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Overview of Data on Enacted Curriculum Professional Development and Technical Assistance Model

Winston - Salem Public Schools
September 17, 2002

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Professional Development & Technical Assistance



Purpose



Timeline



Participants



Topics & Content

Team Composition

- Administrators
- Math & Science Curriculum Leaders
- Math & Science Lead Teachers



Winston-Salem Timeline of Events

| | |
|--------------|---------------------------------|
| September | Site Visits Complete Surveys |
| Nov - Dec | Leadership Workshops |
| Jan | Technical Assistance |
| Feb -March | Leadership Workshop |
| April -May | Technical Assistance |
| June -August | Leadership Workshop |
| Fall, 2003 | Technical Assistance |
| Spring, 2004 | Complete Surveys |

Math & Science Leadership Teams Will:

- Learn to use rich, in-depth data to inform decisions about curriculum, practice, assessment, organization, and materials.

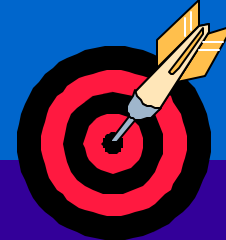
- Gain skills in collecting, analyzing, and displaying data, working collaboratively, organizing data-driven dialogue.

- Learn how to set measurable student learning goals, develop data-driven, local improvement plans and sustain process.

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Collaborative Inquiry

Is a process by which all relevant groups construct their understanding of important problems and potential solutions through rigorous use of data and constructive dialogue.



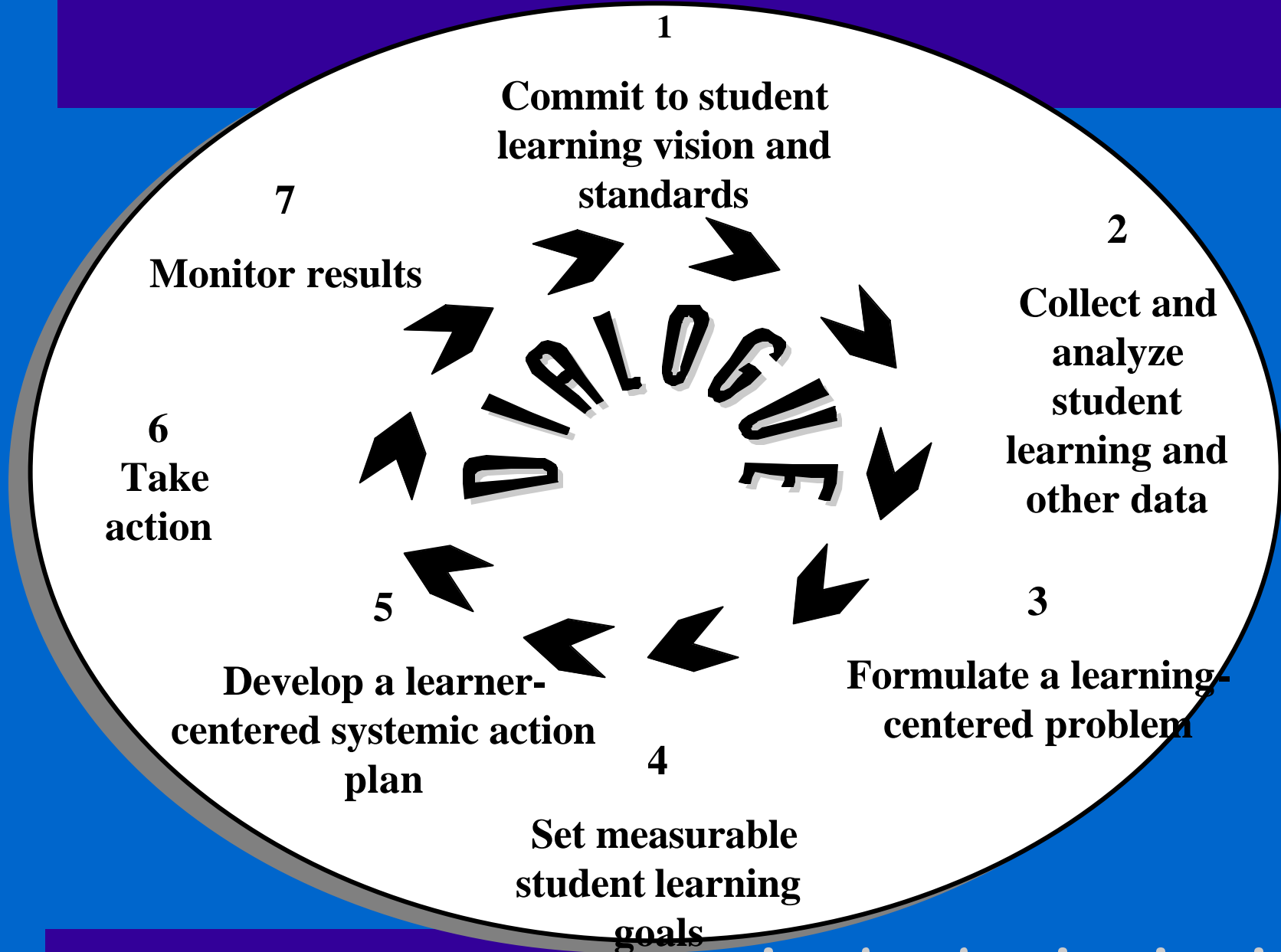
Participants will Learn How To:

- Engage in data-driven dialogue
- Create the conditions for safe and effective use of data
- Use a variety of school data with greater skill and confidence
- Make work with data a positive, collaborative learning experience
- Use guidebook tools to plan for investigating student learning, curriculum instruction, assessment, and equity

: Building Blocks of Collaborative
: Inquiry

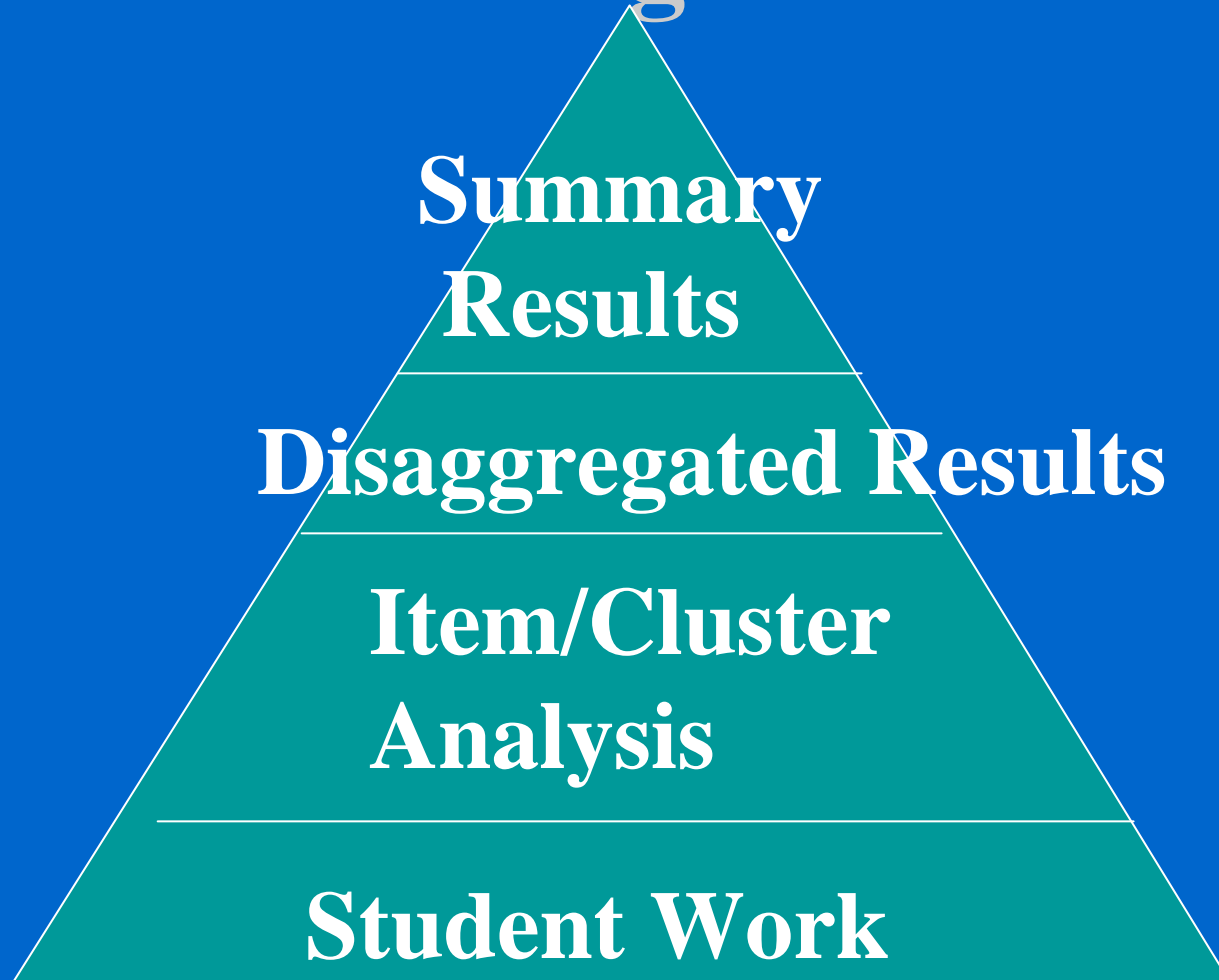


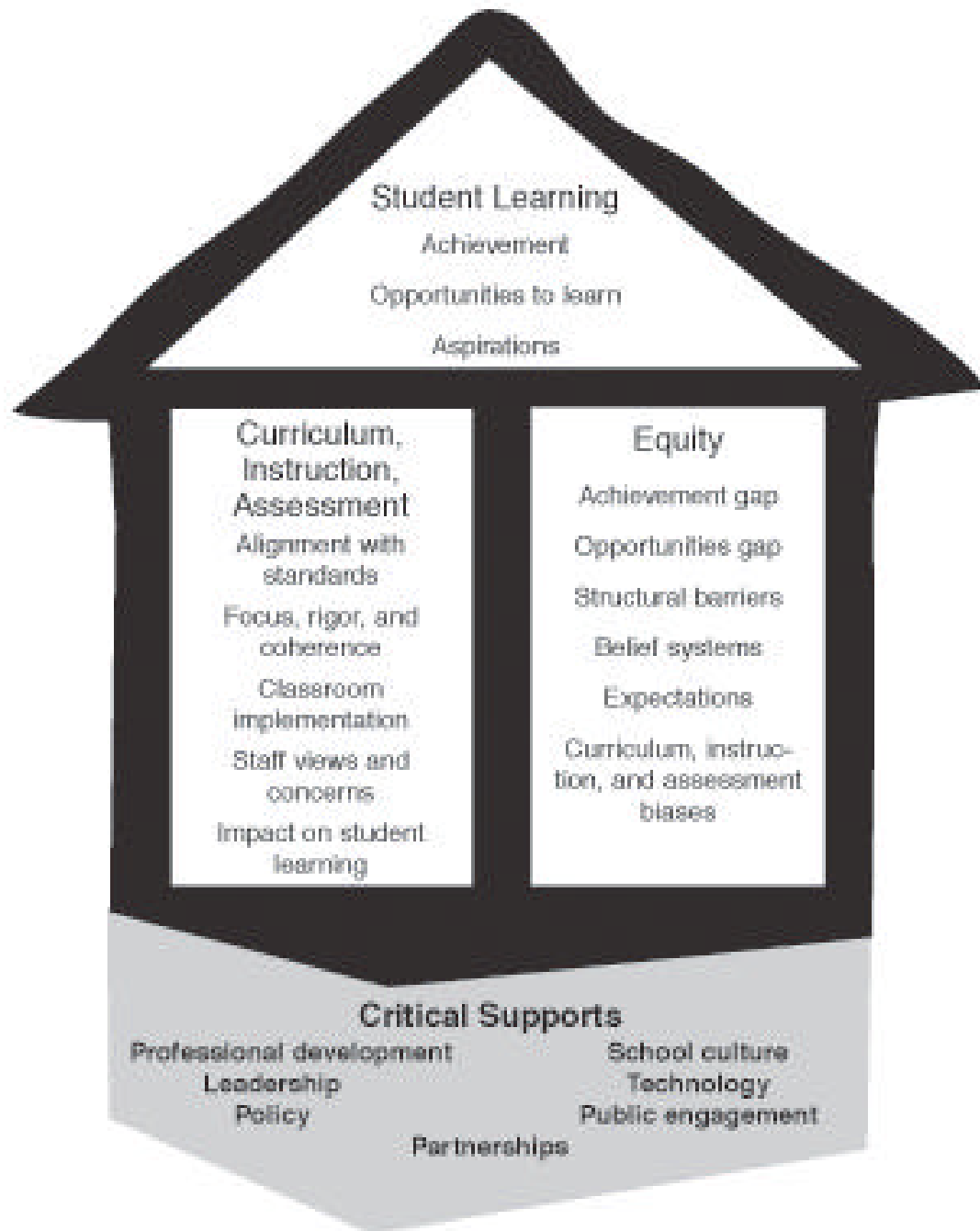
Collaborative Inquiry into Student Learning



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Drilling Down into Student Learning Data



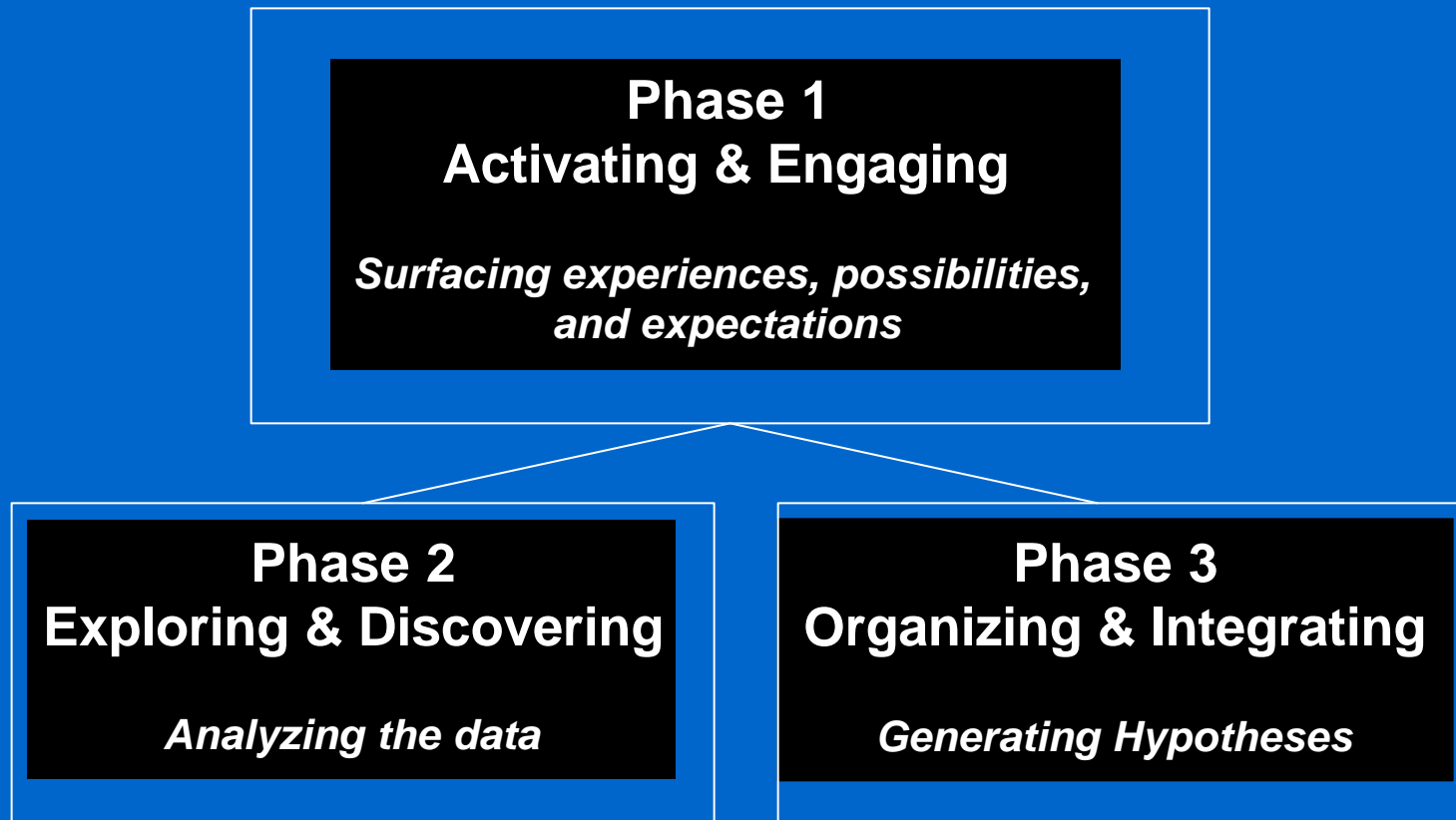


Survey Results

- Curriculum Alignment to State Accountability System
- Instructional Practices
- Pedagogical Values / Beliefs
- Teacher Preparation / Background
- Cognitive Demand Levels for Content Topics

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Organizing Data-Driven Dialogue



Adapted from Laura Lipton and Bruce Wellman

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Thinking Systemically about Data

**Curriculum
Instruction**

Assessments



Equity

Critical Supports