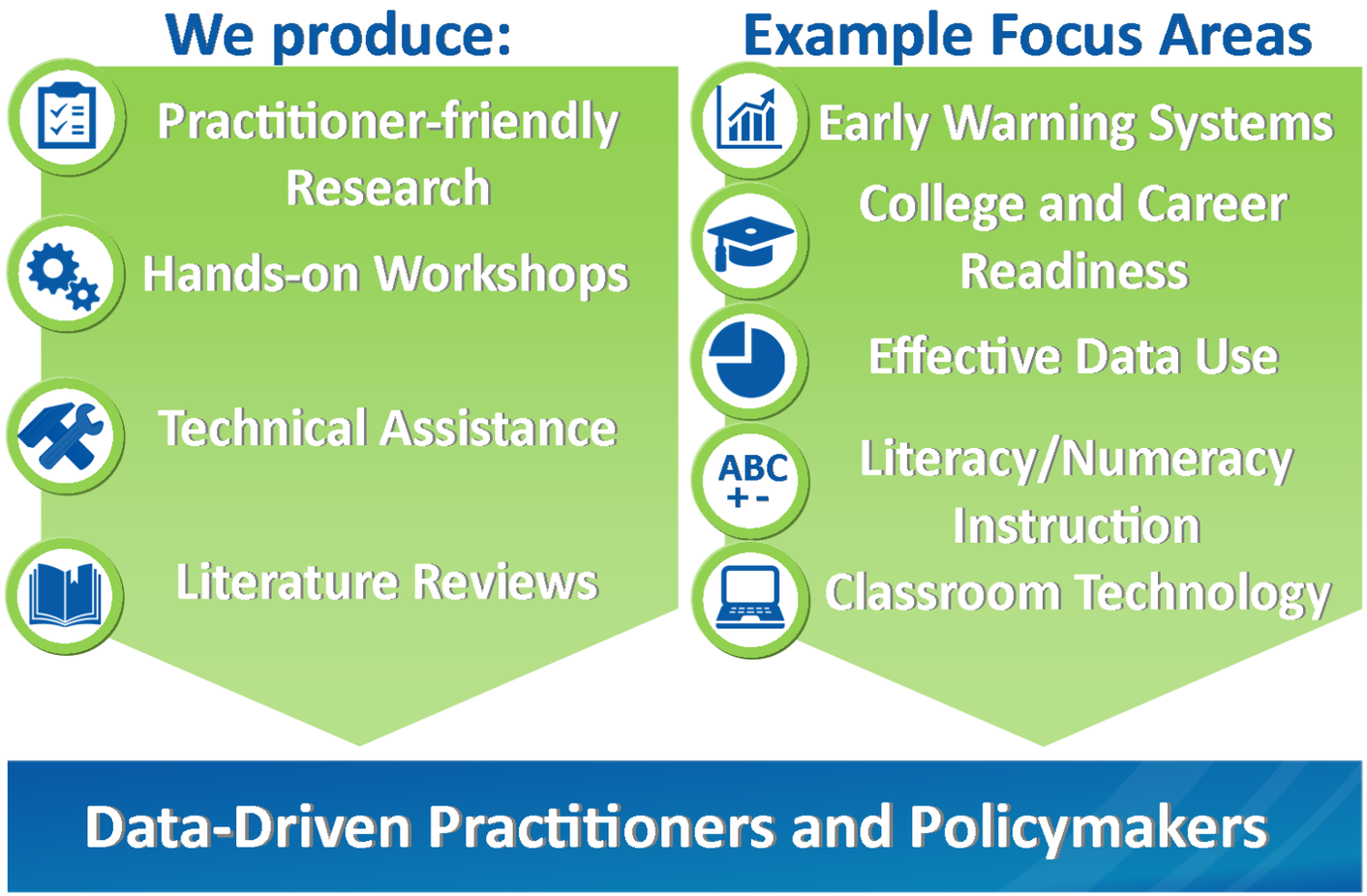


- Serve the needs of 10 designated regions helping them improve education through evidence-based practice.
- Administered by the U.S. Department of Education, Institute of Education Sciences (IES).

We are here to partner with you.

REL APPALACHIA

What is REL Appalachia?



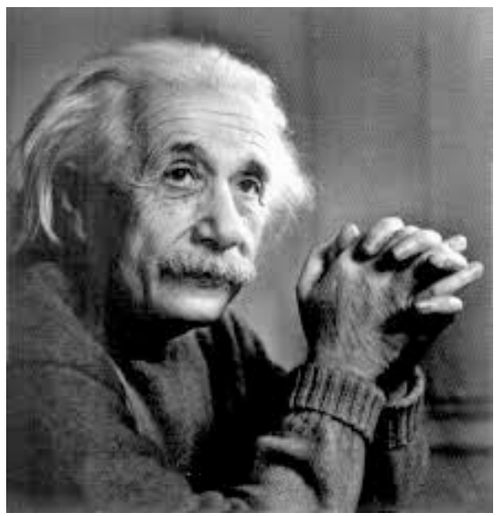
REL APPALACHIA

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.

REL APPALACHIA



"You cannot solve a problem from the same consciousness that created it."

—Albert Einstein

REL APPALACHIA

REL APPALACHIA
Regional Educational Laboratory

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

June 4
2014

February 26
2015

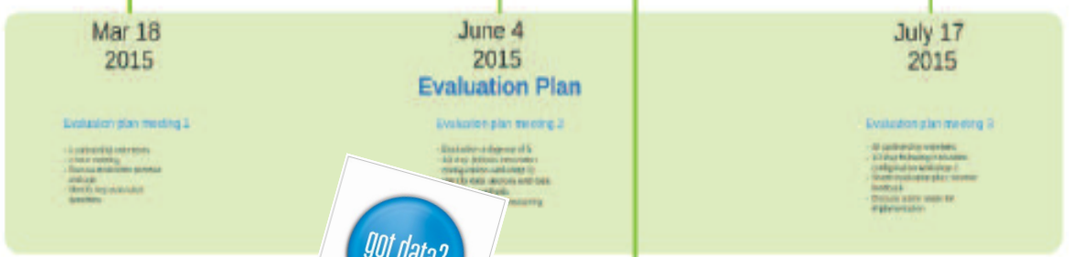
June 9
2015

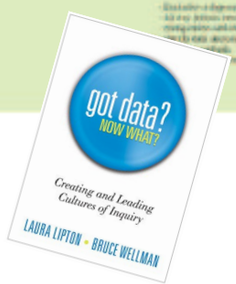
May 28
2015

June 4
2015

June 18
2015

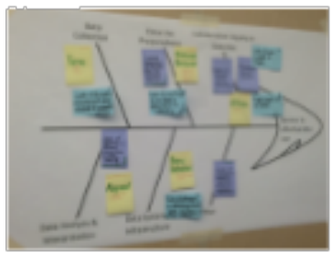
July 16
2015



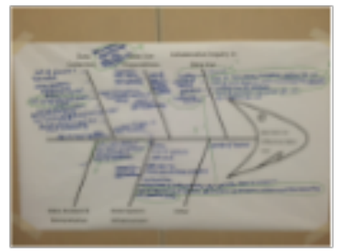


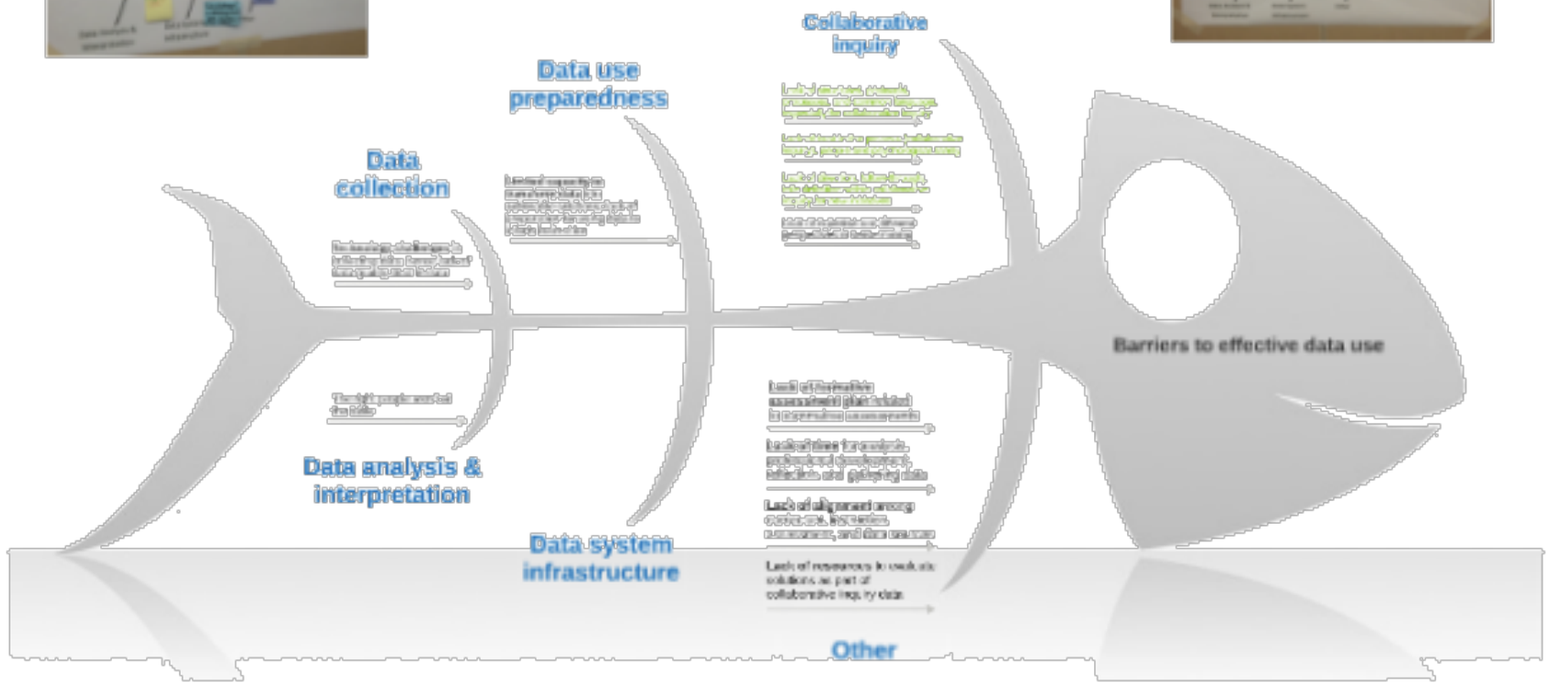
June 10 & 11
2015

Root Cause Analysis



Fishbone





Logic Models

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

Activities

Professional development protocols and processes

Read the selected sections in the book, "Got Data? Now What?"

Team members gain understanding of collaborative inquiry processes by engaging in ongoing prof development

Define the communication norms

Brain storming session on terminology/labels to determine a common language

Post/display data to start collaborative conversations

Introduce collaborative learning cycle and protocols

Discuss 7 actions of high performing groups

Short	Intermediate	Long
Team members have the ability to use collaborative inquiry to plan rigorous, motivating lessons to engage students.	Team members model collaborative inquiry processes during classroom instruction.	Team members use collaborative inquiry for improved instruction and student engagement.
Team members understand and articulate how to implement collaborative inquiry protocols in data meetings.	Team members establish/have consistent use of norms through school wide communication.	Team members use data more efficiently through the collaborative inquiry process to raise student achievement.
Team members to practice communication norms for professional learning communities	Establish a consistent use of common language to contribute to the collaborative inquiry process	Team members use a common language to communicate in a timely, clear, and reliable and consistent way to create a two-way manner
Practice applying common language in professional learning communities.	Team members demonstrate and value trust in the collaborative inquiry process through actively engaging in data meetings.	Team members are focused using collaborative inquiry protocols embedded in school wide collaborative culture.

IES IC Map Video

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

REL APPALACHIA
Regional Educational Laboratory

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
• 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.	• 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.	• 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

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--Adapted from Lipton, L. & Wellman, B. (2012). *Got data? Now what?* Bloomington, IN: Solution Tree, Inc.

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

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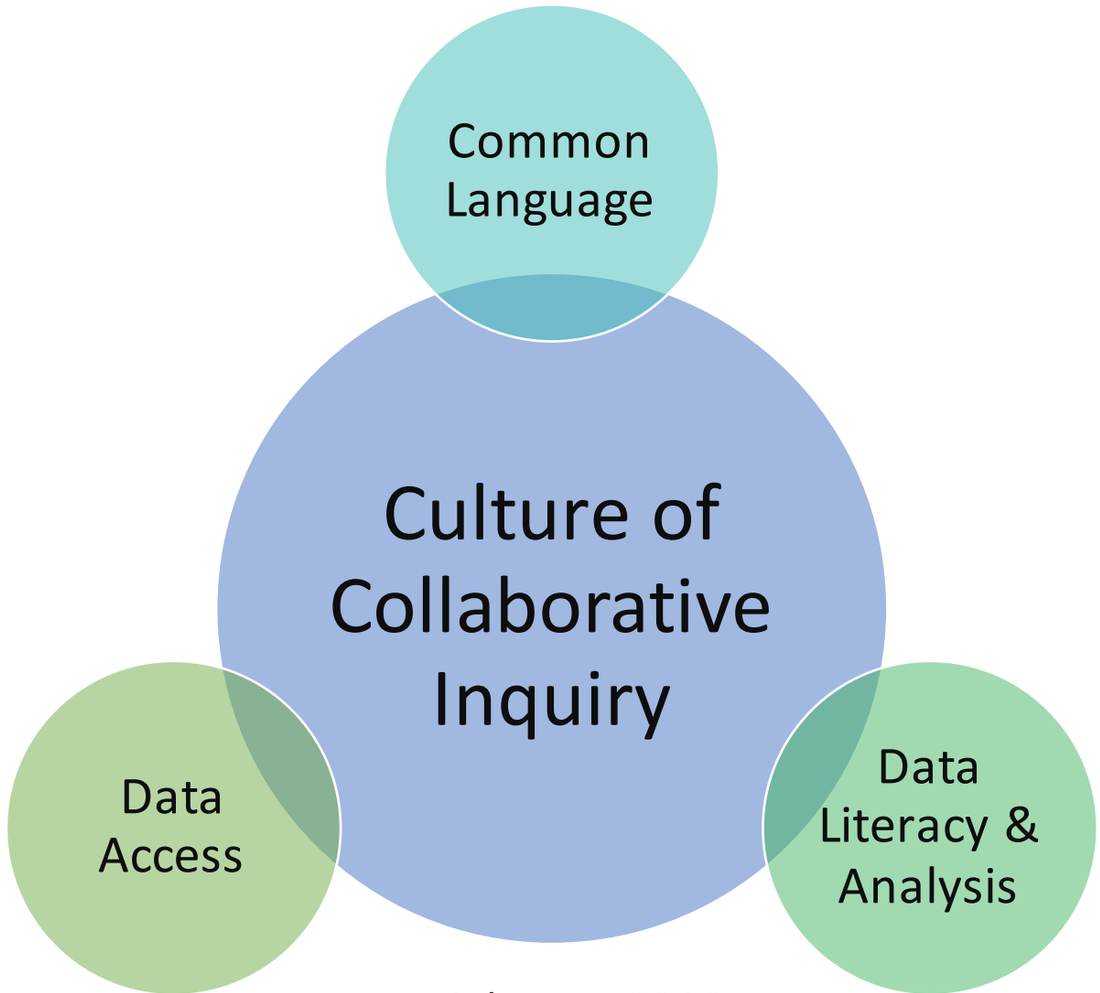
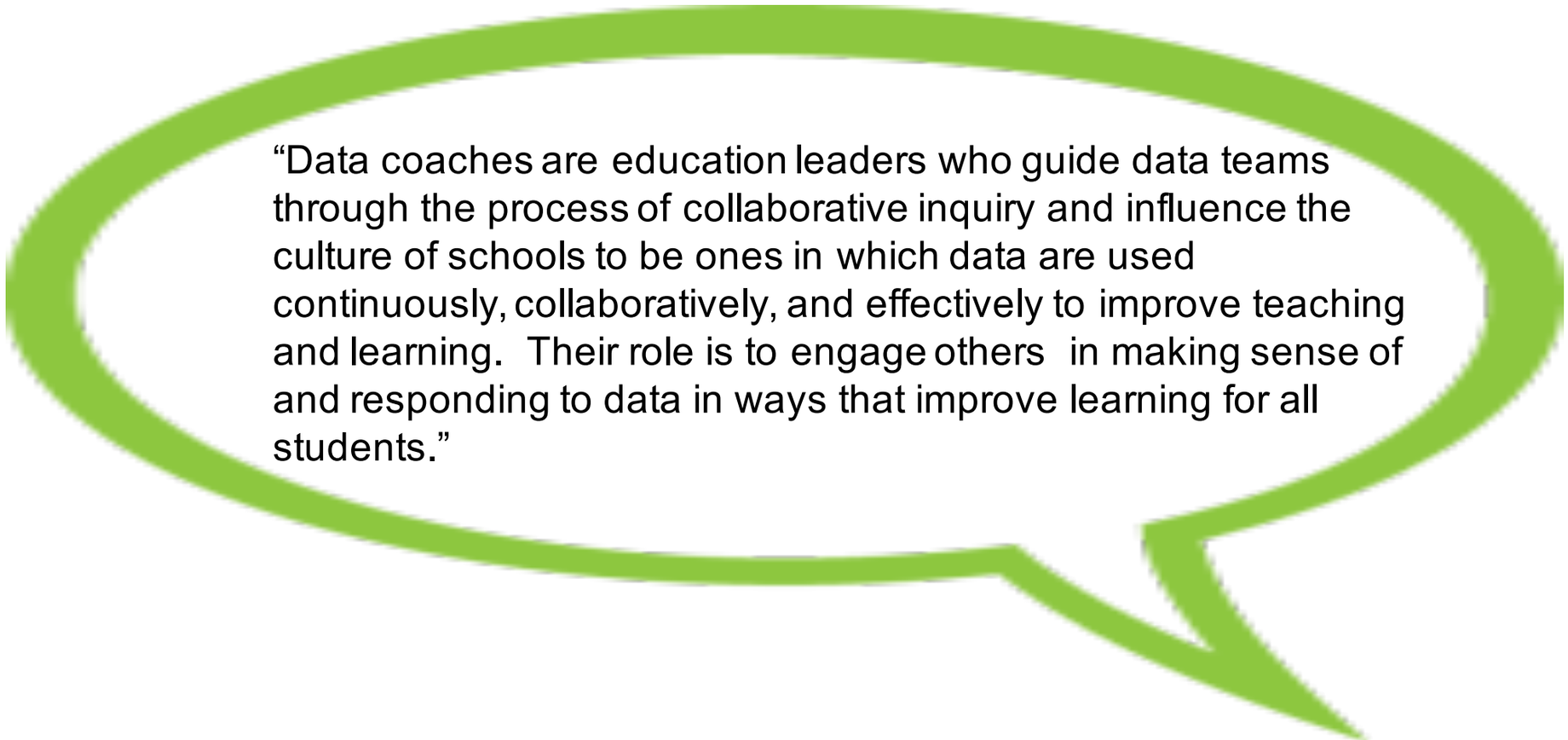
Data-Informed Decision Making Ecosystem



--Johnson, 2016

Data Coaching

Data Coaching



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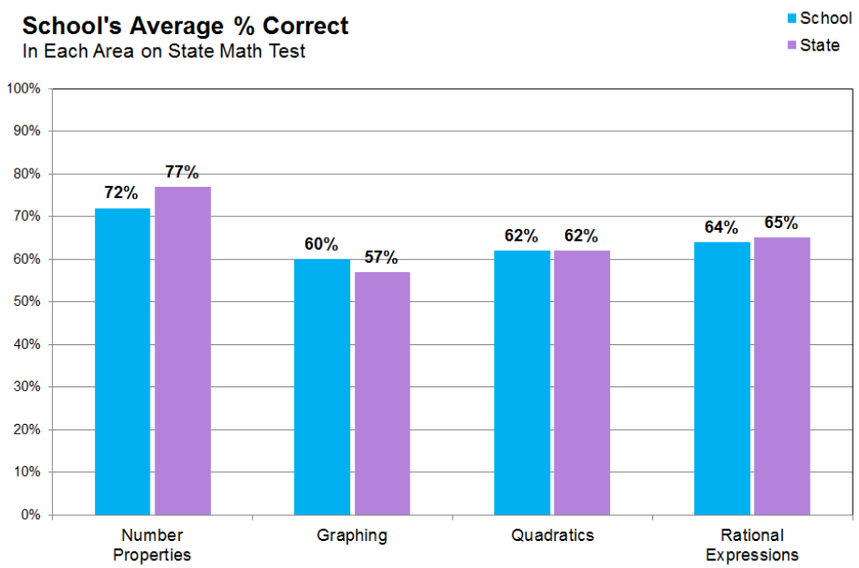
Love, N., Stiles, K., Mundry, S. & DiRanna, K., 2008. The Data Coach's Guide to Improving Learning for All Students.

The Tale of Two Data Meetings



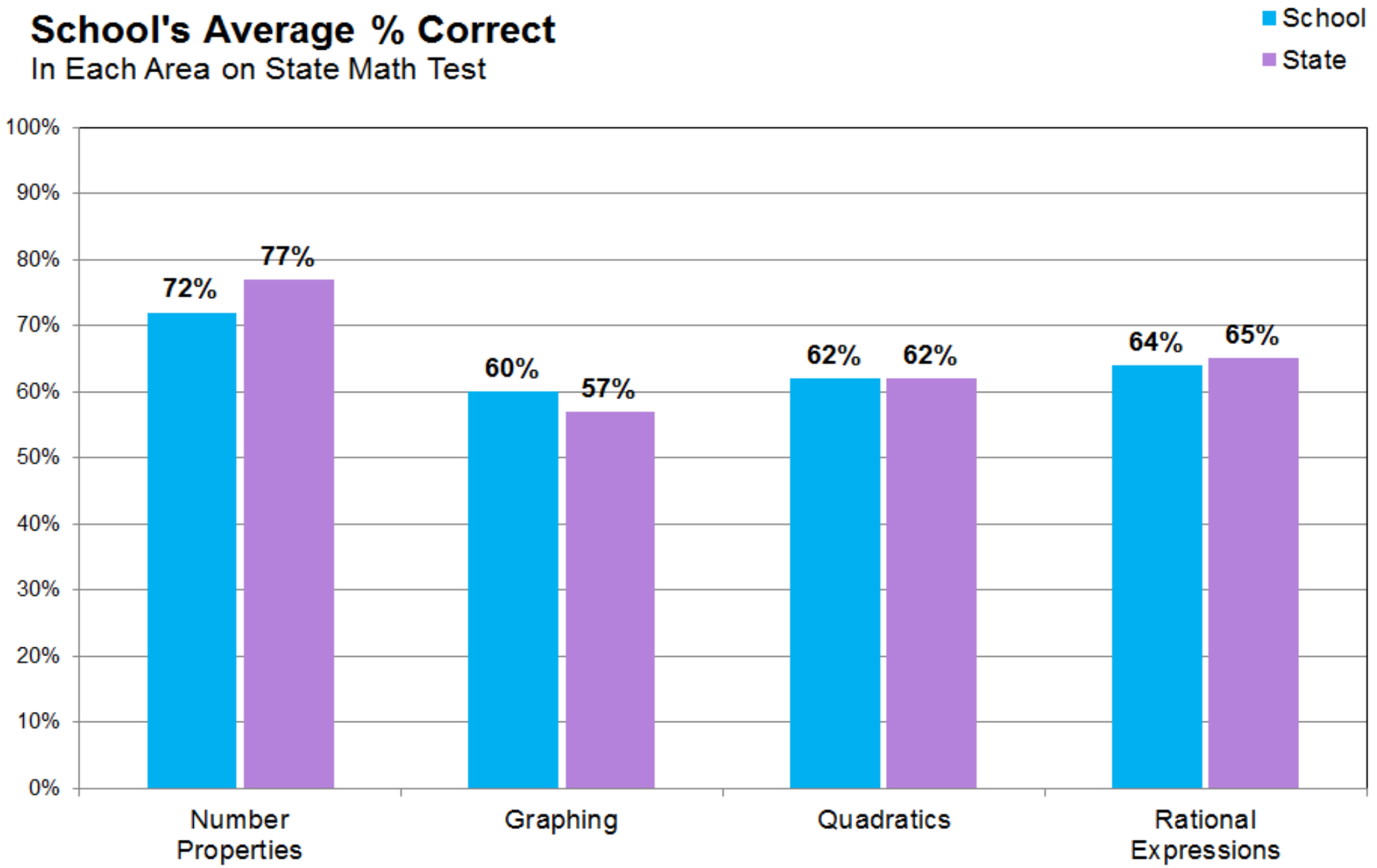
School performance averages for each standard tested.

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



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Observations

Data Observations

School performance averages for each standard tested.

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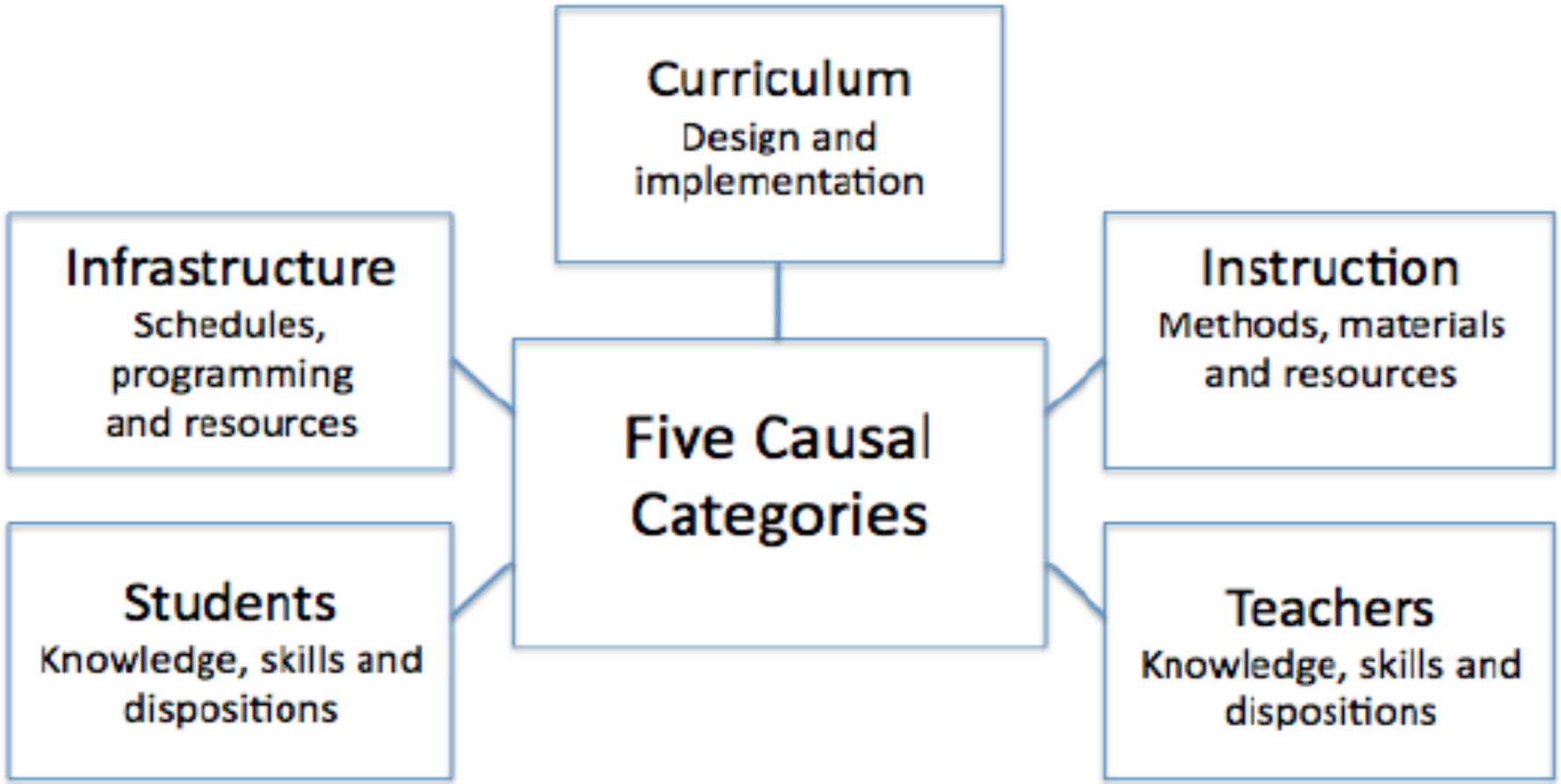
Causal Categories



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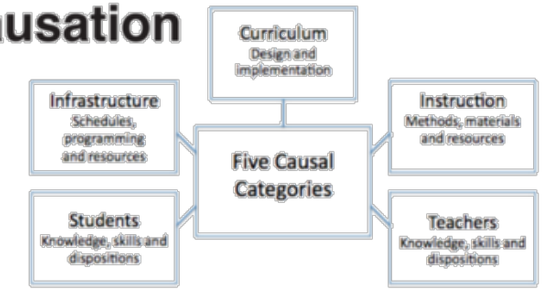
--Lipton, L. & Wellman, B. (2012). *Got data? Now what?* Bloomington, IN: Solution Tree, Inc.

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

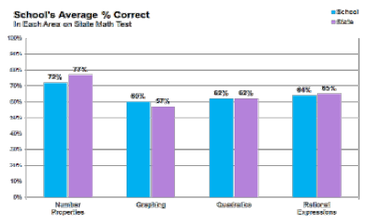
Venn Diagram Graphic Organizer

Name: _____ Date: _____

Data Dive 1

Data Dive 2

Data Dives Similarities



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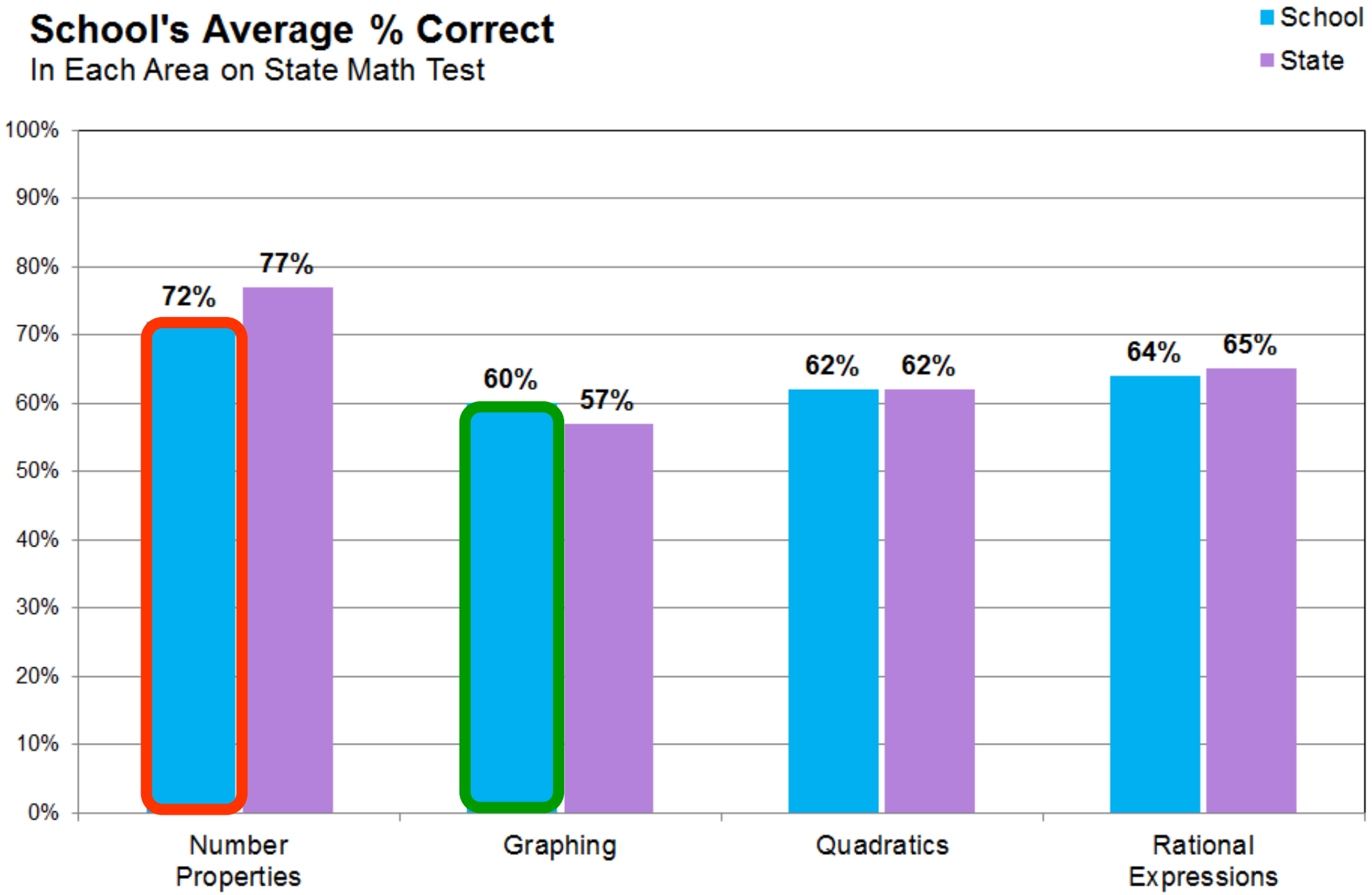
School's Average % Correct

In Each Area on State Math Test



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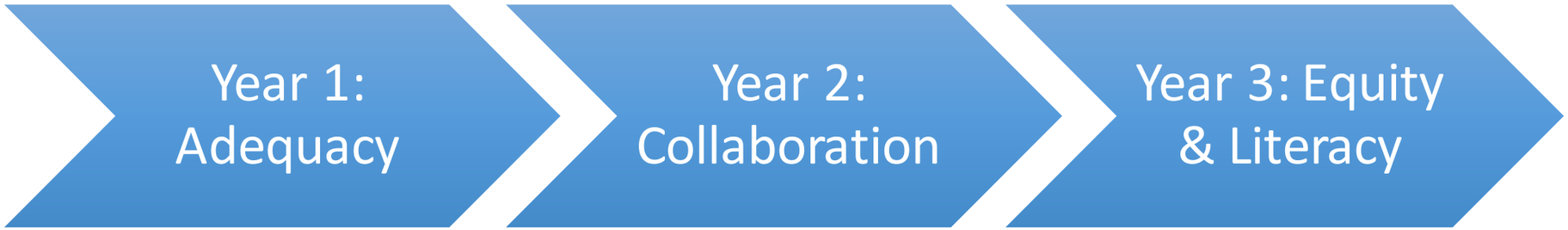
School Perspective Panel Discussion: How did we implement?

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.

Seek equity.

Assume collective responsibility.

Maintain a clear focus.

Embrace a spirit of inquiry.

Put data at the center.

Honor commitments to learners and learning.

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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

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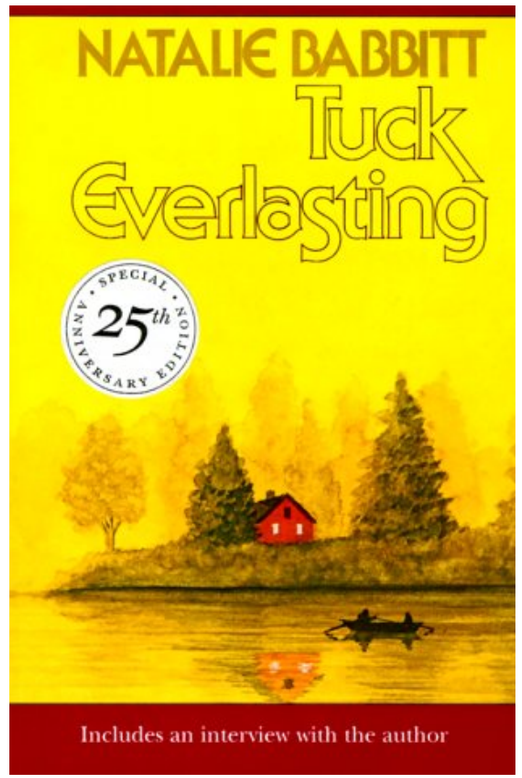
Practice/Application

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

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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.

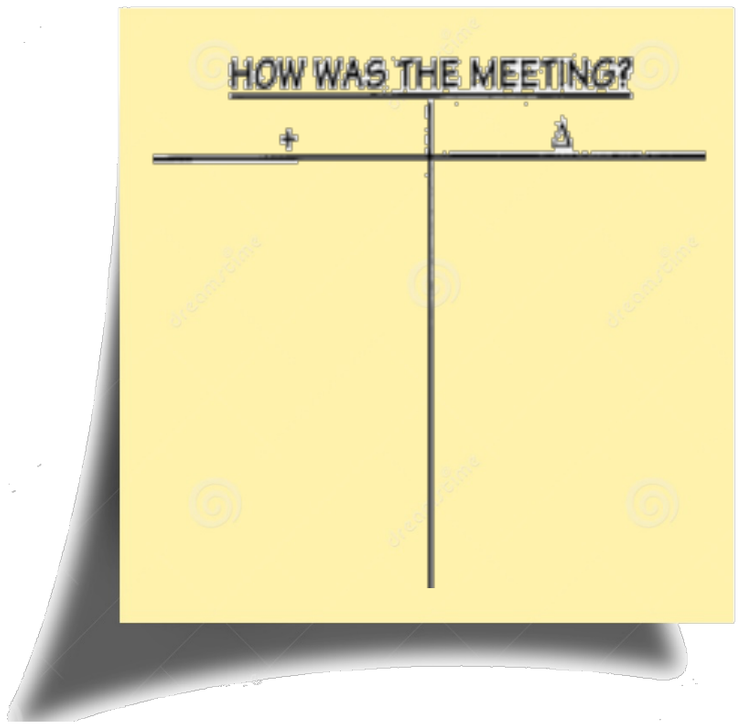
IC Map

A

B

C

D



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