



Post Fellowship Reporting - Project Summary

Report Title: Moving the Bell: Enhancing Student Learning Through Data Analysis and Goal Setting
Name: Emily Callan-Rowley

Other Team Members: Jessica Levin, Maribel Rodriguez

Program: Chicago Program

Trip Dates: 11/30/-0001 - 11/30/-0001
Location Visited: Southern California

Post Fellowship Reporting Template: PFR Template 02

Project Summary: We traveled to Southern California in search of ways to help our staff and students utilize data from the NWEA/MAP assessment to drive their instruction in the classroom and enhance student learning. Our first stop was in Poway Unified School District in Poway, CA. It is a large district containing students from a variety of backgrounds. They are experienced with using the NWEA/MAP assessment. We learned some of their innovative instructional techniques for promoting self-efficacy amongst their student population. Erick Lehew and Linda Foote, within the district office, have spearheaded the effort to educate their staff and school administrators to read and interpret data in meaningful ways. While in Poway, we visited Del Sur Elementary and Los Peñasquitos Elementary. We wanted to see how the administrative initiative transferred in to teacher practice in the classroom. Five of the teachers were able to take time to share how conferring with students transferred in to learning goals and student engagement, and we obtained lessons for center activities in the classroom directly tied to learning goals. After spending a few days in Poway, CA, we then traveled to Redondo Beach, CA to get closer to Dr. David Ghoogasian, a leading educational consultant specializing in brain research. We wanted to gain insight in to the best way to plan lessons that engage our students and utilize his knowledge of brain development to its optimum before designing our activities.

Career Impact: *We have obtained a plethora of resources to help us in our classrooms as we set goals using Descartes derived from the NWEA/MAP test.
*We have also gained valuable information that will allow us to be leaders within our school as we share strategies and lessons with our teachers.
**"Start slow and keep it simple," is a mantra that we will repeat to ourselves as we begin the process of designing lessons with skills with optimum engagement and scaffolding of instruction as highlighted from Dr. David Ghoogasian.
*We have also made lasting connections with professionals in Southern California and beyond as we continue to stay in contact with Linda Foote, Erik Lehew, the teachers at Los Peñasquitos and David Ghoogasian.
*These continual conversations will provide added support as we take our first steps to utilize this data.

Classroom/Community Impact:As we begin our journey in using MAP assessment data to drive our instruction, students will learn to analyze their own progress on the MAP test as a formative way to see what they know and what they have yet to learn. Students will see a direct correlation between formative assessment and instruction that reflects their needs. In addition, parents will have greater knowledge of what their children are learning and why due to the increased emphasis on reviewing data. Staff, children, and parents will be able to take part in an initiative to enhance the learning of the children in our school community and promote self-efficacy as an agent of change and progress.

Open Response: Currently, we are planning on professional development sessions to share our experiences with the grant trip. During these professional development sessions we will dive more deeply in to analyzing the data and going beyond the numbers to tangible outcomes with our teachers. Also, we will share lessons about goal-setting and videos of goal setting that we designed with the assistance and guidance of our professional contacts. Throughout this year, we will continue to work with other schools in Chicago, the Autonomous School Office, and David Ghoogasian to plan more effective lessons for our students based upon the Descartes and data of the assessment. Each grade level will establish goals for learning that students can continually refer to for guidance as we forge forward for our most successful year ever.

Quote: "Right away we realized that crossing the country to discuss data analysis with an innovative district was the right thing to do not only for our staff but our students. They welcomed us as professionals and were candid about their struggles."

Photos:



Our arrival posing with the Poway administrative team in Poway, CA



Los Peñasquitos Elementary School



Meeting with School Administrator and Kindergarten Teacher at Los Peñasquitos ,



Third, Fourth and Fifth Grade Teachers meet to share strategies for starting dat



Maribel & Jessica in front of Los Peñasquitos Elementary



After training photo opportunity with David Ghoogasian, from The Lyceum.



Working with David Ghoogasian.



Teachers from Los Peñasquitos a "no excuses university."