Possible Template for Data Teams Process*

Step 1: Collect and chart data

- Look for trends and patterns across individual students, different groups of students and different teachers.
- Choose one area for the focus of instruction for the next 4-6 weeks.
- Consider level of student need with that focus area in mind and fill out the chart below.

Area of focus for instruction_____

Names of teachers	# of students who took assessment	# of students proficient and higher	# of students not proficient	Names of students who are currently proficient	Names of students likely to be proficient at end of teaching- who are already close	Names of students likely to be proficient at end of teaching- who are far from proficient and in need of additional support	Names of students not likely to be proficient – who are in need of extensive support

*Adapted from Doug Reeves

Step 2: Analyze Strengths and Obstacles

- **Think about what knowledge and skills are involved in the focus area.**
- **What strengths do students generally have if they are proficient in this area?**
- **What obstacles or other reasons might explain why students did not achieve proficiency? Look for trends, use error analysis, identify misconceptions student may have, etc.**
- **Star the obstacles/reasons which are within your sphere of control.**

Strengths of Students Who are Proficient	List Obstacles to Achieving Proficiency

Step 3: Write your SMART Goal

- **S** pecific, Data Driven
- **M** easurable and Observable
    - o   Answers the questions **who, what, how measured, by when**
- **A** ttainable, Realistic, Focused
- **R** esults Oriented, Focused on StudentAchievement
- **T** imebound

Percentage of _____ scoring at proficiency or higher in _____ will   increase
          (Student Group)   (content area and/or skill)
from _____ percent to _____ percent by the end of this SMART goal cycle as measured by_____.

                                                        (assessment measure)

 Or write a SMART goal for each student's growth

Have a conversation here at expectations for students.

Step 4: Identify Instructional Strategies	Step 5: List results indicators for each strategy
• Examine "best practices for teaching your identified area of focus. • Identify strategies that your group believes will have the greatest impact on student learning.	• What will you see if this strategy is working for students? • List indicators for each strategy.
What support/training/coaching do you need to be successful as a group of teachers?	

6. Discuss assessment results by grade level/content area, teacher, classroom and individual classes
- Compare and contrast results
- Identify areas of success and areas of challenge
- Identify impacts your decisions should have on the pacing charts
- Identify areas of significant differences between classrooms, teachers, grade levels etc.
- Identify best practices for all teachers to use

Patterns	Actions to take

Possible Template to use for Department/Grade Level Team Goals

Department: _____   Date: _____

Data Examined:

Goal Area	Current State	Desired Outcome/ Smart Goal	Actions and needed resources	Measures of student progress	Timeline

Here's What! So What? Now What?

This is a simple protocol for increasing complex thinking about a topic, perspective or data point. Groups can take simple ideas and elaborate, extend, and explore.

Here's What !	So What?	Now What?
• Specific facts, data • What stands out? • What do we see?	• Conclusions • Why do we think this happened? • Interpretations, perspectives	• Implications • So what will we do now?

(Wellman & Lipton, 2004, p.98)