

Data Team Process: Start to Finish

1. **Examine expectations.** Begin with a small time element: a month, unit, chapter, or quarter.
 - a. Examine the specific expectations for that specific time period (unit, quarter, month, etc.) by referring to curriculum guide, state framework, and standards documents.
 - b. Formulate questions.
 - i. What concepts and skills must students master as a result of your teaching during this time period (quarter, month, chapter, etc.)?
2. **Develop curriculum map.**
 - a. What does your year-long map look like?
 - b. How will you strategically place/schedule content and concepts during the year so that students will have optimal time to understand concepts and apply skills?
3. **Create a common post-assessment.** This will be administered at the conclusion of the teaching time (unit, quarter, month) based on what students must master (Power Standards).
4. **Administer the common post-assessment BEFORE teaching.** At this time it acts as a pre-assessment.
 - a. What foundation do students already have?
 - b. What knowledge, understanding, and skills do students already have about the topic that they are about to study?
 - c. Which students are starting absolutely at square one in terms of understanding the concepts and/or applying the skills?
 - d. Send pre-assessment data to Data Team leader.
5. **Go through the five formal and definitive steps of the Data Team process:**
 - a. *Step 1—Collect and chart data.*
 This data is generated from the pre-assessment. Data Team leader prepares a simple graph with pre-assessment data, including total number of students, students who are proficient or higher, students who are not proficient, and percentage of students who are proficient or higher.

Teachers' names	# students who took assessment	# students proficient and higher	% students proficient and higher	# students not proficient	# and names of students likely to be proficient at end of instructional time—students already close	# and names of students likely to be proficient at end of instructional time—students who have far to go	# and names of students not likely to be proficient—intervention group in need of extensive support
Manuel	26	7	27%	19			
Marie	29	4	14%	25			
Thomas	32	3	9%	29			
Angela	31	8	26%	23			
Totals	118	22	19%	96			

- b. *Step 2—Analyze strengths and obstacles.*
 With actual student papers in hand, examine papers for what students are able to do, as well as for what is missing. What is present becomes strengths. What is missing becomes obstacles or challenges, which then become the priority—the FOCUS—for the teaching unit.

Strengths of student work (evidence)	Obstacles/challenges (content/skills in which students have little or no foundation)
[This information becomes the basis of your celebration.]	[This information determines your priorities or focus.]

c. Step 3—Establish goals: set, review, revise.

Use an exact form of goal statement to include all parts of the information needed in a SMART (Specific, Measurable, Achievable, Relevant, and Timely) goal.

Example:

% of Grade 7 students scoring proficient and higher in Mathematics will increase from 28% to 73% by the end of October as measured by a team-created assessment administered on October 30 (31 make-up date).

d. Step 4—Select instructional strategies (what will you do for YOUR students?)

- i. What concepts are the focus of the specific time period (unit, quarter, month, etc.)?
- ii. What are student intervention needs? Drastic measures requiring drastic action?
- iii. What strategies will you implement that will have greater impact student achievement?
- iv. Keeping in mind the effective teaching strategies, which techniques will you select to focus on? Which strategies will help the most students and maximize learning?

Techniques:

- | | |
|-------------------------------------|--|
| <i>Comparing</i> | <i>Cooperative Groups</i> |
| <i>Classifying</i> | <i>Setting Objectives</i> |
| <i>Creating Metaphors</i> | <i>Providing Feedback</i> |
| <i>Creating Analogies</i> | <i>Generating Hypotheses</i> |
| <i>Summarizing</i> | <i>Testing Hypotheses</i> |
| <i>Note-Taking</i> | <i>Cueing</i> |
| <i>Effort</i> | <i>Questioning</i> |
| <i>Recognition</i> | <i>Advance Organizers (graphic organizers)</i> |
| <i>Homework</i> | <i>Writing</i> |
| <i>Practice</i> | |
| <i>Nonlinguistic Representation</i> | |

e. Step 5—Determine results indicators.

- i. "When WE implement the strategies/techniques identified in step 4, then WE expect the following in terms of what students will demonstrate":

Students will demonstrate:

- Understanding of concepts and skills (e.g., math)
- *Increased confidence*
- Increased application when using the comparing strategy in all subjects
- Improved ability to think in more complex ways

Teach and then assess (using formative assessment techniques; part or all of the pre-/post-assessment is appropriate to see students' learning in relation to proficiency of expected outcomes). Using a variety of instructional techniques and learning activities for students, begin the instructional cycle again.

- 1. Administer and score post-assessment** created before instruction took place.
- 2. Submit data to Data Team leader** to prepare for Data Team meeting.
- 3. Meet as a team/department** to determine if goal was met, and next steps.
- 4. Examine curriculum map** for next unit, month, quarter, etc. Begin cycle again; see step 1 and repeat steps.

Step 1 Data Team Rubric

Step 1: Collect and chart data		
Proficient	Exemplary All Proficient Criteria PLUS:	Comments
a. Data is assembled in discussion format prior to start of meeting	a. Results are disaggregated according to specific subgroups present in the school	
b. Results include number, percentage and names of students at multiple performance levels (e.g., Goal, Proficient, Close to Proficient, Intervention)	b. All team members, including support personnel who may not be able to attend meeting, have results	
c. Data is disaggregated by grade-level standard if multiple standards are included on the assessment in order to support specific analysis	c. Data is triangulated (multiple sources of data are included that further illuminate students' knowledge and skill in the area being examined)	
d. Data is disaggregated by teacher		
e. Data supports timely, specific, and relevant feedback to teachers and students to improve performance		
f. Data includes student work samples from the assessment being reviewed		

Notes and observations: _____

Step 2 Data Team Rubric

Step 2: Analyze data and prioritize needs		
Proficient	Exemplary All Proficient Criteria PLUS:	Comments
a. The inferring of strengths and needs is based on a direct analysis of student work	a. Prioritized needs reflect areas that will have impact within multiple skill areas	
b. Analysis includes comparison of student work samples to targeted “unwrapped” standards	b. Needs inferred for intervention group are categorized according to a hierarchy of prerequisite skills	
c. Strengths and needs identified are within the direct influence of teachers		
d. Team goes beyond labeling the need, or the “what,” to infer the root cause, or the “why”		
e. Strengths and needs are identified for each “performance group” (i.e., “Close to Proficient” students, “Far to Go but Likely to Achieve Proficiency” students, etc.)		
f. Needs are prioritized to reflect those areas that will have the largest impact within subject areas (if three or more needs are identified; otherwise prioritization may be implied)		

Notes and observations: _____

Step 3 Data Team Rubric

Step 3: Set, review, and revise incremental SMART goals		
Proficient	Exemplary All Proficient Criteria PLUS:	Comments
a. Establish, review, or revise a goal	a. Targeted needs have impact in multiple skill areas, e.g., "identifying supporting details"	
b. Specific targeted subject area, grade level, and student group are established	b. Intervention students have a goal related to prerequisite skills necessary for proficiency	
c. Measurable area of need is established and assessment to be used is identified		
d. Achievable gains in student learning are determined based on the consideration of current performance of all students		
e. Relevant goal addresses, needs of students and supports SIP Time when the assessment will take place		
f. Time frame established for learning to occur, and for the subsequent administration of the assessment		

Notes and observations: _____

Step 4 Data Team Rubric

Step 4: Select common instructional strategies		
Proficient	Exemplary All Proficient Criteria PLUS:	Comments
a. Strategies directly target the prioritized needs identified during the analysis	a. Strategies chosen will modify teachers' instructional practice, which directly targets the prioritized needs identified during the analysis	
b. Strategies chosen will modify teachers' instructional practice	b. Strategies selected impact multiple skill areas	
c. Strategies describe actions of adults that change the thinking of students	c. Modeling of how selected strategies would be implemented occurs	
d. Team describes strategies for each performance group	d. Team members anticipate/discuss acceptable, ongoing adaptations to strategy implementation – "If...then..." <i>(There is a strong connection here to results indicators)</i>	
e. Team agrees on prioritized research-based strategies that will have greatest impact	e. Team evaluates its capacity to use the selected instructional strategy and identifies needed resources, etc.	
f. Descriptions of strategies are specific enough to allow for replication (i.e., implementation, frequency, duration, resources)		

Notes and observations: _____

Step 5 Data Team Rubric

Step 5: Determine results indicators		
Proficient	Exemplary All Proficient Criteria PLUS:	Comments
a. Results indicators are created for each selected strategy	a. Team establishes interim time frame to monitor the implementation of the strategy	
b. Indicators describe what the teacher will be doing if the strategy is being implemented	b. Indicators contain clear and detailed descriptions that allow others to replicate the described practices	
c. Indicators describe what the students will be doing if the strategy is being implemented	c. Indicators are specific enough to allow teachers to predict student performance on next assessment	
d. Indicators describe the anticipated change in student performance if the strategy is having the desired impact on the prioritized need		

Notes and observations: _____

Step 6 Data Team Rubric

Step 6: Monitor and evaluate results		
Proficient	Exemplary All Proficient Criteria PLUS:	Comments
a. Teachers bring student work samples that provide evidence of strategy implementation	a. Multiple work samples are included that show the progression of strategy implementation over time	
b. Teachers describe their implementation of the strategy including frequency, direct instruction/modeling, and feedback provided to students	b. Teachers observe colleagues in their use of the strategy and discuss observations during this meeting	
c. Teachers examine the student work samples to determine the quality of strategy implementation	c. Teachers discuss other situations where the strategy may be used	
d. Teachers examine the work samples to determine whether the strategy is having the desired impact (effectiveness)		
e. Teachers support each other in the use of the strategy through specific dialog, modeling, planning, etc.		
f. Teachers discuss the effectiveness of the strategy including whether to continue, modify, or stop the use of the selected strategy		

Notes and observations: _____

Data Team Implementation Rubric: Logistics, Communication, and Support

Norms and Participation		
Proficient	Exemplary All Proficient Criteria PLUS:	Comments
a. Team members actively listen (delay response, rephrase statements, clarify)	a. Agreed-upon norms are internalized (requiring no reminders or references)	
b. Team members assume the positive intentions of others (respond as if all members are well-intentioned)	b. Team serves as a model for professional behavior	
c. Team operates by developed norms	c. Members apply learned practices to classrooms and serve as models for other team members or teachers	
d. Members openly reflect on own instructional practices	d. Members actively solicit ideas, successes, and challenges from each other	
e. Members share ideas, successes, and challenges	e. Members assist other team members in adhering to stated time frames and purpose of meeting	
f. Members adhere to meeting time and purpose		
g. Members bring student evidence and other required resources to meeting		
h. Members review norms before each meeting (i.e., verbally, on minutes, posted, etc.)		
i. Members reflect on their adherence to the norms at the end of the meeting and identify next steps if needed		

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Data Team Implementation Rubric *(Continued)*

Agenda		
Proficient	Exemplary All Proficient Criteria PLUS:	Comments
a. Follows the steps of the Data Teams process	a. Includes reminders of agreed-upon norms	
b. Indicates targeted instructional area and standards	b. Includes reminders and descriptions of roles	
c. Includes next meeting date	c. Includes reflections of current team status against goal as appropriate (results from previous assessment, pre-assessment, etc.)	
d. Allocates time for each component of meeting		
e. Focused entirely on collaborative analysis of student work		
f. Includes items related to next steps		

Schedule		
Proficient	Exemplary All Proficient Criteria PLUS:	Comments
a. Meetings are held weekly for a minimum of 40 minutes	a. Monitoring meetings are scheduled to collaborate on strategy implementation and make required adjustments (formal or informal)	
b. Meetings are held within one week of availability of data		
c. Meeting time is uninterrupted		
d. Appropriate resource personnel are scheduled to meet with teams on a regular basis		

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Data Team Implementation Rubric *(Continued)*

Minutes		
Proficient	Exemplary All Proficient Criteria PLUS:	Comments
a. Accurate representation of meeting process	a. Available at the end of the meeting	
b. Includes list of members present	b. Record of collaboration, analysis, and strategies allows for replication of practices by professionals outside of the team	
c. Indicates prioritized needs for team focus	c. Minutes include models for strategy use	
d. Describes agreed-upon strategies	d. Minutes include list of supporting resources (Web sites, etc.)	
e. Descriptions of results indicators reflect desired changes in student and teacher behaviors		
f. Descriptions of strategies and results indicators are specific and allow team members to implement with consistency agreed-upon actions		
g. Available within 24 hours		
h. Descriptive enough for leadership to be able to identify team needs and required supports		
i. Minutes are taken during the meeting in order to capture group thinking (not re-created after the meeting)		

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Data Team Implementation Rubric (Continued)

Administrators		
Proficient	Exemplary All Proficient Criteria PLUS:	Comments
a. Delineates clear timelines and responsibilities for resources/supports identified during Data Team meeting	a. Provides support to team immediately	
b. Provides support to team within identified timelines	b. Serves as a model for administrative support of Data Teams process	
c. Plans for necessary supports during the school-wide Data Team meeting	c. Provides regular opportunities for team members to publicly share their successes during faculty meetings or through other means	
d. Is knowledgeable, supportive, and respectful of the Data Teams process	d. Provides structures that allow teacher modeling and observation of successful practices	
e. Promptly provides support that develops the team's proficiency in the Data Teams process	e. Is present during meeting and leaves with clearly identified action steps to support team's decisions	
f. Models an inquiry-based approach (defined as facilitating the action research-based learning of the faculty and linking student achievement results to adult variables rather than mandating specific practices)		
g. Is aware of team goals and identified, prioritized areas of need		
h. Is aware of instructional practices selected and provides feedback on the appropriateness of the strategies		
i. Is knowledgeable about effective teaching strategies and provides the coaching and feedback necessary for successful implementation		
j. Attends at least one Data Team meeting per month		