Date of meeting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Location of meeting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Start time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Data Team Meeting

# Step 1: Collect and Chart Data and Results

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade Level**  **Content Area**  **Teacher Names** | **# Students Who Took Assessment** | **# Students Proficient or Higher** | **# Students Non-Proficient** | **% Students Proficient or Higher** |
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| ***Totals:*** |  |  |  |  |

***Enter Data Points:***

Percentage of Group Proficient or Higher \_\_\_\_\_\_\_

Percentage of Group Not Proficient or Higher \_\_\_\_\_\_\_

Actual Number of Students Proficient or Higher \_\_\_\_\_\_\_

Actual Number of Students Not Proficient or Higher \_\_\_\_\_\_\_

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# Data Team Meeting

# Step 2: Analyze Strengths and Obstacles

*Examine student papers in order to identify strengths and obstacles.*

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| **Strengths of Proficient or Higher Student Performance** | **Obstacles of Non-Proficient Student Performance** |
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***Consider:***

* **Issues related to ethnicity, gender, or language acquisition**
* **Trends, patterns**
* **Exceptional performance**
* **Individual students/student groups**

# Data Team Meeting

# Step 3: Goals

#### Goal Statement:

Example: % of student group scoring at proficiency or higher in content area will increase from current reality % to goal % by the end of month or quarter as measured by assessment tool administered on specific date – two consecutive days.

% of ***Grade 10*** students scoring at proficiency or higher in ***writing*** will increase from ***43%*** to ***85%*** by the end of ***October*** as measured by a ***teacher-created writing prompt assessment*** administered on ***October 30 or 31***.

Goal: % of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ scoring at proficiency or higher in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as measured by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ administered on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Enter Information:

Goal percent \_\_\_\_

Current results \_\_\_\_

\_\_\_\_\_ Met goal Percentage Points Above Goal \_\_\_\_\_

\_\_\_\_\_ Did not meet goal Percentage Points Below Goal \_\_\_\_\_

**Ask Questions:**

* What are the ramifications if the goal is changed?
* Is the goal still relevant and necessary?
* Is this a skill that is still considered very important?
* Are there other urgent needs to focus on?
* Is it possible to re-set the goal higher and if so, is it achievable?
* Is the time frame too short, just right, or too long?
* Which students are consistently non-proficient?

### Data Team Meeting

###### Step 4: Select Instructional Strategies

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| Possible Instructional Strategies |
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***Brainstorm and discuss possible strategies:***

* Analyze each effective teaching strategy/technique in terms of impact on student learning
* Consider what other teachers are implementing to cause a high degree of success - replication
* Discount strategies that deviate from what teachers do (accountability)

***Agreement:***

* Have team collaborate on the one or two strategies that they all agree to implement during the next teaching period.
* Mark with an X and give team copies of the strategies discussed and agreed upon.
* Model ALL strategies that the team has determined. So that the modeling does not always fall on the data team leader, ask other team members to demonstrate a particular strategy. What will the teacher do as he/she uses this strategy?

# Step 5 – Results Indicators

Results Indicators – Think: “When WE implement the strategies checked above (be sure to specifically describe exactly how you will implement the strategy) then WE expect to see the following student behaviors (this is the VISION part – looking ahead to the finish line at the end of the prescribed teaching time). Students will be able to demonstrate (skills application), know/understand (concepts)”:

1.

2.

3.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tips for a Successful Data Team Meeting

Before the data team meeting:

* Have student post-assessments scored according to what was determined as proficient (3rd Meeting Only)
* Have identified strengths as well as obstacles/challenges of your own student papers before the meeting and be sure to have listed non-proficient students
* Data Team Leader prepares the agenda with student data provided by team
* Data Team Leader provides a copy of the agenda to principal and team at least 24 hours before data team meeting (Admin will provide this template.)

Bring to the meeting:

* Effective teaching strategies information
* Teaching resources – teacher’s guide, *Classroom Instruction That Works* or *Handbook for Classroom Instruction That Works* (optional), curriculum map, standards/frameworks, power/essential standards
* Positive attitude
* Understanding that “There is a brilliant child locked in every student” (Marva Collins)
* A snack to share or designate one person to rotate and bring snacks (optional)

At the meeting:

* Assign or request a volunteer to take minutes
* Assign or request a colleague to serve as timekeeper – help keep the meeting moving along

After the meeting:

* The staff member who took the minutes either types them up – or best yet, use the agenda to indicate and fill in the blanks with information representative of what was discussed and decided at the meeting by the team.
* Minutes MUST be given to your principal within 24 hours after your team meeting
* Each team member places his/her own minutes into their own data team notebook

**** **Data Team Reflection**

Marjory Stoneman Douglas High School

Content Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Please reflect on the following questions:

Curriculum – What do we want all students to know?

Assessment – How will we determine student mastery?

Remediation – How will we respond to students who do not meet mastery?

Enrichment – How will we respond when students meet/exceed mastery?

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***Data Teams are the single best way to help educators…move from “drowning in data” to using information to make better decisions.***

**Reeves, 2009**