

REFLECT

# The Data Summit™



## WHAT YOU WILL DO

At the beginning of the 6-to-12-week implementation cycle, you defined the content standards and SMARTE\* goal for student learning, the vital signs you will monitor, and the educational strategies you will implement.

Now, at the end of the cycle, you will use the Data Summit™ process to assess how well students performed relative to your expectations.

1. You will **analyze student data** using the 4-Lens protocol.
2. You will **examine professional practices**, i.e., the effectiveness of implementation of your teaching practices, leadership practices and organizational practices.
3. You will **draw conclusions** regarding the 6-to-12-week cycle just ended and priorities for the next cycle.

## GUIDE

Imagine investing more than 200 hours of your time and energy every 6 weeks in something you care deeply about. Wouldn't you be motivated to find out how well your efforts are paying off?

Every 6 weeks, each teacher or administrator spends at least 200 workday hours caring for students and honing his/her own professional practices. The premise of the Data Summit™ is simple: educators deserve "sacred time" every 6-to-12 weeks to reflect deeply on accomplishments and challenges, and to renew themselves.

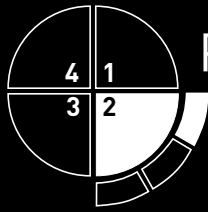
The Data Summit™ is not an exercise to "prove ourselves;" rather, **it is an exercise to improve ourselves**. It is a **collaborative** exercise. Its purpose is to facilitate evidence-based, collegial conversations among practitioners regarding the results for students (i.e., "effects") and the professional

practices that produced those student outcomes (i.e., "causes"). Consistent attention to this "cause and effect" relationship is central to continuous improvement of professional practices and student learning.

The foundation for the Data Summit™ is your **Instructional Focus**, in which you outlined the roadmap for your continuous improvement journey. By conducting a Data Summit™ at the end of every 6-to-12-week cycle, you will have multiple opportunities during the school year to continually reflect on and refine your teaching practices, leadership practices and organizational practices.

Whether your findings about the implementation cycle that just ended turn out to be encouraging or concerning, you will have another chance to choose again; another opportunity to make conscious decisions about your priorities for student learning and professional practices for the next 6-to-12-week implementation cycle. Such disciplined implementation significantly enhances your chances of accomplishing your student learning goals for the school year.

\*SMARTE = Specific, Measurable, Achievable, Results-focused, Time-bound, Equitable



# PRACTITIONER'S WORKBOOK

## DATA SUMMIT™

### OVERVIEW

#### ANALYZE STUDENT LEARNING

##### ORGANIZE STUDENT DATA

List the focus areas you will analyze.  
Identify the data source and data type.

##### CHECK STUDENT VITAL SIGNS

For each Focus Area, rate the developmental stage of each Vital Sign of student learning.

##### CONDUCT 4-LENS DATA ANALYSIS

Use the 4-Lens Data Analysis Protocol™ guiding questions to explore student data from multiple perspectives.

#### EXAMINE PROFESSIONAL PRACTICES

##### EXAMINE TEACHING PRACTICES

Rate the vital signs and professional practices for Teaching.  
Refer to your Self-Reflection Log to complete this step.

##### EXAMINE LEADERSHIP PRACTICES

Rate the vital signs and professional practices for Leadership.  
Refer to your Self-Reflection Log to complete this step.

##### EXAMINE ORGANIZATIONAL PRACTICES

Rate the vital signs and organizational professional practices.  
Refer to your Self-Reflection Log to complete this step.

#### DRAW CONCLUSIONS

##### IDENTIFY STRENGTHS & CONCERNS: STUDENT LEARNING

Summarize your highest-priority **STUDENT LEARNING** Strengths and Concerns, based on your interpretation of the student vital signs and 4-Lens analysis. (Maximum 5 Strengths/Concerns)

##### IDENTIFY STRENGTHS & CONCERNS: TEACHING PRACTICES

Summarize your highest-priority **TEACHING PRACTICES** Strengths and Concerns, based on your interpretation of the Teaching vital signs and professional practices. (Maximum 5 Strengths/Concerns)

##### IDENTIFY STRENGTHS & CONCERNS: LEADERSHIP PRACTICES

Summarize your highest-priority **LEADERSHIP PRACTICES** Strengths and Concerns, based on your interpretation of the Leadership vital signs and professional practices.

##### IDENTIFY STRENGTHS & CONCERNS: ORGANIZATIONAL PRACTICES

Summarize your highest-priority **ORGANIZATIONAL PRACTICES** Strengths and Concerns, based on your interpretation of the Organizational vital signs and professional practices. (Maximum 5 Strengths/Concerns)

##### SUMMARIZE KEY FINDINGS

Make critical connections among professional practices and their impact on student learning. Keep or edit your previously identified key findings and supporting evidence, as needed.