



Video

FULL DETAILS AND TRANSCRIPT

Supporting Data Use Through Teacher Collaboration Time (Part 2)

Jacob Hiatt Magnet School, Massachusetts • April 2010

Topic: Using Student Achievement Data to Support
Instructional Decision Making
Practice: Cycle of Improvement

Highlights

- Jacob Hiatt teachers Mary Quillen, Kathleen Hannon, and Jennifer Conlon demonstrate the ways that they use data in collaboration time.
- They analyze data to make decisions related both to a single struggling student, as well as for class- and schoolwide curricular decisions.

About the Site

Jacob Hiatt Magnet School
Worcester, MA

Demographics

50% Hispanic

24% White

19% Black

3% Asian

67% Free or Reduced-Price Lunch

Jacob Hiatt's nearly eight-hour expanded school day has led to visible student academic growth. Its 2009 scores showed Adequate Yearly Progress in all subjects for the first time since 2002. The pillars of the school day redesign approach taken by the school include:

- Implementation of school day redesign based on student assessment data,
- Individualizing and differentiating instruction based on student needs,
- Incorporating enrichment activities in academically classes,
- Facilitating collaborative planning meetings for teachers and program instructors,
- Fostering partnerships with local groups and organizations to provide extracurricular opportunities and resources.

Full Transcript

On-screen text: Three teachers from Jacob Hiatt Magnet School model a teacher collaboration session using student writing samples and achievement data.

On-screen text: Jennifer Conlan, Kathleen Hannon, and Mary Quillen discuss both individual and schoolwide student progress.

Jennifer Conlon: Right, so we have our agenda today, and what we are going to do is look at student work first. And we are using the *Save the Last Word* protocol, just remembering that *Save the Last Word* is the presenting teacher doesn't say anything about the work until everybody else has had a chance to look at the work. So I can go first; this is my work. This was an open-response question they did about the brother and sister story.

Kathleen Hannon: From Houghton-Mifflin.

Conlon: From Houghton-Mifflin, in the anthology. It was modeled. There was a model hanging up. So take a look. The question was, "How do older brothers and sisters help take care of the other brothers and sisters?" Or, "How do they help out?" I think, "How do they help their family out?" "If you have a baby sister or brother, the older brother or sister has to take care of the baby. If it is crying, maybe it is tired; you can help if you sing a lullaby. Or if your baby brother or sister is yelling, maybe it is hungry."

Hannon: Well, obviously there are not three pieces of evidence there. He got one, and then he went off to explain. And if I remember correctly, I don't believe any of those details are in the story. So he is pulling some information from another source. Probably his life—

Mary Quillen: It's on what he thinks.

Hannon: Yeah, what he thinks.

Quillen: Instead of going back into the text. Now this was approximately when?

Conlon: Today.

Quillen: Today?

Quillen: OK so he should have at this point—because I know I have seen you teach—lots of modeling, so this person obviously needs some more specific direction. And I don't know, I guess I would—would you partner him up with someone who is doing really well? You know, one of his peers, and they can actually say, "Where did you find this? I didn't remember seeing that."

Quillen: I also remember you did a modeling lesson specifically, when I came back, on firefighting. And when you did your T-chart and you talked about how they listed things and there were things that they knew, and they had to write down here whether there was evidence in the story or not evidence in the story. So I know that you have modeled that, so that's—

Conlon: Yes. I actually had them with sticky notes that said things from the story that I said, "You can't put that in there because it doesn't say it. You just know it." We have been talking about bringing underlining in at our level. I am thinking for him underlining might be really a valuable tool because if he is underlining the evidence in the text—

Quillen: He has to find it.

Conlon: Then he has to find it and he has to show me where it came from. So I am thinking that that could be really valuable for him, because—I don't know—a partner is a great idea, but for this child, it's not really helpful.

Quillen: Absolutely.

Conlon: So I think maybe what I will have to start doing is photocopying the text, because sticky notes for him, I don't think it's enough. I don't think it's concrete enough. We talked about that this morning with your lesson is that—

Hannon: They don't know what, they mark a page and then they—

Conlon: Can't remember what—

Hannon: Can't remember why it is they marked it.

Conlon: So I think for him, I may have to photocopy the text, so he can actually get into the text and underline and show me, "This is where I see it."

Hannon: I know there are people in the red area here that are capable of moving up, and some of them are like right on the edge there. So I need to come up with some things or find some areas where I could help them improve and to be able to answer those questions so that they can move up to the middle of the chart.

Quillen: All right, look at their specific breakdown of areas. Is there one area that they are really close to moving up on a level? You know what I mean? So they have maybe a couple of areas that you could concentrate on.

Hannon: Let me just see, if I take one of these students in particular. OK, all right, this one. His lowest is understanding informational and expository text.

Conlon: Well, we saw you addressing that by doing more informational and expository text and trying to bring that in.

Hannon: And it was funny. He was one of the ones that had his hand up all the time for the information and to answer questions.

Quillen: So you may think he was actually going to score pretty well.

Hannon: But I think on the maps what you also use for informational text is not just a story or a selection about a nonfiction topic, but it's more. I mean, I have seen them give them recipes, menus, signs, and things like that to read. So I am wondering if it might not be a good idea to start reading those kinds of things.

Conlon: So maybe what we need to do is bring in some more real-life reading like that, like menus or things that they see in their everyday lives that we don't necessarily put out there as this is reading, but it is. Schedules. I have seen schedules on there.

Quillen: Recipes is a great idea because maybe they could go and ask for a recipe from home, that they could bring—

Conlon: We did that once, didn't we?

Quillen: We did that in—I think we were making a book—

Conlon: For Mothers' Day, I think we did that. We could do some things similar to that.

Quillen: Yeah, that is a good idea.

Hannon: I mean, even the posters that are around the school, like "Picture Day is Coming." Well, when is it? What time is it?

Quillen: "Book Fair is Coming;" there are going to be a lot of posters there.

Conlon: So I think maybe that is something we should really, as a team, we should implement, is looking at that kind of thing.