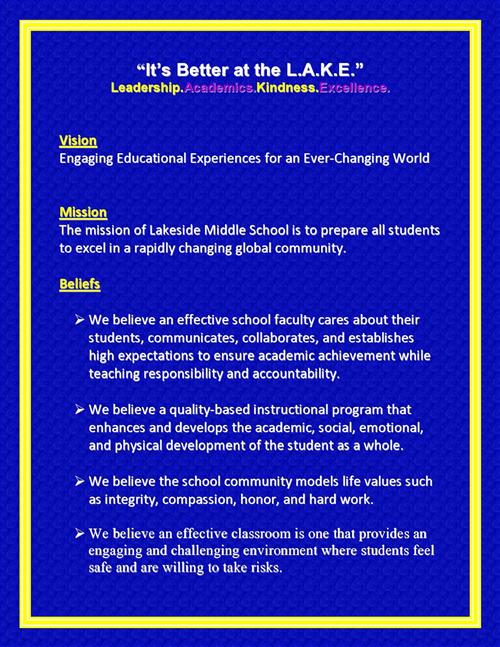
**Data Team Summary**

**Chris Carlisle**

1. **School Vision:**

1. Paste your school’s vision into this section.

2. Enter your Wordle URL into this section (see Syllabus for details).

**http://www.wordle.net/show/wrdl/7560981/Lakeside\_Middle\_School\_Vision**

3. Describe how your school’s data team can use data to measure meaningful progress toward realization of your school’s vision.

Our data team will meet regularly to analyze data to ensure the components of our school vision are maintained. We have incorporated the Using Data Process (Love, Stiles, Mundry, & DiRanna, 2008) for the dual purpose of maintaining our tradition of academic excellence and to closing the achievement gaps that exist among certain populations. Because our team members have been trained in assessment literacy we use a common language in the ongoing process of data analysis. Through the Using Data Process we have learned how to make valid inferences from the data and how to best communicate our recommendations with all stakeholders. Data team members represent a broad spectrum of teachers and other school personnel, giving our group a legitimacy which assist us as we strive toward building a school wide data-driven culture. Each team member is committed to using data help our school obtain and sustain our vision.

1. **Purpose & Roles of the Data Team:**

The purpose of our data team is to facilitate the process of collaborative inquiry with the use of data to improve our instruction. The role of the team will be to work with school leadership to report and recommend school policies and initiatives that will enable us to close achievement gaps and maintain our school wide level of academic excellence.

Data Team Roles

1. Team Leader

2. At least one data savvy lieutenant

3. One member from the administration

4. One teacher from each grade level from ELA, Math, Science, Social Studies, and Exploratory.

5. A special education teacher

6. A teacher who might be considered a data “skeptic”

7. A veteran teacher who has respect from the faculty

8. A new teacher

9. Anyone who expresses strong interest in being a team member

1. **Data Team Formation, Rationale & School Structures:**   
     
   Data team formation begins prior to the beginning of the school year. The team leader will actively solicit membership from two teachers or other school personnel who have some experience in data analysis and have expressed interest in being part of our school data team. These core lieutenants will participate in any necessary training at the school’s expense to learn all the skills necessary to implement the Using Data Process. (Love et al., 2008) After this core group is formed a grass roots recruitment effort will ensue. All school personnel will be invited to join the team. An effort will be made to include members who have been “data averse” to give a voice to other teachers who may be skeptical about data use. Also, a teacher from each grade/subject level will be included to ensure equal representation.

The data team will work under the direction of the principal and the school leadership committee. The first meeting will occur in the 2nd week of school. Then, bi weekly meetings will be held throughout the year at a time mutually determined by participants and supported by the principal. This may require classroom coverage should meetings take place during the school day. Team members will be exempt from their duty schedule should overlaps occur. Duty coverage will be the responsibility of the grade level chairs.

1. **Decision-Making Authority:**

While the ultimate decisions about instructional initiatives and policies rests with the principal and leadership team, the principal has given assurances that the Data Team’s recommendations will be considered high priority.

1. **Outreach Plan –** Refer to Table 2.1, p. 31, Data Coach’s Guide

|  |  |  |
| --- | --- | --- |
| **Audience** | **How will you engage them?** | **Their role in sustaining collaborative inquiry** |
| District Administrators | Our team will meet with district administrators, including the superintendent and the chief academics and accountability officer, to deliver an outline of how goals and list details about the successes of other school systems who have already implemented the UDP. | The leaders of our school system will assist the process by:  -Communicating our vision  -Call for alignment of curriculum and assessment  -pledge to the use of data and data teams  -provide access to available data to all stakeholders  -mandate participation in the use of data to improve schools |
| School Administrators | We will engage our school principal and assistant principals through regular meetings to review our goals and share our findings. In these meetings we will decide how to communicate with the school community. | School administrators will assist the process by:  -frequently communicating our school vision  -supporting our data team  -ensuring a safe environment for the data team  -participate in data team meetings  -give teachers the authority to make instructional decisions based on data  -assist the data team in the timely procurement of resources |
| School Faculty | Our data team will engage the school wide faculty through a presentation describing and highlighting the Using Data Process and providing regular data team updates at set intervals. | Our faculty will assist us in sustain the collaborative inquiry process by:  -volunteering to join the data team  -using data to continually improve their teaching  -stay current on the data team’s work  -take responsibility for the improvement of their students’ learning |
| Department Chairs | We will engage department chairs by maintaining an open dialogue about the UDP and to address any of their concerns. | Department chairs will assist the data team by:  -their support of data use and of the data team process  -offer any guidance or resources to the data team, as needed  -provide timely access to data  -promote the collaborative inquire process to the faculty |
| Instructional Leaders/Specialists | We will check in with key leaders to see if they need further details or information about the data team process and to address any concerns. | Instructional Leaders and Specialists will help sustain collaborative inquiry by:  -their support of data use and of the data team process  -provide timely access to data  -advocate for school wide collaborative inquiry |
| Potential Data Team Members | These people will be engaged through informal conversations about the data team process and the benefits that data use can offer. | This group will help sustain collaborative inquiry by either joining a data team or leaning about or advocating for the process collaborative inquiry. |
| School Board Members | We will inform and engage the school board of our intentions through a short presentation at the monthly board meeting. | The school board’s role in sustaining collaborative inquiry will be through policymaking that provide for time and resources for data teams to do their work. |
| School Improvement Team | We will interact with the school improvement team by sharing ideas about how the UDP can support their initiatives. | The school improvement team can help sustain collaborative inquiry by coordinating their efforts with one another and using data to inform their own decision making. |
| Parents | Parents will be introduced to the UDP at the beginning of the school year during Parent Night. Data results will be shared through the school Paw Prints – our school newsletter. | Parents will help sustain collaborative inquiry by staying informed about the work of our data team and through their participation in our annual school climate survey. |
| Data or Assessment Coordinators | Data coordinators will be engaged through meetings in which they will be informed of the data team’s plans and how we need to collaborate to access district data. | Data coordinators will help the collaborative inquiry process by providing systems for easy, timely access to data and by staying in contact with the data team leader. |

**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

|  |  |  |
| --- | --- | --- |
| **Candidate:** Chris Carlisle | **Mentor/Title:** Tom Burks/ITS | **School/District:** Lakeside Middle School/Forsyth County |
| **Field Experience/Assignment:** Multimedia Design Project | **Course:** ITEC 7305 Data Analysis and School Improvement | **Professor/Semester:** Judi Jones/Spring 2014 |

**Part I: Log**

|  |  |  |
| --- | --- | --- |
| **Date(s)** | **Activity/Time** | **PSC Standard** |
| 2/12/14 | Completed the first component of the Impact on Student Learning Assessment – the Data Team Summary  1. Locate my school’s vision and embed a copy of it into this document. Create a Wordle for the vision. (1.5 hours) | PSC  1.3 |
| 2/13/14 | Completed the first component of the Impact on Student Learning Assessment – the Data Team Summary  2) Meet with and evaluate members of my school’s Data Team. Study course texts and other related materials to answer the question- How can your school’s data team use data to measure meaningful progress toward realization of your school’s vision? (3 hours) | PSC  1.3, 2.8 |
| 2/13/14 | Completed the first component of the Impact on Student Learning Assessment – the Data Team Summary  3) Discuss with the Data Team leader in my school about their purpose, function and role. Read and refer to course texts and other media content to learn about and define the purpose and roles of my data team. (3 hours) | PSC  1.3, 4.2 |
| 2/15/14 | Completed the first component of the Impact on Student Learning Assessment – the Data Team Summary  4)Conversations with members of my school data team and reading and reference of course texts and content to learn about how to form a Data Team, the rationale for using a data team, and the implementation of school structures that allow data teams to function successfully. (5 hours) | PSC  1.3, 2.8 |
| 2/16/14 | Completed the first component of the Impact on Student Learning Assessment – the Data Team Summary  5) Discuss school and community outreach with my school’s data team leader. Create an outreach plan describing various audiences necessary for successfully incorporating the collaborative inquiry process. (3 hours) | PSC  1.3, 4.2, 4.3 |
|  | Total Hours: [15.5 hours ] |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DIVERSITY** (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.) | | | | | | | | |
| **Ethnicity** | **P-12 Faculty/Staff** | | | | **P-12 Students** | | | |
|  | P-2 | 3-5 | 6-8 | 9-12 | P-2 | 3-5 | 6-8 | 9-12 |
| **Race/Ethnicity:** |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  | X |  |
| Black |  |  |  |  |  |  | X |  |
| Hispanic |  |  |  |  |  |  | X |  |
| Native American/Alaskan Native |  |  |  |  |  |  | X |  |
| White |  |  |  |  |  |  | X |  |
| Multiracial |  |  |  |  |  |  | X |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  | X |  |
| Limited English Proficiency |  |  |  |  |  |  | X |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  | x |  |

**Part II: Reflection**

|  |
| --- |
| **CANDIDATE REFLECTIONS:**  (Minimum of 3-4 sentences per question) |
| **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  Effective leadership comes in many forms. In this field experience I learned that creating a data team and beginning the process of collaborative data inquiry takes a well-informed individual who is savvy enough to recognize the danger inherent in using data incorrectly. This person should possesses both practical understanding of using data and common sense shrewdness that will allow him/her to change a school culture in the age of accountability and data. The Using Data Process is a great tool for data coaches looking to begin to use data effectively. |
| **2. How did this learning relate to the knowledge** (what must you know), **skills** (what must you be able to do) **and dispositions** (attitudes, beliefs, enthusiasm) **required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**  This learning experience required me to research a program called UDP (Using Data Process) as a way to create, develop and promote collaborative inquiry of data to improve student learning. Along the way I gained knowledge into a proven process of data team design. During the process I gained valuable insight into the requisite skills and dispositions required of data team leaders to create and sustain a robust, authentic data team to inform and improve instruction for levels of students.  This learning experience prepared me to create a foundation to build a data team that will model and facilitate the effective use of data resources. I learned how to systematically collect and analyze student achievement data and developed a framework to communicate results recommendations. This work will manifest as improvement in student learning for students in my building. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This field experience required me to build a data team focused on collaborative inquiry. Through this process I learned the importance of collaborative inquiry, and the importance of building a data team that gives all stakeholders a voice. Faculty development is embedded in the Using Data Process. (Love, Stiles, Mundry & DiRanna, 2008) The impact of this process can be assessed through a longitudinal analysis of student performance. |