

Data Teams: A Structure for Teacher Talk

Meghan Martins

Administrator Academy

February 4-5, 2009



Why?

“Until you have data as a backup, you’re just another person with an opinion.”

Dr. Perry Gluckman



A Possible Future

“The image of the future would be a group of teachers sitting around a table talking about their students’ work, learning and asking, ‘What do we need to do differently to get the work we would like from the kids?’”

**Dennis Sparks 1998,
Executive Director of NSDC**



What Are Data Teams?

- Small grade-level or department teams that examine individual student work generated from common formative assessments
- Collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning



Data Team Actions

“Data Teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action.”

(S. White, Beyond the Numbers, 2005, p. 18)



The Leadership/Learning Matrix

Effects/Results Data

<p><i>Lucky</i></p> <ul style="list-style-type: none">■ High results, low understanding of antecedents■ Replication of success unlikely	<p><i>Leading</i></p> <ul style="list-style-type: none">■ High results, high understanding of antecedents■ Replication of success likely
<p><i>Losing Ground</i></p> <ul style="list-style-type: none">■ Low results, low understanding of antecedents■ Replication of failure likely	<p><i>Learning</i></p> <ul style="list-style-type: none">■ Low results, high understanding of antecedents■ Replication of mistakes unlikely

Antecedents/Cause Data



The Data Team Process

- Step 1—Collect and chart data (cause and effect)
- Step 2—Analyze strengths and obstacles
- Step 3—Establish goals: set, review, revise
- Step 4—Select instructional strategies
- Step 5—Determine results indicators to determine if:
 - If strategy is being implemented
 - If strategy is having intended effect on student learning and improved performance



Common Assessments

- Provide a degree of consistency
- Represent common, agreed-upon expectations
- Align with Power Standards
- Help identify effective practices for replication
- *Make data collection possible!*



Two Types of Data

“In the context of schools, the essence of holistic accountability is that we must consider not only the effect variable—test scores—but also the cause variables—the indicators in teaching, curriculum, parental involvement, leadership decisions, and a host of other factors that influence student achievement.”

*(D. Reeves, *Accountability for Learning*, 2004)*



“Antecedents to Excellence”

- Writing as lever
- External scoring
- Frequent use of performance assessments
- Consistent use of scoring guides
- Consistent expectations
- Multiple opportunities for student success



Data Should Invite Action

“Data that is collected should be analyzed and used to make improvements (or analyzed to affirm current practices and stay the course).”

(S. White, *Beyond the Numbers*, 2005, p. 13)



Vertical Data Team

Middle School Math Team

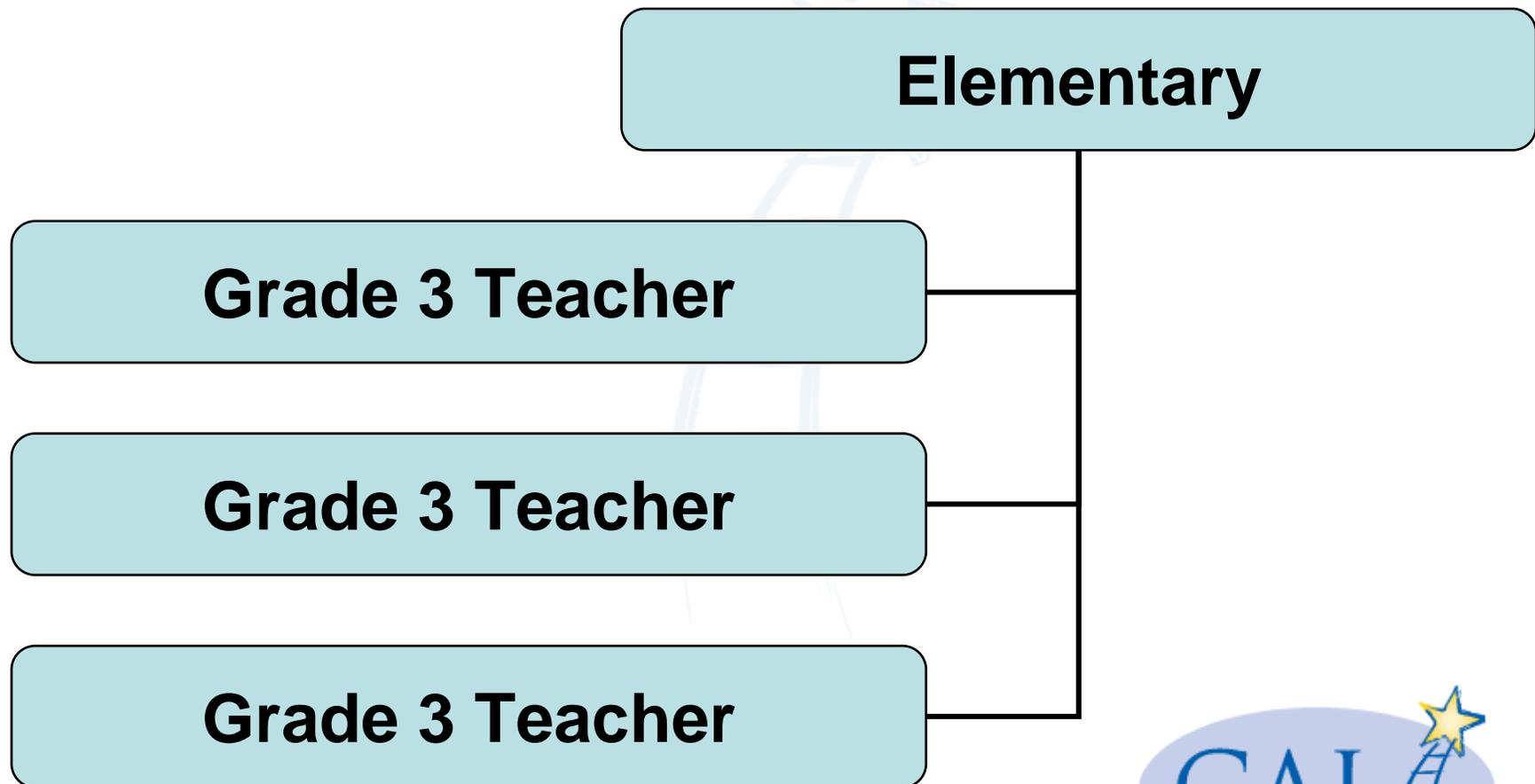
Grade 6 Math Teachers

Grade 7 Math Teachers

Grade 8 Math Teachers



Horizontal Data Team



Frequency and Length of Data Team Meetings

- Varies: Weekly to once a month
- Shortest (45 minutes) to longest (120 minutes)

Schools that realize the greatest shift to a data culture scheduled meetings once a week!



Data Team Leader and Principal Debriefs

- Meet at least monthly to discuss
 - Achievement gaps
 - Successes and challenges
 - Progress monitoring
 - Assessment schedules
 - Intervention needs
 - Resources



Steps to Create and Sustain Data Teams

1. Collaborate
2. Communicate expectations
3. Form Data Teams
4. Identify Data Team leaders
5. Schedule meetings
 - Data Team meetings
 - Principal and Data Team leaders
6. Post data and graphs
7. Create communication system



Post Data Graphs

■ Make simple graphs to share results:

- Display in halls
- Display in classrooms
- Include in newsletters
- Data Walls
- Tell your story

