

Data Team Form: Step One

Collect and Chart Data: Before Instruction Collaboration

Pre-Assessment (Subject/Unit): _____ Grade: _____

Members Present: _____ Meeting Date: _____

Data – Sharing effect data that is a result of an assessment *before* instruction has taken place. Data team members are encouraged to complete this chart prior to the meeting to maximize team collaboration time.

Teachers' Names	# Students who took assessment	Students at Goal		Students at Progressing		# and Names of students likely to be Proficient with minimal intervention-- <i>Already Close</i>	# and Names of students NOT likely to be Proficient – <i>students in need of extensive support</i>
		Goal= 81-100%		Proficient= 70-80%			
		#	%	#	%	Basic=60-69%	Below Basic=59% and below
Totals:							

E=ELL S=Special Education R=Remedial Reading

Data Team Form: Step Two

Analyze Data

Examination of actual student work on the assessment for the purpose of identifying strengths as well as challenges. Teams should analyze common formative assessment student work to identify the skills, concepts and content that students know and don't know. *Be as specific as possible.*

Strengths revealed in Student Work that is proficient or higher	Inferences –Student	Inference –Adult
Identify the skills, concepts and content that students have mastered. These strengths can be used as leverage for growth in other areas.	(What skills (or building blocks) are the students demonstrating—Sub--skills	What teaching practices are working, being implemented with fidelity
Challenges revealed in Student Work that is below proficiency	Inferences –Student	Inference –Adult
Identify the skills, concepts and content that students still need. These challenges provide focus for goal setting and instructional decisions.	(What skills (or building blocks) are the students NOT demonstrating—Sub—skill deficiencies	What teaching practices are NOT working, NOT being implemented with fidelity

Data Team Form: Step Three

Set Goals

Based on Step 1 (charting the data) and Step 2 (examining student work) identify 1 or 2 S.M.A.R.T goals. S.M.A.R.T goals are specific, measurable, achievable, realistic and time bound.

Goal #1: The % of students scoring proficient and higher in _____ will increase from _____ % to _____ % by the end of _____ as measured by _____ administered on _____.

Goal #2: The % of students scoring proficient and higher in _____ will increase from _____ % to _____ % by the end of _____ as measured by _____ administered on _____.

Other examples

Goal #3: The # of students scoring proficient and higher in _____ will increase from _____ # to _____ # by the end of _____ as measured by _____ administered on _____.

Goal #3: The # of students in the "FAR below" _____ will **DECREASE** from _____ # to _____ # by the end of _____ as measured by _____ administered on _____.

Goal #3: The # of students scoring proficient moving to **EXCEEDS** _____ # will increase from _____ # to _____ # by the end of _____ as measured by _____ administered on _____.

Consider when setting S.M.A.R.T. Goals:

AYP Levels (% at Proficient):

Reading	79% current	89% beginning 2010-2011
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Math	82% current	91% beginning 2010-2011
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Data Team Form: Step Four

Identify Instructional Strategies

The team agrees on 2 instructional strategies that will be used by all team members. The purpose is to identify which strategies cause the greatest gain in student achievement. The following strategies were identified by Robert Marzano in *Classroom Instruction that Works*

* Strategies recommended for daily use

Effective Teaching Strategies	Materials for Teachers and for Students	Time/FOCUS--PURPOSE How often /TO what degree	Assessments, Assignments	Sketch/model strategy for team
<input type="checkbox"/> Comparing <input type="checkbox"/> Classifying <input type="checkbox"/> Creating Metaphors <input type="checkbox"/> Creating Analogies <input type="checkbox"/> Summarizing <input type="checkbox"/> Note Taking <input type="checkbox"/> Effort* <input type="checkbox"/> Recognition* <input type="checkbox"/> Homework* <input type="checkbox"/> Practice* <input type="checkbox"/> Non-linguistic Representation (Visual Tools and Thinking Maps) <input type="checkbox"/> Cooperative Groups <input type="checkbox"/> Setting Objectives* <input type="checkbox"/> Provide Feedback* <input type="checkbox"/> Generate Hypotheses <input type="checkbox"/> Testing Hypotheses <input type="checkbox"/> Cueing <input type="checkbox"/> Questioning <input type="checkbox"/> Advance Organizers <input type="checkbox"/> Non-Fiction Writing* <input type="checkbox"/> Other		Example: (Specific math use manipulatives to reinforce special angles and parallel lines will be used 3 times per week for at least 20 minutes)		

Data Team Form: Step Five

Identify Results Indicators

Is it Working?

- a. How will we know that the strategies are working? What evidence do we expect to see from students as a result of instruction?

Strategy 1: _____

Adult Behaviors	
Student Behaviors	
What to look for in student work	

Strategy 2: _____

Adult Behaviors	
Student Behaviors	
What to look for in student work	

Strategy 3: _____

Adult Behaviors	
Student Behaviors	
What to look for in student work	

Data Team Form: (Return to) Step One

Collect and Chart Data: After Instruction Collaboration

Post-Assessment (Subject/Unit): _____

Grade: _____

Members Present: _____

Meeting Date: _____

Data – Sharing effect data that is a result of an assessment *after* instruction has taken place. Data team members are encouraged to complete this chart prior to the meeting to maximize team collaboration time.

Teachers' Names	# Students who took assessment	Students at Goal Goal= 81-100% # %		Growth Gain in %	Students at Proficient Proficient= 70-80% # %		Growth Gain in %	# and Names of students not Proficient— <i>students in need of support</i> Basic=60-69%	# and Names of students not Proficient – <i>students in need of extensive support</i> Below Basic=59% and below
Totals:									

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