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
  + Answers the questions **who, what, how measured, by when**
* **A** ttainable, Realistic, Focused
* **R** esults Oriented, Focused on Student

Achievement

* **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.

|  |  |
| --- | --- |
| **Step 4: Identify Instructional Strategies**   * Examine “best practices for teaching your identified area of focus. * Identify strategies that your group believes will have the greatest impact on student learning. | **Step 5: List results indicators for each strategy**   * 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 areas of significant differences between classrooms, teachers, grade levels etc. * Identify best practices for all teachers to use  |  |  | | --- | --- | | **Patterns** | **Actions to take** | |  |  | | |