Stories vs. Data

Once upon a time...
Stories vs Data

Use Stories to....

• Start
• Set Destination
• Get Permission
• Get Donations

Use Data to....

• Improve
• Change Direction
• Get Money
• Set Budgets
Add these numbers

1000
40
1000
20
1000
30
1000
10

4000
Add these numbers

1000
40
1000
20
1000
30
1000
10

4100
Data

**Impress**
- Stand Alone
- Measures Some Students
- No Comparison
- Single Measure

**Impose**
- External Goal
- Measures All Students
- Relates to benchmark
- Isolated Measure

**Improve**
- Internal Goal
- Measures Appropriate Students
- Compare to Past
- Related Measures
Data Types

- **Rating** is a designation of student performance on a scale. It’s important to know the value as well as the scale.

- **Binary**, also called “true/false,” indicates whether the student has or has not had a particular experience in school. Binary ratings are simply a yes/no response; there is no range of performance.

- **Quantity** data identifies the accumulation of a quantity by which you can compare students to one another or compare students or to a minimum performance based upon the total quantity of experiences they have completed.

- **Quality** data reflects a certain degree of subjective analysis that can give a better picture of student achievement. It may or may not be a numerical value.
Are you asking the right questions about Student Career Readiness?
Can you and your staff answer these 13 questions?

1. How well do you really know your students?
2. Are you measuring what matters?
3. How can you tell what your students aren’t learning and what do you do when you know that?
4. Once you know who’s not learning, how can you help individual students?
5. How do you “grade” student work on performance assessments?
6. How can you teach students who read at very different grade levels?
7. Are you preparing students for future viable careers?
8. How do you know if instructional changes are making a difference in student learning?
9. What are your students’ perceptions about school?
10. Does your instruction help make students career ready?
11. Are your students successful in career and technical education?
12. How do you measure “soft skills”?
13. How do you know your students are career ready?
Activity

Which question worries you the most as a leader?
And, Why?
Can you and your staff answer these 13 questions?

1. How well do you really know your students?
2. Are you measuring what matters?
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10. Does your instruction help make students career ready?
11. Are your students successful in career and technical education?
12. How do you measure “soft skills”?
13. How do you know your students are career ready?
Answering these 13 Questions

Career Readiness Data Handbook — *Measuring What Matters*

Dr. Richard Jones
Dr. Craig Mertler
What Data to Pay Attention To?

1. What data must you collect?
2. What data is good measure of success?
3. What data will help teachers improve?
What data must you collect?

- Perkins
- Grad Rate
- Regents
- Placement
- APPR Test Scores
- Pathway Assess
- Attendance
What data is good measure of success?

Technical Assess
Post Grad Placement
Retention Rate
Attendance (SST)
Post Secondary Goal Measures
Graduation Happy
What data will help teachers improve?

Scores on Techroad Assess
Advisory Feedback
Student Feedback
Observation Rubric
Enrollment Action Research
Learning Criteria to Support 21st Century Learners
Career Readiness Self-Assessment

Results
Practice
Culture
• An iBook organized around most significant challenges to CTE Instructional Leadership with ideas, resources and activities.
School leaders responsible for Career and Technical Education programs have the typical responsibilities and challenges of all high school administrators. However, there are additional and unique demands of CTE programs. These include state program approval and reapproval process, acquisition and maintenance of expensive equipment, work with industry advisory committees, collaboration with other school administrators and teachers frequently strong in technical skills but still learning pedagogy.

The focus on supporting school leaders in working with CTE programs is based on the CTE Leadership Competency Model. This reflects the scope of competencies which leaders need to be effective and encompass the generic areas of school leadership plus the unique demands of CTE programs.

**Competence Through Blending Skills and Knowledge**

School leaders obtain and retain competency through the continues development of skills and acquisition of current knowledge. The CTE TAC works to support leaders through development and revision of knowledge resources and frequent communication with school leaders through the website, newsletters, technical assistance visits to schools, and regional and state workshops in cooperation with CTE professional organizations.
By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest.

Confucius
Rigor/Relevance Framework
RAISING RIGOR AND RELEVANCE REFLECTION SURVEY

This survey will reveal the level of rigorous and relevant instruction in your classroom. Look at each pair of statements and decide which best describes your students. Allocate 5 points between the pair of items (e.g., 5 and 0, 4 and 1 or 3 and 2). For example, if one is an excellent description of your classroom and the other is nothing like your classroom, give the one 5 points and the other 0. If they are both very good descriptions, divide the 5 points into 3 and 2 with the one with 3 points slightly more accurate.

<table>
<thead>
<tr>
<th>1</th>
<th>Students must show their work in arriving at an answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student work is engaging and often hands on.</td>
</tr>
<tr>
<td>3</td>
<td>Students maintain focus on student work following teacher procedures</td>
</tr>
<tr>
<td>2</td>
<td>Students lead discussions with their peers.</td>
</tr>
<tr>
<td>4</td>
<td>Students are required to do creative and original work.</td>
</tr>
<tr>
<td>1</td>
<td>Student work is closely aligned with standards.</td>
</tr>
<tr>
<td>3</td>
<td>Students develop fluency in completing work quickly.</td>
</tr>
<tr>
<td>2</td>
<td>Student answers are logical and well thought out.</td>
</tr>
<tr>
<td>3</td>
<td>Students explain their answers.</td>
</tr>
<tr>
<td>2</td>
<td>Students work in groups to demonstrate skills.</td>
</tr>
</tbody>
</table>
What are the instructional characteristics of high quality CTE that make it so engaging?

- Hands on
- Relevant
- Measure progress toward proficiency
- Design Innovation
- Active, social
- Relationship
- Focus on whole student
- Chance to use talents
- Direct connection to future plans
- Develop responsible work habits
- Teamwork
- Leadership

CAREER Instruction

C: Connect with Relevance

A: Assess for Proficiency

R: Reward Creativity and Innovation

E: Engage as Independent Learners

E: Empower with Hope and Confidence

R: Rate Work Habits and Collaborative Behaviors
<table>
<thead>
<tr>
<th>CAREER Instruction</th>
<th>Skills for the Future</th>
<th>Effective Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect with Relevance</td>
<td>Meaning Story</td>
<td>Purpose</td>
</tr>
<tr>
<td>Assess for Proficiency</td>
<td>Creativity, Design, Creating</td>
<td>Mastery</td>
</tr>
<tr>
<td>Reward Creativity and Innovation</td>
<td>Synthesizing</td>
<td>Self Awareness</td>
</tr>
<tr>
<td>Engage as Independent Learners</td>
<td>Disciplined, Play</td>
<td>Self Regulation, Internal Motivation, Autonomy, Growth Mindset</td>
</tr>
<tr>
<td>Empower with Hope and Confidence</td>
<td>Ethical, Respectful, Symphony</td>
<td>Empathy, Social Skills</td>
</tr>
<tr>
<td>Rate Work Habits and Collaborative Behaviors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ken Robinson**

*5 Minds for the Future*

**Howard Gardner**

*Frames of Mind*

**Daniel Goleman**

*Emotional Intelligence*

**Carol Dweck**

*Growth Mindset*

**Dan Pink**

*Drive*

**Robinson**

*Creativity*
<table>
<thead>
<tr>
<th>Traditional College Readiness</th>
<th>Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build lessons around learning large chunks of content knowledge with no context.</td>
<td>Connect with relevance.</td>
</tr>
<tr>
<td>Objectively grade students on average number of questions correct.</td>
<td>Assess for proficiency.</td>
</tr>
<tr>
<td>Restrict lessons to recall of facts learned through rote memorization</td>
<td>Reward creativity and innovation in student work.</td>
</tr>
<tr>
<td>Insist on follow pacing guide to cover the curriculum and all students learning at same speed and doing same work</td>
<td>Engage students as independent learners.</td>
</tr>
<tr>
<td>Narrow student thinking as passive accumulators of knowledge</td>
<td>Empower with hope and confidence students</td>
</tr>
<tr>
<td>Give students only independent work and reduce grades for poor behavior.</td>
<td>Rate work habits and collaborative behaviors.</td>
</tr>
</tbody>
</table>
CAREER Instructional Model

- Connect with Relevance
- Assess for Proficiency
- Reward Creativity
- Engage as Independent Learners
- Empower with Hope and Confidence
- Rate Work Habits
ENGAGE AS INDEPENDENT LEARNERS

Following are 25 statements that describe instructional characteristics in the classroom. For each statement, select the frequency of that characteristic in your instruction by clicking the button under the appropriate heading. Choices for answers are: Always, Frequently, Sometimes or Never. Read each statement carefully, some of these are positive and some are negative characteristics. All statements must be answered.

Students talk with you in settings outside of class.
- Always
- Frequently
- Sometimes
- Never

Assignments are differentiated based on student readiness, interest or learning style.
- Always
- Frequently
- Sometimes
- Never

Classroom activities change every 15-20 minutes to keep students' attention.
- Always
- Frequently
- Sometimes
- Never

Students use a study system such as SQ3R, ASPIRE or Cornell Notes.
- Always
- Frequently
- Sometimes
- Never

Students help establish classroom procedures to reduce distractions.
- Always
- Frequently
- Sometimes
- Never
Measuring Life/Career Competencies
Options for Measurement

- Rubrics in Student Projects
- Employability Profiles
- Work-based Learning Documentation
- Student Awards
- Report Cards
- Student Progress Reflection
Life/Career Rubrics

• 17 Competencies are further defines into 100 performance measures
• Each performance measure has a four level rubrics for rating student performance
# Sample Life/Career Rubric

## Performance Measures

<table>
<thead>
<tr>
<th>3. Collaboration</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Measure</strong></td>
<td>Consistently listens to others and their ideas; helps the team reach its full potential.</td>
<td>Listens to others’ points of view and makes a definite effort to understand their ideas.</td>
<td>Sometimes listens to others, but often assumes others’ ideas will not work. Tries to work well with the team.</td>
<td>Does not listen to group’s opinions and ideas; wants things done own way.</td>
</tr>
<tr>
<td><strong>Listen and Cooperates With Team Members</strong></td>
<td>Practices teamwork, supports others, learns from others, assumes/fulfills role responsibly, negotiates to resolve conflicts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Perceptions of Rigor/Relevance/Relationships
Instructional Leadership Data Practices

Dr. Richard Jones
Senior Consultant
NYS CTE Technical Assistance Center
Dick@spnet.us