

Partnerships for Building Data Use Capacity: Two Approaches



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Kentucky Valley Educational Cooperative (KVEC): Action Research



Members: A cooperative of 17 school districts in Appalachian East Kentucky.



Goal: To build capacity of educators to systematically identify, implement, and study the impact of innovative strategies on specific problems of practice.



Focus: Building capacity to use action research to systematically address problems of practice.

Action Research: A cyclical process in which educators address a problem of practice through systematic research, planning, action, monitoring, and reflection.

PHASE DEVELOP FRAMEWORK

1

NEED: What framework will guide educators in conducting action

reseurch

ACTION: Provide partners with research and tools; Support

development of action research cycle.

RESULTS: Consistent approach to action research.



PHASE

EMPOWER LOCAL EXPERTS

NEED: Who can provide professional development and support

ACTION: Observe teacher presentations at KVEC's Action Research
Summit; Identify and involve skilled local educators in providing

RESULTS: Leverage of local expertise; Greater ownership.





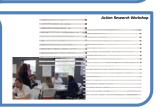
PHASE

BUILD KNOWLEDGE AND SKILLS

NEED: What knowledge and skills will prepare educators to

ACTION: Build capacity of KVEC staff and educators through Action Research workshops.

RESULTS: Basic understanding of action research cycle.



PHASE

DEVELOP STRATEGIC PLAN

4

NEED: What are long-term and short-term goals for building local capacity to conduct action research?

ACTION: Provide template and feedback for three-year strategic plan for capacity building.

RESULTS: Road map for building capacity over time.

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PHASE

PROMOTE SUSTAINABILITY

NEED: How will capacity be developed and maintained over the long term?

ACTION: Provide train-the-trainer professional development; Involve teacher preparation institutions.

RESULTS: Local structure for capacity building.



MNPS Data Use Research Alliance: Collaborative Inquiry (CI)



Members: Teachers, school administrators, instructional support staff, and central office staff of Metropolitan Nashville Public Schools (MNPS), as well as researchers and technical assistance providers.

Goal: To identify and implement best practices in data use that improve instruction and student learning outcomes.

Focus: Building capacity to use a collaborative inquiry approach to data use in middle

Collaborative Inquiry (CI):
A professional learning process
that engages educator teams in
using a systematic, researchoriented approach to
examining their teaching
practice.

PHASE

IDENTIFY BARRIERS TO DATA USE

NEED: What are the barriers to effective data use?

ACTION: Engage partners in a root cause analysis to identify barriers to data use.

RESULTS: Shared understanding of barriers to data use.



PHASE

DEVELOP CI OUTCOMES

NEED: If we remove the barriers to effective data use, what CI outcomes would we see?

ACTION: Build capacity to develop logic models; and define short, intermediate, and long-term Cl intended outcomes.

RESULTS: Well-defined CI outcomes; Shared understanding.



PHASE

IDENTIFY CI BEST PRACTICES

3

NEED: What practices would we need to implement to achieve the CI intended outcomes?

ACTION: Build capacity to develop an innovation configuration (IC) map and identify ideal practices of collaborative inquiry.

RESULTS: A common language and useful tool for

MARKET AND	Innova	ation Configuration
Component A: Establishes an The Data Team	d Maintains a Cle	ar Focus
	b	6
Establishes norms, purpose, and an agenda for each meeting. Uses protocols to help remain on- task. If convenations become off-	Establishes a purpose and agenda for the meeting.	Falls to have a stated purpose or agenda for the meeting.
task, it conversations become orr- task, a variety of strategies are	Addresses all the	• Discusses

PHASE

APPLY CI BEST PRACTICES

4

NEED: What do schools need to implement collaborative inquiry using the IC Map?

ACTION: Provide training and implementation support to five Collaborative Inquiry Community of Practice schools.

RESULTS: Sustainability; Community of practice.



PHASE

EVALUATE FOR LEARNING

NEED: How can schools improve implementation and m whether they have achieved intended outcomes?

ACTION: Build capacity to develop and implement an evaluation plan for collaborative inquiry.

RESULTS: Identification of lessons learned, best practices, and

eachers use all kinds of information)	rs use all kinds of information (i.e., data) to help plan for instruction that meets student learning						
eeds. How frequently do you use the	ow frequently do you use the following forms of data?						
	Cesthan once a month		Weekly or	Afew times a week			
AMS							
Acuty	0	0		0			
90Y district benchmark							
MOI district benchmark	D	0					
EDF district benchmark		D					
End-of-unit texts							
Famework		D					
Other		n	n				