Use of Data at Urban Teacher Center

TeachingWorks: Using Data to Inform Instruction
January 31, 2013

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UTC is Working to Change the Pipeline for Student Success

Targeted Recruitment +

High entry standards

Robust application processes

Strong Preparation +

Teachers are built not born

Strong tracking of progress data

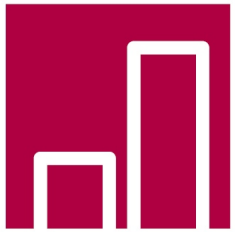
Certification Is Earned +

Certification is based how well students are learning and progressing

Tenure is Earned +

Only the best and most effective teachers receive tenure

Performance Based Promotions =



Student Success

Students are the biggest winners in our equation

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Urban Teacher Center Model

How Our Program Builds Effectiveness

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How Our Program Builds Effectiveness

Year 0

Recruitment

Must have a 3.0 GPA

Only 1 in 4 applicants is accepted

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- Begin master's coursework
- Extensive classroom coaching

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Year 4

Teaching

- Third year teacher classroom placement for candidates who need extra support.
- Graduates from Year 3 become Lead Learners that coach their peers
- Formal graduation from the program.

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Effective teachers in every classroom and a new bar for educator accountability.

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Year 2

Teaching

First year teacher classroom placement

Complete master's coursework and earn M. Ed degree

Gate Three:

Dual-master's degree earned only after demonstrated successful coursework completion & continual improvement of student performance. Acceptance

Year 3

Teaching

First year teacher classroom placement

Complete master's coursework and earn M. Ed degree.

Year 4

Teaching

Third year teacher classroom placement for candidates who need extra support.

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Gate Two:

First-year teacher placement only after demonstrated improvement of student performance in a small group setting. Acceptance

Gate Three:

Dual-master's degree earned only after demonstrated successful coursework completion & continual improvement of student performance. Acceptance

Gate Four:

Graduate from program only after demonstrated continual improvement of student performance across two years of teaching.

Results

Effective teachers in every classroom and a new bar for educator accountability.

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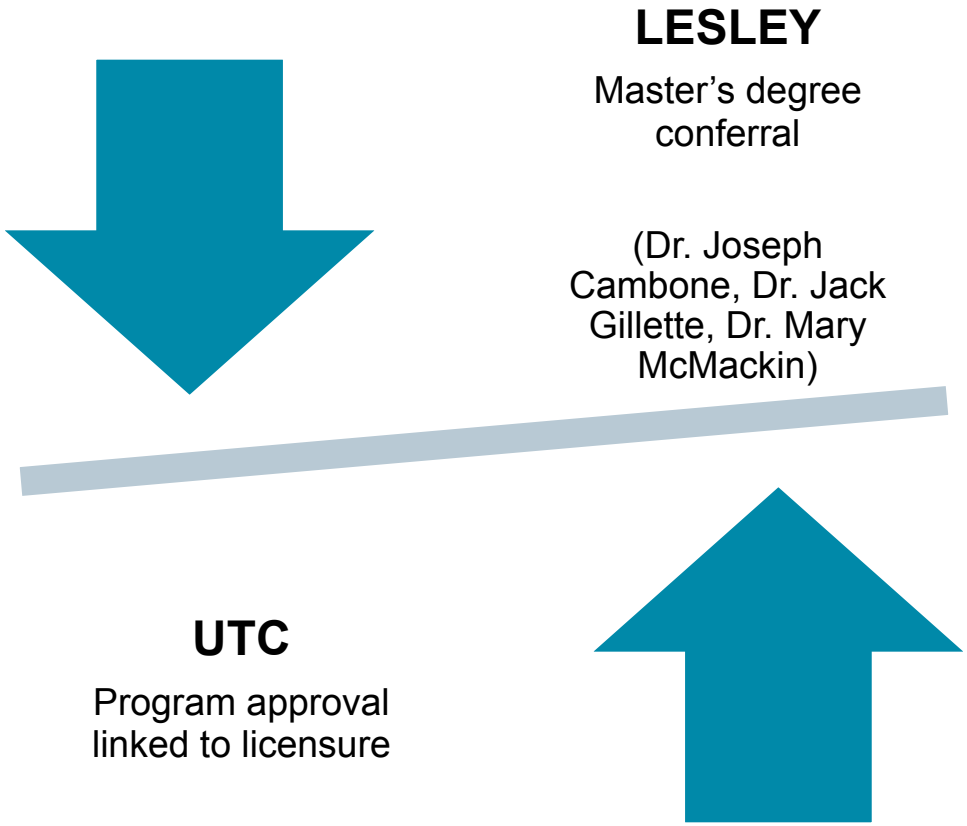
Partnership with Lesley University



Key Components of the UTC Program

- Dual Masters degree in Special Education and General Education content area
- Two summers & one school year-long residency
- Co-teaching, independent student teaching, and five-month practicum experience at a host school
- Intensive coaching model first three years of the program
- Alignment of all clinical and coursework to the Teacher Practice Rubric (TPR)
  - Partnership with Bloomboard to capture TPR data
- Overarching accountability model

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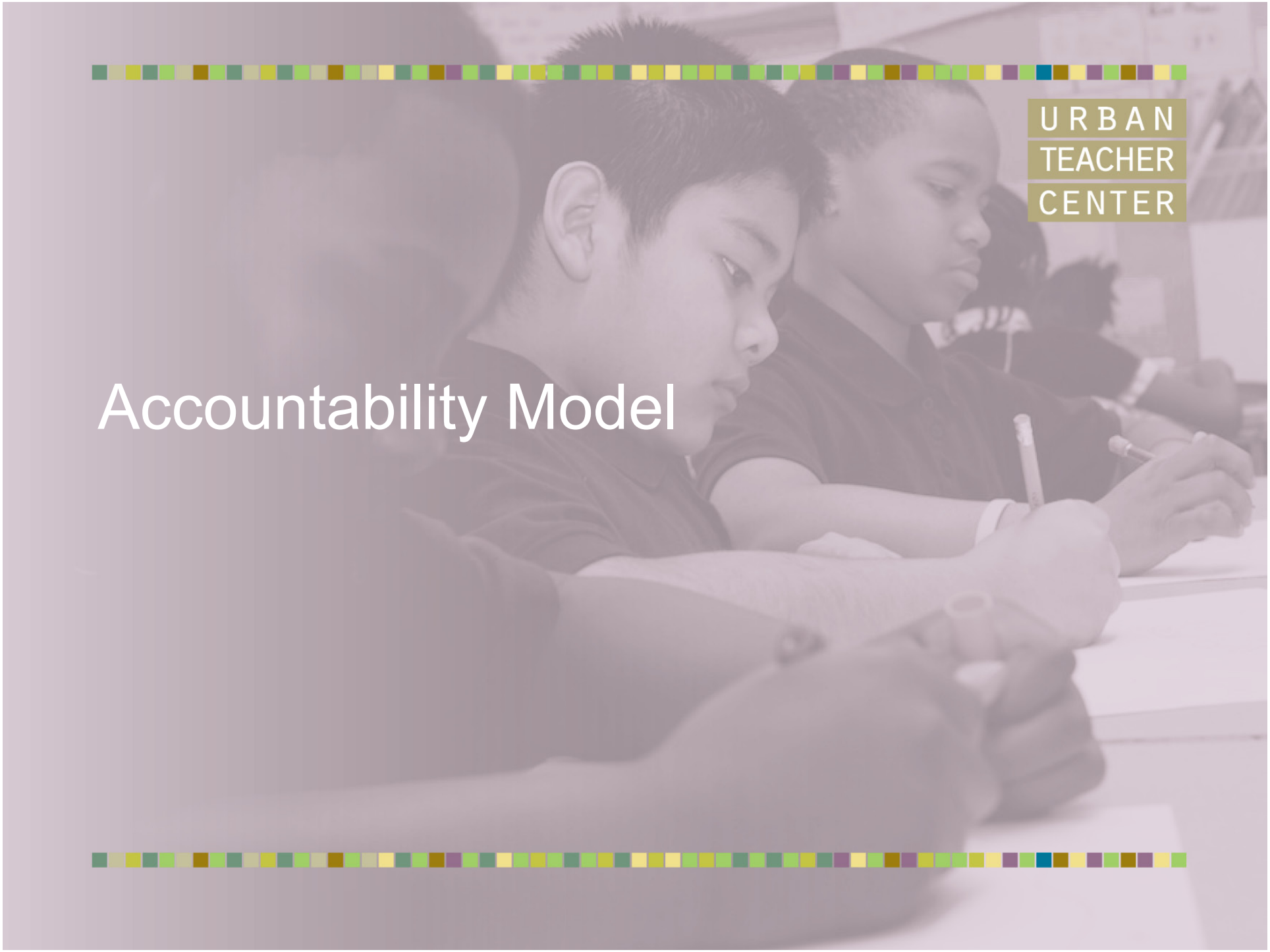

Accountability Model

Accountability Model:
Attrition

Attrition

- UTC believes in purposeful attrition and uses the residency year as the time to determine who will be most effective as a full-time teacher.
- As a result, UTC expects 20 percent attrition in the residency year.
- As of January 2013, attrition in the residency year led to zero percent attrition of fellows in the current school year.

Accountability Model: Assessments

Rationale

UTC aims to prepare the most effective teachers. These tests will measure how students performed after working with a fellow for one year or a resident for five months. Making appropriate gains will be used as criteria for moving through the program.

Students Tested

- Fellows test their entire class.
- Residents test a small group of students from their host teacher's class.

Test Given

- Students take reading or math subsections of NWEA's MAP assessment:
  - Nationally normed
  - Online, adaptive test
  - Instant access to data and reporting

Timeline

- Pre-tests are given in September for the fellows and in December for residents.
- Post-tests for both groups are given in May.

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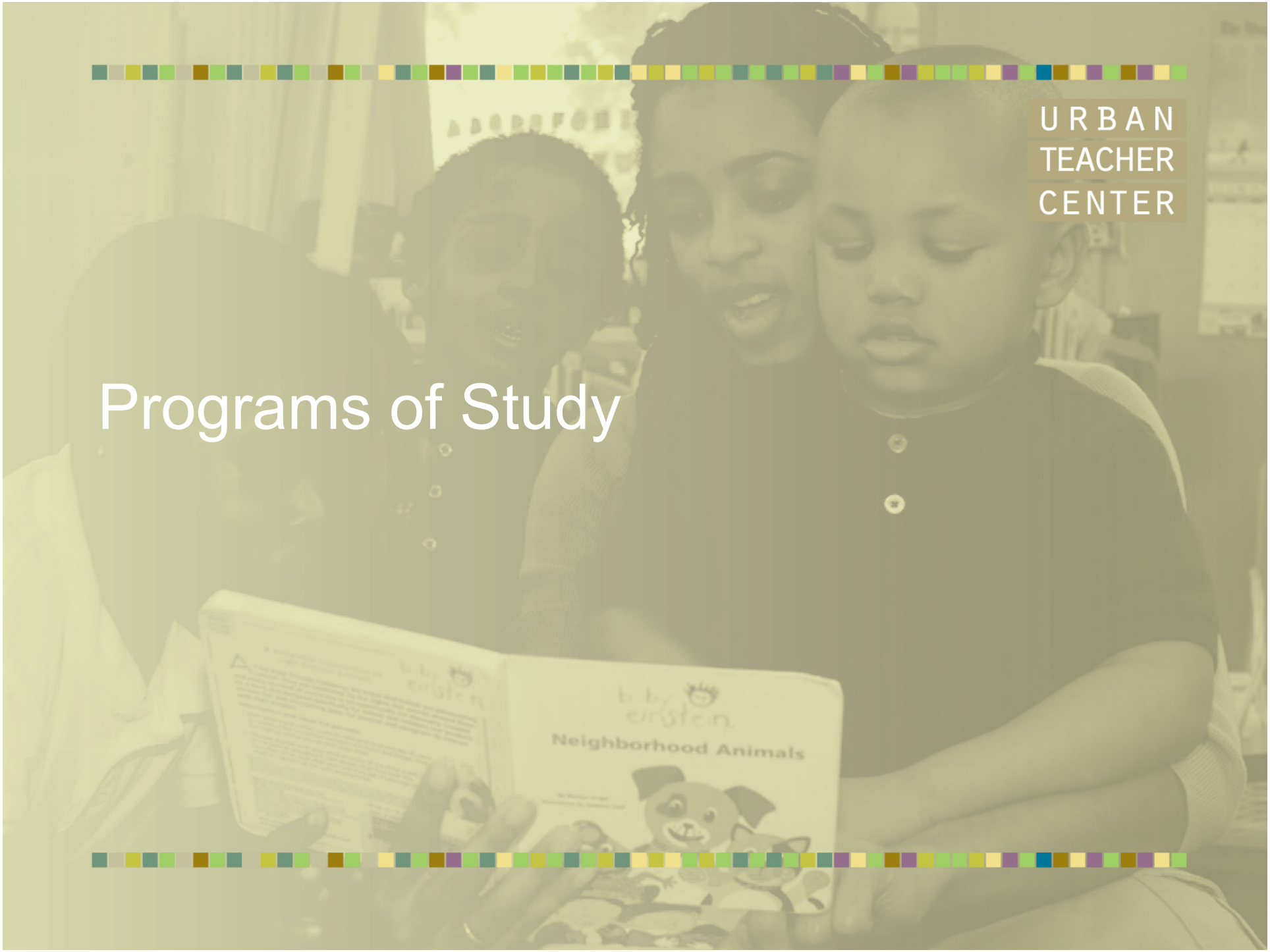
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Programs of Study
Neighborhood Animals

Elementary Education/Special Education Program of Study

Semester	Course Title
Summer A	Foundations Part I
	Language Development in Children
	Number, Operations and Algebraic Thinking I
	Children's Literature
	Classroom Management Part I
Semester I	Number, Operations and Algebraic Thinking II
	Emergent and Early Reading
	Reading in the Upper Grades
	Understanding Special Education & Inclusion: Promises and Pitfalls
	Introduction to Assessment and Tiered Instruction
	Sense-making
	Classroom Management Part II
	Classroom Management Part III

Elementary Education/Special Education Program of Study

Semester	Course Title
Semester II	Elementary Education Student Teaching and Seminar
	Small Group Practicum (regular and Special Education)
	Content Area Reading
	Measurement, Data, & Geometry
	Understanding and Managing Behavior
	Formal Assessment of Students and Designing Individualized Education Plans
	Social Studies Methods
	Sense-making
	Classroom Management Part IV
Summer B	Supporting Writers Development
	Specialized Instructional Techniques
	Foundations Part II

Teacher Practice Rubric:
What a UTC Teacher Does

Builds Productive and Caring Classroom Environments

- UTC teachers are aware of student strengths and needs, learning styles, and emotional status.

Is a Diagnostician

- UTC teachers know each child individually and use data to drive performance.

Sets Precise Goals for Student Learning and Enacts Them

- UTC teachers differentiate instruction to meet the needs of all learners.

Fosters Academic Discourse

- UTC teachers hold themselves and students accountable for respectful and purposeful discourse.

Relentlessly Pursues Continuous Learning

- UTC teachers see teaching as a profession where all are working to become increasingly more effective.

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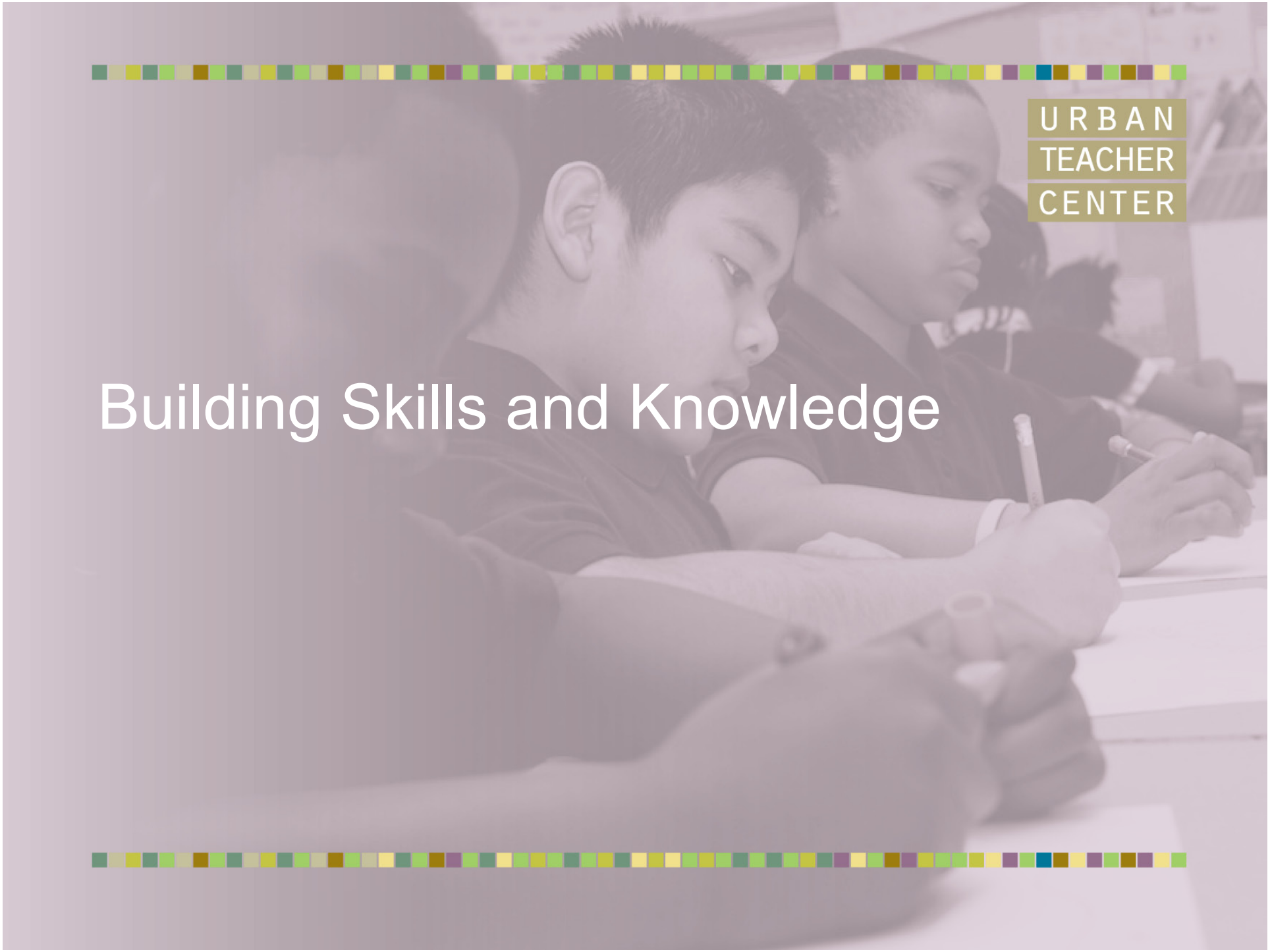
Teacher Practice Rubric: Strand B

OUR TEACHERS…	
B. ARE DIAGNOSTICIANS	
Indicators	**Evidence**
1. **Data systems**: Constructs and maintains data systems to monitor student learning. Has a thorough knowledge of key assessments in literacy and math and implements them routinely	**Has** a portfolio of each student, with explicit student data (formative and summative) and student work and updates portfolios on a daily and weekly basis. **Has** a data schedule in place for collecting data daily, weekly, quarterly, and yearly. **Sets** purposeful and goal-oriented near- and long-term goals for all students, **Analyzes** data systemically to identify students' strengths and challenges and look for trends and patterns. **Meets** routinely with colleagues to analyze trends and patterns in data without bias. **Regularly** uses data to inform instruction. **Uses** a variety of assessment tools designed to assess specific performance targets. **Routinely assesses** student understanding using.
2. **Use of data systems**: Uses formative assessment effectively in the classroom. Conducts daily informal assessments. Constantly monitoring (on their feet) student understanding.	**Has** a system for *kid watching* throughout the day. **Has** a plan for conducting daily conferences (reading, writing, work) so that all students participate in at least one conference each week, and struggling students at least twice each week. **Knows** which assessment to use for specific data gathering purposes. **Moves** throughout the room routinely and consistently to assess student understandings through focused questions, listening to student talk, and looking at work in progress. **Asks** questions to check for student understanding. **Listens** in to student conversations to assess learning. **Uses** the assessment tools consistently and routinely to assess all students.
3. **Students & Data**: Makes students' progress transparent to them; Supports students with "owning" their data and their learning goals	**Has** students track their own data through teacher developed tools. **Has** students update their own portfolios on a weekly basis. **Conferences** with students to discuss areas of strength and areas of challenge in order to establish learning goals. **Has** both a public and private system in place for celebrating student achievement that is regularly and consistently updated. **Communicates** regularly with parents and families to share student progress **Posts** data wall that is used by teacher and students and identifies learning targets and praises progress.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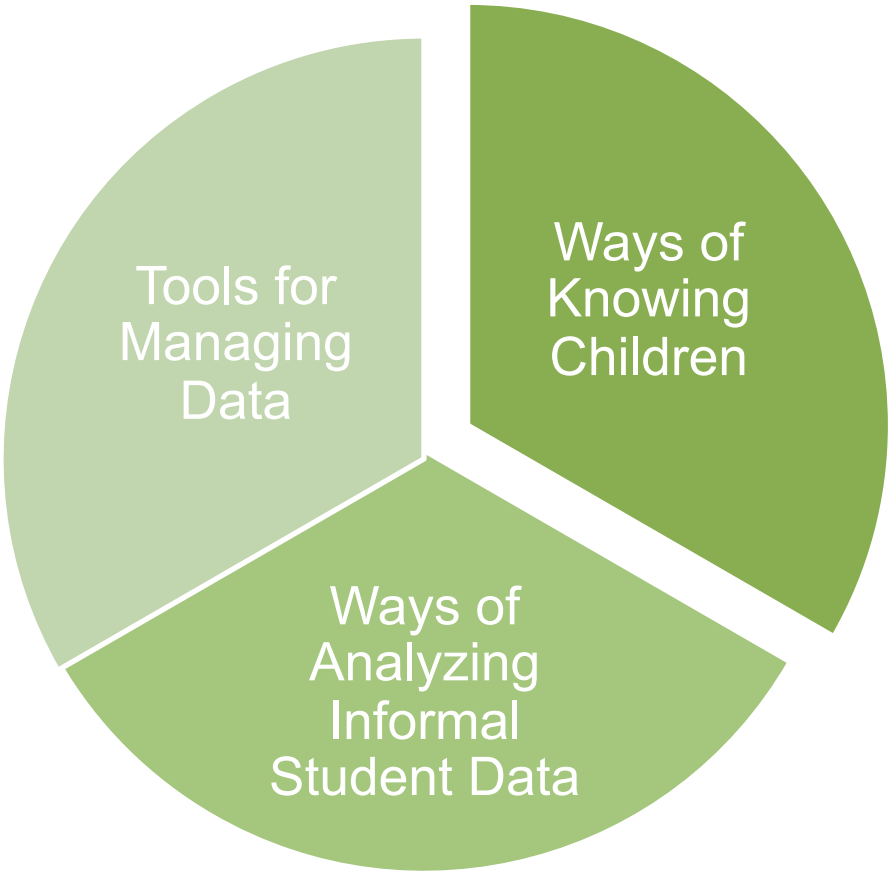
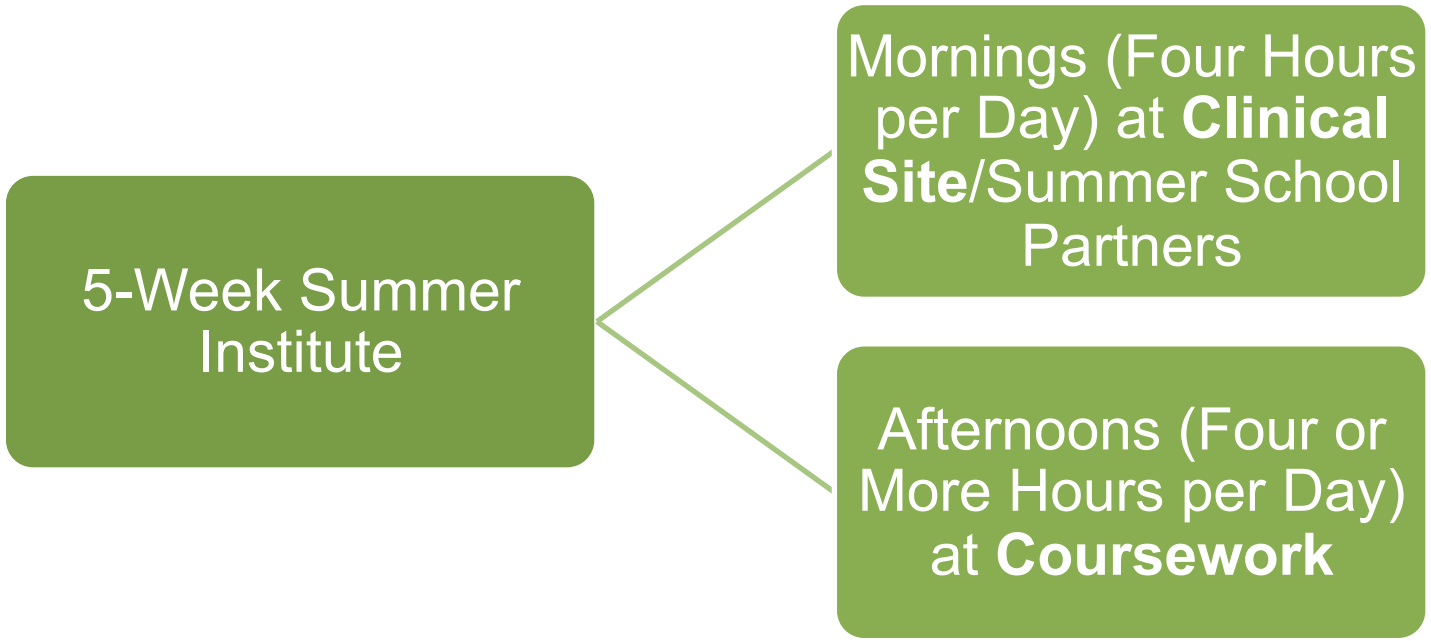
Building Skills and Knowledge

Summer Institute Focus on Strand B



Summer Institute Context



Numbers, Operations and Algebraic Thinking, Part I: Sample Assignments

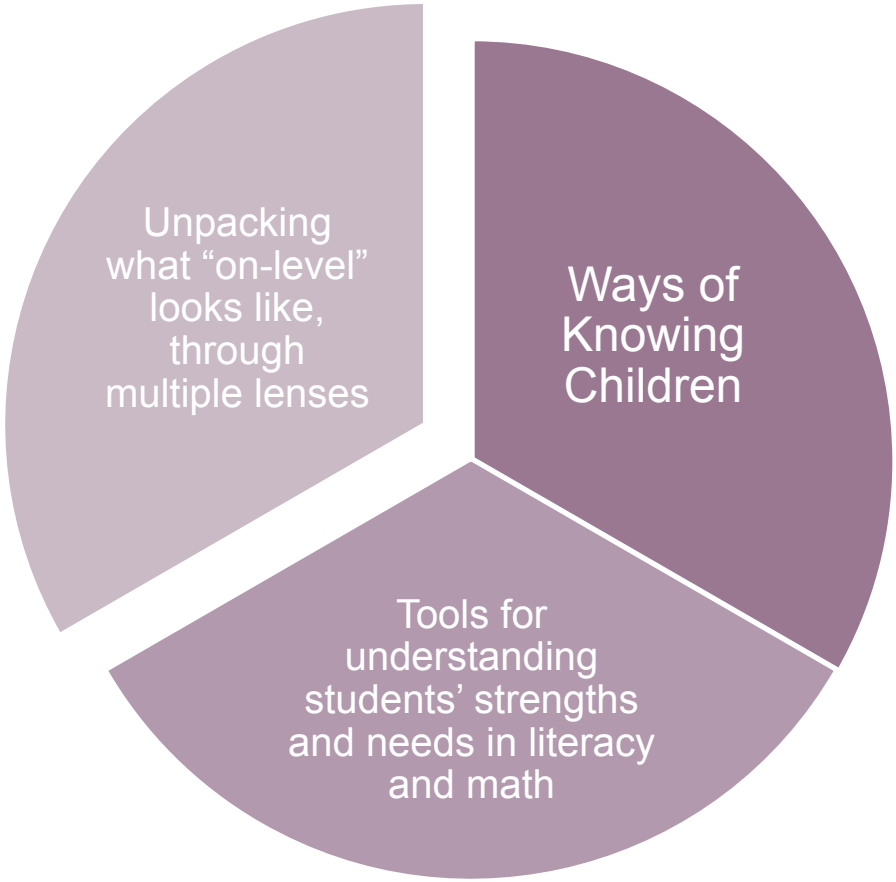
- **One to one interview** of a student about his/her attitude towards mathematics.
  - Analysis of key findings.
- **Kid-watching and questioning**: Resident selects a data-gathering tool (sociogram, note-ringed index cards, small group seating charts) to collect information about student approaches to a math task.
  - Focus is on asking questions to uncover mathematical thinking; observing student approaches; collecting student talk. Analysis of what students know and can do in relation to lesson purpose

Language Development in Children: Sample Assignment

- Assess oral language skills by:
  - using a sociogram to track classroom discourse, and
  - tape recording children in settings both in and outside of the classroom (lunch/ recess)

The purpose of this assignment is to examine the impact of the environment and cultural discourse on the quality and quantity of student talk.

Fall Semester Focus on Strand B



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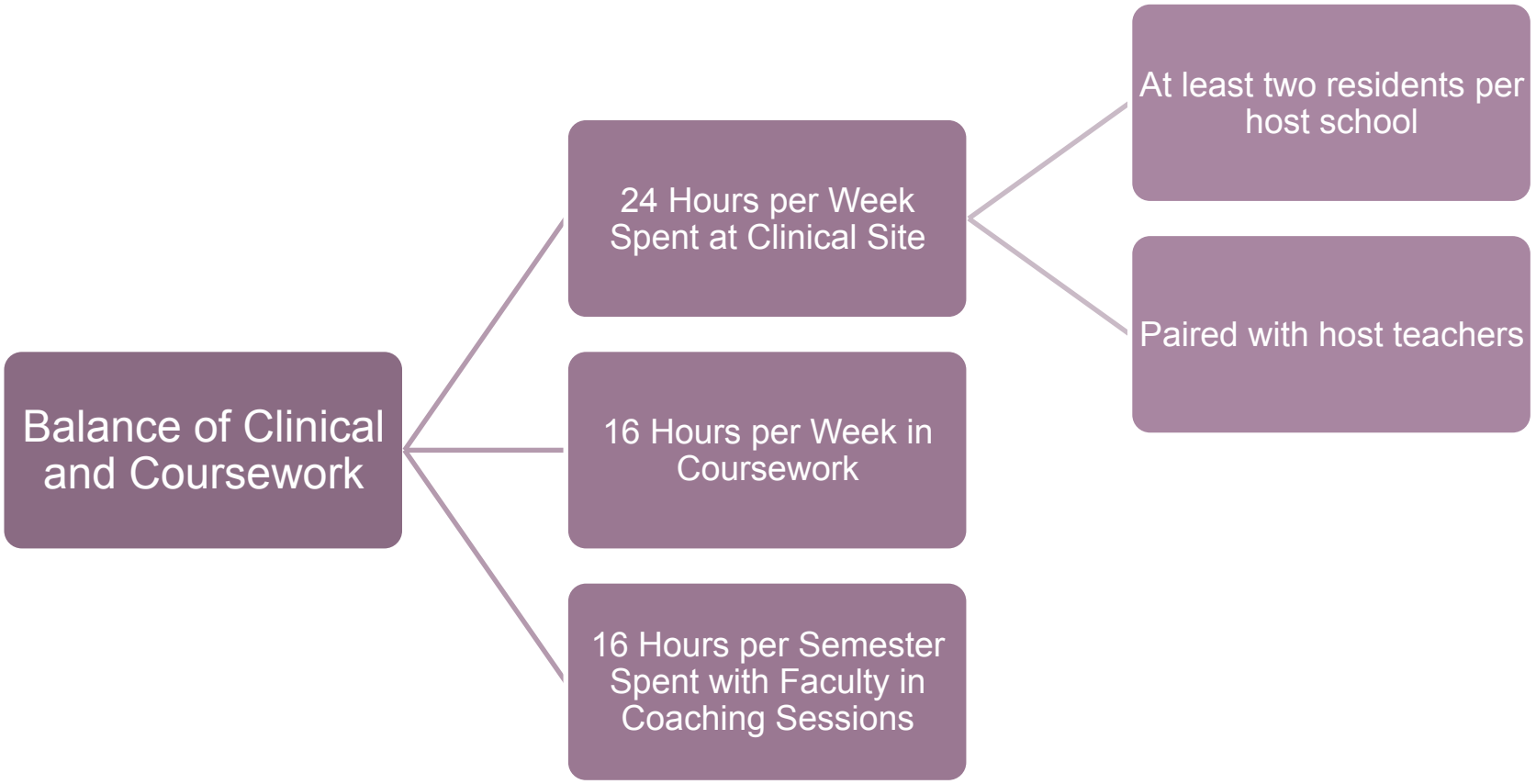
Fall Semester Context



Introduction to Assessment and Tiered Instruction: Sample Assignments

Key Assignment:

Based on data you obtained from assessments and recorded in your clinical log, provide a student with an exceptional learning need with (a) an adaptation of Tier 1 instruction and (b) a Tier 2 intervention. Both tiers of intervention must be implemented. In a written report, include:

- Describe the student and how and why you made your selection
- Your rationale for, and content of, the instruction, as well as the results and your conclusions
- The lesson plan(s) and student work that document your differentiation

Additional Clinical Experiences:

1. *CLASS Observations:* Working with a partner, conduct 4 independent observations. Two of the observations should be in two different classrooms using the Positive Climate rubric of the CLASS. The other two observations should be in the same classrooms, this time using the Behavior Management rubric of the CLASS.

2. *Event recordings:* Working with a partner, identify a behavior of a student with special needs to observe. Select three times during the school day to observe and track the frequency of that behavior.

3. *CBM:* Working individually with two students – one general education student and one special education student – listen as each reads aloud two selections of grade level material for one minute each. Mark any errors made. Then ask each student to read aloud two samples of material below grade level, again for one minute each. Mark any errors. For each of the samples of oral reading, count the words read correctly (i.e., words correct per minute) and compare your results with the oral reading fluency norms (Hasbrouck & Tindal, 2006) provided in class.

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Introduction to Assessment and Tiered Instruction: Sample Work (Key assignment)

- Background Information
  - *Student X is a five-year-old boy in Kindergarten. He is an English Language Learner and speaks Spanish at home. Student X and his parent have stated that student often has difficulty understanding in class.*

- Types of Assessments
  - *Assessments chosen to administer in order to assess Student X's reading abilities and comprehension included the following: CAP (Concepts About Print), Scholastic Red Phonics Survey, Running Record using Benchmark Level A Book from Reading A-Z.com, and Fluency Assessment using Fluency Scale from Fountas and Pinnell.*

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Introduction to Assessment and Tiered Instruction: Sample Work (Key assignment, continued)

- Assessment Scores
  - *For the Fluency Assessment, Student X scored a "1" on Rate, Intonation, Pausing, and Integration, and he scored a "0" on "Phrasing" and "Stress." For the Comprehension Assessment, scored the same as described above, Student X scored a 2/6 for Comprehension, as he showed limited evidence of the text with short phrases and little extra detail beyond or about the text. Again, this Comprehension Assessment with The Three Billy Goats Gruff (1981) had increased validity as compared to the Comprehension Assessment using I Go by Felicia Brown since this Assessment with The Three Billy Goats Gruff (1981) included listening comprehension as well as analyzing pictures/ decoding the words in the text (Galdone)*
- Teaching Needed
  - *According to the Concepts About Print Assessment, Student X needed more exposure and practice with text, particularly in returning sweeping to the left, word-by-word matching, and line order being altered. The opportunity for Student X to listen to a read-aloud as well as picture-walk through and review The Three Billy Goats Gruff (1981) on his own would allow him to gain authentic print concept knowledge through self-practice and modeling (Galdone; Clay, 2000). The read-aloud one-on-one with Student X would also allow him to gain knowledge in phonics sounds (determined to be a need based on the Phonics Survey Assessment). The read-aloud and Student X's retelling of the story in his own words would increase his exposure and recognition of consonant and vowel sounds for his own practice when retelling the story. Retelling the story would also increase his fluency in speech and in his retelling of stories.*

Numbers, Operations and Algebraic Thinking, Part II: Sample Assignments

Summer

- **One to one interview** of a student about his/her attitude towards mathematics.
  - Analysis of key findings.
- **Kid-watching and questioning**: Resident selects a data-gathering tool (sociogram, note-ringed index cards, small group seating charts) to collect information about student approaches to a math task.

Fall

- Kid-watching & questioning 2: One teach, one observe class-wide data
- Key assignment: Analyze data from whole-class standards-based math assessment
  - Identify 8-10 “near-passer students.”
  - Create 4 week individualized learning plans, and implement.

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Numbers, Operations and Algebraic Thinking, Parts I and II: Sample Work

Student Portfolio

- I created a portfolio for each student, which essentially includes their ILP, a weekly activity checklist, a progress monitoring sheet, and any work they complete (including reassessments). This remains in the classroom for safe-keeping, but students have ready access to them. All students received a copy of their ILP as well as an ANET-generated take-home report that they can share with their parents. They are also responsible for filling out the weekly activity checklist and returning it with any independent work they complete at home. (See Appendix B for a sample student portfolio)

Early and Emergent Reading and Reading in the Upper Grades

Clay's Concepts About Print	DIBELS	Letter/Sound and Sight Word Assessments
Fountas and Pinnell	Fluency Tool	Reading Record

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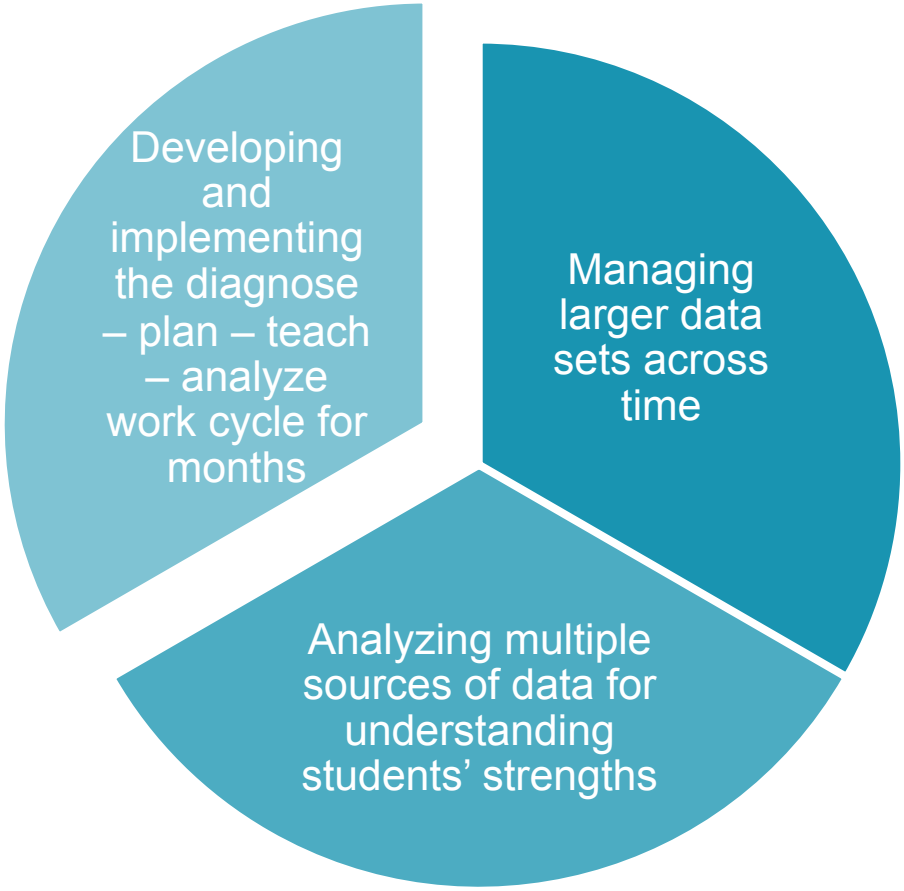
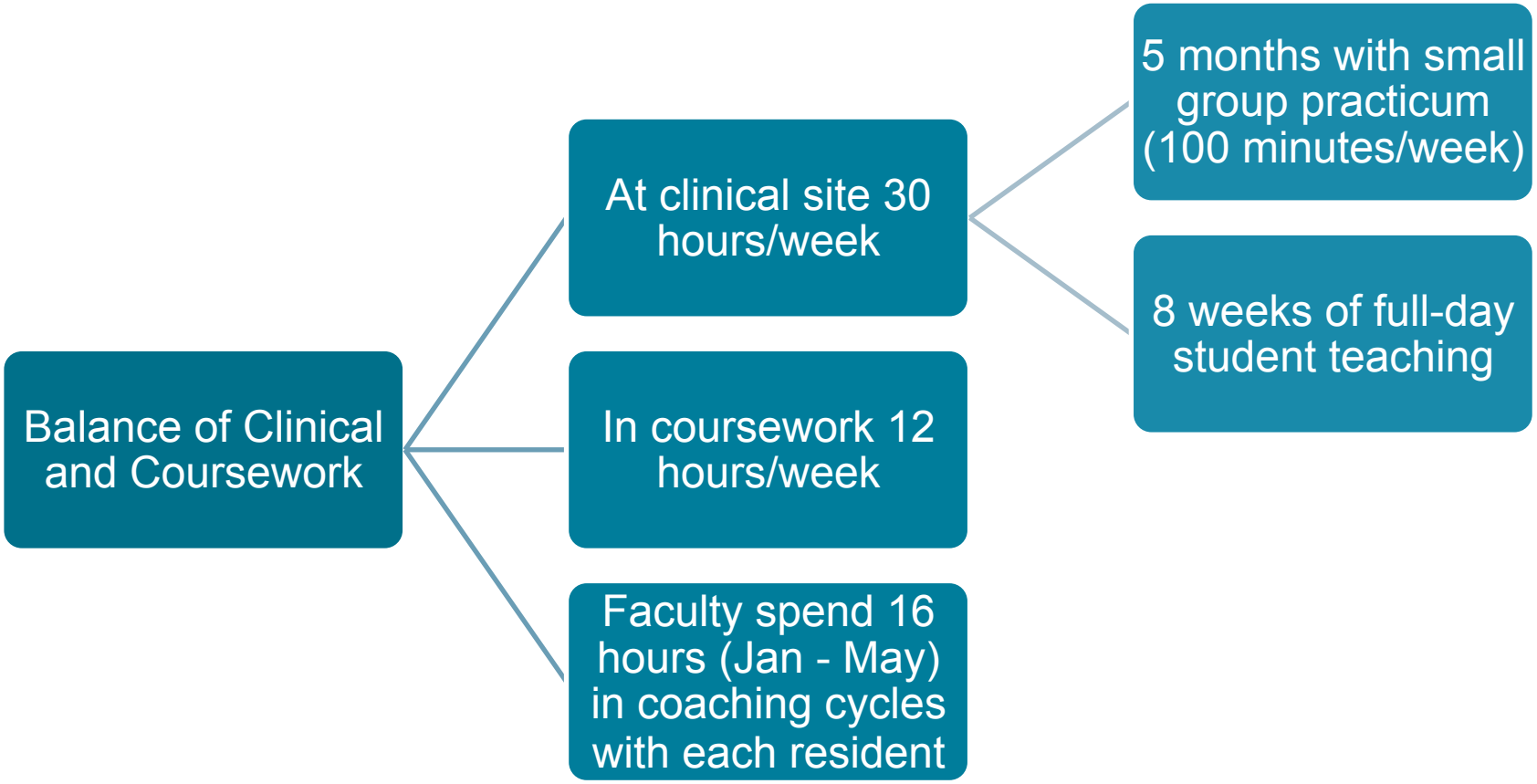
Spring Semester Focus on Strand B



Spring Semester Context



Small Group Practicum

Pedagogy of small group practicum course:

- Instructor brief review/introduction of relevant material
  - Review student work and other data collected
  - Identify learning targets (based on common core & student needs)
  - Plan small-group lessons
  - Rehearse lessons
  - Deconstruct lessons (analyzing videotape #1 for every resident)

Sample TPR Row – Strand B, Indicator 1

Indicator	No Evidence	Beginning	Emerging	Developing	Mastery
1. **Data systems**: Constructs and maintains data systems to monitor student learning. Has a thorough knowledge of key assessments in literacy and math and implements them routinely	No near term or short term goals set for students. No evidence of a system in place for maintaining and updating student data.	Sets some near-term goals for some students. Near-term goal setting is rudimentary.. Has familiarity with a few assessment tools, but lacks a system for routinely using them.	Reviews student data on an occasional basis. Maintains portfolios for some students. Collects student data at occasional intervals. Reviews data for trends and patterns, but no clear connection between data and subsequent instructional decisions. Has a comprehensive understanding of several assessment tools and occasionally uses them to assess some students.	Reviews student data weekly. Collects student data quarterly and yearly, and sometimes weekly. Analyzes data for trends and patterns in order to inform instructional decisions regularly. Maintains portfolios for whole class and updates student work samples on a monthly basis. Meets with colleagues to analyze data occasionally. Has a comprehensive understanding of essential assessment tools and regularly uses them to assess most students.	**Has** a portfolio of each student, with explicit student data (formative and summative) and student work and updates portfolios on a daily and weekly basis. **Has** a data schedule in place for collecting data daily, weekly, quarterly, and yearly. **Sets** purposeful and goal-oriented near- and long-term goals for all students, **Analyzes** data systemically to identify students' strengths and challenges and look for trends and patterns. **Meets** routinely with colleagues to analyze trends and patterns in data without bias. **Regularly** uses data to inform instruction. **Uses** a variety of assessment tools designed to assess specific performance targets.

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Kid-watching across multiple courses; CBMs & event recordings; Student with exceptional needs assessments & teaching plan

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Sample TPR Row – Strand B, Indicator 1

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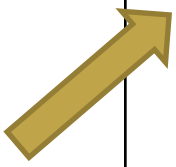
NOAT 2 key assignment (assessments & teaching plan for 8 children across 4 weeks, e.g.); 2 fall reading courses (numerous informal literacy assessments)



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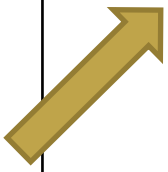
Sample TPR Row – Strand B, Indicator 1

Indicator	No Evidence	Beginning	Emerging	Developing	Mastery
1. **Data systems**: Constructs and maintains data systems to monitor student learning. Has a thorough knowledge of key assessments in literacy and math and implements them routinely	No near term or short term goals set for students. No evidence of a system in place for maintaining and updating student data.	Sets some near-term goals for some students. Near-term goal setting is rudimentary.. Has familiarity with a few assessment tools, but lacks a system for routinely using them.	Reviews student data on an occasional basis. Maintains portfolios for some students. Collects student data at occasional intervals. Reviews data for trends and patterns, but no clear connection between data and subsequent instructional decisions. Has a comprehensive understanding of several assessment tools and occasionally uses them to assess some students.	Reviews student data weekly. Collects student data quarterly and yearly, and sometimes weekly. Analyzes data for trends and patterns in order to inform instructional decisions regularly. Maintains portfolios for whole class and updates student work samples on a monthly basis. Meets with colleagues to analyze data occasionally. Has a comprehensive understanding of essential assessment tools and regularly uses them to assess most students.	**Has** a portfolio of each student, with explicit student data (formative and summative) and student work and updates portfolios on a daily and weekly basis. **Has** a data schedule in place for collecting data daily, weekly, quarterly, and yearly. **Sets** purposeful and goal-oriented near- and long-term goals for all students, **Analyzes** data systemically to identify students' strengths and challenges and look for trends and patterns. **Meets** routinely with colleagues to analyze trends and patterns in data without bias. **Regularly** uses data to inform instruction. **Uses** a variety of assessment tools designed to assess specific performance targets.

Small group practicum course & assignment (10 students, 5 months, 100 minutes/week)



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Using Data to Inform the Program

We collect, analyze, and act on data from many sources:

- About Our Residents:
  - Twice-annual principal and host teacher surveys
  - Resident course grades
  - Praxis scores
  - TPR scores (by individual, faculty member, and city)
  - Student performance data

- About Our Program:
  - End-of-course surveys evaluations
  - Numerous resident & fellows focus groups on targeted aspects of practice
  - Cohort retention rates

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Thank you!

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