



# Data & Impact: The Stories Told and Untold

9.24.2022

# How we will engage

- Working with groups
- Technology encouraged, phone or CPU to take notes-(specifically QR codes/google links)
- Engaging with many videos + charts + graphs
- Discussing in partner pairs, and trios
- Front loading resources first, then discussion after

# Agenda

- ❑ Framing the session – 6 min
- ❑ Gallery walk with data artifacts – 30 min
- ❑ Whole group discussion – 15 min
- ❑ Closing – 5 min

# Our Essential Questions and Objectives

## Essential Questions

- What are the stories, told and untold, that qualitative and quantitative data tells?
- What are the stories that qualitative and quantitative data leave out?

## Objectives

- CMs will believe data is useful in understanding their students and building relationships
- CMs will understand how using data is a key part of being a culturally responsive teacher
- CMs will understand that data creates access to opportunity and specifically what types of data is needed for access in our regions
- CMs will be able to understand the importance between quantitative data and qualitative data and that both are needed.

*What they neglect is that, it was a white male scientist who defined the criteria for “nature” as a way to naturalize inequality. We should always ask the questions:*

*Who gets to speak for nature and why?*

# Where we began....

In our first session, this summer at preservice, We started to get a little bit more clear on what it means to be a culturally responsive teacher by reading Dr. Jeffrey Duncan Andrade's essay on Hope Required. We also focused in on Chicago and explored how the education landscape was forever changed by reflecting on these guiding questions:

- What are the stories, told and untold, that shape our understanding of education?
- How can these stories shape my work with students and families and community?

Today's we'll continue on that journey of uplifting and honoring stories, by exploring data, and Northwest' Indiana's turbulent history.

|

# Framing

To more holly understand the stories, told and untold, that shape our understanding our education, we must talk about data... So much talk about data in our schools. So much data to collect – attendance, assessments, behaviors trackers, hwmk, etc used to predict and then decide the future of the young people in our world today. We know that data has an immense amount of impact and implication in this system we call education. In today’s session, we’ll use three artifacts to investigate, invigorate, and innovate your use of data in the classroom.

In this exploration, I urge you to reject false binaries,as these systems can be good or bad, AND still are the presently lived system that our students are experiencing and must navigate. Our lens must be what is best for our students, families, and communities.

Just like in any other complex systematic challenge, you have to truly know the system before you can dismantle it and replace with something better – something more equitable and just for us all.

# Notecatcher





# How will we engage in a gallery walk/artifact exploration?

We will explore three artifacts:

- Artifact A- video- History of why we collect data- 12 mins long
- Artifact B- Gallery Walk- Quantitative Data- 7 mins
- Artifact C- Choose your own adventure- Qualitative Data- 8 mins

# Artifact A- Data: How We Got Here

Video Link: <https://www.youtube.com/watch?v=Cgvq40-T2aA>

- In your own words, why do we collect data in this way?
- Who benefits? Who is most impacted?







# Artifact B- Quantitative Data: What do the numbers show?

What story does this data tell?

What is left out, missing?



# Artifact C- What does the qualitative data reveal?

Improving Education	Montifiore School	NWI	Eve Ewing
			
End video at 8:53	End at 25:38	End at 10:05	
2 mins	2 mins	4 mins	4 mins

- CMs will believe data is useful in understanding their students and building relationships
- CMs will know that data is a key part of being a culturally responsive teacher

# Whole Group Debrief

3 rounds of discussion with one or more folx

# Closing Reflection

What did you learn?

What are you going to do with learnings?

How will you hold yourself accountable?

## Next Steps:

We will collect quantitative data from you to know where your students are at the start of the year, in the middle of the year, and end of the year. This is to see how they've grown throughout the year

We will ask you to share quantitative and qualitative data in our coaching debriefs that tell the full story of your students and school community

We will use qualitative and quantitative data to tell the stories of your impact and your students' hard work to our broader communities, to amplify the important work that you do day to day

# Resource Folders & Coaching Support





# Additional Resources

<https://satsuite.collegeboard.org/k12-educators/about/understand-scores-benchmarks/benchmarks> -SAT/ACT

[https://www.nwea.org/content/uploads/2015/08/MAP-College-Readiness-Benchmark\\_Study-AUG15-Revised.pdf](https://www.nwea.org/content/uploads/2015/08/MAP-College-Readiness-Benchmark_Study-AUG15-Revised.pdf)- NWEA

<https://paytonpawprint.com/2022/01/03/no-more-map-testing-uncertain-future-for-prospective-cps-students/> average scores + info

Chicago Public Schools NWEA MAP Results

<https://selectiveprep.com/selective-enrollment-high-school-profiles/>

<https://teach.mapnwea.org/impl/MAPGrowthComparativeData.pdf>