

CSI School Improvement Institute

Session 4: Using Walkthrough Data to Take Informed Action

February 8, 2024

Objectives:

- **Analyze** the findings of current walkthrough data to identify a common instructional need
- **Strategize** how to leverage district-, ESU-, and/or state-level support to address instructional gaps
- **Develop** aligned actions to address the need specifically at the school level

Agenda:

Approximate Time	Agenda Item (click to jump to note catcher)
9:00–9:20 am	Opening
9:20–10:05 am	Making Sense of Walkthrough Data
10:05–10:15 am	Break
10:15– 11:10 am	Turning Data into Strategy
11:10–11:20 am	Break
11:20–11:45 am	Resources for Reflection
11:45–12:00 pm	Closing

Pre-Work:

Opening

Important Links: [Sign In Form](#) | [Google Classroom](#) (code: tmtzeyr)

Notes:

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Making Sense of Walkthrough Data

Important Links: [NeMTSS Framework \(pg. 23\)](#) | [Walkthrough Data Set](#) | [I Notice, I Wonder Activity](#)

Notes:

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Stop and Jot:

When looking at a data set, what steps do you take to analyze it?

- Do you follow a process, protocol, or checklist?

<ul style="list-style-type: none"> • Do you utilize a consistent set of reflection questions? • Do you organize the information in a particular way? • Are there particular things you're looking for? 	
<p>Do you think there should be core principles that all leaders in education should use when looking at data? Why or why not?</p>	

Organize Your Data:

Look over [this walkthrough data set](#) independently. Edit the layout to make it more readable for you! Jot down your own noticings and wonderings; be prepared to share in breakout rooms.

- What do you notice about the data?
- What do you wonder about the data?

Breakout Room Discussion:

1. On the [slide corresponding with your breakout room](#), list as many “noticings” and “wonderings” as you can in response to the data.
 - Do not stop to answer questions, provide additional context, or posit any theories.
 - There is no such thing as a silly, wrong, or obvious observation or wondering!
2. Pick a person to be the scribe and record all the notes. This person should still state their own observations and curiosities!
 - Write down comments the exact way they are stated.

Identify a key instructional gap based on trends in walkthrough data

Review and organize the walkthrough data set to identify trends: What do I notice and wonder about strengths? Growth areas? Use this reflection to prioritize an instructional gap to problem-solve for.

Consider the lowest-performing domains and indicators from the data. **What is the key instructional gap you would problem-solve for? Write it below.**

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Turning Data into Strategy

Important Links: [Root Causes Think-Aloud](#) | [Solutions Think-Aloud](#) | [TNTP Core Teaching Rubric](#)

Notes:

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Analyze the instructional gap to brainstorm root causes

Imagine this data set represents YOUR school, including the skills/experience your staff brings to the table. Brainstorm all possible root causes of the instructional gap. Identify a root cause you can work to address in the short-term.

What is the key instructional gap you will problem-solve for?

What are potential root causes of this instructional gap? List any you can think of!

After generating a list:

- highlight root causes that require technical changes or development **orange**
- highlight root causes that require adaptive changes or development **green**

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Make a plan to close the instructional gap with strategic solutions

Develop a plan to address the root cause(s) and close the instructional gap. In your plan, think critically about how you will leverage additional resources like district and/or ESU support to make the work sustainable and impactful.

What are some solutions you could employ to address the root causes you brainstormed? (Solutions might target one, some, or many root causes.)

After generating a list:

- highlight solutions that can be acted on in the short-term **orange**
- highlight solutions that require longer-term planning **green**

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Which solution from the list above will you implement in the short-term?

Which learning gaps might stall or hinder progress when it comes to implementing the solution? How can you address them?

[Reference the Mind the Gap Framework here.](#)

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What support might you need from district, ESU, or state partners to implement the solution?

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What steps will you take to implement the solution?

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Resources for Reflection + Closing

Important Links: [Walkthrough Data Analysis Guide](#) | Core Rubric Log Templates: [Google Form](#) or [Spreadsheet](#)

Notes:

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Stop and Jot:

How similar or different was your processing today to [this analysis guide](#)? What parts of this process do you want to incorporate next time you receive data to analyze?

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Prepare to complete pre-work for Session 5:

1. **Which** classrooms will you observe between now and session 5 in April to determine if there are trends you can address?
 - Consider: Are you looking for trends across your whole school? Within a particular content area? Within a grade level? Among your novice teachers?
2. **How** and where will you collect and track data in a way that you can manipulate and reorganize to identify trends?
 - If using the Core Rubric, will you use TNTP's templates ([Google Form](#) or [Spreadsheet](#)) or make your own?
 - If using a different rubric, do you already have tools to track aligned data or will you need to create something?
3. **Who** will support you with observing and action planning using walkthrough data?
4. **When** will you get your observations completed? When will you allot time to analyze the data, identify a key instructional gap, and plan a solution?

[Exit Survey](#)

Root Causes Think-Aloud

<p>What is the key <u>instructional gap</u> you will problem-solve for?</p>	<p><i>Essential Content in Secondary ELA, specifically: instructional materials are not consistently grade-level appropriate (EC3)</i></p> <ul style="list-style-type: none"> From data: Essential Content domain scored lowest, with EC3 (Instructional Materials) being the lowest indicator
<p>What are potential <u>root causes</u> of this instructional gap? List any you can think of!</p> <p>After generating a list:</p> <ul style="list-style-type: none"> highlight root causes that require <u>technical changes</u> or development orange highlight root causes that require <u>adaptive changes</u> or development green 	<ul style="list-style-type: none"> No curriculum in secondary ELA. All teacher-created materials High school staff can be a little resistant to change at times. They're very attached to their way of doing things There isn't always standards alignment in lessons It's been a long time since there's been content-specific development for teachers that looked at things like standards unpacking, etc. I've heard some teachers complain that our HS students can't read the grade-level books so they swap them out with ones more on their level

Solutions Think-Aloud

<p>What are some <u>solutions</u> you could employ to address the root causes you brainstormed? (Solutions might target one, some, or many root causes.)</p> <p>After generating a list:</p> <ul style="list-style-type: none"> highlight solutions that can be acted on in the <u>short-term</u> orange highlight solutions that require <u>longer-term</u> planning green 	<ul style="list-style-type: none"> Standards training and professional development. → how to make a standards aligned lesson and why grade level standards are important Learning acceleration development? They need to hear the research behind grade appropriate texts and assignments Ultimately, need to adopt curriculum at the secondary level Maybe some close reading development → how to make meaning of texts and what appropriate lexile levels are for their grades. Ongoing focus in PLCs how to reach struggling secondary readers without lowering the bar/leveraging lesson plans to support ALL students Individual coaching where we can call out low-expectations
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Which solution from the list above will you implement in the short-term?

Shift focus of remaining PLCs for secondary ELA teachers to standards unpacking + planning lessons starting with the standards

Which learning gaps might stall or hinder progress when it comes to implementing the solution? How can you address them?

[Reference the Mind the Gap Framework here.](#)

- Knowledge:** Teachers may have some gaps in their knowledge of what the standards are, what purpose they serve, etc.
 - Use some of the NDE standards rollout materials for new ELA standards for introductory trainings
 - Maybe reach out to ESU to see if someone can help with facilitating this for leadership team also?
- Skill:** Teachers may not know how to strategically plan lessons aligned to standards, even if they are on board with standards-aligned instruction
 - Need to give them a planning process they can internalize and replicate that shows how to start with standards; give them examples
- Capacity:** Teachers may feel like they have no additional time to change how they plan lessons, already feeling behind and don't need more work

- *Make sure standards-aligned planning steps we give them are not ADDITIONAL but rather STREAMLINE what they're already doing*
 - *Framing: do less, but do it more purposefully*

Mind the Gap Framework ([Elena Aguilar](#))

