

Getting from Here to There: Evidence to Action

Karen Hume is an educator, author, professional workshop leader, and keynote speaker. Her recent books include *Start Where They Are: Differentiating for Success with the Young Adolescent* and *Supporting and Sustaining Differentiated Instruction: An Administrator's Guide*. For further information, visit www.karenhume.ca.

The purpose of this webcast, *Getting from Here to There: Evidence to Action* with Karen Hume, is to help you and your colleagues use your own school's data to construct meaningful action-oriented conversations that will support student success.

Segments

1. Introduction
2. Mapping the Journey
3. Determining Your Starting Point
4. Sharing the Trip with Others
5. Are We There Yet?

Segment 1: Introduction

(1/2 minute)

Synopsis:

In order to get from here to there, you will need to determine where "here" is. Where are you in terms of your data use? A list of data options include:

- Course data
- EQAO data
- Cohort data
- Destination data
- Incident, suspension, and expulsion data
- Other professional knowledge and school data

What can the data tell us?

What do the numbers mean?

Additional information:

Context is important to a successful session. In your planning, consider the following:

- To promote dialogue, have people sit in groups rather than in lecture- or classroom-style seating.
- Assign groups based on similar roles and/or comfort with each other (e.g., if working within a school, put departments together).

- ❑ Make a variety of refreshments available.
- ❑ After viewing the segments, read through this guide and supplementary resource material to determine the timing and sequence that works for your group. Then, if possible, provide participants with an agenda for the session.

Needed for the segments:

For all segments

- Paper and pen for each participant
- Flipchart paper and markers (on hand)
- Sticky notes—various sizes, lined or unlined—at each table
- Session agenda

For Segment 1

- *Sample of Data Options* One Sheet

For Segment 2

- *Mapping the Journey* One Sheet
- *Choose Your Destination* Task Card

For Segment 3

- *Success for Every Student* Model
- *Who is on the bus?* One Sheet
- *RAFT* One Sheet
- *Making the Trip* Task Card

Segment 2: Mapping the Journey

(5 minutes)

Synopsis: Metaphor is a powerful instructional strategy. In the case of rubric development, metaphor can really help us to personalize the levels of a rubric so that they become meaningful to us. For a warmup activity, take a few minutes as a group to personalize the four rubric levels. Now that you have a common starting point, each individual should use the *Map the Journey* sheet to assess your school's current position in response to the 20 questions posed by Karen Hume in this segment.

Look for the following:

- Your goal in this segment is not to convince anyone of your perspective, but to gain a thorough understanding of all participants' perspectives.

Segment 3: Determining Your Starting Point

(2 minutes)

Synopsis: Sometimes we see patterns more clearly than we see data. This can be an issue when it comes to data analysis. In this segment, you will work with your group to identify your goal in terms of student achievement, essential understandings you are planning to achieve, some of your evidence, and your beliefs.

Look for the following:

- Take some time with your group and, using the *Choose Your Destination* task card, look at the data you have and establish a SMART (Specific, Measurable, Achievable, Realistic, and Timebound) goal in relation to the data.

Segment 4: Sharing the Trip with Others

(6 minutes)

Synopsis: Karen provides ideas about how to share your data message effectively and motivate others to take action.

Look for the following:

- *The Success for Every Student* Model provides a framework that describes all the components that need to be taken into account in an effective and responsive classroom, school, and district. This model will help identify the challenges and opportunities on the path to your destination.
- Use the *Who is on the bus?* sheet.
- Use the differentiated instruction *RAFT* sheet to work through the various ways you can effectively share your data message within your school community.

Segment 5: Are We There Yet?

(1 minute)

Synopsis: As a wrap-up activity, each group can develop a short presentation about their steps for further action.