

The complete five-step Data Team process is first used in Meeting 3, when pre-assessment data are available.

Areas of Focus, Specific Steps, and Emphases

Meeting 1, First Ever (January 12)

First meeting of year. This meeting only occurs one time to establish norms and explain Data Team process and rationale. Team also decides which data initially to examine or focus on: state, district, building, content-area common assessments, unit objectives.

- Sometimes the first Data Team meeting takes place during a staff meeting for general information, and then times are established for teams to meet thereafter.
- Ideally, Data Teams examine data from teacher-created assessments; however, at the first meeting, state and/or district assessment results might be reviewed instead.

Step 1. Collect and chart data

There are no teacher-generated data to examine yet, but team may decide to examine state- or district-level data to determine instructional area of focus.

After reviewing state and/or district results, team determines area of focus: language arts, math, writing, vocabulary, etc.

Step 2. Analyze strengths and obstacles

No teacher-generated data to analyze.

State or district data provide some direction and a general focus, but do not allow specific analysis of skills and concepts.

Step 3. Establish goals: set, review, revise

No goals are established unless they are year-long goals. Each grade level, team, or department should have year-long goals. These goals are directly related

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to the annual building goals established during the school improvement process; these building-level goals directly support district-wide annual goals. Goals are all aligned: student to class, to grade/team, or to department, building, or district.

Step 4. *Select instructional strategies*

No strategies are specifically identified if team only reviews high-stakes assessment results.

Strategies are categorized:

- Program
- Learning environment
- Instructional/Teaching
- Organizational

Step 5. *Determine results indicators*

No specific results indicators are identified.

Meeting 2, Before Instruction (January 20)

Held shortly after Meeting 1. Given the urgent areas identified in the first meeting, determine the best way to monitor progress with the next teaching unit by creating a common pre-assessment. Set a pre-assessment administration date so that the pre-assessment will be done before the next team meeting is scheduled.

Allow time to create or select the pre-assessment (few items), administer it, and score the pre-assessment before Meeting 3.

Step 1. *Collect and chart data*

No data to analyze.

Step 2. *Analyze strengths and obstacles*

No analysis.

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Step 3. Establish goals: set, review, revise

No goals to set.

Step 4. Select instructional strategies

No strategies to identify.

Teachers administer the pre-assessment, then score it to generate the data to discuss at the next Data Team meeting.

Step 5. Determine results indicators

No results indicators to determine.

**Meeting 3, Before-Instruction Collaboration
(January 26)**

Discuss pre-assessment data that have been collected by individual teachers and provided to team leader, who has created chart of data. Agendas have been created following the Data Team template.

Step 1. Collect and chart data

Examine data generated from the pre-assessment. This is the current state of students' understanding of concepts and application of skills.

Step 2. Analyze strengths and obstacles

Using student work, identify strengths and obstacles, trends, patterns, misconceptions, and lack of proficient levels of skill application.

Step 3. Establish goals: set, review, revise

Set a SMART (Specific, Measurable, Achievable, Relevant, Timely) goal(s), including:

- Specific student group and/or specific content skills and application
- Measurement tool
- Relevance
- Date of assessment

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- Current reality
- Desired outcome %

Validate that the goal is achievable.

Step 4. *Select instructional strategies*

Clarify the differences between program, learning environment, instructional strategies, and organizational strategies.

Team members brainstorm and examine effective teaching strategies and techniques (experience- and research-based) and determine which techniques, when implemented appropriately, will have the desired outcome. These strategies are determined, selected, and agreed on by everyone, and will be implemented by the Data Team members during the determined instructional time.

Instructional time may be two weeks, or a month.

Step 5. *Determine results indicators*

When teachers implement the strategies identified in the preceding step, students will be able to do _____.

Are the strategies having the desired effect?

Are students meeting the goals established in step 3?

Cause and effect. Team will envision what students will be able to do as a result of effective teaching by specifying the effective learning that will take place.

Alternate Meeting (February 9)

Some schools have team meetings built into the schedule so that they occur every two weeks. This alternative meeting, between the pre- and post-assessments and during the prescribed instructional time, is a great time to collaboratively discuss the effectiveness of the instructional strategies. Teachers usually view this alternative meeting as a time for professional development, during which they discuss

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strategies, help each other, clarify goals, generate ideas to improve materials and teaching, and so on. Not all schools and teams have this option, but many do build it into the schedule.

This alternate meeting may actually become a regular part of the Data Team meeting cycle so that the team can monitor another content area. There are several things groups could do on this alternate meeting date.

Step 1. *Collect and chart data*

No hard data to analyze, but formative information or data should be available; this meeting takes place two weeks into the instructional/learning time period. Review evidence of student learning.

Step 2. *Analyze strengths and obstacles*

No data to analyze, but team may have anecdotal evidence that is worthy of sharing and discussion.

Step 3. *Establish goals: set, review, revise*

Revisit goal(s). Remind team members that this goal can be achieved.

Step 4. *Select instructional strategies*

Strategies tend to be the focus of the alternate meeting. Are these strategies being implemented correctly and effectively? What changes and increased knowledge should be delved into?

This is when the Data Team leader must make sure that colleagues know how to implement the strategies identified in the preceding step. Teachers model effective instructional strategies for their colleagues and show how to incorporate these strategies into teaching. Team members may engage in professional reading about effective instructional strategies.

Step 5. *Determine results indicators*

Reflection focuses on whether students are increasing their level of proficiency so that the Data Team goal

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will be met. If it looks like students will not achieve the stated goal, analyze why, and determine the best way to proceed.

Meeting 4, After-Instruction Collaboration (February 23)

Held after teaching has occurred using the strategies identified and prescribed during Meeting 3; uses post-assessment data based on common assessment planned in Meeting 2. Post-assessment data are submitted to the team leader for graphing before this meeting.

After following the Data Team process, this meeting also serves as the first in a recurring series of the Data Team meeting cycle. The team decides the unit and area of urgent need, and then creates the pre-assessment for the next unit of study.

Step 1. *Collect and chart data*

Examine post-assessment data posted on graph. Collaboratively discuss what the data represent.

Step 2. *Analyze strengths and obstacles*

Using student work collected, analyze strengths and obstacles. The main questions focus on whether students improved and the degree of improvement. Are there still some students who now should receive intervention?

Step 3. *Establish goals: set, review, revise*

Review the goal(s) and determine whether you will set a new goal, or revise the current goal because not enough students reached proficiency.

Step 4. *Select instructional strategies*

If revising goal(s), make sure that strategies are included in lesson planning to increase the effectiveness of those strategies. Analysis of strategies is

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critical; it is possible that the strategies did not have the desired effect because they were not the most effective teaching strategies to implement.

If revising the current goal, the strategies will have to be changed or perfected. There may be questions about the strategy, or with the integrity and consistency of implementation. Implementation of strategies by only a couple of teachers is usually not enough to cause a large group of students to meet the grade-level, team, or department goal.

Step 5. *Determine results indicators*

Only determine results indicators if the goal was revised. What is the new vision for what students should be able to do related to skills and concepts?

Process begins again and steps repeat. See sample Data Team meeting cycle.

Sample Data Team Meeting Cycle

Date of Meeting	Focus of Meeting	Outcome
Jan. 12 Meeting 1, First Ever	Introduce Data Teams, rationale, process	Understanding about Data Teams; schedule, location, times of meetings Minutes
Jan. 20 Meeting 2, Before-Instruction	Examine state, district data; create pre-assessment for unit of study	Knowledge about urgent areas of need Pre-assessment Minutes
Jan. 26 Meeting 3, Before-Instruction Collaboration	Examine pre-assessment data following all steps of Data Team process	All steps of process followed Strengths/obstacles, goals, strategies, results indicators Minutes
Feb. 9 Alternate meeting	Staff development related to goals and strategies	Effective teaching strategies implementation perfected; teachers demonstrate how to use strategies/ techniques Minutes
Feb. 23 Meeting 4, After-Instruction Collaboration	Analyze post-assessment data for current goal and then create pre-assessment for next area of study. Determine if goal was met. Hold conversations about effective teaching strategies for second area of focus.	Analyze whether goal was met, reasons why it was not met (if not) Determination to move on Minutes
March 8 Meeting 3, Before-Instruction Collaboration	Analyze pre-assessment data, following all Data Team process steps.	Minutes
March 15 Alternate meeting	Discuss strategies and implementation accountability determined in Meeting 3 (March 8).	Minutes
March 22 Meeting 4, After-Instruction Collaboration	Analyze post-assessment data, following all Data Team process steps (second month of collecting data and monitoring strategies and student learning).	Minutes