

EVIDENCE-BASED PRACTICE PROJECT

Members of the EBP Lead Team Report to the Anglophone Community!

SPECIAL TOPIC: BUILDING DATA TEAMS

Evidence-Based Practice Project for the Anglophone community of Québec is to create a community of practice in order to exchange expertise about the process of using data for decision making. One way to do this is to build capacity in the respective boards in order to develop a common understanding of EBP. The intention is to create a group of people with different responsibilities (subject and evaluation consultants and board administrators) with a

experience and knowledge.

As the first step towards the realization of the goal, a small group of consultants and board administrators were invited to attend the DATA TEAM Summit, a 2-day seminar organized by the Leading and Learning Center in Vail, Colorado.

As a group, participants attended keynote presentations about the Data Team process.

Then individuals enjoyed

interests.

In addition, all participants agreed to attend a debriefing breakfast after the conference in order to start developing a shared understanding of the DATA teams as well as the role of this newly formed EBP-Lead Data team.

The highlights of the Summit are presented in the following pages.

Upcoming Conferences

Learning Forward Annual conference National Staff Development Council (NSDC)	Dec.4-8, 2010 Atlanta, Georgia
About capacity building Learning Analytics and Knowledge	Feb.27- March 1, 2011 Banff, Alberta

How were participants invited to become members of the EBP-community of practice?

Invitation to participate in the EBP professional learning community (now known as the EBP-Lead Data Team) was built on the assumption of sustainability. The following criteria guided the decision:

- ◆ Demonstrated interest in the use of evidence in one's practice
- ◆ Willingness to commit to the development of a professional learning community (PLC) about the use of data
- ◆ Full time employee of an English school board so the learning can benefit respective organizations

CAPACITY BUILDING

The EBP approach to capacity building is inspired by the ASCD Consortium model of professional development whereby a group of regional representatives is working together to build a common expertise. Each representative then takes the learning and applies the principles within their own organization. In a process of trial-and-error, team members provide feedback to each other in order to improve the initiative. After attending the Data team Summit in Colorado, the EBP-Lead Data Team members are now expected to participate in three professional learning seminars during the year. To know more about the consortium model of professional development: <http://www.ascd.org/professional-development/oscb/oscb-models.aspx> (last visit: September 30th, 2010)

THE EBP TEAM

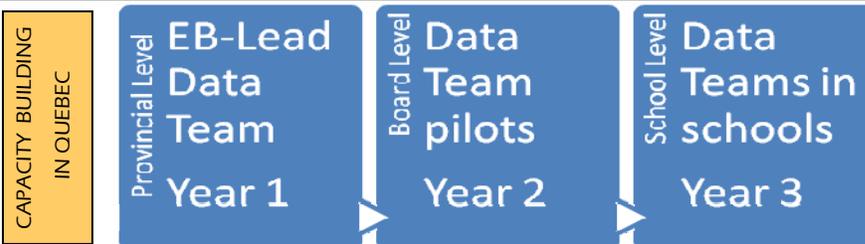


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Professional Learning Community = Data Teams = Professional Development

**THE DATA TEAMS (DT) PROCESS FOR RESULTS
5 STEPS**

1. Collect and chart data: DT gathers and displays data from formative assessment results.
2. Analyze to prioritize: DT identifies strengths and needs of student performance and then prioritizes actions based on data.
3. Set SMART goals: DT transforms the priorities into short-term goals.
4. Select instructional strategies: DT identifies research-based instructional strategies to address the needs.
5. Determine results indicators: DT monitors the implementation of the strategies.

The conference we attended in Vail, Colorado turned out to be one of the most valuable professional development events I ever participated in.

Being able to share my experience with colleagues from other school boards, made the whole experience particularly meaningful.

We were able to exchange ideas, guide each other to enlightening sessions and brainstorm on future plans. The main focus was on Data Teams and we were able to draw valuable information that will be useful as we continue to develop strategies for our Strategic Plans and School Success Plans.

--Lise Charlebois, L.B.P. School Board

If everything is important, than nothing is important. With an honest understanding of the data, the data team concept helps school boards choose the essentials and once this foundation is established, all decisions, classroom instructions, right down to the choice of every field trip, need to be focused on these "power standards". This is the way to do it.

--Suzanne G. Tremblay, Eastern Townships School Board

The term data analysis brings to mind an isolated professor pouring over spread sheets all of seemingly insignificant data. Every 9 weeks paints a different picture: teams of teachers reviewing evidence of all of their students' learning and discussing plans to further all of their student's academic success. What better way to address achievement than to allow teachers a forum to study evidence of learning, discuss individual student's successes and challenges, plan for their growth, and implement sound instructional strategies. This cycle of analyzing, evaluating, and reflecting, while being organized and logically requires systemic support so that the experts; the teachers, can help all students reach beyond their potential.

--Geoffrey Hipps, Sir Wilfrid Laurier School Board

As an evaluation consultant, this summit was extremely pertinent to my dossier on so many levels. In my own practice, I was starting to get phone calls from school principals who needed to put together a team in their schools to help them analyze data, to formulate indicators and to provide strategies that will increase student success in order to make the difference. In essence they are asking me how to put together a data team. When I meet with them questions revolving around who to choose, what type of data to look for, how to make the data "talk" and how to use the data are the most common. I have a great concern and often a source of anxiety for most of the schools I visit. I have a greater understanding as to how to support schools.

DATA TEAMS: LESSONS LEARNED

- ◆ DT meetings are short. No more than 45 minutes
- ◆ DT meetings are sustained and recurrent. Every 9 weeks
- ◆ Meetings are well structured, well organized – over structured is better than under structured
- ◆ DT meetings are NOT optional
- ◆ DT meetings are led by teachers but technically supported by the school administrator

Supporting the development of Partnership and Management agreements in Quebec.

Line Element, English Montreal School Board

Keys

The Data Team Summit was a highly informative, relevant and timely conference. As our school boards are launching their Partnership Agreements to improve student success, our schools are faced with the challenge of how to best make sense of school data and how to effectively use this information to enhance both teaching and learning to improve student performance. The conference provided many strategies to help us guide this process in our Quebec schools.

- ◆ Consider the **4** steps: the leadership and learning process matrix for the formation of DT: Lucky, Leading, Learning, Losing ground.
- ◆ Implementation of effective DT takes **3** years
- ◆ Consider **2** types of data: Quantitative to assess the global picture and Qualitative data (or cause data) to document what is done well.

--Dr. Cathy Lassiter; Sustaining School Improvement through the DT process.

--Marian Lothian, Western Quebec School Board

PROFESSIONAL LEARNING COMMUNITY IS WHO WE ARE: DATA TEAMS IS WHAT WE DO.

--Doug Reeves

The spectrum of evidence-based practice

The Evidence-Based Practice Project for the Anglophone community refers to the use of evidence in the process of decision-making. In other instances, Evidence-Based Practice also refers to the selection of teaching and learning strategies that are supported by research. In practice, school teams select teaching and learning approaches that are known to contribute to student achievement and success. John Hattie, one of the keynote speakers at the Data Team Summit, presented a synthesis of over 800 meta-analyses of studies about the impact on student achievement. The results are presented in the book *Visible Learning*. The book can be used as a trigger for discussion among faculty members to review current practices and challenge pedagogical decisions. School teams may revisit practices and reexamine their pedagogical decisions for the purpose of improvement.

What has the greatest influence on student achievement?

John Hattie presented the results of the largest ever collection of evidenced-based research into what actually works in schools to improve learning. include the influences of student, home, school, curricula, teacher and teaching strategies. Hattie's main message from his plenary was that what works for students is similar to what works best for teachers. This includes attention to setting challenging learning intentions, being clear about what success looks like, attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Using evidence from over 50,000 studies, John Hattie has created a fascinating benchmark for comparing innovations in teaching and schools.

—Gil Abisdris, English Montreal School Board

VISIBLE LEARNING

A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT

BY JOHN HATTIE

ROUEN, FRANCE

2009

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Debriefing highlights

Following the 2-day DATA Team Summit, participants attended a debriefing breakfast during which the main ideas of the workshops were identified. A summary of key concepts for each workshop, as well as the list of suggested readings was added to the document. The debriefing highlights document was then used to organize the first Lead DT seminar. The document can be found on the website: <http://www.swlauriersb.qc.ca/?page=evidence-based>.

EBP AND PEDAGOGICAL APPLICATIONS

Connie Kamm's session aimed at planning for Data Teams Implementation. Not only did participants receive a step-by-step rubric that is very useful in helping focus data team meetings, we also received action plan templates that can be used to facilitate the data team implementation process and help in setting long term goals for the data team. To me these handouts are like gold in that they are extremely relevant to my current position and very practical and easy to use. Although I still have a lot to learn, the knowledge that I took away from the Summit has given me the confidence to start piloting a Data Team initiative in some schools that are part of the board.

—Lina Zielinski, English Montreal School Board

The stated purpose of the session Formative Assessments in the Data Team process by Dave Nagel was to offer participants the opportunity to gain an understanding of formative assessment in the Data Team process. A key phrase that sticks in my mind is : **The most powerful innovation in increasing student success is feedback**. The premise is that we have all kinds of summative data but it is not the type of information that will provide timely feedback to students. This is where formative assessments based on power standards can have a large impact. If we are doing a good job on the formative assessments, then there should be no surprises when the summative results come in.

—Mark Sutherland, Central Quebec School Board

À titre de conseillère pédagogique en littérature et ayant à cœur la réussite de tous les élèves, j'ai grandement bénéficié du contenu présenté par chacune des sommités au domaine de l'utilisation de l'évaluation et des données au service de la réussite des élèves. En ouverture de conférence, Dr. Douglas Reeves a su dresser les principes essentiels d'une approche gagnante pour mieux orienter les équipes écoles vers une utilisation pédagogique de données.

En lien direct avec ma spécialité, la conférence traitant de l'évaluation « universelle » et de l'utilisation des données en littérature pour y cibler des interventions pédagogiques différenciées, ont renforcé mes convictions : un regard fréquent aux résultats de tous les élèves permet de planifier un enseignement de qualité répondant aux besoins de tous les apprenants. C'est le principe fondamental de l'approche American Response To Intervention (RTI).

—Marcelle Auger, Lester.-B Pearson School Board

TO KNOW MORE ABOUT THE DATA TEAMS SUMMIT:

The content of presentations and workshops of the data team summit are published by the Leadership and Learning Center (2010) under the title :

Data teams: The big picture: looking at data teams through a collaborative lens. The book can be ordered online from the website: www.leadandlearn.com/books-dvds/topic-pages?topic=7 (last access September 30, 2010)



About the EBP-Lead Data Team members

2010-2011 Professional Learning Seminars

EB-Lead Data Team (by invitation)

Seminar 1: September 22-23, 2010

Self-Assessment of needs and portrait of situation

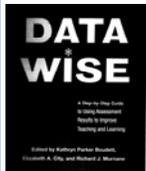
Shared Reading: *Data Wise: A step-by-Step guide...*

Seminar 2: November 10, 2010

Review of basic methodology concepts

Seminar 3: February 4, 2011

Use of data and decision-making: Preparation for the next conference.



The LEAD DT Team is reading *DATA WISE....* by Boudett, City and Murnane. Cambridge, MA: Harvard Education Press. ISBN: 978-1-891792-67-0



Overview Seminar 1: September 22nd and 23th

- ◆ Lead DT members assessed the readiness of their school boards using Kaufman's self-evaluation tool from *Practical Evaluation for educators: Finding what works and what does not* (Thousand Oaks, California: Corwin Press ,2006, pp.xvi-xix).
- ◆ Drafted a self-portrait of their knowledge and skills related to using evidence in practice.
- ◆ Sorted their knowledge and skills into the following categories: assessment literacy, data team processes, instructional planning and design, teaching and learning to identify their professional development needs.
- ◆ Identified individual and group priorities for professional development.

The 2010-2011 priorities of the EBP-Lead Data team are:

- ◆ Assessment Literacy: Review of research methods —basic principles
- ◆ Reinforce the understanding of the DT processes by experimenting and sharing
- ◆ Reinforce the connection between the DT process and the support to provide to schools and the planning and implementation of the Management and Educational Success Agreement (MESA).

INVESTING IN PROFESSIONAL DEVELOPMENT

40 hours!

Active participation of EB Lead Data Team members represents approximately 40 hours of professional development.

Considering that a day of 6 hours =
 2 day workshop = 12 hours
 0.5 day debriefing = 3 hours
 3.5 days seminar = 21 hours
 + preparation time = 4 hours
 + required reading of *Data Wise*
 + voluntary participation of EB data workshops

In comparison, a graduate seminar in a university setting is usually 45 hours.

DATA WORKSHOPS

Next workshop: October 28, 2010

Data analysis and interpretation

For all professionals using evidence in their practice.



Contact Claudia Giuliani for information: 450-621-5600, x1424

EBP-LEAD DATA TEAM MEMBERS

Commitment of the participants: In exchange for attending the Data Team Summit, participants agreed to attend the debriefing breakfast and three professional learning seminars during 2010-2011.

- Gil Abisdri, MESA Consultant, EMSB
- Marcelle Auger, Literacy Consultant, LBPSB
- Lise Charlebois, Assistant Director Educational Services, LBPSB
- Geoffrey Hipps, Language Arts Consultant, SWLSB
- Marian Lothian, Director Educational Services, WQSB
- Mario Mazzarelli, Evaluation Consultant, LBPSB
- Lisa Rae, Assistant Director Educational Services, RSB
- Mark Sutherland, Coordinator Educational Services, CQSB
- SuzAnne G. Tremblay, Evaluation Consultant, ETSB
- Lina Zielinski, Evaluation Consultant, EMSB



Suggestions and questions are welcome!

Contact Geneviève Légaré: 450-621-5600, x1339