

5.1.14

DATA RETREAT AGENDA FALL 2018

Time Frame (leader)	Activity	Materials/notes
9:00-9:10 (Roland)	Importance of the day- why we are doing this, what we are hearing from districts (advisory meetings). Our job is to send teachers out into the schools, what are the schools saying about their needs and our teachers?	(We need to have everyone sit by panel)
9:10-10:10 (Elsie and Jazlin)	Panel-level discussion of data trends/themes and identification of the three most important themes for us to address as a faculty	Separate case study and lesson plan data files for Elementary, Secondary, and maybe Special Education (if we can't fold them in by their elementary or secondary cert.) (Karen) Note-taking guide, 1 per panel (attached below)
10:10-10:25 (Elizabeth)	Identification of focal theme	Note-taking guide, 1 (attached below)
10:25-11:05 (Panel Directors)	Application to initial Cert Courses: <ul style="list-style-type: none"> Elementary Panel- Identify which CORE courses that everyone takes could be augmented to better address this issue, with a particular focus on which blocks these should occur in (it may or may not be all of them, depending on the data trends) Secondary Panel- Identify where we can make changes to augment courses so that every student is reached, whether that is in common courses, a methods course for every major, or both. 	Need: Professional Sequence page of the Elementary and Secondary program plan (Kiara) Note-taking guide, 1 per program area (attached below)
11:05-11:30 (Elizabeth)	Regroup into program areas (20 min) Keeping the ball rolling (5 min): When the mid-cycle review will be What needs to happen between now and then (This discussion needs to continue in program areas. The program area meetings notes need to be submitted Roland, and program areas will report out on their changes at the December 5 th TED meeting, changes need to go into effect Winter 2019)	

Panel-Level Notes (Part 1)

What are our students doing well that we need to continue to support? What do we think we are doing that supports this success?

What are some areas in which our students need more support? In particular, what are some areas in which they continue to struggle from block one (as applicable) all the way through block three?

For the areas in which they struggle, what are the top three most important broad themes to address this year? For each area, what data indicate the issue?

Panel-Level Notes (Part 2)

Elementary: Identify which core courses that everyone takes could be augmented to better address this issue, with a particular focus on which blocks these should occur in (it may or may not be all of them, depending on the data trends).

Secondary: Identify where changes can occur to augment courses so that every student is reached by instruction related to this issue, whether that is in common courses, a methods course for every major, or (ideally) both.

For Everyone: For each change, please address the following, in the table below. (Feel free to add rows as needed.)

- Course Number and Title:
- What skills, knowledge, dispositions, etcetera will students gain via this change?
- What will be evidence that they have achieved this gain?

Course Number and Title	Specific Skill, Knowledge, Disposition or Other	Evidence of Attainment

Program Area Notes

Program Area: _____

What is the number of students in your program area?

Case Study: At the elementary level: secondary level:

Lesson Plan: At the elementary level: secondary level:

Does the focal theme that we identified apply to your program area? Why or why not?

Do you see any apparent trends to watch, any trends that are actionable for your program area? What are they, if any? What is your plan?