

## Helpful Hints

### Bring to the meeting:

- Completed Step One Chart\*, “Collect and Chart Data: Before Instruction Collaboration”
- Samples of student work
- Data Team notebook (if applicable)
- Effective teaching strategies information – *Classroom Instruction That Works* (Marzano et al., 2001) or *The Handbook for Classroom Instruction that Works* (Marzano et al., 2001)
- Teaching resources – or be able to access information about best practices

### At the meeting:

- Identify who will record the results of the Data Team meeting.
- Identify who will serve as timekeeper.

### Data Team record keeping:

- The completed five step data team forms can serve as both the agenda and minutes.
- Data Team records can be kept both in hard copy and electronically.
- A common binder by grade level or content area may be kept in a central location so that all members of the school can share in the learning.

### Creating Data Walls:

The power of the Data Team process lies not only in increasing student achievement, but also in sharing effective instructional strategies so that we can replicate successful practices and learn from each other. Data can be displayed on bulletin boards or by creating data walls. Making data public is a powerful way to learn from one another.

A data wall consists of three parts:

1. Student data (anonymous)
2. Instructional strategies or other school measures involving teaching practices (i.e. collaborative scoring, frequency of performance assessments, etc.)
3. Inferences and conclusions drawn from the data

Displaying data is a mechanism for sharing results and effective practices. Displays should be updated regularly after the Data Team meetings. Data walls can be used collaboratively with students and staff to chart and monitor growth and celebrate successes.

## Resources

- Ainsworth, Larry. (2003). Power standards: Identifying the standards that matter most. Englewood, CO: Advanced Learning Press.
- Ainsworth, Larry. (2003). Unwrapping the standards: A simple process to make standards manageable. Englewood, CO: Advanced Learning Press.
- Connecticut Accountability for Learning Initiative. <<http://www.sdecali.net>>
- Connecticut State Department of Education. <<http://www.ct.gov/sde>>
- DuFour, R., DuFour, R., & Eaker, R. (2005). On common ground: The power of professional learning communities. Bloomington, IN: National Education Service.
- Marzano, R., Norford, J.S., Paynter, D.E., Pickering, D.J. & Gaddy, B.B. (2001). A handbook for classroom instruction that works. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works. Alexandria, VA: Association for Supervision and Curriculum Development.
- Reeves, D. B. (2001). 101 questions and answers about standards, assessment, and accountability. Denver, CO: Advanced Learning Press.
- Reeves, D. B. (2002). Making standards work: How to implement standards-based assessments in the classroom, school and district. Denver, CO: Advanced Learning Press.
- Reeves, D. B. (2002). The daily disciplines of leadership: How to improve student achievement, staff motivation, and personal organization. San Francisco, CA: Jossey-Bass.
- Reeves, D. B. (2004). Accountability for learning: How teachers and school leaders can take charge. Alexandria, VA: Association for Supervision and Curriculum Development.
- Reeves, D. B. (2004a). 101 more questions and answers about standards, assessment, and accountability. Englewood, CO: Advanced Learning Press.
- The Center for Performance Assessment. <<http://www.makingstandardswork.com>>.

This guide is a collaborative effort among the following groups: Connecticut State Department of Education, the Regional Education Service Centers, the State Education Resource Center, and the Center for Performance Assessment.

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# DATA TEAMS: A DESKTOP REFERENCE GUIDE

# Grade Level/ Content Area Data Teams



## Introduction

The Connecticut State Department of Education (CSDE) has developed and implemented the Connecticut Accountability for Learning Initiative to accelerate the learning of all students and to close the achievement gap in the state. As part of this work, the CSDE has partnered with the Center for Performance Assessment, Regional Education Service Centers (RESCs), and the State Education Resource Center (SERC) to provide district-level and school-level training and technical assistance in the following key areas:

- *Data-Driven Decision Making (DDDM)*: ongoing review of data by district leaders, building leaders and teachers to determine strengths and areas in need of improvement at the district **level** and **the** school level
- *Data Teams (DT)*: ongoing analysis of data from common formative assessments in order to identify strengths and weaknesses in student learning, and to identify instructional strategies that will best address student learning objectives in the classroom
- *Making Standards Work (MSW)*: aligning school and district expectations to state standards and developing classroom-based instruction and assessments to improve student performance
- *Effective Teaching Strategies (ETS)*: applying research-based, effective instructional strategies identified in “Classroom Instruction that Works” (Marzano et al., 2001) and non-fiction writing (Reeves, 2004) to develop lesson plans that best meet student needs

This guide provides an overview of Data Teams. Your RESC or SERC are available for support in the implementation of the Data Teams process. Document titles in this guide that are followed by an asterisk are available in electronic form on the Connecticut State Department of Education website:

- Go to <http://www.ct.gov/sde>
- On the left side of the page, click “School and District”
- Click School Improvement/Connecticut Accountability for Learning Initiative
- Click “Data-Driven Decision Making” on the diagram for resources

# Connecticut Accountability for Learning Initiative

You can begin with any one of these powerful practices:



## Rationale:

The Connecticut Accountability for Learning Initiative is based on the findings of nationally recognized researchers including Dr. Douglas Reeves, Dr. Michael Schmoker, Dr. Robert Marzano, Dr. Richard Elmore, Dr. John Simpson and others. Their work provides evidence that schools with high rates of poverty and high percentages of ethnic minorities in their student populations can achieve high academic performance. Common characteristics of these high-achieving schools include:

- A clear focus on achievement
- Standards-based curriculum that emphasizes the core subject areas of reading, mathematics and writing
- Use of data to inform instructional and leadership decisions
- Frequent assessment of student progress and multiple opportunities for student improvement
- An emphasis on research-based effective teaching strategies, including nonfiction writing
- Collaborative teams focused on student learning
- All adults held accountable for student achievement

“If teachers [and leaders] systematically examine their professional practices and their impact on student achievement, the results of such reflective analysis will finally transform educational accountability from a destructive and unedifying mess to a constructive and transformative force in education” (Reeves, 2004, p. 6).

## Overview Of The Data Team Process

The first data team meeting is an opportunity to establish norms, discuss the purpose of Data Teams, identify note-taker and time keeper and begin the ongoing process of connecting data, standards, and instruction. Once the purpose is clear and norms have been established, the data team examines data and identifies a high priority, standards-based student achievement need. This data can be found in state, district or classroom assessments. When an area of need has been identified, the data team creates or selects a quick, common pre-assessment. Finally, the data team administers the pre-assessment and collects the results. Now the team is ready to begin the Five Step Data Team Meeting Process.

### Step 1—Collect and chart data

Prior to coming to the next meeting, teachers should do the following:

- Score your students’ assessments according to what was determined as proficient (and/or exemplary).
- Complete Data Team Form: Step One\*, “Collect and Chart Data: Before Instruction Collaboration” and identify strengths as well as obstacles/challenges of your students’ work.

### Step 2—Analyze strengths and obstacles

At the meeting, the team should complete Data Team Form: Step Two\* and:

- Examine actual student work on the assessment for the purpose of identifying strengths as well as challenges.
- Analyze the common formative assessment results to identify the skills, concepts and content that students know and don’t know. Be as specific as possible.

### Step 3—Establish goals: set, review, revise

Based on Step 1 and Step 2 information, the team should do the following:

- Identify one or two SMART goals. SMART goals are specific, measurable, achievable, realistic and time-bound.
- Use Data Team Form: Step Three\* to assist in setting high quality goals.

#### Step 4—Select instructional strategies

The team should use research-based resources and Data Team Form: Step Four\* to:

- Identify which research-based strategies will result in the greatest gain in student achievement in the area identified by the goal(s).
- Agree on two research-based instructional strategies that will be used by all team members.

#### Step 5—Determine results indicators

The team needs to determine how the instructional strategies you selected are working. Use Data Team Form: Step Five\* to:

- Determine what observable evidence (results indicators), in addition to the post-assessment, you expect to see from students as a result of implementing the instructional strategies you have selected.
  - › Teacher example: Daily, explicit teacher modeling using graphic organizers.
  - › Student example: Increased number of students using nonlinguistic representations in science.
- Determine date(s) when you will administer post-assessments and schedule next meeting.

#### Post meeting responsibilities:

All team members are expected to:

- Implement the selected instructional strategies. Instruction should change the next day as the result of the data team meeting.
- Collect and record results indicators observed.

- Administer and score common post-assessment during time span agreed upon (using Data Team Form-Step One).
- Bring above information to the next Data Team meeting.

The team leader:

- Reviews official minutes for accuracy.
- Disseminates copies of minutes to members of the team.
- Disseminates copies of the minutes to building administrators.

#### Next Data Team Meeting:

- All team members should have completed Step One for their own classroom(s) prior to this meeting.
- Use Step Two (analyzing student work and the data) to determine if the goal was met.
- Determine next instructional steps for students who did not reach proficiency on the assessment.
- Display the data on bulletin boards or make official “data walls”. Making the data public contributes to the creation of a professional learning community and assists students in monitoring their own progress.
- If the Data Team goal was met, begin the process again and proceed to the next high priority standards-based area of need.
- If the Data Team goal was not met, the team must decide if the goal should remain the same, or if it and/or the strategies should be revised.
- Complete Data Team form: After Instruction\*

