

## Data Teams Checklist

Meeting 1 – Week of \_\_\_\_\_

\_\_\_ 1. Meet with team to determine area of student learning on which the Data Team will focus first.

\_\_\_\_\_ (focus area)

\_\_\_ 2. “Unwrap” the standard to create digestible chunk of learning. (i.e. Sort and identify congruent shapes – “Sort” and “identify” are 2 skills. Either focus on “Sort” or “identify,” NOT both skills).

\_\_\_\_\_ (unwrapped standard)

\_\_\_ 3. Create or select pre-assessment to measure the small chunk of learning.

\_\_\_\_\_ (assessment type and where are you getting it?)

\_\_\_ 4. Identify the date to administer the pre-assessment (must be administered on same day).

\_\_\_\_\_ (date)

\*\*Between Meeting 1 and 2, administer assessment and chart data using chart. Bring completed chart with all grade level teachers’ results to Data Team 2 meeting.

Meeting 2 – \_\_\_\_\_

\_\_\_ 1. Bring completed chart with all 3 or 4 sets of data on one chart.

\_\_\_ 2. Analyze results of assessment.

- a. What did the students do well? What did they know that allowed them to do well (Infer)?
- b. Where did the students struggle? What did they not understand that caused them to struggle (Infer)?

\_\_\_ 3. Choose 1 area for focus.

\_\_\_ 4. Write a SMART goal (Specific, Measureable, Attainable, Relevant, and Timely).

- Choose the specific student group and/or specific content skills and application.
- Choose the measurement tool.
- Establish the relevance of the goal.
- Schedule the date of the assessment.
- Specify the desired outcome (% gain or % of students proficient)
- Validate that the goal is achievable.

\_\_\_ 5. Select 1 common instructional strategy that all grade level teachers will use during this 2 to 3 week time-frame to teach this skill.

\_\_\_ 6. Determine results indicators. What will we see in terms of **teacher** actions if the strategy is implemented properly? And, what will we see in terms of student actions if the strategy is implemented?” “What should we see in student work that will let us know that the strategy is effective?”

Analyzing Results  
for \_\_\_\_\_ grade

<b>Performance Strengths</b>	<b>Inference</b>
<b>Performance Errors and Misconceptions</b>	<b>Inference</b>

SMART GOAL

The percentage of \_\_\_\_\_ scoring proficient or higher in \_\_\_\_\_  
(student group) (content area)  
 will increase from \_\_\_\_\_ to \_\_\_\_\_ by the end of \_\_\_\_\_  
(current reality percentage) (goal percentage) (month)  
 as measured by \_\_\_\_\_ administered on \_\_\_\_\_.  
(assessment tool) (specific date)

Common Instructional Strategies

Selected Instructional Strategy	Learning Environment	Time (Frequency and Duration)	Materials for Teachers and Students	Assignments and Assessments – Where will students be required to use the strategy?