

Coaching for Connections, Coaching for Change:

Linking Teachers, Data, and
Instruction

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The essential question...

How can reading coaches, specialists, and administrators coach their teachers to move beyond just *looking* at data and start *using* it to change how they teach?

Let's give 'em something to talk about...

- Everyone is talking about data-based decision making, but are we really doing it?
- The collection of data alone has no effect - meaningful questions must accompany it.

What we know from research

- Teachers must become more precise in understanding **WHAT** students have learned, **HOW** they've learned it, and **WHERE** the gaps remain
- Teachers need to own their data
- Teachers will be most effective when they're teaching *in light* of data, not *in spite* of data

We also know...

- It all begins with leadership!
 - Administrators must model what they expect and show support for the process
 - What are the schoolwide expectations for the use of data?

The bottom line...

- We must help our teachers and leaders:
 - Develop the *conviction* that using data will affect their teaching practice in a powerful way
 - Develop the *confidence* by supporting them in learning/using the necessary skills

Talk about it...

- TTYP (talk to your partner):

How does your school use data once you've looked at it?

Think about it...

- How do athletic teams prepare for their opponents?
- How do you improve your golf game?
- You bake a cake or make a dish and you don't get the results you expect.

*What do these scenarios have in
common?*

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**(Insert video conference
here)**

Get up and go!

- Find someone on the opposite side of the room and talk about the conference you saw.

What did you notice? What did you hear?

The goal...

“...a seamless coherence among assessments, analysis and action.”

(Bambrick-Santoyo, 2007)

Key principles of effective practice for data discussion & instructional planning

- Establish a safe environment:
 - Risk free
 - Blame free
- **Use** what you have - but be sure it's **useful** and **user-friendly**
 - Take the data out of the binder!
 - Measures should be sensitive to actual classroom learning

Key principles cont'd

- Develop a common language
- Keep the focus on things over which you have control
 - Describe the problem in terms of professional practice and student progress
- Create an action plan

Your turn!

What kinds of questions do you ask about data?

Some questions to ask when reviewing data:

- What are we looking at?
- What does it mean?
- What patterns do we see? How do these results/patterns compare with other data we have? Are there common strengths/weaknesses among classes?
- Is there anything missing from the data you have about your students as readers? What else would be helpful to know to plan reading instruction? How will we find out?
- How does the performance of subgroups compare?
- What are our next steps?

Taking the next step: Using the data

- What do we want students to know/be able to do? What can they do now? What do they need to be able to do next? How do we know?
- What are some skills/strategies of effective readers that most students are demonstrating? What are some skills/strategies that most students are continuing to have difficulty with?
- What instructional decisions have we already made based on the evidence we have of student learning? What additional changes should we consider to ensure all students are successfully acquiring the skills and strategies necessary to be effective readers? Ciganek/Varcardipone 6/08

Taking the next step: Using the data

- At this time of the year, what skills/strategies do we expect on-target readers to demonstrate/have mastered? What evidence do we have to determine what percentage of our students are meeting these expectations successfully or are at risk?
- How will instruction look for students who need something more or a little different?
- Is professional development needed? How can we support the teacher as he/she makes changes to instruction?
 - COACHING!

Making Connections, Coaching for Change

- Coaching *is* a form of professional development.
- Observe the teacher in action
- Learn with the teacher as he/she looks at data.
 - Ask, don't tell
 - Problem solving approach
 - Action plans

Use of coaching to sustain change

- Provide more focused professional development
- Model and support collaboration and problem solving
- Allow time for continued observing, ongoing progress monitoring, planning

Let's reflect...

4 corners