

District Data Management Team Update

Strengths (What we have accomplished thus far)

- More adult accountability where everyone is held to a rigorous standard
- Increased professional development delivered focused on effective teaching strategies (SRBI, Marzano, CALI)
- Check and balance between State/District and Schools
- Becoming critical friends (opportunity)
- Driving instruction and curriculum consistency through monitoring by Instructional Specialists
- Monitoring adult behavior on a very specific basis (specific due dates)
- More collaboration going on between colleagues
- Priority standards across 4 cores (this is what you MUST teach)
- SRBI (Scientific Research Based Intervention) delivered 3
- DDMT has established a framework for constant reassessment of goals and objectives
- Providing Professional Development for Elementary 4 cores
- Creating different types of testing protocols (more than one means to tell us where the kids are (not just CMTs)
- Unwrapped standards in LA for K-12
- Revised pacing guide for Gr. 6-8 (math)
- CHOICE factor is gone
- CREC special education incorporated DDMT

Weaknesses (Issues and items that weaken our ability to fully succeed)

- Staffing of critical instructional specialists for facilitation of CFA development assessments with representative teaching staff (i.e. Posting for math specialist, Early childhood specialist Special Ed specialist)
- Not enough parent and community involvement
- Not enough visibility and communication with the community on the actions of the DDMT and its efforts
- NO one person in the district has the responsibility for communicating 'reform' efforts currently underway
- Lack of a student data base to track and monitor individual student progress (inefficient use of staff time and money)

Opportunities 2009-10 (Where we're going and what we plan to do this year)

- Grade level data teams
- Creating CFAs for all core curriculum
- Working on effective teaching strategies
- Work on becoming better critical friends
- Funding and scheduling of professional development
- District Benchmark Assessments Grades 3-8
- Benchmarks for CAPT
- Unwrapping standards in secondary math

Threats (Issues that continue to compromise our success unless resolved)

- Two different Math Programs (Growing With Math, Voyages)
- Need 2 Language Arts staff members to refine the focus on elementary and secondary Language Arts curriculums
- Need to reconcile professional development for teachers with the school calendar
- Not enough time for principals and staff to meet and discuss student data due to teacher contract (i.e. letter of law vs. the spirit of professionalism (i.e. principal meeting for up to one or 1 hour meeting)
 - Need to consider revising the calendar to incorporate more opportunities for teacher collaboration (explore the potential of release time)
- resistance to educational reform initiatives and funding

Respectfully submitted to the Norwalk BOE 1/11/10 By: Tony Daddona Asst. Superintendent;
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