

UnboundEd



Data that Drives Instructional Success:

**Essential Data Every School Leader
Should Capture on Day One**



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Valery Dragon
School Improvement Strategist &
UnboundEd Director of Partnerships, NE

Who's in the room?



Your Role



Years in
Your Role



Years in Education



Objective

Provide leaders with
a tool-agnostic lens
for collecting data
on their school(s)



Free GLEAM Observation Tool



Teacher
Mindset



Teacher
Actions



GLEAM[™]
instruction

Only when mindset and planning are purposefully put into the service of **GLEAM**[™] — grade-level, engaging, affirming, and meaningful — instruction do we see the teacher actions and student experiences that exemplify culturally responsive and sustaining instruction.



Teacher
Planning



Student
Experiences

GRADE-LEVEL

Provide texts, tasks, and materials aligned to the appropriate college and career standards.

ENGAGING

Foster persistence in grade-level work that builds students' interests tied to knowledge and culture, helping them see themselves as learners with agency.

AFFIRMING

Honor and acknowledge students' ethnic, racial, and linguistic identities and their current and historical experiences within the context of grade-level work.

MEANINGFUL

Understand and critique dominant cultural norms and examine their community's social position to foster a sense of advocacy and change.

Teacher
Name

Date /
Time

+

Δ

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Your Local Context

Since the beginning of the year, what data have you:

- ...received?
- ...collected?
- ...monitored?

How do you prioritize?

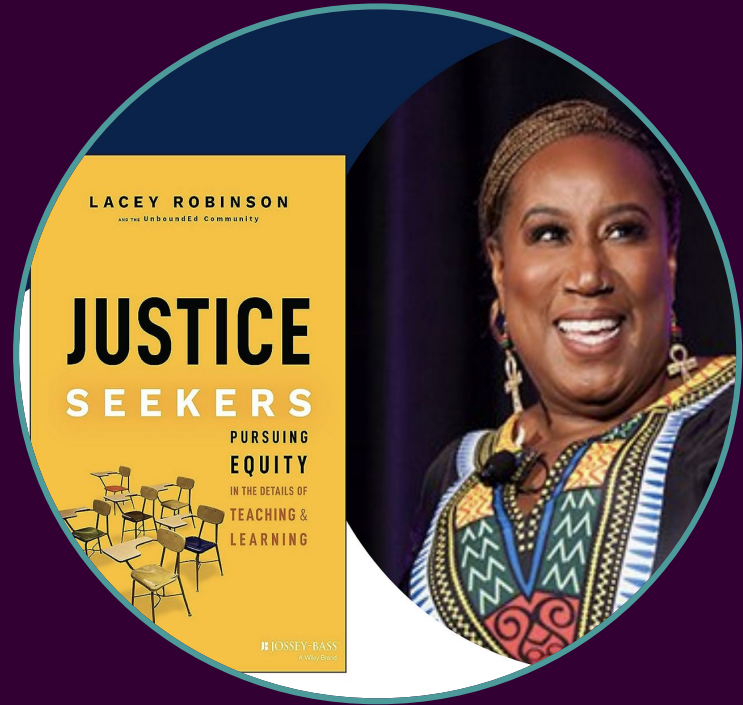


“Data are just summaries
of thousands of stories.”

– *Dan Heath, Author*



“The truth is that if my students were behind academically, teachers were behind pedagogically.”





Teacher
Mindset



Teacher
Actions



GLEAM[™]

instruction

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Student
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GLEAM™

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AFFIRMING

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Understand and critique dominant cultural norms and examine their community's social position to foster a sense of advocacy and change.

GRADE-LEVEL Provide texts, tasks, and materials aligned to the appropriate college and career standards.

Can look like:

- Grade-level materials
- Purposeful, consistent student access to the texts and tasks with appropriate grade-level rigor

Measure What Matters



Input

Number of qualifying questions or tasks

Output

Number of students able to access grade-level content within a given lesson or unit



GLEAM™

ENGAGING

Foster persistence in grade-level work that builds students' interests tied to knowledge and culture, helping them see themselves as learners with agency.

Can look like:

- Using students' funds of knowledge
- Strategic scaffolding to get to productive struggle
- Explicitly teaching cognitive routines
- Fostering academic discussion and problem-solving
- Using formative assessment to measure progress and see what learning activates and empowers students

Measure What Matters



Input

- Number of scaffolds
- Variety of scaffolds

Output:

- Wait time: Time allotted for productive struggle
- Number of “course corrections”

AFFIRMING

Honor and acknowledge students' ethnic, racial, and linguistic identities and their current and historical experiences within the context of grade-level work.

Can look like:

- Affirming student funds of knowledge
- Student leadership
- Collective learning
- Supporting student identity development
- Affirming linguistic diversity and identity

Measure What Matters



Input

- Authentic connections to concepts
- Metacognitive protocols
- Feedback loops

Output

- Participation ratio
 - Low instances of “learned helplessness”
- Number of student-led learning instances (revisions/additions)

MEANINGFUL

Understand and critique dominant cultural norms and examine their community's social position to foster a sense of advocacy and change.

Can look like:

- Addressing local or community-based issues and topics
- Connection and application to the real world in ways that connect to students' lived experiences, embody antiracism, and challenge inequity

Measure What Matters



Input

- Number of learning transitions with an explicit “through line”
- Real-world connections
- Metacognition

Output

- Evidence of criticality
- Polling students for “relevancy”

Questions & Answers

Valery Dragon

School Improvement Strategist &
UnboundEd Director of Partnerships, NE



Join the **Leadership Practices for Innovative Leaders** community: www.edweb.net/leadership

UnboundEd Vision

We empower educators to eliminate the predictability of student outcomes by race, language, and socioeconomic status through evidence-informed, engaging, affirming, and meaningful grade-level instruction—so that all students succeed academically.



Join us for Unbound2024, a full-day virtual conference for every educator committed to ending the predictability of student outcomes by race, language, and socioeconomic status.

Unbound **2024**

December 12

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