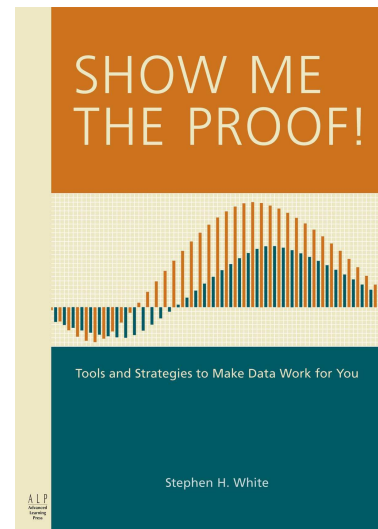


Study Guide for:

Show Me The Proof!

By Dr. Stephen White



Suggestions for effective book studies:

1. Set the dates with specified readings well in advance.
2. Ensure that participants have a personal copy of the book.
3. Provide the book study guide before starting to read the book.
4. Select a location that allows for the participants to be able to spread out books and writing materials.
5. Provide a comfortable meeting place with plenty of light.
6. Beverages and snacks are always welcome.
7. The role of the facilitator is to ask open-ended questions and stimulate discussion, not to lecture. Consider changing the role of facilitator and being very clear about norms for participants and facilitators.

Advanced Learning Press provides study guides to complement your comprehensive professional development plan. These guides represent the author's suggested questions and activities to lead to full comprehension and implementation of the ideas in the publication. Focused group discussion leads to individual reflection as well as having the group develop common understandings and language regarding the book's content. For additional insights or questions, please email the author at info@MakingStandardsWork.com. You will receive a response within two business days.

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Chapter 1: Evidence to Satisfy the Skeptic

Big Idea: State assessments will continue to act as the primary indicator of effectiveness until educators find ways to demonstrate “proof” of effectiveness through the data of teaching, learning, improving, and persuading.

Summary: Chapter 1 introduced a three-part standard for proof: a compelling rationale based on a preponderance of all types of evidence; a means to satisfy the skeptics with data of teaching, learning, and improvement; and a persuasive argument that objectively explains external test data with a depth of knowledge of the antecedents that produce excellence and an open and transparent delineation of student achievement results. Seven practical tools of analysis were introduced with practical examples of their use, and a comprehensive scoring guide describes a continuum of skills and competencies in terms of antecedents of excellence, collaboration, and accountability.

1. Choose one from the following activities:
 - A. Identify your favorite instructional program or strategy. Now, identify indicators from the classroom and the school that would satisfy the skeptic in you of its effectiveness. Use at least one tool from chapter one to make your case.
 - B. Consult Exhibit 1.4: Collaboration Checklist for Data Analysis and complete your own self-assessment in terms of proposed, introduced, established. Provide a brief explanation of your responses. Complete this activity by identifying at least five creative ways you would integrate collaboration into your data system that correspond to the checklist item.
 - C. Consult Exhibit 1.8: 10 Actions of Accountability. Provide one example describing the degree to which you currently have authority to act for each action listed. For those actions where you personally lack that authority to act currently, offer a strategy you might employ to transfer that authority to you as a teacher or principal. Again, limit your response to one page with font size no smaller than 12.
2. Consult the scoring guide for Data Analysis (Appendix G) and complete a self-assessment for yourself on the first four areas: data management, antecedents, collaboration, and accountability.

Chapter 2: Types of Data

Big Idea: If data is worth collecting, you should have a purpose for collecting it.

Summary: The type of data determines the type of analysis we can validly perform and the capacity we have to draw inferences and make judgments that result in actions that improve the quality of teaching and learning. Chapter 2 presented a compelling rationale to create data that adds value to the student achievement data we routinely examine. It's ironic that the more we pay attention to data other than traditional student achievement data, the more capable we are of influencing and improving student achievement. The evidence is clear that teachers and teacher leaders have a profound influence on that achievement. To identify and understand the antecedents that lead to excellence in student achievement, we must be able to gather a preponderance of evidence about teaching, learning, and improving.

1. Complete one of the following activities:
 - A. As an educator, you have opportunities to conduct action research every day. Use your own example of a standard in your state to describe the unwrapping process and identify possible variables you would select to determine their relationship to student achievement.
 - B. Consult Exhibit 2.3 to assist you in identifying potential measures. Identify four measures (variables) for teaching and four for learning (Exhibit 2.4), and two each for improving and persuading (Exhibit 2.5).
2. Describe the purpose for each of three types of data collected in your current position. If there is not a clear purpose, describe what you intend to do to either stop collecting the data or clarify the purpose for its collection and the action that should result from it.

Chapter 3: The Data Roadmap

Big Idea: Incremental improvements change the ordinary into the extraordinary.

Summary: The data road map is a fun way of looking at the process of data analysis. Rather than yet another plan, for systems and schools already inundated with planning documents and required reports (that may even request contradictory data), the road map is a series of explicit strategies to make data management as efficient and effective as possible. Each component of the data road map is based on what we know works in schools and people-intensive organizations like schools. The intersections introduced you to the powerful practice of triangulation, and examples of how attention to collaboration, accountability, and antecedents in analyzing student achievement both identifies needs and points to solutions. Efforts to minimize the effects of the rearview-mirror effect, subtract obsolete practices and policies, and capture important but user-friendly data points with the digital camera were designed to help very good schools get even better.

1. Complete one of the following activities:
 - A. Consult Exhibit 3.6 and fill in each section with early warning indicators to help your organization from the classroom to the district office.
 - B. Consult Exhibit 3.9 and apply the three columns of strategies to your own work setting. Using the same format, create your “Superhighway” for leadership.
2. Discuss the need for a data roadmap in schools. If schools have been able to operate without a data roadmap, why is it necessary now? Are there existing structures at school that accomplish the function of data analysis in the same way?

Chapter 4: Analysis Methods

Big Idea: Data without analysis is like standards without expectations.

Summary: Several tools introduced in this chapter have wide application for discovery, research, solutions, clarification, or decisions, such as the Hishakawa Fishbone, control chart, and force-field analysis. Distinct methods have been provided to target complex challenges with precision. Some tools, such as the Hishakawa Fishbone, are robust enough to be helpful regardless of the analysis method used; others, such as action research, require prescribed protocol

to develop a preponderance of evidence and proof for the skeptic. A scoring guide for each analysis method is included in Appendix G.

1. Complete one of the following activities:
 - A. Systems analysis allow us to better understand a system's purpose, parts, and functions. It should reveal degrees of interdependence and allow us to identify unintended consequences. Create a flowchart for a system that you employ in your current position (see Exhibit 4.2). Then, briefly comment on the level of interdependence and any unintended consequences you discovered.
 - B. Several analysis methods employ the Hishakawa Fishbone as an analysis tool. Create two from your setting to identify possible causes of: 1) a POSITIVE effect such as improved attendance, grades, test scores, volunteerism, and 2) a NEGATIVE effect such as tardies, low test scores, low grades, behavior referrals.
 2. Describe from your experience a time when Clarification Analysis would have been helpful. Provide details and explain how the analysis might have changed the outcomes and why.
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Chapter 5: Triangulation

Big Idea: Triangulation is a process of discovering the unknown by looking at things from different angles.

Summary: Triangulation reveals understanding that data standing alone cannot, as we discovered in the wagon wheel exercise. As educators, we must be prepared to respond to such discoveries; this is a moral imperative to make a difference for the students we serve. That requires leadership and accountability, and the capacity to create a sense of urgency when the data indicates a need for decisive and courageous actions. Appendix G contains a detailed rubric describing proficiency in utilizing triangulation.

1. Create a wagon wheel from data in your setting, graph it with real information, and supply a brief narrative describing inferences you have drawn from the data.
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Chapter 6: Replication

Big Idea: Replication is simply making sure that what works well for a few students is available to as many students as possible.

Summary: Replication is probably the best indicator of a high-quality, effective system of data analysis. It represents efforts by educators to multiply what works, and epitomizes continuous improvement. It is intensely personal, and will seldom occur in earnest at the classroom level if teachers do not experience the benefit of adopting the practice first hand.

Select two of the following activities to complete:

1. Examine Exhibit 6.3 to select four strategies you would employ in your current position. Identify one from each quadrant and explain in narrative form why you selected that strategy to promote replication in your school or classroom over the others that were available. Your response should be no more than one page at size 12 font.
2. Apply Exhibit 6.5 to your current position, responding to each item. Discuss whether you discovered practices and programs that need to be subtracted or whether you found a practice that should be replicated.
3. Why are so few wonderful practices replicated in schools today? Include in your response comments on action research, data analysis, and the culture of teaching.

Chapter 7: Data & Leadership

Big Idea: Leaders alone define quality by their actions.

Summary: The themes of action and explicit responses to the lessons of the data emphasize acts of leadership at every turn: reviewing performance, inquiring about trends and patterns, inviting others to identify solutions. Structures such as the listening system, the assessment calendar, plus/delta, the forecasting chart, and the data road map may prove to be more useful for central office decision makers; the decision matrix, force-field analysis, SWOT/data team analysis, and the collaboration checklist may pertain more to classroom teachers. All of the tools offer readers

the capacity to increase the quality and quantity of data available to them.

Select two of the following activities to complete:

1. Describe the five (5) behaviors of leadership with examples from your current position.
2. How does a listening system differ from a satisfaction survey? Provide several distinctions in your response.
3. What distinguishes a +/- from a feedback survey? Again, provide several distinctions. When would it be helpful in your current position?

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