

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT

## **Standards for Instructional Data Teams**

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[The attached standards can be used to assess the functioning of instructional data teams.]

**Revised November 2, 2011**

## Standards for Instructional Data Teams

### Introduction

Instructional Data Teams (IDT) are groups of teachers working collaboratively in a continuous process to enhance the achievement of the students they teach. IDTs are usually composed of teachers who teach the same grade level (elementary) or same course, content area or subject area (secondary).

In this second iteration of standards for best practices for Instructional Data Teams, one will find that the most important aspects of the functioning of an exemplary team has changed. In the initial version of these standards more emphasis was placed on the team's ability to use student assessment data to inform their work, both prior to instruction and following instruction. While this continues to be an important facet of any team's work, it is not the factor that is going to make and sustain long-term changes in student outcomes. The emphasis in these revised standards has shifted to the actions the teachers are going to take to meet the needs of the students as defined by this assessment data.

Therefore, these standards ask the teams to apply the same type of assessment practice they learned with regard to students, to their own actions as adults. If students are not acquiring the skills and knowledge from instruction, the team must look at their own practice and determine how it needs to be expanded, improved, or replaced in order to facilitate student learning. These decisions concerning the professional practice of the team members in service to the identified student outcomes now become the primary focus of a data team. The extent to which the team successfully engages in this process now determines whether or not the team is rated as exemplary.

This structured inquiry into improving and expanding the content and pedagogical knowledge of team members and measuring their progress is described in these standards.

Instructional Data Teams continue to evolve. The standards described in this document represent the current thinking on best practice, current research, and experience with hundreds of teams in dozens of districts during the past four years. As a dynamic process, it is anticipated that these standards will continue to evolve as we, as an educational community, continue to grow in knowledge and experience.

### **Ratings Key**

**Not Begun – The team has not yet addressed this issue.**

**Progressing – The team has begun working on this issue and is making adequate progress.**

**Met – The team has addressed this issue and their performance meets the standard as described.**

**Exemplary – The team has done a superior job on this issue and surpasses the standard in obvious and dramatic fashion.**

## Standards for Instructional Data Teams

Instructional Data Teams begin their work by identifying the most significant student achievement issue with which they are faced. They document this student achievement issue with data so that they can measure improvement. Instructional Data Teams then move quickly to determine the area or areas of their practice that are contributing to this student achievement issue. They identify the gap between their current level of practice and their desired level of practice. They do this by identifying the desired level and taking a baseline measure of how their current practice compares. They then design a plan to move from their current level of practice to the desired level. They document their progress with frequent measures. Finally they monitor the change in the student achievement issue as their practice changes. As teams approach this demanding work there are standards of practice that have been found to enhance the quality of their work. This document is designed for teams to compare their performance in a number of critical areas to those found most effective.

Domain	Standards (Ratings noted to right)	Not Begun	Progressing	Met	Exemplary	Evidence
<p><b>Membership</b></p> <p><u>Domain Rating</u></p> <ul style="list-style-type: none"> <li>○ <i>Exemplary</i></li> <li>○ <i>Met</i></li> <li>○ <i>Progressing</i></li> <li>○ <i>Not Begun</i></li> </ul>	<p>1. Elementary – Grade level teachers plus support specialists as needed</p> <p>2. Secondary – Common course/subject teachers plus support specialists as needed.</p>					
<p><b>Structure</b></p> <p><u>Domain Rating</u></p> <ul style="list-style-type: none"> <li>○ <i>Exemplary</i></li> <li>○ <i>Met</i></li> <li>○ <i>Progressing</i></li> <li>○ <i>Not Begun</i></li> </ul>	<p>1. Norms are developed and followed. (i.e. have an agenda, start and end on time, open and honest dialogue, everyone has a voice, confidentiality, etc.)</p> <p>2. Regularly scheduled and conducted meetings. No less than 1 hour per week.</p> <p>3. Roles are clearly defined (team leader, recorder, etc.).</p> <p>4. The team leader facilitates the meeting and reinforces norms.</p> <p>5. Data facilitator records and displays all data in advance of meeting.</p> <p>6. Each member performs scoring and data entry for responsible students in advance of the meeting. (No individual scoring at meeting.)</p>					

	7. Agenda is sent to all members in advance of the meeting					
	8. Minutes are sent to all members following the meeting.					
<p style="text-align: center;"><b>Process</b></p> <p><u>Domain Rating</u></p> <ul style="list-style-type: none"> <li>○ <i>Exemplary</i></li> <li>○ <i>Met</i></li> <li>○ <i>Progressing</i></li> <li>○ <i>Not Begun</i></li> </ul>	1. There is ample opportunity for participation by every member.					
	2. The discussion follows the agenda (focused, time-limited) and is supported by evidence and data.					
	3. The group stays on task.					
	4. The team serves as a problem solving group as obstacles arise.					
	5. Decisions made by the group are supported by all members.					
	6. At the end of each meeting, next steps are clearly identified and a timeline developed for follow-up.					
<p style="text-align: center;"><b>Documenting the Student Achievement Issue</b></p> <p><u>Domain Rating</u></p> <ul style="list-style-type: none"> <li>○ <i>Exemplary</i></li> <li>○ <i>Met</i></li> <li>○ <i>Progressing</i></li> <li>○ <i>Not Begun</i></li> </ul>	1. The team has identified an important student achievement issue (i.e., effects large numbers, critical skill).					
	2. The team has documented the student achievement issue with data (i.e. data over time, accurate).					
	3. The student achievement issue is stated as a SMART goal.					

	4. The team has identified a method to collect data concerning change in student achievement on the identified issue and a schedule of data collection. (Formative Data)					
<b>Documenting the Adult Practice Issue</b>  <u>Domain Rating</u> <ul style="list-style-type: none"> <li>○ Exemplary</li> <li>○ Met</li> <li>○ Progressing</li> <li>○ Not Begun</li> </ul>	1. The team has identified the adult practice issue that is most likely to be affecting the current student achievement issue identified.					
	2. The team has produced a strong rationale supporting the connection between the identified adult practice issue and the student achievement issue.					
	3. The team has identified the desired level of performance concerning the adult practice through a process of reflection, research and collaboration.					
	4. The team has identified a method to collect data concerning change in adult practice and a schedule of data collection.					
<b>The Instructional Plan</b> <u>Domain Rating</u> <ul style="list-style-type: none"> <li>○ Exemplary</li> <li>○ Met</li> <li>○ Progressing</li> <li>○ Not Begun</li> </ul>	1. The team has drafted a plan to improve the performance of the members toward the identified desired level defined in the SMART goal. The plan contains specific actions the team members will take to reach the goal, with timelines and responsibilities noted.					

	2. The team uses formative data concerning both adult practice and student achievement to adjust the strategies detailed in the improvement plan.					
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