1. Team Building
	1. Two Truths and a Lie
2. My Story: Connect to “Two truths and a lie” icebreaker
	1. 7th grade math teacher
	2. APPR
	3. Got slammed for my 2014-2015 test results
		1. My ELA colleague, Todd, also had a low growth score
	4. Transitioned out of the classroom in part because of the pressure to increase test scores
3. Classroom Focus
	1. Data only makes an impact if teachers find the data useful to adjust their practice
	2. If data is weaponized, teachers will shut down
4. The Big Picture
	1. Where does my content or grade level fit into the larger K-12 system
	2. How does student achievement change over time?
	3. Data Driven Dialogue, four-phase approach
5. Math Overview for my BOCES
	1. Consider how to share this reporting creatively
6. ELA Overview for my BOCES
	1. Ditto
7. Comparative reporting between Math and ELA
	1. What works for you?
	2. What instructional implications does this have?
	3. How about curriculum?
	4. Connect to Ainsworth 9/13/18 session, concept of picking certain standards to focus on assessing
		1. This is similar to my conclusion
8. How about my science acceleration data?
	1. See little Schoology group
9. How about correlating student learning outcomes to socioeconomics?
	1. Share this regression / statistical test
	2. Honesty is a more productive approach than shame
10. Maybe celebrate Luke’s script to connect student learning outcomes to chronic absenteeism?
	1. Relevant article link https://www.ewa.org/blog-educated-reporter/more-numbers-getting-inside-data-student-absenteeism
11. Conclude with some of my original research AND connect to Brene Brown’s work
	1. Grit?
	2. Mindset?
	3. Other buzz words
	4. Visible Learning / Hattie’s metaanalysis

No shame: mental health and mindfulness

Personalized learning: tie in to steps 4.1 and 5.1 before sharing lesson plan with Jessica (and Rich)

Slide deck: Megatrends p-Values

My philosophy, as a math teacher and as a data analyst, is that managing the emotions of interacting with data requires 80% of my time and energy. Only 20% of my energy is spent collecting, printing, and distributing data. Pareto principle. So my most important work is considering how to bring data to the table without teachers and administrators getting defensive. Curiosity is my friend (Four-Phase Data Protocol), simpler than most other approaches.

My hook:

Teachers and principals aren’t crazy, APPR and VAM measures are not only unreliable, but also unconstitutional. The courts have found this over and over and over again.

Ooooh, interactive scatterplot <https://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html>

Connect to WNYRIC’s scatterplot tool, credit the guys for their amazing work making student learning outcomes more manageable

The box plot / fancy style by Regents exam were fascinating

Again, credit their work and place is a broader context

Perhaps interesting data can be found on this page of infographics

<https://www.edweek.org/ew/section/infographics/index.html>

Borrow and link to high-quality resources, supplement with my original findings

Check out the AMTNYS call with “Paul” from the office of assessment??? Don’t use scaled Regents exam scores on report cards. Districts can even make their own score conversion charts!

Targeted use of technology

Mindfulness techniques

### **Stare at the center**

The goal is simple: to focus your attention on the center of the shifting pattern of color. You can let your mind wander freely, noticing whatever thoughts come into your head but staying in the present.

This experience is similar to the well-known phenomenon of the quiet fixation that results from staring at a candle flame or a campfire.

The same focus and deep thought can be brought on by this exercise, but be careful not to lose yourself in thought, and instead stay present in the moment and let your thoughts pass by. This exercise requires a video to practice, you can use the one below:

<https://www.youtube.com/watch?time_continue=88&v=rvgBPtn2JHc>