

# DOINGWHATWORKS



Video

FULL DETAILS AND TRANSCRIPT

## Supporting Data Use Through Teacher Collaboration Time (Part 1)

Jacob Hiatt Magnet School, Massachusetts • April 2010

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

### Highlights

- Susan Allen, a third grade teacher at Jacob Hiatt Magnet School, describes the ways that teachers at Hiatt use data to drive their collaboration sessions.
- The teachers develop outlines to guide these sessions, including time to analyze data and look at student work together.
- The teachers refer to a wide variety of data, including developmental assessment data and state test scores.

### 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

My name is Susan Allen. I am a grade 3 teacher at Jacob Hiatt.

Collaboration time at Hiatt is key to keep best practice going throughout the school. We really believe that if you are able to talk with other teachers and share ideas and share knowledge, your teaching is only going to get better and stronger, because not only are you teaching students, but you are also learning yourself.

The data we use in our collaboration is what we call MAP data, which is Measured [Measures of] Academic Progress. And what that is, it's a computerized test that is done individually and at each child's level, so the questions get harder as they answer the questions correctly, and they get easier as they get the questions wrong. And then the computer analyzes it for you and gives you a list of who is strong in number sense, who needs work in geometry, who needs to work in data and probability. And then we use that to put individual groups together, and we put it with different teachers.

During each meeting that we have, we actually have an outline that we follow and/or we use an agenda. We pass in this outline to the principal with any questions or concern. We always have a place for data analysis on it. We have a place where we are looking at student work. We have a place that we can talk about curriculum and then what we want to bring to the table for the following week. So we talk about the things: "Next week we would like to talk about open-response questions in science," so everyone will be responsible for bringing that in. And we alternate as to who is in charge of the meeting for that week, so everyone has a chance of feeling like they have some say and an equal responsibility in it.

We try to bring student writing samples at least once a month to each meeting. We tend to bring them more because we find it very valuable. And one teacher will bring it one week, one teacher will bring samples the

following week of students that you have concerns on. Questions are, “Are you grading them according to the rubric that has been pre-decided by the third-grade teachers or across the school, in some instances, as to what we are looking for?” What we also do for things like reading or social studies and even science, we will take mostly—we don’t have MCAS [Massachusetts Comprehensive Assessment System] scores yet; that’s the state test. We don’t have those in third grade; they take them for the first time in third grade. So we rely a lot on developmental reading assessment scores. And we will look at that and say, “Listen, I have a child who is really struggling with fluency or re-tell, and I am noticing these errors.” And that’s a different type of data than just a straight numbers. It’s more, what strategies can I use to help this child get over this and having a running record in front of you from a child and having them look at it, and other teachers saying, “Oh, I see what they are doing.” It’s invaluable, because it gives you a fresh perspective on how to help that child become successful.

This is an ongoing learning process for us. Teachers who are new to the school, who come in, someone is their mentor teacher and helps them along. So if there is a new teacher, we are not going to throw them into the fire initially on running a meeting. They are going to sit back and watch and see how we do it. And it’s always evolving, and it’s always changing.