Welcome!

Data Leadership

Teacher Leadership Certificate

Friday, November 17th

Sonoma County
Office of Education

Community Agreements

Notice moments of discomfort & stay curious. Strive to be "hard" on issues but "soft" on people.	Listen fully-- with your ears, eyes & heart while observing our community's confidentiality.
Speak your truth without blame or judgement. Releasing emotion is welcome here. Trust that we are striving to become a safe, supportive & empathetic community.	Remain open to the evolving learning experience we're co-creating together. Generously allow ourselves to fail & to change course.

Microlabs Protocol

1. Create two groups
2. Number off “1, 2, 3, 4”
3. Each person has equal time to address a prompt.
4. Listeners should not interrupt, paraphrase, analyze, “fix”, give advice.
5. Confidentiality is maintained after the discussion.
6. Speaker should not use the time to criticize or complain about others. We’ll use this time to “look in the mirror” versus “look out the window”.

An impact of the fires that I’m personally dealing with is….

One of the ways that I’m taking care of people impacted by the fires is…..

In order to maintain the self-care that we know is vital for long-term recovery from a disaster, I need….

One hope that I’m holding for our greater community’s recovery is….

Shifting the Discourse

"An important part of leadership work as you move from awareness to action is learning to create spaces for people to listen to each other, express emotions (thoughts & feelings), and build connections.

As leaders, we must engage in a new kind of conversation. We call this *shifting the discourse*."

NATIONAL EQUITY PROJECT

Constructivist Listening Dyad

- I've noticed myself using "Discourse I" thinking & language about….
- I've noticed that I'm comfortable "shifting the discourse" with my colleagues when we're working on….

10 Minute BREAK

Give an example of how you use data to benefit your personal life (away from work).

Give an example of how you currently use data to benefit your teaching practice.

Give an example of data you usually avoid because it doesn't benefit your teaching practice.

Give an example of something you fear about using data in your work life.

SYLLABUS

Kindness

"Before you know kindness as the deepest thing inside,
you must know sorrow as the other deepest thing.
You must wake up with sorrow.
You must speak to it till your voice
catches the thread of all sorrows
and you see the size of the cloth.

Then it is only kindness that makes sense anymore,
only kindness that ties your shoes and sends you out into the day
to mail letters and purchase bread,
only kindness that raises its head from the crowd of the world to say
It is I you have been looking for,
and then goes with you everywhere
like a shadow or a friend. "

~ Namoi Shihab Nye

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“Alone we can do so little;
together we can do so much.”

~ Helen Keller

A word or phrase I'm carrying with me this morning….

Quantitative v. Qualitative Data

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5 Dimensions of Teaching and Learning™

Instructional Framework Version 4.0

3D+	Subdimension	The Vision	Guiding Questions
Purpose	Standards	• The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. • The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s).	• How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? • How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.? • What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? • Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? • How are the standard(s) and learning target communicated and made accessible to all students? • How do students communicate their understanding about what they are learning and why they are learning it? • How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? • How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
	Learning Target and Teaching Points	• The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. • The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. • The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s).	
Student Engagement	Intellectual Work	• Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). • Students take ownership of their learning to develop, test and refine their thinking.	• What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? • What does student talk reveal about the nature of students' thinking? • Where is the locus of control over learning in the classroom? • What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? • What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? • What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)? • Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? • What questions, statements, and actions does the teacher use to encourage students to share
	Engagement Strategies	• Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. • Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.	
	Talk	• Student talk reflects discipline-specific habits of thinking and ways of communicating.	

CEL's 5 Dimensions of Teaching & Learning

AS YOU OBSERVE

1. Resist the urge to ANALYZE, JUDGE, SYNTHESIZE, MAKE CONNECTIONS!

2. What do you notice?

3.What do you **see**? What do you **hear**?

Classroom Observation

What do you notice? **See/Hear** without analysis or judgement	Is this **Quantitative** or **Qualitative** Data?	What do you wonder?

1. Leadership Teams Pursue Powerful Instruction

2. Leadership Teams Transform a School

5 Minute BREAK

What quantitative & qualitative data do I need in order to understand the root causes of the need my capstone project is intended to address?

I'm feeling challenged by….

I'm feeling curious about….

I'm feeling grateful for….

“From the depth of need and despair, people can work together, can organize themselves to solve their own problems and fill their own needs with dignity & strength.”

~Cesar Chavez