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:

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

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.