

Flip the Dashboard Series #1: The Case for Innovative Data to Uncover Student Learning

Thursday, November 3, 2022 @ 4 pm PT



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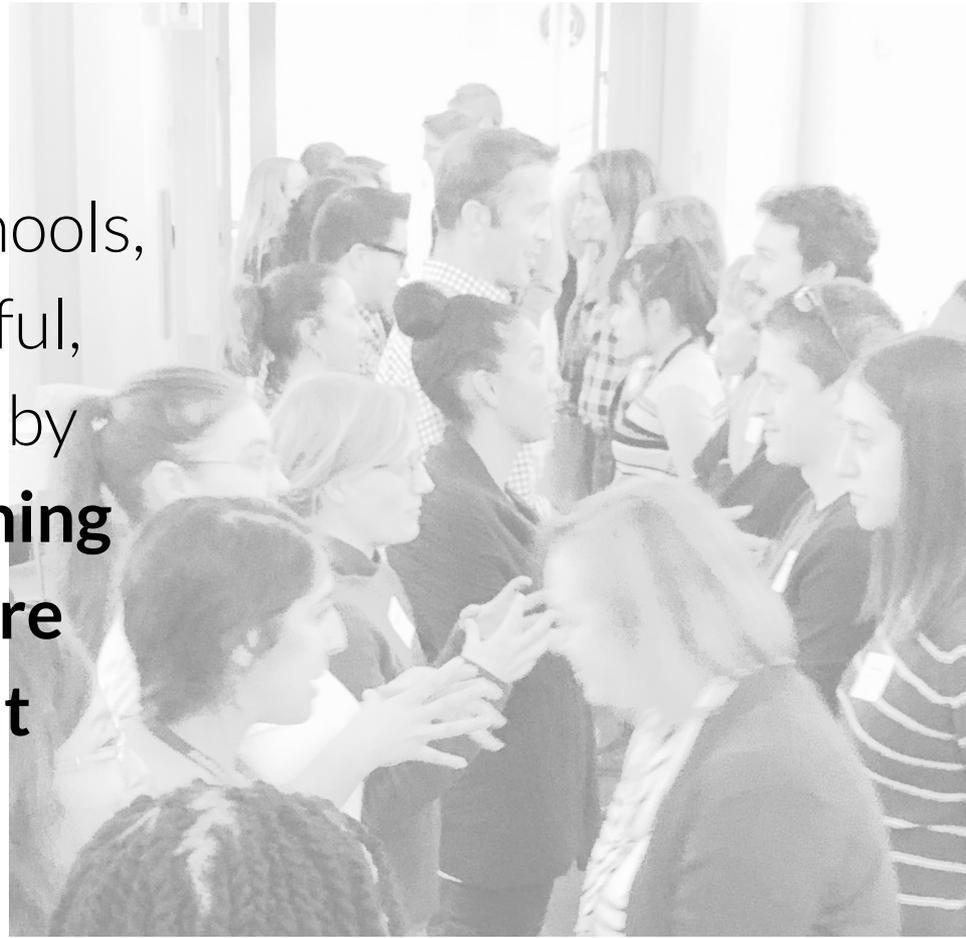


Sarah Sugarman

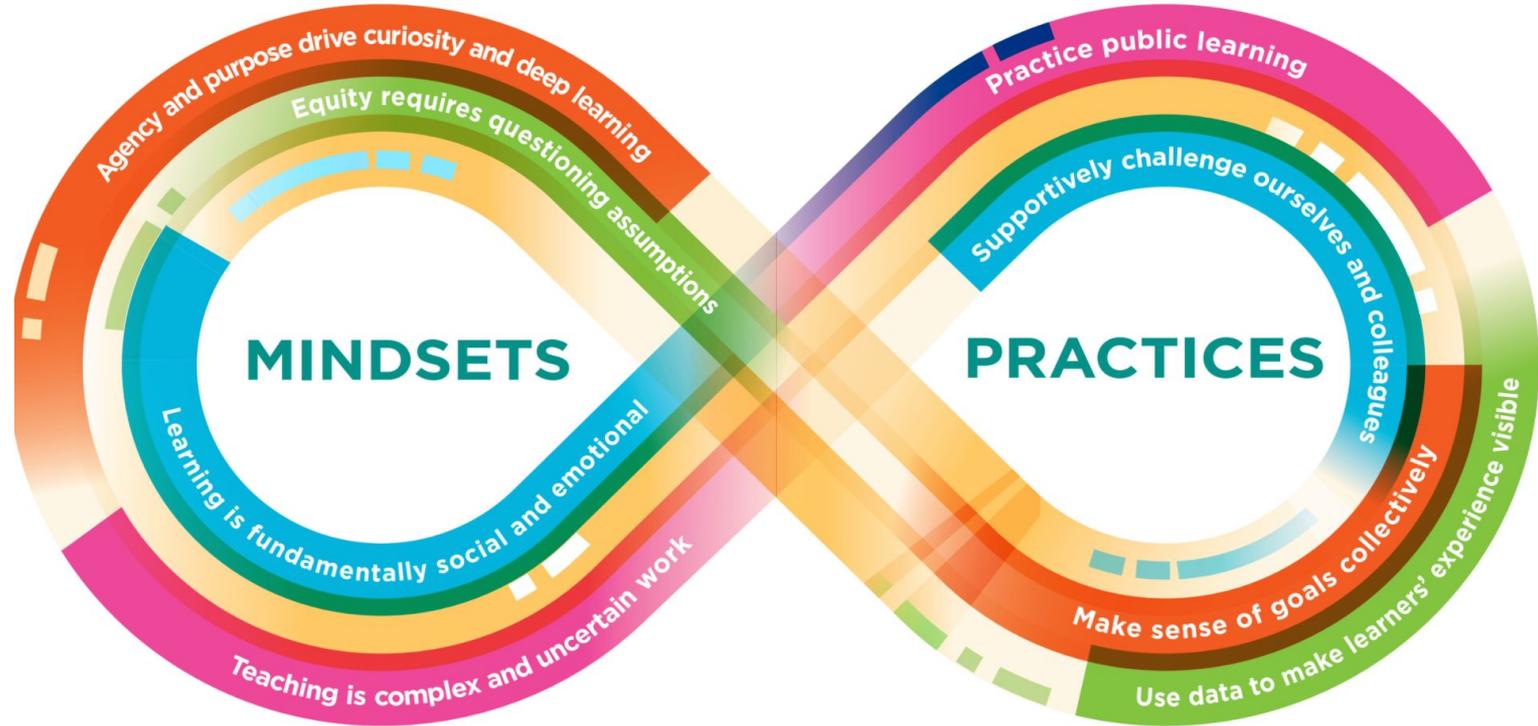
Senior Director of Programs at Lead by Learning, a program of Mills College at Northeastern University

Lead by Learning

We partner with teachers, schools, and districts to bring purposeful, student-centered goals to life by **building a vibrant adult learning culture in which educators are curious and passionate about learning and improvement.**



CREATING CONDITIONS FOR ADULT LEARNING IN SERVICE OF EQUITY

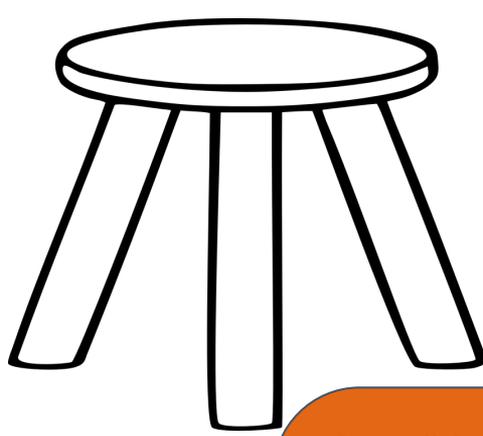


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Understand learning. Improve teaching. Build leadership.

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**SELF-IMPROVEMENT
REQUIRES SELF-AWARENESS.
SELF-AWARENESS IS BUILT IN
COLLABORATION AND WITH COMPASSION.**



Making the Learners' Experience Visible

Leg #1: Macro Data

“Satellite Data”

Illuminate Patterns

- NWEA
- CAASPP
- STAR
- SBAC

Leg #2: Internal Assessments

“Map Data”

Identify Skill Gaps

- *Unit tests*
- *Site-based projects or portfolios*
- *Writing rubrics*
- *Surveys*

Leg #3: Formative Data

“Street Data”

Understand mindsets, experiences, feelings, and misconceptions

- *Self-reflections*
- *Conversations and interviews*
- *Observations*
- *Work samples*

The 5 Tenets of Using Data to Uncover Student Learning

1. Everything is data.
2. Data is social and emotional.
3. Data should be asset-based.
4. Focus on the individual learner.
5. Reflecting on data in community drives equitable change.

Satellite Data: Historical Context

Article: [Intelligence Under Racial Capitalism: From Eugenics to Standardized Testing and Online Learning](#)

- Francis Galton defined the term Eugenics in 1883 to mean well born or good stock-breeding out undesirable characteristics from the human population.
- ❑ **“Intelligence testing was helping to prevent the contamination of our racial stock by turning back feeble minded immigrants...at Ellis Island terms for migrants included idiot, imbecile, moron.”**
- ❑ **“The quest to pin down intelligence has always served imperial and capitalist institutions by producing such hierarchies of human worth. Appeals to intelligence have sanctioned the sterilization, murder, incarceration of those society deems disposable, notably the poor and non-white.”**

Satellite Data: Historical Context

Article: [Intelligence Under Racial Capitalism: From Eugenics to Standardized Testing and Online Learning](#)

- ❑ “Capitalism exploits difference to generate profits and in the process violently produces more difference. Intelligence provides another axis of difference, another way to sustain the loop of racial capitalism.”

- ❑ When it comes to intelligence...the student’s SAT score depends on his intelligence; intelligence is either low or high and the grade depends on both this supposed intelligence and the course’s apparent difficulty, which is designated either easy or hard.”

Considerations Through an Equity Lens

- ❑ Mental Mindsets
 - Growth Mindset
 - Asset-based language and descriptors
 - Multiple Indicators, including student and family voice

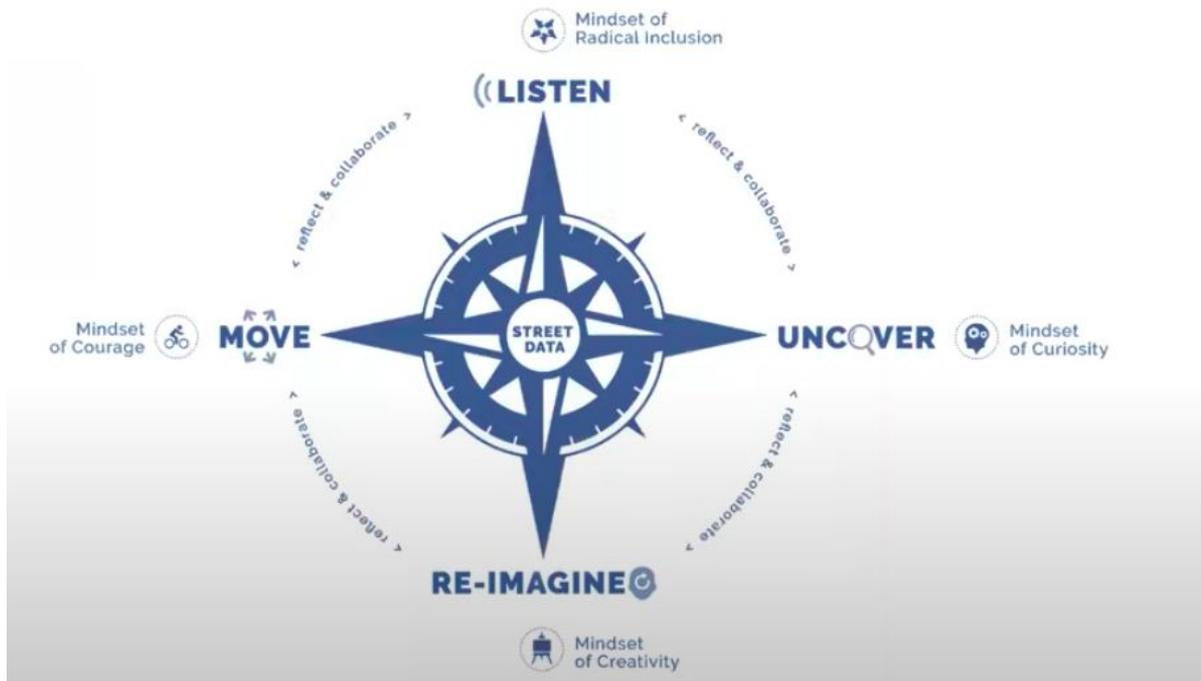
- ❑ Discourse I vs. Discourse II

Discourse I	Discourse II
<p>Language typically used to talk about, question, and design the work of school improvement. Discourse I maintains the status quo while appearing to respond to demands for change.</p>	<p>Language that names uncomfortable, unequal, ineffective, and prejudicial conditions and relationships in schools. Discourse II explores the root causes of inequity and models an inquiry approach to improvement.</p>
<p>Attributes:</p> <ul style="list-style-type: none"> • Singular truths • Answers and technical fixes • Symptoms • Improving what exists • Externalization or "looking out the window" • Limited time and ability • Reproduction of inequity 	<p>Attributes:</p> <ul style="list-style-type: none"> • Multiple stories • Inquiry, adaptive challenges, and root causes • Changing something significant • Internal reflection or "looking in the mirror" • Getting started anyway • Transformation

Source: Adapted with permission from "The Nature of Discourse in Education" by the Bay Area Coalition for Equitable Schools, now the National Equity Project, 2004.



Equity Transformation Cycle

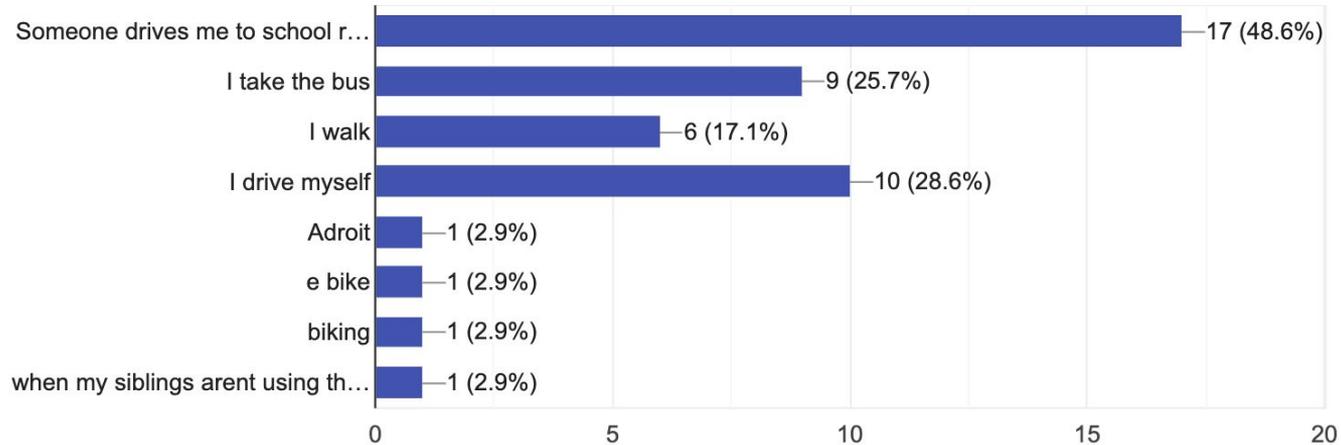


Sample Feedback from Transportation Inquiry

How do you get to school most days?



35 responses

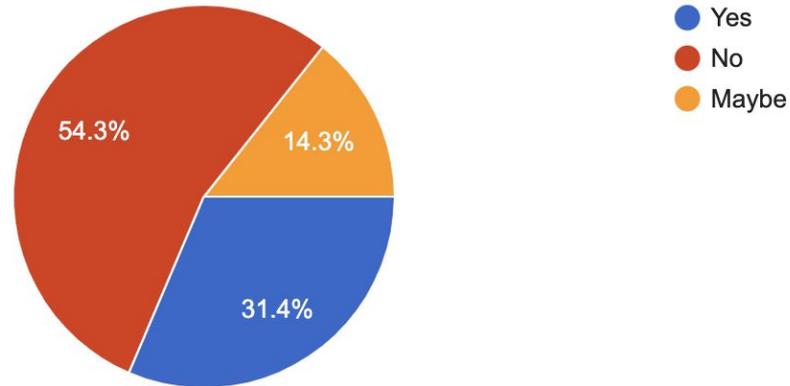


Sample Feedback from Transportation Inquiry

If a shuttle was available to pick you up at a location near where you live, would you take it to San An?



35 responses



Sample Feedback from BSN Listening Sessions

Inquiry Question: What is a goal you have for your child?

Senior Parents

Parent 1- really happy with all the changes that X has made. He wants to continue. Now that he's a senior, they are seeing a lot of growth in X. Parent's goal is for him to continue, to go to college and graduate, to know that he can do it.

Parent 2 -X has made so many of his goals that mom had for him. He has really come a long way. He's so much happier, so much more mature, he's finally driving. Maybe a goal would be for X to figure out what he wants to do after he graduates.

Parent 3- I have a few goals

1. For X to come to school when he needs to.
2. He starts driving, to get him to be safe. He's always doing whatever he wants, but I tell him to please be safe.
3. Life after high school. He has discussed several ideas but I want him to keep exploring and talking about it.

Junior & Sophomore Parents

Parent 1- didn't expect to be here, thought things were going well at RHS, but she hit a rough patch
Anxiety is the overwhelming factor
Glad she is getting back into the rhythm of school

Parent 2 - X struggles with anxiety.
She already feels relieved and engaged.
Likes smaller school atmosphere.
Feels like she can succeed here.

Parent 3 - X had a ton of anxiety at their home school
Goals - be happier, find her passion, enjoy the learning process, feel like she doesn't have to fit into a preconceived idea. Dad is very happy about the ratio of teacher to students here. X is enjoying classes and is in a 180 degree shift from RHS

Staff Observations about BSN Street Data

BSN Staff Observations 22-23 ☆ 📁 ☁

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General Observations	Juniors	Seniors
<p>-Relief of stress/anxiety with their student being at San Andreas.</p> <p>-"a love of school", returning for their <u>student</u>.</p> <p>-Sense of relief to be at a smaller school compared to a comprehensive site.</p> <p>-Dual goals, for example: take care of self but also, focus on life after high school.</p> <p>-More emphasis on social-emotional instead of pure academic.</p> <p>-Focus was more on life after high school, how to take care of yourself and be independent after high school.</p> <p>-Parents wanted to explore more of their own students' <u>goal</u>, the focus wasn't strictly educational.</p>	<p>-More social-emotional focused.</p> <p>-Partner with parents in exploring <u>supports</u>?</p> <p>-Now that anxiety is decreasing, how do we increase participation? (Focus on improvement for next year's seniors/juniors.)</p>	<p>-Parent goals seemed to be more concentrated on engagement and future planning.</p> <p>-Seemed to be more school to career opportunities. Do we need to be more intentional with career/internship options? (Greg D., etc..)</p> <p>-Exploring more parent/student conferences.</p> <p>-Parents seem focused on life after high school, what are the ways that students can build self-confidence and maturity.</p> <p>-A lot more students are holding back from getting their driver's license.</p>
Next Steps	Next Steps	Next Steps
<p>-Career day</p> <p>-Explore more options</p>	<ul style="list-style-type: none"> - Opportunities to explore options/build confidence? - 	<p>-Julie (or others) planning to come to share in classes?</p> <p>-Documentation/data collection of what</p>

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I am from
by: Leonardo

I am from volcanoes
from lava and obsidian.

I am from brave people that are strong, hard workers
that built their own house and for other people.

I am from a land that has green forest, brown dirt, lava,
water, natural disasters and life.

I'm from Christmas and I would eat posole and watch
Christmas movies that exact day and the day before.

I am from my mom, who cooks and my dad who works
construction.

From my parents they said "eat all your food" and
"read your book."

I'm from San Vicente, which is in my country El Salvador.
I like to eat pupusas, tacos and pozole.

I come from dreams,
I dream that one day, I will play professional soccer
for FC Barcelona.

"I Am From" Poems

I am from
By: Eliseo

I am from the soccer field.
From balls and gloves.

I am from the city, tall, dangerous, enormous.
I am from the California poppy, a very bright orange.
I'm from the ocean fish crab.
From my mom who watches me and my dad that
fishes with me.

I'm from the "do your best" and "never give up."
I'm from the Philippines, the island of Manila and
Mexico,
I'm from milkfish, enchiladas, and tacos.

I come from dreams,
I dream that one day I will find the cure for cancer so I
can save my grandma and other people.

I am from
By: Zeyda Ramirez Pablo

I am from birds
from quetzals and forest
I am from the mountains.
raining, foggy, rocks
I am from sunflowers
roses and daisy yellow and tall like Diego Rivera's
paintings
I am ropa tipicas the have pretty colors and that
have different design like flowers bird snails and stars
emojis
I am from my mom that cooks and my dad that works
on floors
I am from "estudia para que seas alguien en la vida"
and from "vas a ver"
I am christian, I believe in God.
I am from Guatemala from Todo Santos Cuchumatán
Huehuetenango
I am from tamales, empanadas, enchiladas, chuchitos
and ceviche
I come from dreams,
I dream that one day I will be one of the first girls in
my family to be a police officer.



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When we acknowledge that teaching is uncertain work, classroom-based data that tells us what is happening for our learners becomes essential for understanding the impact of our practice.

-Lead by Learning playbook



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