

Tracey Nance Pendley

2020 Georgia Teacher of the Year

4th Grade Teacher & Instructional Mentor



Who's In Your "Class?"
Every Data Point has a Story



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Georgia Teacher of the Year



A Little About My Professional Background:

- Furman University, B.A. in Sociology & Religion
- Urban Teacher Education Program at the University of Chicago
- Turnaround School Success
- Teacher Residency Mentor
- SEL, Orton-Gillingham, and Social Studies Teacher Leader
- Community Partnerships
- 4-H Club Advisor
- Community Engagement, Social Justice



Freddie the Falcon visited our class in May 2019. My students had just finished cleaning out our desks and the floor, when this wild falcon threw confetti everywhere! LOL!

Principal Leadership

Research shows that “principals play a significant role in recruiting and retaining effective teachers and ensuring their success in the classroom through maintaining a positive school climate, motivating school staff, and enhancing teacher practices” (Levin & Bradley, 2019).

“Highly effective principals raise the achievement of a typical student in the schools by between two and seven months of learning in a single school year; ineffective principals lower achievement by the same amount” (Branch, Hanushek, & Rivkin, 2013).



We know that student data pushes growth if:

- I. We use it to drive decision-making at the national, state, district, school, and classroom levels.
- I. Data is a part of a school's positive school climate for teachers and students.

How can leaders create a clear vision of data collection, accountability, & equity for teachers?

Lead the way you want your teachers to teach.

The logo for splitvision is displayed in white text on a black rectangular background. The word "splitvision" is written in a lowercase, sans-serif font. A thin, light blue horizontal line is positioned directly beneath the text, extending across its width.

splitvision

I) Think about how you *SHOW UP*

- Relationships matter!
- Teacher relationships: Connect!
- Lead with your story
- Be visible
- Have an open door



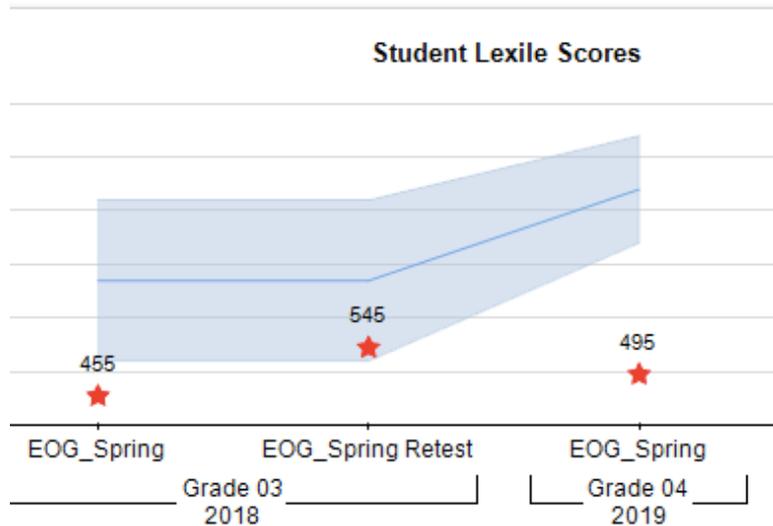
2) Empower Teachers

- Teacher-Buy-in & Trust – Include Them
- Let data drive Professional Development/ PLCs
- Training, Training, and Training!
- Establish a clear vision for district/school-wide data use
- School-wide discipline policy



Who's at your table?

Empower Teachers: SLDS



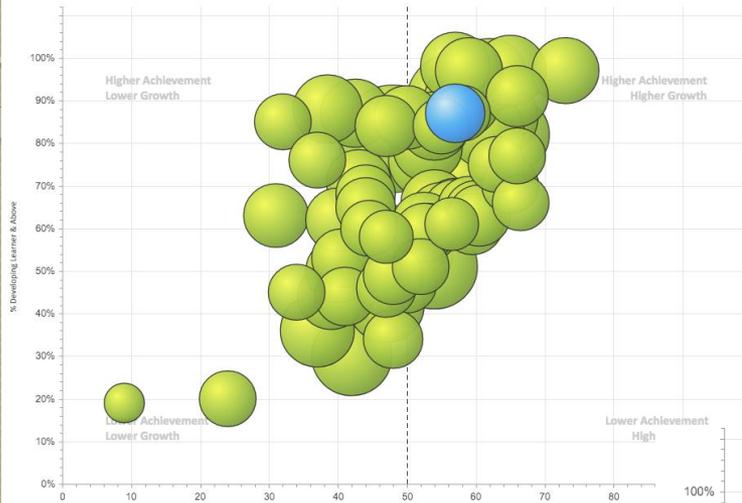
scale score for the given assessment. EOC and EOCT assessment



Our Starting Place:
 Student Profiles
 Attendance Data
 Lexile Approximation

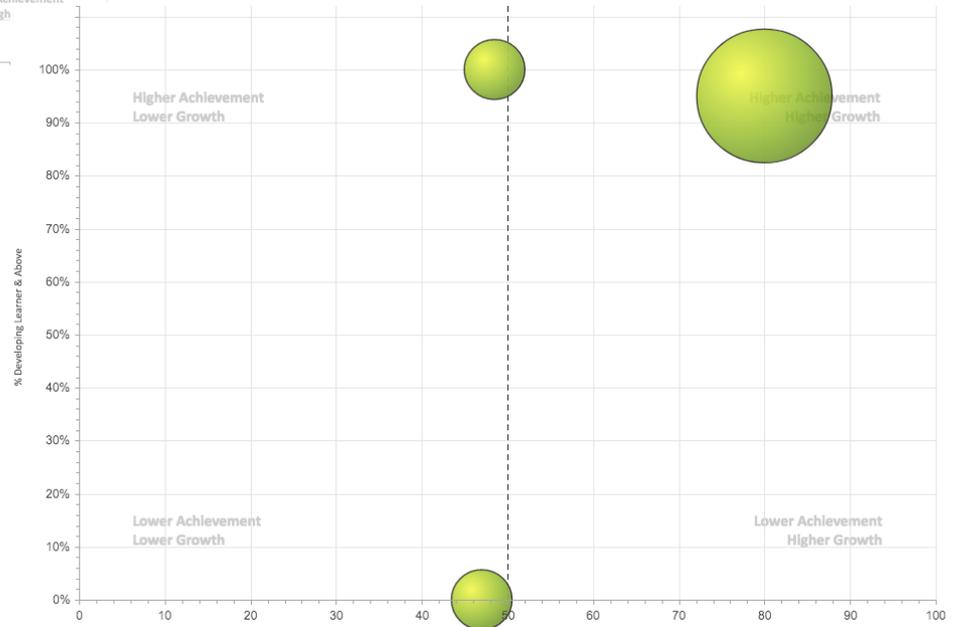
Strand	Measure	Value
Geometry	Mastery Category	1
Measurement and Data	Mastery Category	2
Numbers and Operations - Fractions	Mastery Category	1
Numbers and Operations in Base 10	Mastery Category	1
Operations and Algebraic Thinking	Mastery Category	1
Total Score	Achievement Level	2
	Scale Score	492
Geometry	Mastery Category	1
Measurement and Data	Mastery Category	1
Numbers and Operations	Mastery Category	1
Operations and Algebraic Thinking	Mastery Category	1
Total Score	Achievement Level	1
	Scale Score	461

Empower Teachers: Growth Models



Schoolwide Math Growth 2018

- Reflect and grow
- Remember that each data point represents a child with potential, a child with a story



Student Math Growth 2018 in Pendley's Class

3) Encourage Ownership!

Handwritten name: *Kili*

Burgess-Peterson Academy

Name: _____

Reading Benchmark	Fall	Winter	Spring	Math Benchmark	Fall	Winter	Spring
	596	600			675	720	

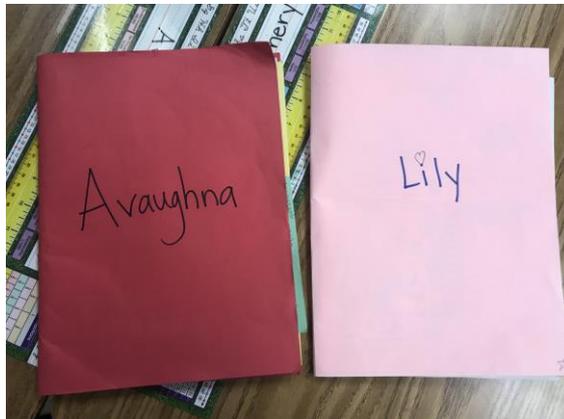
Reading Fluency Check: +1.20

DATE	8/3	10/1	12/2	2/1
Words per Minute	121	161	174	173

Phonics Feature Points

Baseline	Quarter 1	Quarter 2	Quarter 3	Quarter 4
71	79	88		

Date	Reading Skill	Grade	Date	Reading Skill	Grade
Week 2	Genres	100%	Week 21	First Half Readied	77%
Week 3	Details	75%	Week 22	Chump & Pearson	
Week 4	Inferences	86%	Week 23		
Week 5	Main Idea	88%	Week 24		
Week 6	Take of a 4th Grader	100%	Week 25		
Week 7	Elements of Fiction	100%	Week 26		
Week 8	Theme	90%	Week 27		
Week 9	6th Novel 1-9	96%	Week 28		
Week 10	6th Novel 10-19	95%	Week 29		
Week 11	6th Novel 20-29	88%	Week 30		
Week 12	Historical Fiction	89%	Week 31		
Week 13	Historical Fiction	88%	Week 32		
Week 14	Poetry	88%	Week 33		
Week 15	Expository Writing	83%	Week 34		
Week 16	Wonderland A/R	83%	Week 35		
Week 17	100-1000-1000	45%	Week 36		
Week 18	100-1000-1000	80%	Week 37		
Week 19	Holiday re-pook		Show		
Week 20	8/2	100%	What We		
		116	Know!		



Handwritten name: *Kili*

Date	Test grade	Details
9/10/18	97%	
11/18	85%	
1/27/18	100%	
4/18	82%	

Unit Assessments

Unit	Date	Test grade	Details
1. Stars and the Solar System	8/7	✓	
2. Force and Motion: Simple Machines	9/28	80%	
3. Weather and the Water Cycle			
4. Sound and Light			
5. Ecosystems			
6. Show What We Know!			

Mid-Module Assessment Task

Using the same unit, draw and shade the following fractions. Represent each as a sum of unit fractions.

Example: $\frac{1}{2} = \frac{1}{4} + \frac{1}{4}$

4. $\frac{1}{4} = \frac{1}{8} + \frac{1}{8}$

5. Record the decompositions of Part (4) and (5) using only 2 addends.

$\frac{1}{4} = \frac{1}{8} + \frac{1}{8}$

6. Record the equations from Part (6) as the multiplication of a whole number by a unit fraction.

$\frac{1}{4} = 2 \times \frac{1}{8}$

$\frac{1}{4} = 5 \times \frac{1}{20}$

Handwritten date: 2/24

Handwritten grade: 88%

Ownership: Conferences

Words Their Way Upper-Level Spelling Inventory Classroom Composite

School _____ Grade _____ Date _____

	WITHIN WORD PATTERN			SYLLABLES AND AFFIXES			DERIVATIONAL RELATIONS			Total Rank Order
	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	
Blends and Digraphs	5	9	7	8	9	10	7	7	6	99
Vowels	5	9	7	8	9	10	7	7	6	99
Complex Consonants	5	9	7	8	9	10	7	7	6	99
Inflected Endings and Syllable Juncture	5	9	7	8	9	10	7	7	6	99
Unaccented Final Syllables	5	9	7	8	9	10	7	7	6	99
Affixes	5	9	7	8	9	10	7	7	6	99
Reduced Vowels in Unaccented Syllables	5	9	7	8	9	10	7	7	6	99
Greek and Latin Elements	5	9	7	8	9	10	7	7	6	99
Assimilated Prefixes	5	9	7	8	9	10	7	7	6	99

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Fluency

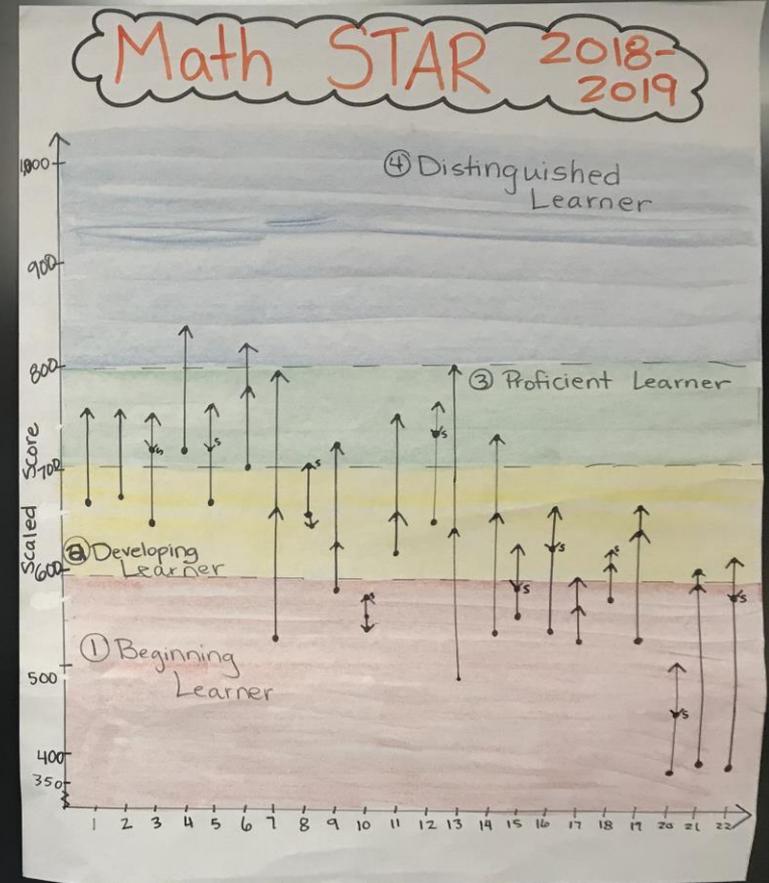
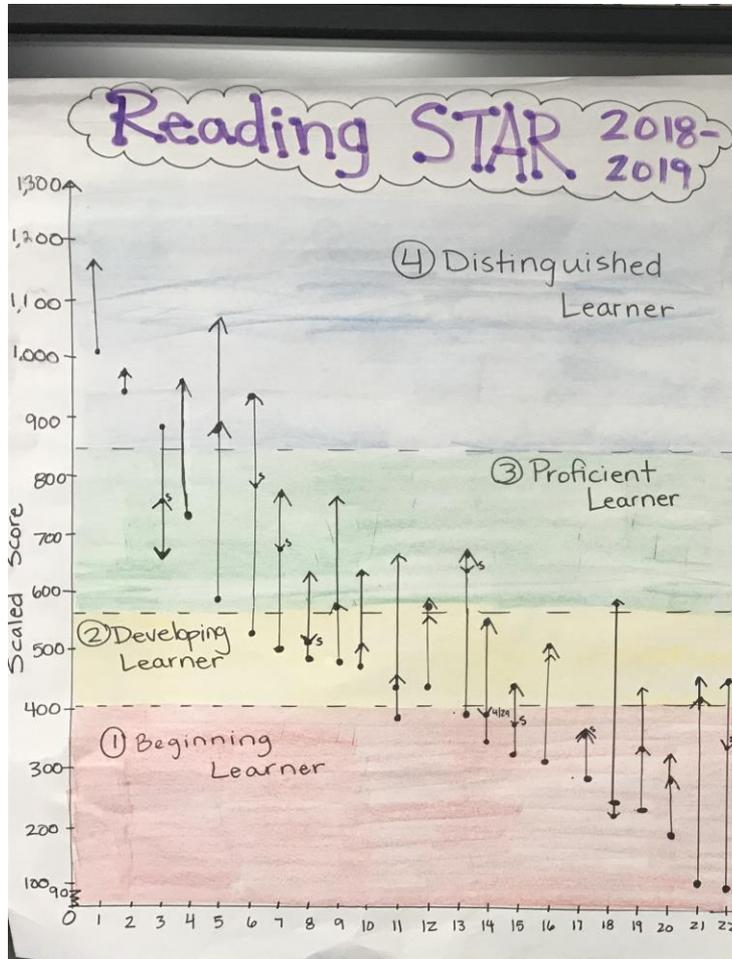
Pendley's Class
n E07 - 4th Grade

Score	Date	Notes
164	8-3-18	
122	8-1-10	
157	11/11	
116	2/2	
134	6/11/16	
96	153	
106	140	
121	147	

Small Groups = 10 Minutes



It's All About their Arrow!



3) Focus on Growth

- Specific and timely feedback builds trust.
- Love your mistakes!
- **Accountability, accountability, accountability**



Continuous school improvement means everyone is learning, all the time.

➔ Learning Environment

7. Positive Learning Environment LEVEL IV

Evidence

You consistently create a positive learning environment for students in your class this year at BPA. Your room is tidy and well organized for teaching and learning. You work to keep student learning areas free of clutter and supplies at the ready. Your classroom dA@cor is age appropriate and engaging for your students. You use SEL Strategies and vocabulary from the IB Learner Profile to foster a safe and nurturing environment for your students.

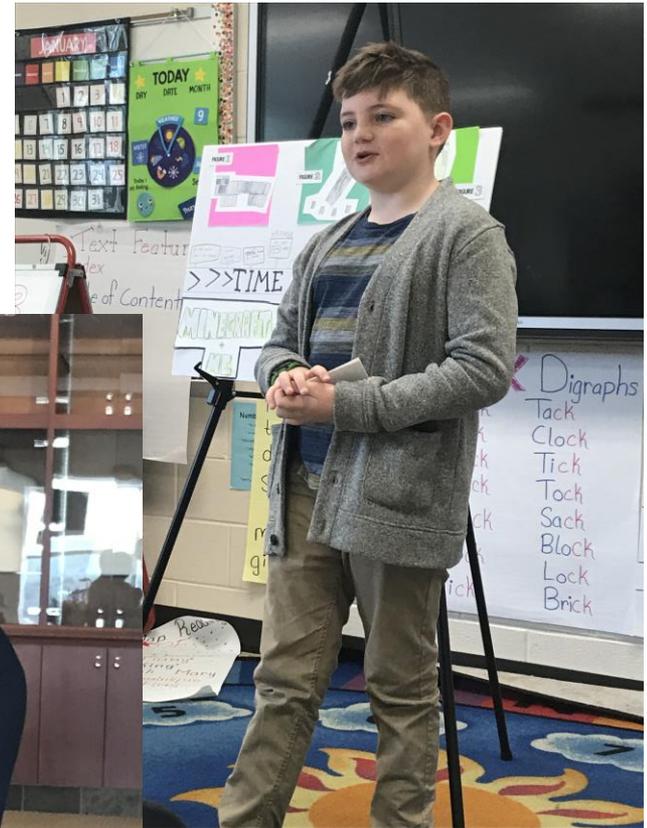
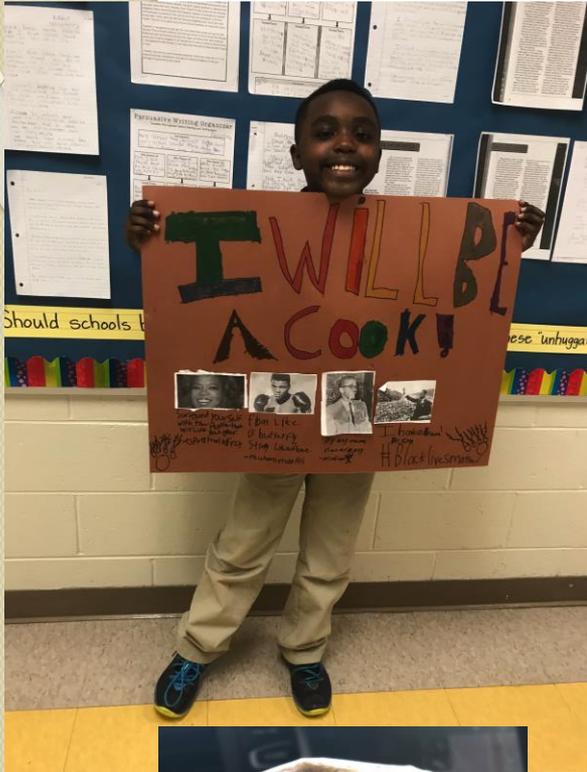
Attachment

8. Academically Challenging Environment LEVEL IV

Evidence

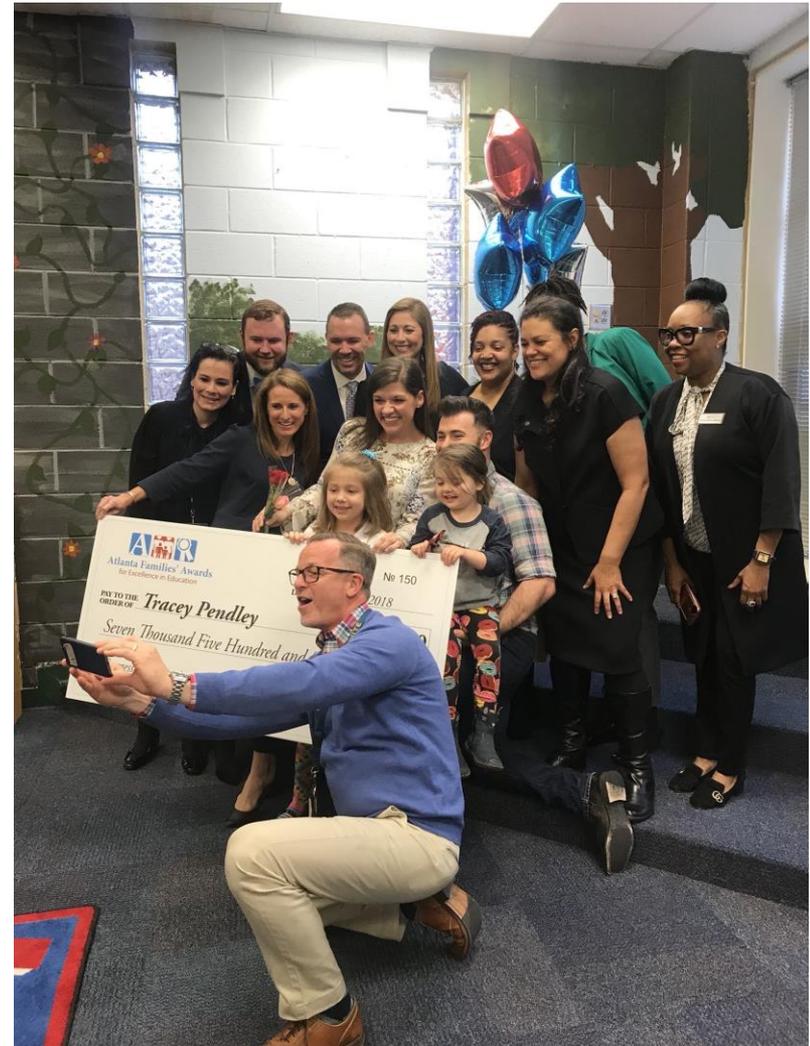
You have consistently created an environment where students engage to offer you their best thinking and their best work. You make it nearly impossible for kids to "opt out" of learning and maintain high expectations for the performance and participation of all students. You routinely use the language of the standards to ensure students have access to the rigor included in the GSE.

Focus on Growth!



4) Grow Teacher Leaders

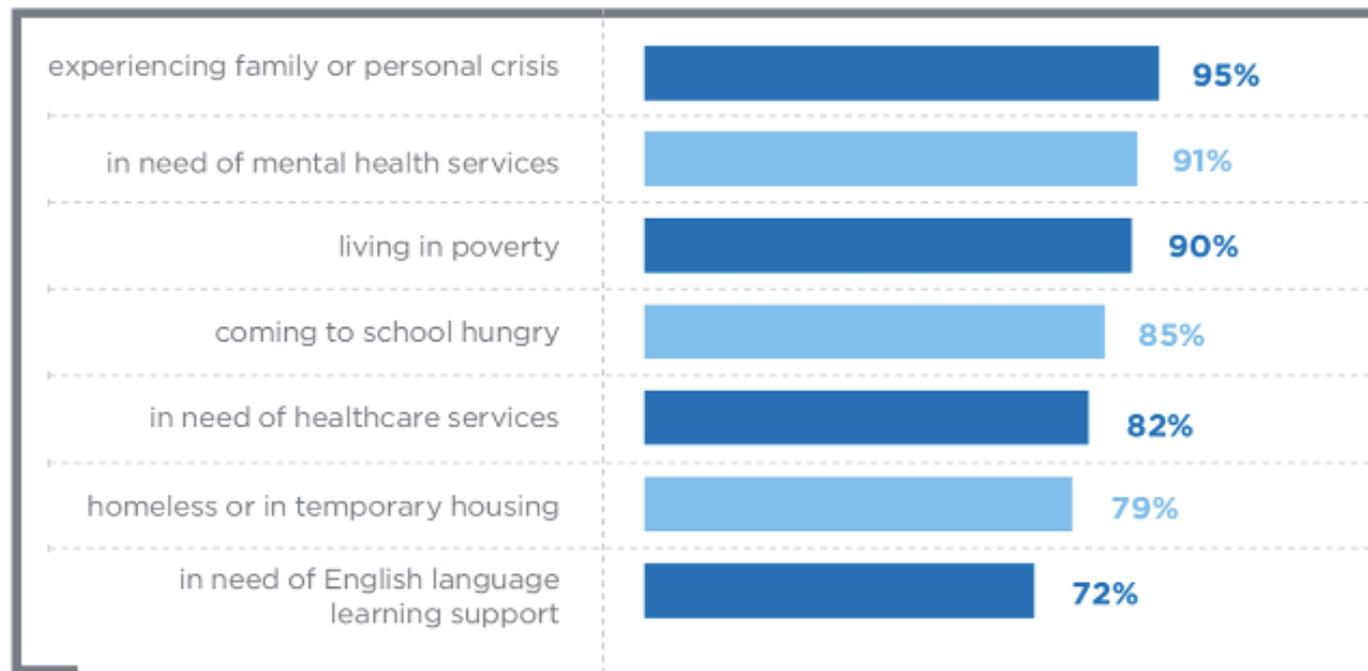
- Teacher-led professional development
- Advocate!
- Say YES!



5) Teach Equity vs. Equality

- Research continues to show that a child's socio-economic class is the strongest predictor of their educational success (Reardon 2011; Bassak and Latham 2016; García 2015) .

Percentage of Principals Who Have Students...



Equity... in every practice and decision

- Literature, assemblies, & trips— celebrate a variety of perspectives & cultures
- Student & Teacher voice is valued and solicited
- Connect learning to the REAL world
- Challenge the status quo
- Have difficult conversations
- Checking your conscious and unconscious biases

***When it comes
to equity,
we must all
commit to
being
disrupters.***

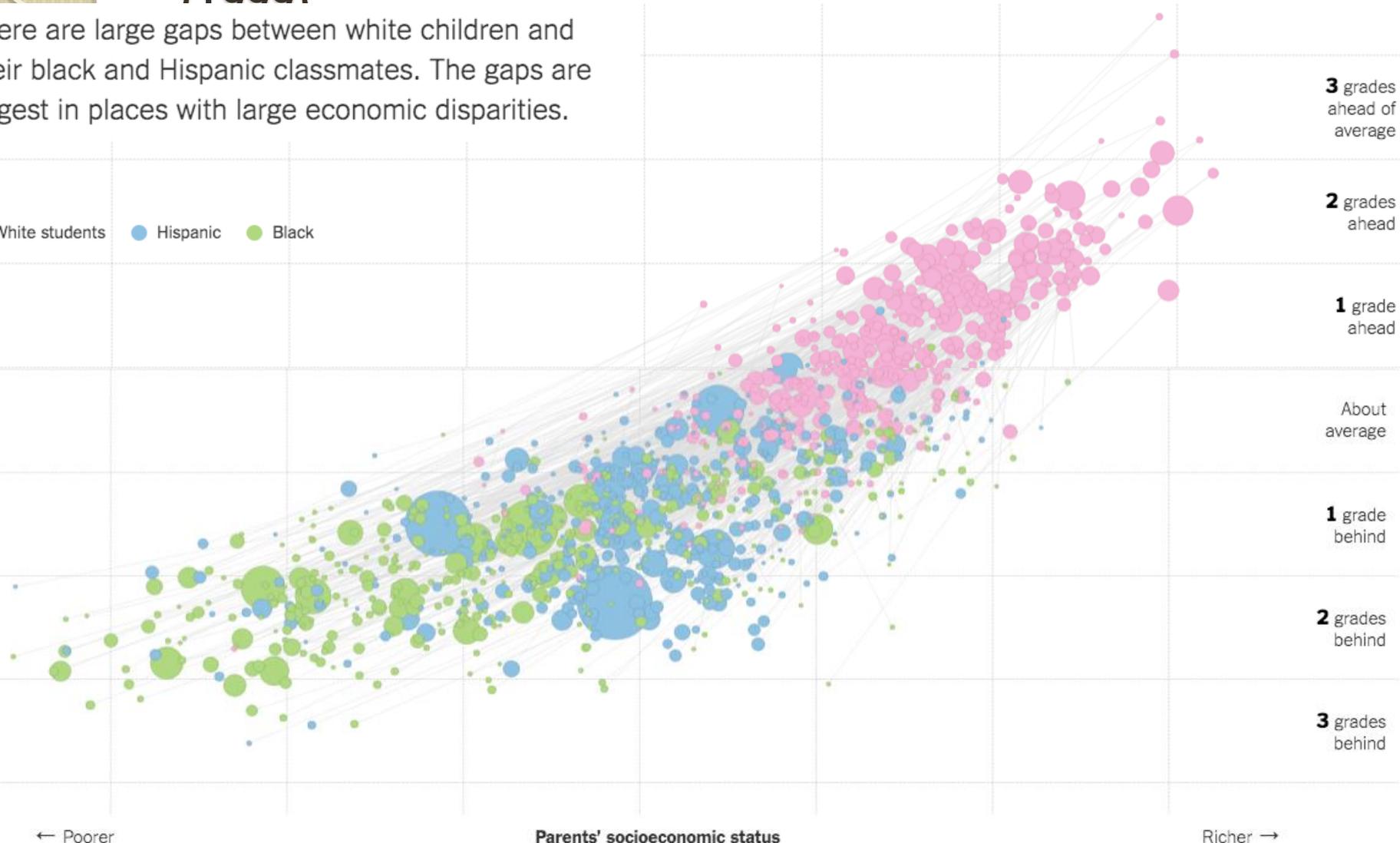
The “Education Debt”

- Gloria Ladson-Billings

(1999)

There are large gaps between white children and their black and Hispanic classmates. The gaps are largest in places with large economic disparities.

● White students ● Hispanic ● Black



**MY STORY IS THE STORY OF THE IMPACT THAT
GREAT TEACHERS HAVE ON THEIR STUDENTS**



A Teacher's Impact – My Educators Were EVERYTHING



- Hand me-downs, holiday food baskets, trips to the movies, camp
- Daily reading adventures
- Hands-on & Choice
- Real Life, Extended Learning Engagements
- Washington, D.C.
- Above and Beyond!

Dr. Bobbi Ford's Seeds



“You can count the number of seeds in an apple, but you can’t count the number of apples in a seed.”

– Karen Jensen

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