



Arizona Department of Education

DATA

DIALOGUES

PELL, September 2017  
Sally Claypool  
Christy Eliserio  
SarahBeth George

# Welcome!

DO NOW: Please take this AZELLA data survey.

Address: **<http://tinyurl.com/pellsurvey2017>**

This will help us plan future sessions.

Thank you!



# Introductions



Sally Claypool  
Language Acquisition Content Specialist  
Phoenix Union HSD



**Espiritu Schools**  
Faith • Family • Tradition

Christy Eliserio  
EL Director  
Espiritu Schools



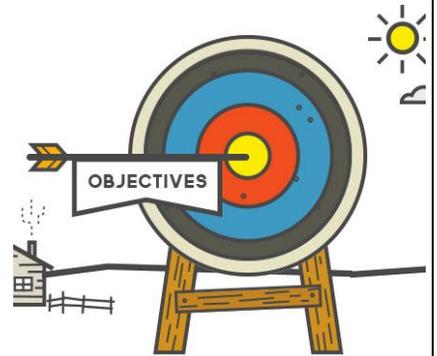
**CREIGHTON**  
SCHOOL DISTRICT

SarahBeth George  
ELD Instructional Coach  
Creighton School District

# Objective & Agenda

Objective: Using a mock data set, participants will analyze class data (AZELLA results) to identify goals and inform instruction using a data dialogue process.

- ❖ Mindsets for Data Conversations
- ❖ AZELLA Data Dialogue Simulation
  - Class Data Set
  - Stage III Data Graphic Organizer
- ❖ Reflection and Next Steps



# MINDSETS FOR DATA CONVERSATIONS



## APPROACH DATA WITH AN INQUIRY STANCE

- Maintain confidentiality
- Avoid judgments or blaming
- Withhold assumptions to consider all possibilities
- Promote collaboration and reflective dialogue

## MAINTAIN A STRENGTHS-BASED PERSPECTIVE

- Build on what students know and can do
- Focus on problem-solving and next steps
- Provide objective indicators of effectiveness

## CREATE A FOCUS ON INSTRUCTION

- Emphasize common learning based on standards
- Uncover what data tells us about current practice
- Identify curriculum areas that need attention

**RATIONALE:** The Mindsets for Data Conversations are designed to be “norms” to reinforce the importance of data mindsets for fostering a safe data analysis environment.



AZELLA



DATA



DIALOGUES

*Adapted from multiple sources, including the  
33 Minute Data Dialogue Graphic Organizer from the Arizona Charter Schools Association*

Frame the meeting: positive tone. We're getting to know our kids' data to be able to provide them with a high quality and personalized education.

# Step 1: Purpose and Expectations

- Review and analyze AZELLA data.
- Identify instructional goals and strategies.



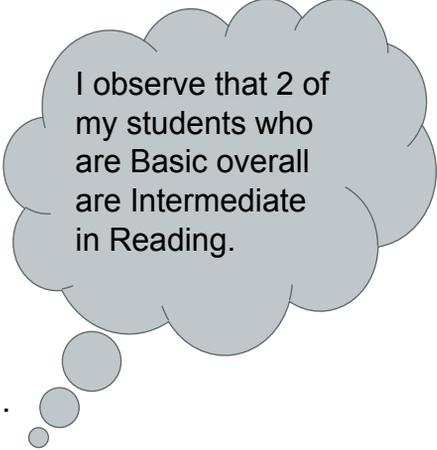
Be intentional when looking at the data.

- Data-informed instruction
- Growth Mindset
- Differentiated Instruction
- 

\*Connect to your district's teacher expectations/evaluation system. For example, the AZELLA Data Dialogues align to Domain 1b (Demonstrating Knowledge of Students) and Domain 1c (Setting Instructional Outcomes) of Charlotte Danielson's Framework for Teaching.

# Data Dialogue Observation

## Sentence Starters



I observe that 2 of my students who are Basic overall are Intermediate in Reading.



- ❖ I observe that...
- ❖ Some patterns/trends that I notice...
- ❖ I can count...
- ❖ I am surprised to see...

As you are analyzing your data, keep in mind these sentence starters. Remember, just record facts (no, because... therefore... it seems... however...). **Conjectures, explanations, conclusions, and inferences are off-limits.**

You make statements about

- quantities
  - Over half the students...
  - Less than half...
- the presence of certain specific information and/or numerical relationships between ideas
  - Over 90% of the students achieved below standard in Problem Solving.
  - Compared to last year's data, the percentage of students performing at the advanced and on-standard levels in Skills increased by 8%.

# Step 2: Observation & Analysis of Student Data

## AZELLA: Spring Reassessment 2017

LAST NAME	FIRST NAME	GR	Overall			Reading			Writing			Speaking			Listening		
			2017	2016	2015	2017	2016	2015	2017	2016	2015	2017	2016	2015	2017	2016	2015
Anderson	Pamela	3	BASIC	BASIC	INT	PRE/E/B	PRE/E/B	PRE/E/B	PRE/E/B	PRE/E/B	INT						
Brosnan	Pierce	3	INT	INT	INT	INT	INT	PRE/E/B	PROF	PROF	INT	PROF	PROF	INT	INT	INT	INT
Cooper	Anderson	3	INT	INT	INT	PRE/E/B	PROF	PRE/E/B	INT	INT	PRE/E/B	PROF	PROF	PROF	INT	INT	PROF
Cowell	Simon	3	INT	BASIC	BASIC	PRE/E/B	PRE/E/B	PRE/E/B	PRE/E/B	PRE/E/B	INT	INT	INT	INT	PROF	INT	INT
Dench	Judi	3	BASIC	BASIC		PRE/E/B	PRE/E/B		PRE/E/B	INT		INT	INT	PRE/E/B	PRE/E/B	PRE/E/B	
Gosling	Ryan	3	INT	INT	INT	INT	INT	PROF	INT	INT	INT	PROF	INT	INT	PRE/E/B	INT	INT
Hathaway	Anne	3	PRE/EM	BASIC	INT	PRE/E/B	PRE/E/B	PRE/E/B	PRE/E/B	PRE/E/B	PRE/E/B						
Hudson	Kate	3	BASIC	BASIC		PRE/E/B	PRE/E/B		PRE/E/B	PRE/E/B		PROF	PROF		INT	INT	
Jordan	Michael	3	PRE/EM	PRE/EM	BASIC	PRE/E/B	PRE/E/B	INT	PRE/E/B	PRE/E/B	PRE/E/B	PRE/E/B	PRE/E/B	PRE/E/B	PRE/E/B	PRE/E/B	INT
Kardashian	Kim	3	INT	INT	BASIC	INT	INT	PRE/E/B	PROF	PROF	INT	INT	INT	INT	PRE/E/B	PRE/E/B	PRE/E/B
Knowles	Beyonce	3	INT	INT	INT	PRE/E/B	INT	INT	PROF	INT	INT	INT	INT	INT	PROF	INT	PROF
Marino	Dan	3	BASIC	BASIC	BASIC	PRE/E/B	PRE/E/B	PRE/E/B	PRE/E/B	PRE/E/B	INT						

This data represents students who took the Spring AZELLA Reassessment with you. Newly enrolled students might be missing.

If one of your student's data is missing, check the following sources:

- SIS
- SDELL70 AZELLA Student Test History Report
- Student's cumulative or EL folder

## Step 2a: Observation of Student Data

Step 2a: Observation of Student Data		
AZELLA Overall Proficiency Level		
Pre-Emergent/Emergent	Basic	Intermediate



Depending on the way students are grouped in your classroom/site/district, this portion of Step 2 may be skipped. For example, if students are grouped by proficiency level, all students would be the same overall proficiency level versus a grade-band or ILLP grouping.

## Step 2a: Observation of Student Data

<b>Step 2: Observation of Student Data</b>		
<b>AZELLA Overall Proficiency Level</b>		
<b>Pre-Emergent/Emergent</b>	<b>Basic</b>	<b>Intermediate</b>
Yaruby Adriana Paulino <u>Elmeleki</u> Twishimye Kulsum	Justin Enrique Sandra Kimberly	Jacqueline Detsani Christian Jonathan Arleth Karol

Completed Sample from Stage III

Some names are representative of our refugee population.

# Step 2b: Observation of Student Data



Step 2b: Observation of Student Data			
Stage III AZELLA Reading Performance Descriptors	Reading Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
<ul style="list-style-type: none"> <li>• Identifying rhyming words</li> <li>• Identifying base word</li> <li>• ABC order</li> <li>• Using a dictionary to answer questions</li> <li>• Read passages and answering questions                             <ul style="list-style-type: none"> <li>○ word meaning</li> <li>○ author's purpose</li> <li>○ comprehension</li> <li>○ best summary</li> </ul> </li> </ul>			
What are important points that seem to "pop out"?			

The left hand column descriptors are taken from the Proficient column of the AZELLA Threshold Performance Level Descriptors (found on ADE'S website)

## Step 2b: Observation of Student Data

Stage III AZELLA Reading Tasks	Reading Proficiency Level		
	Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
<ul style="list-style-type: none"> <li>● Identifying rhyming words</li> <li>● Identifying base word</li> <li>● ABC order</li> <li>● Using a dictionary to answer questions</li> <li>● Read passages and answering questions               <ul style="list-style-type: none"> <li>○ word meaning</li> <li>○ author's purpose</li> <li>○ comprehension</li> <li>○ best summary</li> </ul> </li> </ul>	Justin Yaruby Enrique Adriana Sandra Arleth Kimberly Twishimye	Jacqueline Detsani Christian Jonathan Karol Paulino	

Completed Sample from Stage III

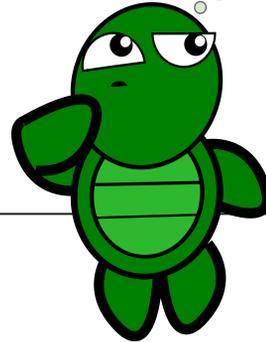
# Step 3: Analysis of Student Data

## What does the data tell you?

**Step 3: Analysis of Data**  
**What does the data tell you?**

What do you notice?

What are some patterns, categories, or trends that emerge?



As needed, remind teachers of the data mindsets (slide 4) and data analysis sentence starters (slide 7)  
Analyze and synthesize!

# Step 3: Analysis of Student Data

## What does the data tell you?

### **Step 3: Analysis of Data & Teacher Recommendations**

#### **What are important points that seem to “pop out”?**

- The students’ results were surprising that writing is not the biggest opportunity for growth.
- Reading and Speaking/Listening are where the students are struggling.

#### **What are some patterns, categories, or trends that emerge?**

- The students who are proficient in writing, have been for a couple years.
- The students who are pre emergent, also have been for a couple years. There isn’t much growth.
- Sandra started at Proficient in 2014 for Speaking/Listening and is now in Pre-Emergent. Has dropped in all her test scores throughout the past 3 years.
- Arleth dropped in Reading and Speaking/Listening.
- Detsani dropped from Intermediate to Pre-Emergent in Speaking/Listening.

Completed Sample from Stage III  
(These look different by teacher.)

# Step 4: Goal Setting

What can I do to ensure all students reach proficiency?

## Step 4: Goal Setting

What do I want my students to accomplish by the end of the year?

My goal(s) for my students:



Examples (Quantitative or qualitative: this part is driven by the teacher. Ensure that goals are ambitious and realistic)

- The following students will reclassify: .....
- The following students will move up a level: .....
- All students will be more confident with extended written responses and be able to use checklists to evaluate their own writing.
- All students will be reading on grade level by the end of the year!

## Step 4: Goal Setting

What can I do to ensure all students reach proficiency?

My goal(s) for my students:

- For every student to move up one level.
- Have the refugee students speaking in full sentences and be able to read on grade level.



Completed Sample from Stage III  
(These look very different by teacher.)

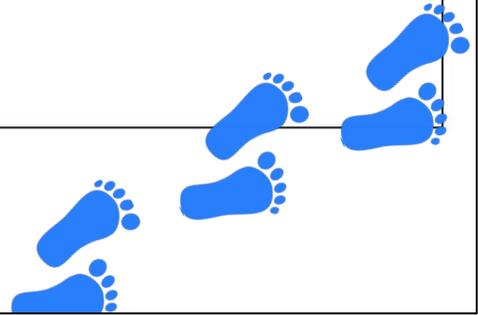
## Step 5: Next Steps

What can I do to ensure all students reach proficiency?

### Step 5: Next Steps

**What will I do to ensure all students reach proficiency?  
Are there specific routines or lessons I can implement?**

I will....



Some examples are

- collaborate with other teachers
- read \_\_\_\_\_ book
- take a look at district adopted resources and get a better feel for how it addresses/does not address ELD Needs: What can I use? What do I need to supplement?
- map out specific ELPS
- use PLDs for planning / assessment purposes
- small group/differentiation
- tailored action plans
- after school tutoring
- begin RTI process and interventions early
- warm ups/routines for \_\_\_\_\_
- spiral \_\_\_\_\_ (specific skills, like phonemic awareness, etc)
- emphasis on modeling and scaffolding
- analyze practice test data (keep!)
- ELD methodologies
- tailor ELD methodologies to student needs
- ask for coaching when I need help

## Step 5: Next Steps

What can I do to ensure all students reach proficiency?

I will....

- Tutor around their weaknesses (Reading and Speaking/Listening)
- 30/70 talk
- Justin- Reading
- Jacqueline- Comprehension
- Detsani- Listening and Comprehension
- Listening- read alouds with comprehension questions
- explore/try out the pre-emergent lessons on grammar gallery

To try:

- During 2 hour morning block: 3 different small groups
  - group 1: intermediates
  - group 2: basics
  - group 3: 5 of the pre-emergents to work on pre-writing/pre-reading skills
- During 15 minutes of reading in the morning:
  - Whole group listening comprehension practice
- During 45 minutes of reading (prior to specials/RTE)
  - 30 minutes small group: remaining 5 pre-emergents to work on pre-writing/pre-reading skills
  - 15 minutes small group: all pre-emergents work on conversation skills

Completed Stage III Sample  
(These look very different by teacher.)

## Step 6: Closure

### Step 6: Closure

What support and/or resources do I need to be successful?

I need...



Consider site and district support. Be reasonable with expectations (we cannot provide an extra prep time every day)

Some examples are

- schedule coaching time for \_\_\_\_\_
- schedule peer observations with coaches
- set up collegial coaching sessions
- I need \_\_\_\_\_ resource or material by \_\_\_\_\_
- assistance from \_\_\_\_\_ to achieve \_\_\_\_\_ (a specific item listed in step 5)

# Step 6: Closure

## Step 5: Closure

**What support and/or resources do I need to be successful?**

**I need...**

- check-in to see how new schedule is working
- Rosetta Stone
- Help with assessments based on level
- Observation before September 26- morning 8-9:45

Completed Stage III Sample

# Closure

Why would this process be good for your practice?

What questions do you have about this process?

What challenges might you encounter when you go back to your site?

Q/A to reflect on how they could implement this process in their district/school/classroom.

