Data Team Process Step 1: Meeting 3

Step 1. Collect and chart data

Step 2. Analyze strengths and obstacles

Step 3. Establish goals: set, review, revise

Step 4. Select instructional strategies

Step 5. Determine results indicators

Data Team Agenda: Meeting 3

Before-Instruction Collaboration

Data Team: _____

Date of Meeting: _____

Record data from assessment administered BEFORE instruction has occurred.

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*
Totals:							

Step 1

Reflective questions to be completed after participating in step 1:

What do I need to remember about step 1?

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What is critical or most important about this step?

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What questions do I still have about step 1?

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Data Team Process Step 2: Meeting 3

Step 1. Collect and chart data

Step 2. Analyze strengths and obstacles

Step 3. Establish goals: set, review, revise

Step 4. Select instructional strategies

Step 5. Determine results indicators

Strengths	Obstacles
After examining student work, list strengths of students who were proficient and higher.	*List obstacles or reasons why students did not achieve proficiency. Where were there errors? Is there a trend? Common errors? What is preventing these student(s) from becoming proficient? Are there misconceptions about concepts or skills?*

Step 2

Reflective questions to be completed after participating in step 2:

What do I need to remember about step 2?

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What is critical or most important about this step?

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What questions do I still have about step 2?

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Data Team Process Step 3: Meeting 3

Step 1. Collect and chart data

Step 2. Analyze strengths and obstacles

Step 3. Establish goals: set, review, revise

Step 4. Select instructional strategies

Step 5. Determine results indicators

Start with the data from the pre-assessment that were recorded in step 1. Establish the growth target as the expected percent proficient and higher at the end of the instructional time.

SMART Goal Statement:

The % of [student group] scoring proficient and higher in [content area] will increase from [current reality %] to [goal %] by the end of [month or quarter] as measured by [assessment tool] administered on [specific date].

Example:

Percentage of **Grade 5** students scoring proficient and higher in **math problem solving** will increase from **23%** to **76%** by **October 30** (in 4 weeks) as measured by a **teacher-created math assessment** administered on **October 30**.

Goal #1: The % of _____ scoring proficient and higher in _____

will increase from _____% to _____% by the end of _____

as measured by _____ administered on _____.

Goal #2: The % of _____ scoring proficient and higher in _____

will increase from _____% to _____% by the end of _____

as measured by _____ administered on _____.

Reflective questions to be completed after participating in step 3:

What do I need to remember about step 3?

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What is critical or most important about this step?

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What questions do I still have about step 3?

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Data Team Process Step 4: Meeting 3

Step 1. Collect and chart data

Step 2. Analyze strengths and obstacles

Step 3. Establish goals: set, review, revise

Step 4. Select instructional strategies

Step 5. Determine results indicators

- Which strategies will have the greatest impact on student learning based on the obstacles identified in Step 2?

- What strategies are other teachers implementing with a high degree of success? Should these practices be replicated?

- Focus on strategies that are either within your direct control or your direct influence.

Effective Teaching Strategies	Learning Environment	Materials for Teachers and for Students	Time—Duration of the Specific Teaching of Concepts and Skills	Assessments, Assignments
____ Comparing				
____ Classifying				
____ Creating Metaphors				
____ Creating Analogies				
____ Summarizing				
____ Note-Taking				
____ Effort*				
____ Recognition*				
____ Homework*				
____ Practice*				
____ Nonlinguistic Representation				
____ Cooperative Groups				
____ Setting Objectives*				
____ Providing Feedback*				
____ Generating Hypotheses				
____ Testing Hypotheses				
____ Cueing				
____ Questioning				
____ Advance Organizers				
____ Writing				

* = Strategies recommended for daily use.

Step 4

Reflective questions to be completed after participating in step 4:

What do I need to remember about step 4?

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What is critical or most important about this step?

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What questions do I still have about step 4?

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Step 1. Collect and chart data

Step 2. Analyze strengths and obstacles

Step 3. Establish goals: set, review, revise

Step 4. Select instructional strategies

Step 5. **Determine results indicators**

Results indicators complete the statement: "When this strategy is implemented, we expect to see the following evidence . . . ."

- Describe the explicit behaviors (both student and adult behaviors) you EXPECT to see as a result of implementing the strategies identified in step 4.

- *How will you know that the strategies are working? What evidence or learning behaviors do you expect to see in students as a result of the instruction? What are proficient students able to do successfully?*

Example:

Increased percentage of students that correctly solve a multistep word problem.

1. _____

_____

2. _____

_____

3. _____

_____

Data Team Process Step 5: Meeting 3

Before the Data Team meeting:

- Score student pre-assessment using proficiency criteria agreed upon.
- Identify strengths, as well as obstacles/challenges, from your own students' work.
- Data Team leader prepares the agenda with student data provided by the team members.
- Data Team leader gives a copy of the agenda to the principal or other administrators at least 24 hours before the meeting (the leader has already added the specific information provided by teachers to the template).

Bring to the meeting:

- Data Team notebook.
- Effective teaching strategies information (*Classroom Instruction That Works* or the *Handbook for Classroom Instruction That Works*).
- Teaching resources (or ability to access information about best practices).
- Positive attitude.
- Agreement that "There is a brilliant child locked inside every student" (Marva Collins).
- A snack to share (or designate one person to bring snacks and rotate this job).

At the meeting:

- Assign the job of taking minutes, using a computer and recording information directly into the agenda template created by the Data Team leader.
- Assign or request a colleague to serve as timekeeper.

After the meeting:

- The staff member who took official minutes reviews the information for accuracy, then sends the document to all members of the Data Team and the administrators.

Members present: _____

Next meeting: _____

Reflective questions to be completed after participating in step 5:

What do I need to remember about step 5?

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What is critical or most important about this step?

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What questions do I still have about step 5?

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