Data Team Summary
Your Name

A. **School Vision:**

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

At Lambert High School, we will align our processes, culture, and resources for ALL of our students to compete at the highest level.

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

http://www.wordle.net/show/wrdl/7106714/LHS_Vision

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

The authors of *The Data Coach's Guide to Improving Learning for All Students* describe a high-capacity use of data as: using multiple data sources, using both formative and summative assessments, regularly monitoring implementation and student learning, differentiating instruction and providing extra help and enrichment for all those who need it, and increasing the rigor for all students (Love, et al., p. 136). These are all strategies that are already in place and used by teachers, administrators, and collaborative content teams at Lambert High School. In fact, one could say that LHS already has effective data teams without any of the negative associations that can come with data teams.

The first part of the Lambert High School vision says that we will "align our processes" so that our students can achieve "competitive greatness." This applies to academics as well as to athletics and to fine arts performances. This creates the idea that all of the daily instructional and systemic processes are aligned to achieving our ultimate goal, which is the success of our students. The concept of aligning processes fits well with what Love, et al. recommend when they say that instructional improvement, one element of a high-performing using data culture, places more emphasis on "aligned learning goals, instruction, and assessment (and) widespread application of research and best practice (with) systems in place to prevent failure." (p. 19) The practice of "making it more difficult to fail than to succeed" is one that has been in place since Lambert opened its doors, and is not one that will disappear soon.

The second part of the LHS vision is that the school will "align our culture" so that students are successful. A funny thing about a culture of success is that it breeds more success. The authors describe the importance of culture when they say describe "internal responsibility as (the) driving force with a focus on learning opportunities for all students (p. 19). Unfortunately, this may be more of a struggle

for Lambert High School, as the abovementioned practice of making failure neigh on impossible has also greatly reduced the feeling of "internal responsibility" in students, although it is quite strong within teachers and administrators. However, a data team that could focus on learning opportunities for all students, not just those who struggle or excel, but also on the "bubble students" at both ends of the scale, could greatly help the school to obtain the vision fully.

Next, the Lambert High School vision says that as a school, we will "align our resources." Resources at a school used to be supplies, textbooks, and classrooms. Today, a school's greatest resources are teachers who excel in their field and who inspire students to learn, administrators who encourage the students and who lead the staff by example, and technology that allows for arenas of learning and exploration that were not previously possible. In this, a data team can provide great insight by helping to identify those teacher-leaders who can work as change agents. Members can find ways to use collect data frequently that can be disseminated to the entire staff so that it can provide needed feedback.

The last part of the vision is that all of these things will happen so that "ALL…students can compete at the highest level."   Having a vision with the words is only commendable if the words become reality. By creating a data team at Lambert High School, team members will work towards achieving that reality which also supports the goals of a high-performing using data culture.

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

The purpose of the Data Team would be to continually investigate the what, how, why, and how again of student learning and assessment in an effort to achieve as reality the vision of the school. The members would collect and analyze data in an effort to see:
1) What are students learning in their classes?
2) How are they learning the information?
3) Why are they successful (or not)?
4) How can we work to replicate and expand the successful practices? How can we work to eliminate and diminish the impact of unsuccessful practices?

C. **Data Team Formation, Rationale & School Structures:**

I would begin by choosing members from each department (either the department chair or their designee), as well as a representative from the counseling department and the administration. Each member of the team should be comfortable with numbers, discussion of possibly uncomfortable subjects, calm in the face of frustration, and able to stay both focused and positive. After choosing these members both to act as a lead data team and to act as change agents, we would meet to prepare a brief presentation to the school about how the data team process will work over the coming year. At the end of our presentation, we would ask for those most interested in the process to contact us for further information. These teachers would be referred to their department chair to help serve as a team facilitator during the ongoing collaborative inquiry process.

By serving as facilitators, one hopes that these teachers will also act as change agents in the school to engage the entire faculty body in the efforts of the data teams. To further help in the effort, data teams would work with processes already in place, rather than adding a new level of processes for teachers (aligning the processes). Time for collaborative inquiry and data analysis would be given during early release days and professional development days. To encourage that these efforts be successful and beneficial to both staff and students, teams would work towards specific goals and would work through specific team-building exercises.

There would be circles of data teams within the building. The smallest circle would be teams of 2-4 who meet as specific content teams. For example, the French teachers would work together as a content team, or the 10th grade Honors Literature teachers. Expanding outward, there would be a larger data team comprised of representatives from the small teams to form a departmental data team that would analyze data from the entire department. Expanding even further out, there would a final, larger data team that was first mentioned to analyze school-wide trends of achievement or struggle.

D. **Decision-Making Authority:**

Data teams would be empowered to make the decisions needed to effect change in the classroom that leads to successful students. Those decisions that need to occur at the department or school level to bring about an increased sense of collaboration or ownership would be recommended to the appropriate larger data team.

E. **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	Meet with key district administrators individually to propose the Using Data Process. During meetings, share presentation that highlights successes of other districts. Ask for support and assistance in areas of strength.	Their support is vital – if district administration chooses to move in another direction, teachers and administrators will be overburdened and unable to achieve the goals of UDP.
School Administrators	Meet with admin to ask for assistance in choosing teacher-leaders to serve on the school-wide Data Team. Plan together how to best implement the UDP to work with the systems already in place.	As strong supporters, admin members can provide leadership by example, as well as clear two-way communication between school faculty and district administrators.
School Faculty	Prepare an intriguing and interactive presentation that will show the benefits of aligning the UDP with systems already in place. Highlight how UDP will encourage higher achievement of both teacher and student. Provide regular updates on work of Data Teams	Faculty members must be active participants; otherwise, the data team will have little and less data to analyze.
Department Chairs	Frequent check-ins to ensure that they understand the goals of the process, address concerns about	Provide support to data team members as well as leadership for the school-wide data team. Strongly,

	time, instruction, and privacy.	actively, and vocally support the efforts of data team
Instructional Leaders/Specialists	Frequent check-ins to ensure that they understand and support the process; work with them to address requests for more information or concerns	Model using data in their own practice. Work as change agents to encourage collaborative inquiry among other faculty members,
Potential Data Team Members	Prepare a more in-depth presentation on goals and activities of Data Teams, meet individually or in small groups to address requirements and benefits of team members	Without their membership, there is no Data Team.
School Board Members	Create a brief presentation to share at a School Board meeting that explains what will happen, why it should happen, and the successes of other districts	Provide support in schools and in the community for the work of the Data Team.
School Improvement Team	Attend School Improvement Team meetings to share the work and findings of the data teams	Align common efforts with the Data Teams. Provide support in the school and in the community.
Parents	Present parents with the benefits to their student's learning and achievement. Provide regular updates on work and findings.	Provide support for efforts. Participate in data collection and analysis by responding promptly to requests for information and assistance.
Data or Assessment Coordinators	Meet with those responsible for school-wide assessments to explain how the work of both groups is complimentary.	Provide timely access to data collected via assessments.

STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Angela B. Burgess	Mentor/Title: Ruth Allen / ITS	School/District: Lambert High School / Forsyth County Schools
Field Experience/Assignment: Data Team Summary	Course: ITEC 7305	Professor/Semester: Susan K. Padgett-Harrison / Fall 2013

Part I: Log

Date(s)	Activity/Time	PSC Standard
9/26/13	Completed the data team summary. (4 hours)	PSC 1a, 1b, 1c, 1d, 2a, 2g..c
	Total Hours: [4 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				X
Black				X				X
Hispanic				X				X
Native American/Alaskan Native								X
White				X				X
Multiracial				X				X
Subgroups:								
Students with Disabilities								X
Limited English Proficiency								X
Eligible for Free/Reduced Meals								X

Part II: Reflection

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

As a result of completing this field experience, I reflected upon the positive aspects of a data team. Based upon my previous experience, this was a new challenge. It was helped by first reflecting upon my school vision and how the work done by Data Teams can support that vision. I had to think about who should be on the team and why, as well as how I might be able to encourage their support and participation. I also had to confront some of my fears in order to meet with school leaders and stakeholders at various levels to show how they could be involved with and support the efforts of the data team.

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 field experience highlighted the communication skills that all leaders must have to achieve buy-in and to created acceptance and even enthusiasm for new efforts. A data coach can do this by using a variety of technical resources to create visually stimulating, appealing, engaging, and informative presentations.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

Creating a data team would work to make the vision at LHS a reality for all students and teachers. The efforts of current school administrators already closely mirror those of a data team. Changing the focus just ever so slightly could help to improve student achievement, to encourage faculty growth, and to increase school improvement efforts.