

Data-Based Decision-Making for Instructional Materials Implementation

Hastings Public Schools

Agenda

- **Welcome**
- Individual & Organizational Change Models
 - Web Study
 - Elevator Speeches
- Reflection/Application
- Implementation Plan & Data
- Reflection/Application
- Closing

Outcomes

Participants will:

- *Identify commonalities between different Change Theories*
- *Identify key components of a quality implementation plan*
- *Examine multiple processes and protocols for gathering implementation data*
- *Create an action plan for how to implement this learning in their setting*

LEADERSHIP



Introduction Activity

- At your table
- Introduce yourselves
 - Position
 - Years in Education
 - What outcome speaks most to you?



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Personal Changes

In transitioning to the next chunk of content:

- Identify a change that you have experienced
 - Personal or Professional
- Discussion Questions:
 - How did you feel about it at the beginning?
 - How did your feelings change throughout the process?
 - How was it difficult/easy for you? Why?

Change processes, models, theories



Purpose:

- Understand multiple models of organizational and personal change
- Identify similarities that exist across them

Web study

Form pairs

By pairs, examine one model, process, or theory of change assigned to you using the web-based resources (goo.gl/yo1s0Y)

8 min.

Prepare to present your change model, process, or theory to others--as an Elevator Speech

5 min.

Share change model, process, or theory with each other. Discuss common features across the various change models, processes, and theories you studied. Examine the common features in light of the Standards for Professional Learning

10 min.

goo.gl/yo1s0Y



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Elevator Speeches

As you listen to the elevator speeches. . .

- **What common features do you notice?**
- **What are some important components for an implementation plan?**

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Reflection/Application



How might you apply your learning to your setting?

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Implementation Plan



- Implementation Plan
- Data Tools & Processes
- How Data Informed Implementation



Implementation Plan



Math Expressions Implementation Plan				
Year	Change	Monitor	Frequency	Instructional Leader
Year 1 15-16	Align new math standards	Edoctrina		Dr. Dumas
Year 2 16-17	New Materials Adoption, Research change in practice	Edoctrina		Dr. Dumas and Montessa
Year 3 17-18	Expressions Materials: Learning Environment	Self Reflect with IC Map	Sept (Training), Feb (Training), May (PLC)	Math Committee
		Stages of Concern	Oct (PLC-Open Ended), Dec (Interviews), Apr (PLC-Open Ended)	Math Committee
Year 4 18-19	Expressions Materials: Reasoning & Sense Making	Teacher Learning Walks with IC Maps	Once per semester	TBD
	Mathematical Mindset	IC Map and Stages of Concern	three times per year	TBD
Year 5 19-20	Mathematical Mindset	IC Map and Stages of Concern	three times per year	TBD

Data Tools & Processes



- Benchmark Assessment Results
- Survey (after training)
- IC Map Self-reflection (and Learning Walks)
- Math Committee Members: Interview Questions
 - What's working for you with Math?
 - What's not working (are you struggling with)?
 - What specific support/assistance do you need?
- Survey from company
- Company coaching reflections

How Data Informed Implementation



- Survey/Interviews informed the Committee
- In-house training
 - Reasoning & Sense-Making
 - Math Norms

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Reflection/Closing

- Reflect on potential uses
 - Specific Activities
 - Data tools & processes
 - Learning Designs
 - Etc



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standards



Post-Session Evaluation


Take our 3 minute survey!

Your feedback will be used to:

- Understand the impact of our session
- Improve our facilitation

bit.ly/2018SessionFeedback

Session Number: 1210

Your responses power our  report

Feedback

- As a result of today, I learned. . .
- As a result of today, I need/want to learn. . .
- After today, I wish. . .