GEAR UP Professional Development

TOPIC

High Expectations Part 2: Examining Expectations

GEAR UP "R"

☒ Reaching Higher   ☒ Rigor   ☐ Relevance   ☐ Relationships   ☐ Raising Awareness

STANDARDS FOR PROFESSIONAL LEARNING

☐ Learning Communities   ☐ Leadership   ☐ Resources   ☒ Data
☒ Learning Designs   ☐ Implementation   ☐ Outcomes

learningforward.org/standards-for-professional-learning

OUTCOMES

- Educators will use data from their GEAR UP Site Visit Data Report about student, family and educator expectations for college, identify differences in expectations among the groups and identify specific steps to help students make their expectations a reality.
- Educators will use their GEAR UP Site Visit Data Report to identify facts and features of the data on student, family and educator expectations and to offer possible explanations for the observations.
- Educators will use data from their GEAR UP Site Visit Data Report to identify strategies for assuring high expectations for every student in their school.

MATERIALS

- Copies of your most recent *GEAR UP Site Visit Data Report*
- Copies of templates
- Flipcharts, whiteboard or something to write on
- Markers
- Post-it notes

PRIOR TO THE MEETING

Arrange the room so that groups can meet and talk with one another. Tables or other inclusive organization works best. Provide each group with copies of the *Site Visit Data Report*, the template, a flipchart and markers. Adapt the number of groups based on the size of the faculty.

ACTIVITY 1: PUTTING A FACE ON THE DATA

Time: 45-60 minutes

5 minutes	Welcome and introduce the activity
5 – 10 minutes	Invite each participant to think about one of their current students, someone who is in the middle of their class academically. They should describe that student's academic performance, their attitude toward school, and the student's expectations for college. Record this information on the template provided.
5 – 10 minutes	Now, ask each participant to also describe that student's family, their engagement with school and their attitude and expectations about college attendance. Record this information on the template provided
10 minutes	Ask each table group to use the *Site Visit Data Report* for the next part of the activity.

- Look at the bar graph in the "Reaching Higher" section of the report regarding the highest level of education expected. What percentage of students expect to obtain a 2- or 4-year college degree? And what percentage of parents expect their students to receive a 2- or 4-year degree? What percentage of educators expect the majority of their students to receive a 2- or 4-year degree?
- Look at the data regarding educator expectations of student enrollment opposite that graph. What percentage of students do educators expect to enroll in college?
- Look at the list of reasons students might not continue their education beyond high school and notice the differences across groups. What does this say about expectations educators hold for students?
- Now turn to the data regarding "Relationships." What percent of your students think teachers expect them to continue their education after high school? What percent of your students think one of their parents expects them to continue their education?
- Looking at the descriptive statistics at the beginning of the report, what percent of students from your school actually enrolled in college in recent years?

10-15 minutes	Now, invite participants to pair with another. Ask each participant to return to the description of the student they completed earlier. With their partner . . .

- discuss the differences in expectations of college attendance among students, families and educators.
- identify ways that teachers and other personnel at your school can support the expectations of students and families
- describe two specific steps each person can take to help students make their expectations a reality

5 minutes   Invite participants to share their commitment on a post-it-note and place it on a flipchart as they leave the meeting. Use these "notes" to guide further work on raising expectations or to shape discussion at other meetings.

Consider asking for one or more volunteers to review the suggestions and work with you to plan a follow-up discussion, or consider working with your School Improvement Team to plan next steps.

5 minutes   Have all participants complete an online evaluation form: **bit.ly/gearup-pd-eval**. E-mail Jennica Vincent to receive the results.

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Putting A Face on the Data

Select one of your current students, someone in the middle of their class academically. Name the student. Then describe the student's academic performance, attitude toward school and their expectations for college.

Now, describe the student's family, their engagement with the school and their attitude and expectations about college attendance.

Use the *GEAR UP Site Visit Data Report* to complete this information.

_____ % of students expecting to get a 2- or 4-year college degree (Reaching Higher)

_____ % of parents who expect their students to get a 2- or 4-year college degree (Reaching Higher)

_____ % of educators who expect most of their students will achieve a 2- or 4-year degree (Reaching Higher)

_____ % of students educators expect will enroll in college (Reaching Higher)

_____ % of students in your school who think their teachers expect them to continue their education after high school (Relationships)

_____ % of students in your school who think one of their parents expect them to continue their education (Relationships)

_____ % of students from your school actually enrolled in college in recent years (Descriptive)

Discussion

With a partner discuss the differences in expectations about college attendance among students, families and educators that emerge from the data.

Identify ways that teachers and other personnel at your school can support the raising of expectations of students and families for college attendance

Describe two specific steps individuals can take to help students make their expectations a reality. 1.   2.

Share one thing you commit to doing to demonstrate high expectations that your students will attend a two or four-year college.

ACTIVITY 2: NOTICE AND WONDER

Time: 50-60 minutes

5 minutes	Welcome and Introduce the Activity

Depending on size of the group this could be a table discussion and then share with total group

5 minutes — Share copies of the most recent *GEAR UP Site Visit Data Report*.
Ask participants to look at the data on p. 4 and p. 9 of the report (Reaching Higher, Relationships).

You may want to share the data on a screen since graphs and tables often display in color and are easier to use.

5 – 10 minutes — Ask each participant to quietly, and individually, record three or four observations that emerge from the table or graph (the data). The observations should be free of inference or speculation; basically they should be "just the facts" based on objective examination of the data.

Ask participants to place their observations on the provided template and to start each observation with "I notice that . . ."

10 minutes — Round 1: In turn, each participant reads aloud one new observation that has not yet been shared, beginning each statement with "I notice that . . . "

A scribe records each observation on chart paper, or electronically. After the last participant shares one new observation, the first participant offers a second new observation and the process continues until all observations have been shared aloud, without discussion.

5 - 10 minutes — Now, ask each participant to turn over his or her index card or the next box on the template and silently write two or three speculations or questions based on the observations shared in Round 1. No attempt should be made to solve the problems but rather offer possible explanations for the observations or pose suggestions for gathering additional data.

The intent is to gain insight into what the data suggest, how the data may be connected and what the data imply. Each speculation begins with "I wonder why . . .," "I wonder how . . .," or "I wonder whether . . ."

10 minutes — Round 2: In turn, each participant reads aloud one new speculation that has not yet been shared, each time beginning with the phrase "I wonder . . ." Record the responses on chart paper or electronically. The process continues, without discussion, except when the facilitator chooses to ask follow-up questions of clarification.

5 minutes	Finally, discuss how this information will be used by your School Improvement Team or GEAR UP team to identify strategies for reaching higher.
5 minutes	Have all participants complete an online evaluation form: **bit.ly/gearup-pd-eval**. E-mail Jennica Vincent to receive the results.

Adapted from: Venables, D. (2014). *How teachers can turn data into action*

ACTIVITY 2 TEMPLATE

Notice and Wonder

Review the data from the most recent *GEAR UP Site Visit Data Report* focusing on the data on Reaching Higher and Relationships.

Working individually, record three or four observations from the table or graph (the data). Keep the observations free of inferences and basically focus on the facts. I notice that…

1.

2.

3.

4.

Now, write two or three speculations or questions based on the observations shared by the group. Do not attempt to solve the problem. Just offer possible explanations or pose suggestions for gathering additional data. I wonder…

1.

2.

3.

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ACTIVITY 3: PLANNING A COURSE OF ACTION

Time: 65 minutes

5 minutes	Welcome and introduce the activity. Share data gathered during the *Notice and Wonder* activity. Participants may ask clarifying questions to assure that everyone understands the task and the data gathered earlier.
10 minutes	Ask each participant to quietly write down one probing question that will encourage deeper conversation about the issue. Then ask participants to share their questions without discussion while someone records the questions on chart paper, a whiteboard or electronically.
10 minutes	Invite participants to respond to and discuss some, or all, of the questions on the list. A recorder should write the responses so that everyone can see them.
10 minutes	Now, brainstorm possible solutions together while the recorder writes the ideas where everyone can see them.
10 minutes	Hold an open discussion of the proposed solutions and encourage participants to ask clarifying questions to gain a better understanding of the proposed solutions
10 minutes	The facilitator moves the discussion to developing a plan of action. Ask questions like "Based on our discussion, what shall we do now?" or "Which solutions might you want to put into an action plan?" or "Which solutions would you like to investigate further?" The recorder takes notes to share with each participant. Use the action planning template to develop the plan.
5 minutes	Debrief the discussion and the agreed upon plan.
5 minutes	Have all participants complete an online evaluation form: **bit.ly/gearup-pd-eval**. E-mail Jennica Vincent to receive the results.

Adapted from: Venables, D. (2014). *How teachers can turn data into action*.

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Planning a Course of Action

Review the data from the Notice and Wonder activity and use it to guide this activity.

Identify one probing question that will promote deeper conversation about the issue.

After discussion of the questions, work with a partner to brainstorm possible solutions.

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TIPS FOR LEADING THE DISCUSSION AND ASKING DEEPER QUESTIONS

The role of a facilitator is more than simply managing the agenda and logistics of a meeting. They have an important role managing the discussion so that groups have deeper thinking on issues and dilemmas.

That means the facilitator must routinely ask probing, difficult questions. It is critical to think more deeply about the issues and to relentlessly pursue understanding of the issues and how the issues may be addressed.

Here are some guidelines for "deep" conversations and some question stems that may help push for deeper thinking.

Skillful Questions:
- Are well-crafted, avoid superficiality, invite complex mind work and promote reflection.
- Are growth-producing and focus on the attitudes, feelings, thoughts, assumptions, beliefs and/or values that underlie a person's perspectives, actions, decisions and choices.
- Are general and often transcend the current context
- Allow for multiple responses
- Empower individuals and teams to think expansively about a topic, issue or dilemma
- Move thinking from reaction to reflection, from being reactive to being proactive.

Suggested General Question Stems
- Why do you think this is the case?
- As you look ahead, what might you do with this . . .?
- When you say . . ., what do you mean? What might be an example?
- What would you have to change in order for . . .?
- What do you think would happen if . . .?
- What criteria did you use to . . .?
- What sort of impact do you think . . . would have on . . .?
- What was your intention when . . .?
- What's another way you might . . .?

Question Stems for Deeper Conversation About Data
- What do you think this implies?
- What evidence do we have to support . . .?
- What specific evidence do we have that . . .?
- Why? How do you know?
- From . . .'s perspective, what might they find important?
- What are the big issues here rather than the secondary issues?
- What are the root causes of the issue?

Adapted from: Williamson, R. & Blackburn, B. (2016). *The Principalship from A to Z* (2nd ed.)
                    Venables, D. (2014). *How Teachers Can Turn Data Into Action*.

ADDITIONAL RESOURCES

Podcasts

- Increasing Student Expectations and Test Scores: oregongearup.org/podcast/increasing-student-expectations-and-test-scores
- High Expectations for Students, Parents & Staff: oregongearup.org/podcast/high-expectations-students-parents-and-staff

Research Briefs

- *Importance of High Expectations*: oregongearup.org/files/research-briefs/highexpectations.pdf
- *Raising the Bar: Teacher Expectations and Student Performance:* oregongearup.org/files/research-briefs/raisingthebar.pdf

Other Resources

- Establishing a Culture of High Expectations: connectionsproject.illinoisstate.edu/HSTWresources/04-ia-highexp.pdf
- The Power of High Expectations – Closing the Gap In Your Classroom: teachingasleadership.org/sites/default/files/Related-Readings/Diversity_CommunityandAchievement_Chapter2.pdf
- Sharratt, L. & Fullan, M. (2012). Putting faces on the data. Thousand Oaks, CA: Corwin.
- Venables, D. (2014). How teachers can turn data into action. Alexandria, VA; ASCD.