**Levels Of Data**

**LEVEL 1**
**Satellite Data**
- Large grain size.
- Illuminate patterns of achievement, equity, and teacher quality and retention.
- Point us in a general direction for further investigation.

**LEVEL 2**
**Map Data**
- Medium grain size.
- Help us to identify reading, math, and other student skill gaps (e.g. decoding, fluency, fractions, etc.), or instructional skill gaps for teachers.
- Point us in a slightly more focused direction.

**LEVEL 3**
**Street Data**
- Fine-grain and ubiquitous.
- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.
- Require focused listening and observation.
- Inform and shape our next moves.
6 Ways to Gather Student Street-Level Data

Listening Leaders recognize that much of the data we need is right before us if we choose to listen: speaking, sending emails, showing up in our offices (and classrooms) every day.

As we begin an inquiry cycle, we need simple, yet structured, ways to gather Level 3 student-centered street data. The purpose of gathering this data is threefold:

- First, to triangulate student experiences and voice with Level 1 and 2 measures such as test scores, school-wide assessments, and surveys
- Second, to build our muscle at listening to student voice and observing student engagement as primary sources of data
- Third, to build trust with students as we value and honor their experiences

It’s important to note that any tool is only as good as its user. How we implement these tools—in particular our nonverbal communication, the quality of the questions we pose, and the openness and humility with which we approach students—is as important as the data itself. Chapters 6 and 8 of The Listening Leader, “Practicing Deep Listening” and “Listening to Students,” serve as text companions to this phase of the inquiry cycle.

Here are a few ways to get started:

1. **One-on-One Interviews**: Interviewing a student one-on-one is a great way to build relational capital and get underneath to the root causes of learning or behavioral challenges. Invite a focal student to meet with you at a time that works for both of you. Tell the student that your purpose is to listen and get to know him or her better so that you can be a better teacher on his or her behalf. See page 253 for a set of one-on-one questions for adults that you can easily adapt.

2. **Focus Groups/Audio Interviews**: Another powerful way to listen to students is through a confidential focus groups or audio interviews with a small group of students. Convening multiple students in the same space can lower anxiety levels and allow young people to build off one another’s ideas. Team up with a colleague, find a quiet classroom, and invite half a dozen students to participate. If you audio record the session, edit it to a digestible segment to share with your grade-level team, department, or PLC. See pages 174-175 of The Listening Leader for an example of how audio interviews can work as well as sample questions.

3. **Feedback Interviews**: These are similar to audio interviews, but instead of asking students to tell their stories, you ask them for specific feedback on your teaching practice. This can be a

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preliminary step toward co-generative dialogues, a structured practice for getting student feedback (Emdin, 2016). Feedback interviews are described on page 177-178 of The Listening Leader.

4. **Shadow a Student Challenge:** Put on your tennis shoes and “be” one of your students for an entire day. Get his or her permission, dress comfortably, meet your student before school, and approach observation with a notebook and an open and curious mind. Be sure you set aside time to study the experiential data you’ve gathered, looking for patterns and raising questions. See pages 172-173 for more details.

5. **Classroom Participation Tracker:** Oral participation is one important indicator of engagement and inclusion. Create a simple "equity tracker" with students' names on the left side and a column for each day of the week. Carry it around on a clipboard, and each time you call on a student or someone volunteers to speak, jot down a tally mark. At the end of the week, add up your marks and analyze the data: Who is participating the most? Who is participating the least? What patterns of participation do I see with respect to race, gender, language of origin, learning ability, location in the room, etc.? Set a small participation goal for the following week. This practice is profiled in my Edutopia blog called “3 Practices to Promote Equity in the Classroom” (12/1/15).

<table>
<thead>
<tr>
<th>Student</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Mona</td>
<td>I</td>
<td>III</td>
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</table>

6. **Academic Language Tracker:** The ability to internalize and use academic language in class is a gatekeeper skill for many English Language Learners and historically marginalized students. By paying attention to which students are and are not employing disciplinary language, you’ll gain critical data with which to create scaffolds. Select one or two focal students to listen to during class, preferably when they are engaged in a group task or discussion. Script the student’s comments or audio-record them; then take time to analyze the transcript. How many times does the student incorporate academic language? If they attempt to do so, but struggle with correct usage, note that as well. What evidence do you hear that the student understands the structure of academic language, not just key terms. Can the student participate in ways that would make him or her feel confident in a college classroom? If not, how will you support this student?
BERKELEY HIGH SCHOOL
Instructional FRAMEWORK

Constructing Meaning
Academic language support

Measure Growth
Constructed response, formative, diagnostic and summative assessments

Student
Our Berkeley High School students

Culturally Responsive Teaching
The ability to recognize and respond positively to cultural difference in the classroom with flexible teaching moves that tap into students' cultural schema to support learning.

Identity and Culture
Students' unique identities, cultural wealth and ways of being.
Inquiry for Equity
Creating Humanizing, Culturally Responsive Classrooms for Every Student

Transforming Student Experience and Outcomes

- Identify a data-driven equity problem of student learning.
- Pose a genuine question you have about this problem.
- Gather and triangulate more data (Level 1, 2, or 3).
- Form a hypothesis: "If I..., then..."
- Gather more data (including Level 3) and reflect.
- Create and implement a small-scale experiment.
Cycle of Inquiry Planning Tool

Teacher:

**Step 1:** Describe an equity based problem of student learning that you want to investigate. What data (anecdotal or quantitative) lead you to pinpoint this problem? (e.g. CR data, patterns of participation in class, D/F rates disaggregated by race, attendance patterns)

**Step 2:** Journaling. Choose 2-3 focal students for your first inquiry cycle. What is your inquiry question about these students? What are you trying to learn or shift?

**Step 3:** What changes in your practice might address your question about this problem? Consult the CRT anchor practices and choose one to implement. Using that practice, form a hypothesis.

*If I...and I...then...*

**Step 4:** Plan your action
- When will you test your hypothesis?

- How will you test your hypothesis?

- What Level 3 data will I collect and when? Here’s a tool.

**Step 5:** Reflect
Inquiry Cycle: Scope and Sequence

Guiding Principles for Culturally Responsive Inquiry:

1. Begin with analyzing Level 1 satellite and Level 2 map data for your class. We will use well-established protocols with user-friendly links to satellite data.
2. Focus on 2-3 students who are furthest from opportunity (Long Term English Language Learners and others). These will be your "focal students."
3. Build your capacity to listen to students and collect Level 3 street data.
4. Utilize the BHS instructional strategy "Equity Cards."

<table>
<thead>
<tr>
<th>Date</th>
<th>Inquiry Cycle Step</th>
<th>Tool, Protocol or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 25th Staff Development</td>
<td>Lay the groundwork for CRT inquiry cycle by modeling adult learning activities that help us listen across difference, interrupt unconscious biases, and make changes in our practice.</td>
<td>Principal &amp; AP Opening Remarks: Frame the vision for our PD work, center equity in the work, and tell personal stories around equity.</td>
</tr>
<tr>
<td>SLC Session 1 (October)</td>
<td>Outcome: Analyze classroom-level LTEL and ASI 3+ data to prepare for inquiry.</td>
<td>Data-Based Inquiry (DBI) Protocol</td>
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<tr>
<td>SLC Session 2 (October)</td>
<td>Outcome: Teachers explore &amp; unpack CRT/Equity Practices and articulate Steps 1 and 2 of Inquiry Planning Tool</td>
<td>Inquiry Planning Tool (IPT)</td>
</tr>
<tr>
<td>SLC Session 3 (November)</td>
<td>Outcome: Co-create inquiry action research plans. Articulate Steps 3 and 4 of IPT.</td>
<td>Peeling the Onion Protocol Leads create strategic CFG groups before this meeting.</td>
</tr>
<tr>
<td>In between sessions</td>
<td>PD Leads do one-on-one coaching check-ins with their team members.</td>
<td>Protocol from The Listening Leader, page 143 and 282</td>
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<tr>
<td>SLC Session 4 (November)</td>
<td>Outcome: Deepen CFG relationships; study early data and tune your inquiry plan.</td>
<td>BHS Sharing Protocol</td>
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<td>Protocol Options:</td>
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<tr>
<td></td>
<td>1. ATLAS/Looking at Student Work</td>
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<td>2. Peeling the Onion</td>
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<td>3. Lesson Study</td>
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<tr>
<td>SLC Session 5 (December)</td>
<td>Outcome: Deepen CFG relationships; study early data and tune your inquiry plan.</td>
<td>CFG’s select protocols from menu of options.</td>
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<tr>
<td>SLC Session 6 (January)</td>
<td>Outcome: Reflect on what we have learned and how it will affect our practice. (Step 5 of Inquiry Planning Tool) --Google Survey &amp; Whole-Group Celebrations</td>
<td>Reflection Protocol</td>
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