

Data Team Meeting 3

Members:

DATE:

Meeting Norms:

1. Collect, analyze, and chart data to determine students who are not yet proficient

LEVEL	Proficient or Exemplary	Proficient after Instruction	Additional Time / Opportunity	Extensive Intervention

Teacher Names	Students Tested	Total Number and Names of Students who are Proficient or Exemplary	Total Number and Names of Students who will be Proficient after Instruction	Total Number and Names of Students in need of Additional Time/Opportunity	Total Number and names of Students in Need of Extensive Intervention
Totals & %					

2. Examine student work on pre/post test to identify strengths and obstacles.

Student Performance	
Strengths: * * * *	Obstacles: * * * *
Prioritized Needs: 1. 2. 3. 4. 5.	

3. Establish SMARTGoal: SMARTGoal:

Percentage of _____ **scoring proficient and higher in** _____
will increase from _____% **to** _____% **by** _____ **as measured by the** _____ **Post-Test.**

Standards Addressed:

Priority Standards:

Supporting Standards:

4. Select Instructional Strategies: Possible Strategies to Consider:

Compare	Classify	Create Metaphors	Create Analogies	Summarize
Note-Taking	Homework*	Reinforce Effort*	Provide Recognition	Practice*
Set Objectives	Provide	Provide Feedback*	Cooperative Learning	Cues
Questioning	Writing	Advanced Organizers	OTHERS	*= Strategies recommended for daily use

Identified Need:
BraINSTORM List of Effective Strategies
1. 2. 3. 4. 5.
Selected Instructional Strategy (Determined through unit/lesson design to provide focused, first-best instruction)
Learning Environment (Small group, whole group, place, etc.)
Time - Duration of the Teaching of Specific Concepts and/or Skills

Materials for Teachers and Students		
Assignments, Assessments – Where will students be required to use the strategy?		
How will we differentiate instruction?		
Intensive (Developed in collaboration with Special Education and ELL Specialists)	Targeted (Aligned with “double-dose” interventions, partnerships with parents, and tutors)	Extended (Supporting students proficient in the area being focused on)

5. Results Indicators

Identified Need:		
Selected Strategy:		
Result Indicators:	Adult Behaviors: If we use this strategy...	
	Student Behaviors: then we can expect...	
	Look-fors in Student Work:	

6. Establish responsibility and timeline for monitoring progress

Monitoring Strategies		
Data you plan to monitor	What will I do and what will I bring to next meeting?	Timeline of Instructional Period

7. Evaluate effectiveness of instructional strategies

Evaluate: (Compare planned against achieved results; Summarize impressions, recall supporting information, compare, contrast, analyze, infer, and determine the potential cause-and-effect relationships)	
We planned these ... (goals, results indicators)	We achieved these ... (goals, results indicators)
Applying: (Construct new learnings and applications)	
We learned...	We will replicate ...

8. Next Steps