Learning for All: Wisely Using Data through the Lens of UDL

Dr. Erica L. Kolat, Superintendent of Schools
Megan Marie Van Fossan, M.A., M.Ed., Supervisor of Special Services
McGuffey School District
Claysville, Pennsylvania
AGENDA

- Inquiring Introductions Protocol
- District Problem of Practice
- Getting Centered on Equity
- Foundation of Data Wise
- Adaptive and Technical Challenges
- Meeting Wise
- Burning Questions
- Vote with your Feet
- Go, Go, Mo
- Plus/Delta

#udl4justice
@ericakolat
@mmvanfossan
Choose a partner, and determine who will be the first “introducer.” (30 Seconds)

When prompted, introducer shares his/her name, how long they have been engaged in their UDL journey, and answer the following prompt in 1-2 sentences (One Minute):

**Burning Question - As an educational leader, what keeps you up at night?**

- If time permits, the listener may ask any clarifying questions.
- Timekeeper prompts start and places one minute on the clock.
- After one minute, switch roles.
What keeps us up at night?

- **Access to Advanced Placement Courses**
  - In 2016-2017
    - 390 students in grades 10-12
    - 36% of students at HS were school dependent
    - 62 students took at least one AP course (15.9%)
    - 13 students taking at least one AP course were school dependent (3.3%)
Reflection

• How we initially used the **inquiring introductions protocol** ...
• How might you use the inquiring introductions protocol in your district?
• Anticipated benefits and challenges of using the protocol?
Our Goal for Today ...

To share our journey (to date) of how the application of the UDL Framework, Meeting Wise, and *Data Wise Improvement Process* has influenced excellence and equity in McGuffey School District and for participants to understand the impact of leadership on both excellence and equity.
District Problem of Practice:

- Student achievement, as measured by annual standardized assessments, compares to state averages in English Language Arts, Mathematics, and Science across the district. However, when the data are disaggregated, achievement gaps glare across content areas, grade levels, and buildings. Evidence of this nature leads us to question how much opportunity contributes to the achievement gaps and inequities among our students.
Our focus area is **excellence and equity**, for without one, you cannot have the other.
Ladder of Inference

- A mental model first developed by business theorist Chris Argyris

- Excellent description in *Schools That Learn: A Fifth Discipline Handbook for Educators, Parents, and Everyone Who Cares about Education* by Peter Senge et al.
WHY UDL and Data Wise?

The ACE Habits of Mind
A shared commitment to Action, Assessment and Adjustment
Intentional Collaboration
Relentless focus on Evidence [and Equity]
The Instructional Core

# Rolling Agendas

## The Meeting Wise Checklist—Full Version

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>1. Have we identified clear and important meeting objectives that contribute to the goal of improving learning?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Have we established the connection between the week of this and other meetings in the series?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Have we incorporated feedback from previous meetings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Have we chosen challenging activities that advance the meeting objectives and engage all participants?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Have we assigned roles, including facilitator, timekeeper, and note taker?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Have we built in time to identify and commit to next steps?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Have we built in time for assessment of what worked and what didn’t in the meeting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PREPARATION</td>
<td>8. Have we gathered or developed materials (drafts, charts, etc.) that will help to focus and advance the meeting objectives?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Have we determined what, if any, pre-work we will ask participants to do before the meeting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PACING</td>
<td>10. Have we put time allocations to each activity on the agenda?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Have we ensured that we will address the primary objective early in the meeting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Is it realistic that we could get through our agenda in the time allocated?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Monday, July 10, 2017

**Topic:** Organizing for Collaborative Work

**Objectives:**
- Know the Data Wise norms.
- Know the difference between adaptive and technical challenges and why it is important.
- Know how Data Wise tools can support teams in cultivating the ACE Habits of Mind.
  - Know how the Data Wise Improvement Process can support a shared commitment to action, assessment, and adjustment.
  - Know how Meeting Wise tools can support intentional collaboration.
  - Know how the "ladder of inference" can support maintaining a relentless focus on evidence.
- Know how to use a rolling agenda in Google Docs
- Share hopes and fears about leading the Data Wise Improvement Process
- Discuss how we will follow the Data Wise norms during our meetings.

**Next Steps:**
- Know that the Data Wise Launch presentation is where we will capture our work this week.
- Articulate how Data Wise will help bring coherence to our improvement work.
- Discuss how we support schools with organizing for collaborative work.

### Time | Minutes | Activity
--- | --- | ---
7:30 – 7:50 | 20 | The "Why" of Data Wise: Chalk Talk Protocol
7:50 – 8:00 | 10 | Data Wise Norms
  1. Take an inquiry stance.
  2. Ground statements in evidence.
  3. Assume positive intentions.
  4. Stick to protocol and hear all voices.
  5. Start and end on time.
  6. Be here now.
What were your responses to ...

What keeps you up at night as an educational leader?
Adaptive and Technical Challenges

- Article by Heifetz & Laurie: *The Work of Leadership*
- Metaphor from Bob Kegan (HGSE):

**Skill -set Shift**

Technical challenges require in formation

**Mindset Shift**

Adaptive challenges require transformation
Technical Challenges

Skill-set Shift

Technical challenges require information

- Involve problems with known solutions
- Can be extremely difficult and require much skill
Adaptive Challenges

- Involve problems that are complex
- Have solutions that are not clear or easily arrived at
- Require leaders to engage people in order to solve problems

Adaptive challenges require transformation
VOTE WITH YOUR FEET

• Facilitator reads a statement. (10 seconds)
• Participants individually determine whether the statement is an example of a technical challenge or an adaptive challenge. (20 seconds)
• Participants move to the designated part of the room (to vote with your feet). (30 seconds)
• Facilitator leads reflective discussion of why the challenge is technical or adaptive. (one minute)
• Repeat this process for each statement.
Teaching assignments need to reflect teachers’ strengths
Not all educators care about *all* children.
We don’t have time to ...
Creating a master schedule ...
Raising standardized assessment scores ...
Increasing family engagement

Technical Challenge

Adaptive Challenge
Aligning our curriculum to state standards ...
Not all students have access to Advanced Placement courses.
My response to “What keeps me up at night” was …
Facilitator asks participants to write down 3-5 key learnings or important ideas about the presentation, each on a separate Post-it.

• Invite the group to get up and mingle with their peers.
• After about 30 seconds, call out “Give One to a partner.”
• (Two minutes). Participants form pairs and each “gives” one of his or her key learnings to the other, so each person “gives one” and “gets one.”
• (One minute). Facilitator calls out “Move On,” and participants mingle again.
• Repeat the sharing for as many ideas as people have to share.
• (Five minutes). Group reflection.
Our Journey at McGuffey School District Continues ...
### Year 1 (2015-2016)
- Megan Van Fossan attended UDL Institute at Harvard Graduate School of Education
- Administrators and staff volunteers received access to CAST UDL resources (ongoing access and use)
- @UDL McGuffey Twitter account created to share UDL love.
- UDL course created in Google Classroom
- Administrative staff book study (*Universal Design for Learning: Theory and Practice*)
- Secured grant funding for district UDL professional learning opportunities

### Year 2 (2016-2017)
- Purchased UDL resources for building-level professional libraries.
- Teachers (volunteers) participated in a book study that included *UDL: Theory and Practice* as an option.
- Administrative staff started a book study on *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*.
- District-wide introduction to UDL provided by Katie Novak
- Held three “deep dive” two-day workshops for building level teacher and administrator teams focused on UDL (Joni Degner)
- Started implementation of Data Wise Improvement Process (DWIP) at the building level (ongoing)
- Held 2-day follow-up UDL workshop with administrative team (Katie Novak)
- Administrators participated in UDL-IRN Virtual Conference

### Year 3 (2017-2018)
- Erica Kolat, Laura Jacob, and Megan Van Fossan attended the *Data Wise Institute* at Harvard Graduate School of Education.
- Held a four-day “Data Wise Reboot Institute” with McGuffey SD administrators.
- Erica, Laura, and Megan will provide DWIP coaching support to each building to support implementation.
- All teachers and administrators will complete Data Wise MOOC.
- All meetings will use a “rolling agenda” to facilitate the collaborative work. (See *Meeting Wise*)
- Professional learning will continue to model and align with UDL framework.
“No matter what your ability is, effort is what ignites that ability and turns it into accomplishment.”

Check-in with Plus/Delta (3 minutes)

- Plus - What is something you plan to implement in your classroom, building, or district?
- Delta - What is something you would like to change or need more information on?
### OPTIONS to Share Information

<table>
<thead>
<tr>
<th>Post-It Notes and Pen</th>
<th>Flipgrid on Laptop</th>
<th>Flipgrid on mobile phone or tablet</th>
</tr>
</thead>
</table>
| ● Use a writing utensil to record your “Plus” response on one post-it, and your “Delta” response on a separate post-it.  
● Post your plus/delta post-its at the designated area of the room. | ● Go to [https://flipgrid.com/6cxw1w8](https://flipgrid.com/6cxw1w8)  
● Click on the Plus/Delta topic  
● Click on “+” to add a response  
● Use your camera and microphone to record your response for plus and delta (1:30 maximum) | ● Download the “Flipgrid” app.  
● Open the Flipgrid app and enter the code: 6cxw1w8  
● Click on the Plus/Delta topic  
● Click on “+” to add a response  
● Use your camera and microphone to record your response for plus and delta (1:30 maximum) |

- **Plus** - What is something you plan to implement in your classroom, building, or district?
- **Delta** - What is something you would like to change or need more information on?
Resources


Protocols

- Inquiring Introductions
- Fishbone
- Why-Why-Why
- Additional Protocols
  - Data Wise Protocols (iSites)
  - National School Reform Faculty Protocols
  - NY Engage Protocols