

DECEMBER 2023

THE SHARE

Demonstrated Success Newsletter



Empowering Educators to Improve Student Learning

Data-Driven Improvement

MIKE SCHWARTZ

Demonstrated Success was founded on the belief that data of all kinds helps to provide concrete, valuable insight to help students and educators succeed. Data becomes particularly effective when we look at it collaboratively, ask questions about what it reveals, and respond to the findings. In this issue of our newsletter, we talk about the value of data-driven PLCs, our work helping to build a data-use culture in Vermont public schools, and how our ESP data collection tool can empower districts and schools. Hear, too, about this fall's literacy workshop, our upcoming free paraprofessional trainings, and an invitation to join our Community of Practice book discussion in March. I hope you'll read on!



DS offerings

Join Us!

Free Paraprofessional
Webinars:
Register Now!

January 23, 2024

February 6, 2024

March 5, 2024

Resource Share:

Year-long Road Map
for PLC Process

Read Our Latest
Blog Post:

A Small but
Substantial Piece
of Student Success



Meeting the Training Needs of Paraprofessionals

Paraprofessionals not only offer essential classroom support for students who have many of the most complex challenges, they also have a vital role to play in student learning. Yet Paras, on top of being underpaid and understaffed are under supported professionally. ESSA recognizes the need to give paras more voice in school decision making and more opportunities for growth-oriented professional development. Indeed, it is crucial that paras should be empowered to make a difference by being given the skills, competencies, and systems knowledge to contribute more fully.

To help address this need, Demonstrated Success in partnership with New Hampshire Association of Special Education Administrators (NHASEA) is offering a series of 3, free PD webinars for paraprofessionals. [Click on the links below to register.](#)

FREE Paraprofessional Webinars

- [Fostering Positive Student Behavior for Paras: January 23, 2024, 3:15-4:15pm](#) [Register Now](#)
- [Fostering Positive Student Behavior for Paras: February 6, 2024, 3:15-4:15pm](#) [Register Now](#)
- [Understanding Second Language Acquisition for Paras: March 5, 2024, 3:15-4:15pm](#) [Register Now](#)

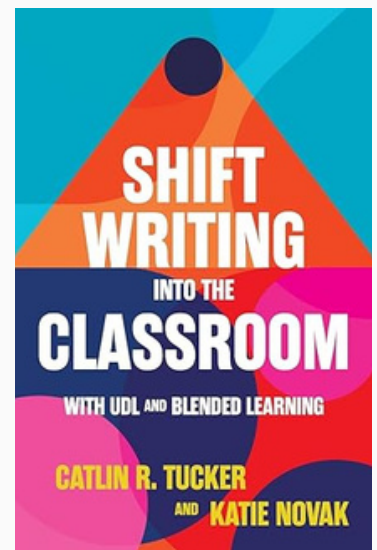
Community of Practice Book Discussion: Join us!

Shifting Writing into the Classroom with UDL and Blended Learning by Caitlin R. Tucker and Katie Novack

We are excited for the publication in early January of *Shifting Writing into the Classroom with UDL and Blended Learning*. Authors Caitlin Tucker and Katie Novack, experts on UDL and blended learning, argue that “to address declining literacy skills, every educator needs to become a teacher of writing.” Their book offers “practical guidance, strategies and resources” for literacy across the curriculum through more individualized instruction. This type of instruction supports human connection and relationship building, and with the rise of AI, for students to still create original pieces of writing.

Join us: Wednesday, March 6, 2023
3:15pm - 4:15pm

[**REGISTER NOW**](#)



Click on the image for book details.



Making Professional Learning Communities Effective

HEATHER JENKINS

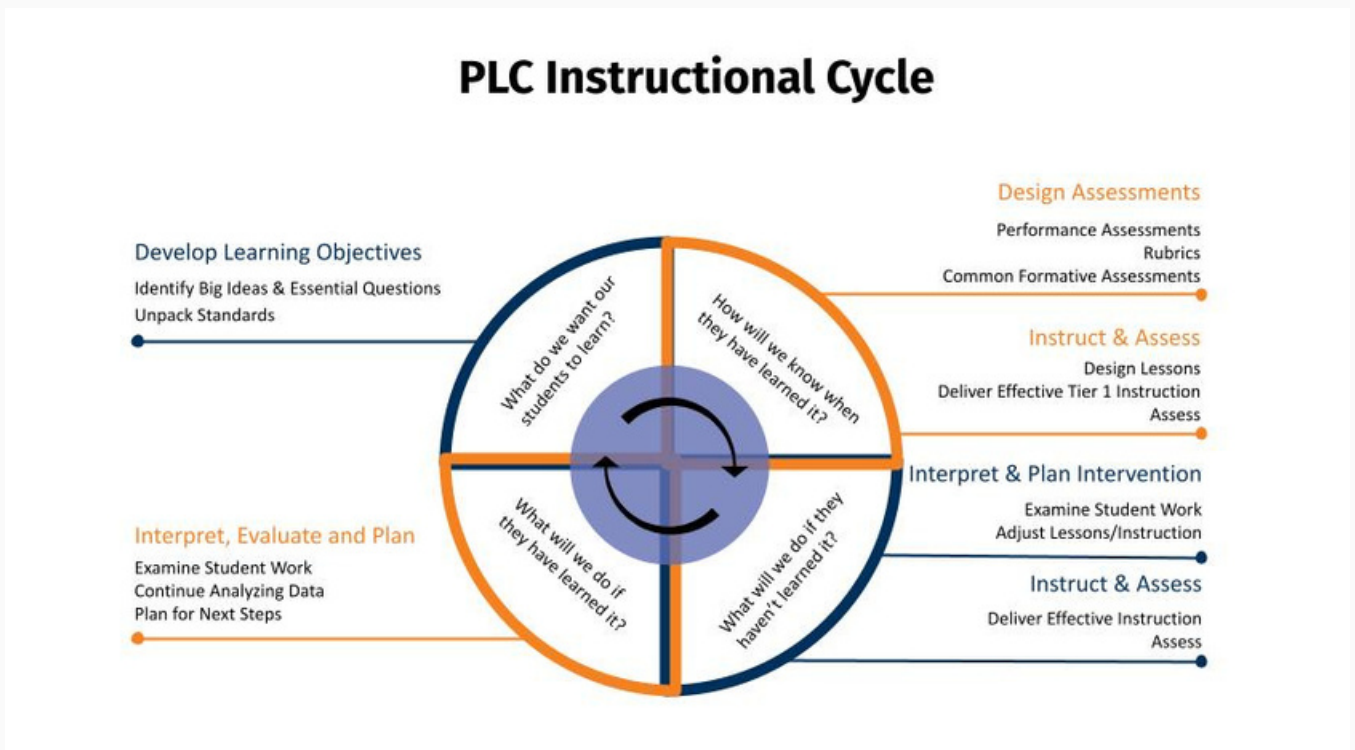
Time is precious for educators—time to prep, to plan, to reflect on practice, to collaborate and learn with and from colleagues, time to grow professionally. Well-designed Professional Learning Communities (PLCs) ensure that the time set aside for educators to meet is time well spent and of benefit to both students and educators.

PLC is sometimes used as an umbrella term for whenever teachers meet. Often these meetings are a supportive opportunity for educators to talk through their concerns, but frequently, they do not provide a reliable way for educators to figure out how to address their concerns nor assess the success of their approaches.

But for us, true PLCs do provide the structure to systematically address challenges that inhibit student success. The PLC framework enables educators to set goals, collaboratively look at student data, create action steps based on their findings, and continually assess results. The goal is to improve their teaching practices and ultimately learning outcomes for all students. Indeed, PLCs are not just another demand on educators' time but a more effective way to use time and resources that have real impact and enable educators to be more strategic during their planning time. The goal is to work smarter, not harder.

Data is essential to the PLC inquiry process. It provides the evidence that makes this process concrete and productive. Educators look at data to see what, in fact, students are learning or not learning because, after all, just because something is taught doesn't mean it is learned. Looking at the right data in the right way and asking the right questions help educators adjust their instruction according to student needs.

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Making Professional Learning Communities Effective (Cont'd)

The central questions that drive the PLC process are 1. What do we want our students to learn? 2. How will we know they have learned it? 3. What will we do if they haven't learned it? 4. What will we do if they have learned it? The first goal of PLCs is to strengthen Tier 1 instruction that serves all students. The more effective the Tier 1 instruction, the fewer students that will need Tier 2 and Tier 3 interventions.

To be effective, PLCs require a shift in thinking at all levels. It is a shift from an individual mindset to a collective one—from me to we. PLCs ask educators to think not just in terms of their classroom, their students, and their approach to teaching. For the good of all students, they are invited, instead, to think in terms of shared goals and responsibility, shared information and problem solving. Working in this way fosters whole-school collaboration and requires administrative buy in and support. A growth-mindset is another essential component of effective PLCs. In order to positively impact student outcomes, educators need to be open to new ideas and to teaching differently in response to what the student data reveals.

Collaboration helps to facilitate this process and is key to how PLCs function. In teams, colleagues work together to look at student data and figure out the root causes for what the data reveals. Indeed, PLCs are a kind of learning lab where colleagues ask questions and share knowledge, skills, expertise, and research-based ideas that facilitate peer-to-peer, actionable professional learning. Here, colleagues can tap into a web of support and gain insight into best practices for all students. Our PLC protocols tap into a web of support and gain insight into best practices for all students. Our PLC protocols support this work, providing a guide for how to create constructive collaboration and a safe environment in which to have honest, productive dialogue, including respectful disagreement. This collaboration makes for richer conversation and better outcomes for students.

Our PLC guide—now newly revised—provides the structure, protocols, and steps that allow teams to work together effectively, looking at student data, for improved teaching practices and student outcomes. It is an adaptable roadmap for what to do and in what order. The guide not only lays out the cyclical process for looking at data, it also explains what to do in-between these cycles for all tiers of instruction to ensure learning goals are met.

Our PLC workshops help administrators and educators understand the PLC process and introduce them to the protocols and resources we provide. Through our on-site support, we work with administrators and educators to help them implement the PLC process in their school setting and address any questions or barriers.

If you would like to learn more about our PLC guide or set up a time for us to come into your school, please contact:

Heather Jenkins - Heather.Jenkins@DemonstratedSuccess.com

or Marissa Hooper - Marissa.Hooper@DemonstratedSuccess.com



ESP: Data Collection Tailored for Education

RUSS ECKELL

Demonstrated Success is excited to have launched an updated release of ESP, a system developed in 2018, that facilitates accurate and complete data collection for educational purposes. ESP enables the creation of customized forms and offers rubrics and surveys developed by content experts. It allows districts and schools to improve education and operations in areas including curriculum capacities, school safety, stakeholder perception, MTSS referral, behavior tracking, or PLC formation, to name only several resources.

ESP is distinguished by a number of useful features. It can target audiences and even determine who can fill out specific parts of a form. This, along with ESP's share feature, facilitate a workflow that enables multiple stakeholders to contribute to a data collection, and a principal or superintendent to certify the approved completion of this collection. ESP provides real-time status of completed forms and enables scheduled reminders for incomplete forms. To facilitate form completion, embedded help documents can be integrated with any form. Another value of ESP is that it can integrate school data such as class rosters directly into a data collection form or survey.

We are thrilled to see ESP at work in the field. The NH Department of Education (NHED) is implementing ESP to collect a wide variety of data from schools, districts and institutional programs around the state. ESP allows the business stakeholders at NHED to organize and manage their own data collections, without technical support. Overall, the system provides a home to maintain, manage, and use NHED data. ESP will be integrated with NHED's other database systems, able to pull and push data. All of this enables NHED to provide important oversight, support, and information sharing.

Finally, we are excited to see the impact of ESP at the school level. For example, Deerfield Community School has created a behavior tracking collection. The data tracks behavioral incidents by student, location, time of day, and type and seriousness of infraction. In addition, it captures information about the responses to student behavior. DS was able to customize the collection with a few clicks. The integrated statistics and graphs help summarize the data and facilitate discussions for targeted action.

If you would like to learn more about how ESP can empower your district or your school, please contact:
Mike Schwartz - Mike.Schwartz@DemonstratedSuccess.com



Building a Data-Use Culture in Vermont

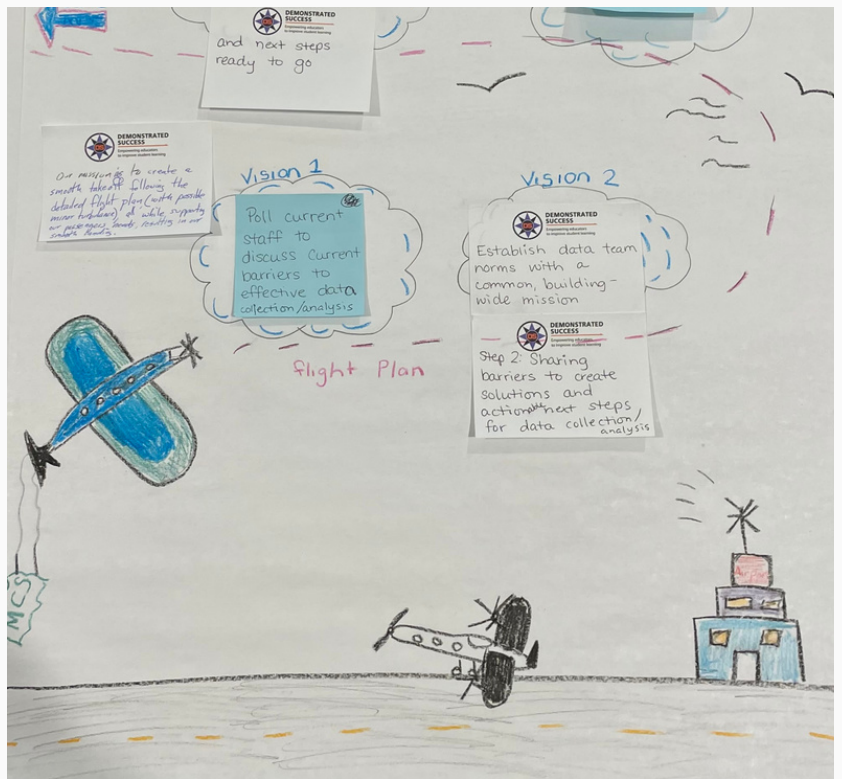
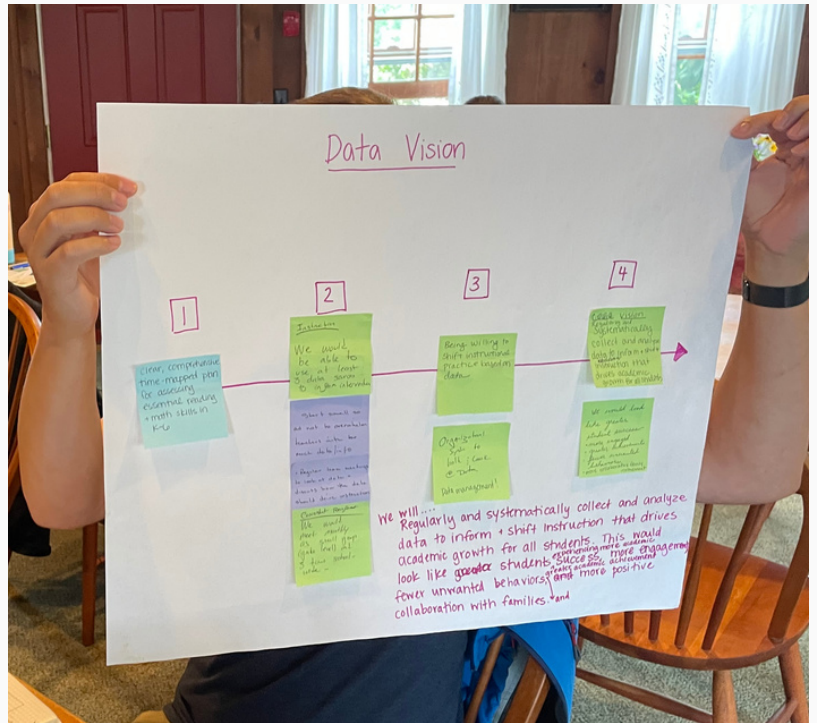
KAREN MATSO

Demonstrated Success is happy to be working in partnership with the Vermont Agency of Education to help build a data-use culture in Vermont public schools.

To this end, we are offering a variety of professional learning opportunities for the effective use of data to improve student learning: a PLC workshop and webinar series designed to help educators create highly effective, collaborative data-inquiry teams that lead to more targeted instruction; webinars to review the data and tools available on the Metametrics Lexile® and Quantile Hub, so they can be used more fully to inform instruction; a 2-day workshop to support the leveraging of a variety of assessment data for improved outcomes; and a hybrid course entitled the Systematic Use of Data to Improve Student Learning. Demonstrated Success is also offering tailored, in-school support.

The response to this initiative has been terrific! Here is what a Vermont educator had to say about our Kick Off session for this initiative, "I ADORED the morning steps that set a clear foundation for the afternoon work. Your facilitation was exceptional and accessible. I feel so lucky to have had a chance to do this work with you and our team today!"

The images show how creative participants got in illustrating their visions for data use at their schools!



A Day of Collaborative Evaluation of Reading Instruction

JACLYN KARABINAS

On October 23, teams from across New Hampshire attended our literacy workshop: *You Can Have It All: Bringing Together Research, Teacher Expertise, and Child-Centered Literacy Practices*. I was honored to be joined by my co-facilitator, Kathy Collins, a New Hampshire-based international literacy consultant and author.

The day provided valuable time and space for colleagues to collaboratively evaluate reading instruction and reflect on their practice. In a spirit of “yes, and” instead of “but” or “or,” we delved into the latest research and drew on the experience and expertise of educators and what they observe about how students become skilled readers in order to build a comprehensive view of reading instruction.

We began by making sense of the latest research on reading, stripped of the media hype, and considered how to digest information critically in order to make important decisions about curriculum and instruction and their impact on students. We reviewed evolving models—their components and what might be missing from them—about how students learn to read, such as The Simple View of Reading, Scarborough’s Rope, and the Active View of Reading. We then took this information and put it into the context of the classroom where research and curriculum take shape and get tested.

Attendees expressed appreciation for the opportunity to spend time in teams as well as the chance to address questions and issues without feeling polarized. In the afternoon, teams were invited to conduct a brief audit of their literacy practices and school curriculum—what’s working and not working. Building on the momentum of the day, teams then created an action plan that would empower them to positively impact literacy instruction at their school. Kathy and I will be facilitating three 1-hour follow-up sessions throughout the year, so attendees can continue to support each other in this work.



Celebrating our Math and Assessment Specialists



Heather Jenkins
Director of
Assessment and
Math Curriculum

Since joining DS over three years ago, Heather has been an invaluable member of the team. She distinguishes herself with the thoughtfulness and care that she brings to her work. Heather enjoys collaborating with colleagues and the chance to reach a wide audience through the PD and school support that DS offers. She is particularly interested in helping educators understand the value of all types of data (formal and informal) and how it can be used to ensure that all students make growth.




Marissa Hooper
PD and Math Specialist

Marissa, joined DS team in July, bringing positive roll-up-your-sleeves energy and eight years of experience as a math teacher in two different New Hampshire school districts. With her passion for peer-to-peer professional learning, Marissa appreciates the opportunity to reflect on the practice of teaching and to facilitate the learning of her fellow educators. She particularly loves helping teachers dig into the standards, which she values because they provide such a clear road map for classroom instruction and hold all students to the same expectations.

[Meet more of the DS Team!](#)

Wishing You A Relaxing, Restorative Holiday

A background image for the holiday message featuring a soft-focus winter scene. Snow-covered evergreen branches are visible against a light, hazy sky with falling snowflakes. The overall tone is peaceful and festive.

**Thank you for
all that you do!**

