**Data Teams Rubric―Meeting Components**

| **Step** | **Proficient** | **Exemplary**  All Proficient Criteria PLUS the Following: | **Comments** |
| --- | --- | --- | --- |
| **Step 1―Collect and Chart Data** | 1. Data assembled in discussion format prior to start of meeting | 1. Results are disaggregated according to specific subgroups present in the school |  |
| 1. Results include number, percentage, and names of students at multiple performance levels (e.g., Goal, Proficient, Close to Proficient, Intervention) | 1. All team members, including support personnel who may not be able to attend meeting, have results |
| 1. Data is disaggregated by grade-level standard if multiple standards are included on the assessment in order to support specific analysis | 1. Data is triangulated (multiple sources of data included that further illuminate students’ knowledge and skill in the area being examined) |
| 1. Data is disaggregated by teacher |  |
| 1. Data supports timely, specific, and relevant feedback to teachers and students to improve performance |
| 1. Data includes student work samples from the assessment being reviewed |
| **Step 2―Analyze Strengths and Performance Errors or Misconceptions** | 1. The inferring of strengths and needs is based on a direct analysis of student work | 1. Prioritized needs reflect areas that will have impact within multiple skill areas |  |
| 1. Analysis includes comparison of student work samples to targeted “unwrapped” standards | 1. Needs inferred for intervention group are categorized according to a hierarchy of prerequisite skills |
| 1. Strengths and needs identified are within the direct influence of teachers |  |
| 1. Team goes beyond labeling the need or the “what” to infer the “why” or root cause |
| 1. Strengths and needs are identified for each "performance group" (i.e., strengths and needs for "Close to Proficient Students," for "Far to Go but Likely Students," etc.) |
| 1. Needs are prioritized to reflect those areas that will have largest impact within subject areas (if three or more needs are identified; otherwise prioritization may be implied) |
| **Step 3―Goals** | 1. Establish, review, or revise a goal | 1. Targeted needs have impact in multiple skill areas, e.g., “identifying supporting details” |  |
| 1. **S**pecific targeted subject area, grade level, and student | 1. Intervention students have a goal related to prerequisite skills necessary for proficiency |
| 1. **M**easurable area of need is established, and assessment to be used is identified |  |
| 1. **A**chievable gains in student learning based on the consideration of current performance of all students |
| 1. **R**elevant goal addresses needs of students and supports school improvement plan |
| 1. **T**imeframe established for learning to occur and the subsequent administration of the assessment |

| **Step** | **Proficient** | | **Exemplary**  All Proficient Criteria PLUS the Following: | **Comments** |
| --- | --- | --- | --- | --- |
| **Step 4―Instructional Strategies** | | 1. Strategies directly target the prioritized needs identified during the analysis | 1. Strategies selected impact multiple skill areas |  |
| 1. Strategies chosen will modify teachers’ instructional practice | 1. Strategies include modeling of how selected strategies would be implemented |
| 1. Strategies describe actions of the adults that change the thinking of students | 1. Team anticipates/discusses acceptable, ongoing adaptations to strategy implementation (“if… then…”) *strong connection here to Results Indicators* |
| 1. Team describes strategies for each performance group | 1. Team evaluates their capacity to use the selected instructional strategy and identifies needed resources, etc. |
| 1. Team agrees on prioritized research-based strategies that will have greatest impact |  |
| 1. Descriptions of strategies are specific enough to allow for replication (i.e., implementation, frequency, duration, resources) |  |
| **Step 5―Results Indicators** | | 1. Results Indicators are created for each selected strategy | 1. Establishes interim time frame to monitor the implementation of the strategy |  |
| 1. Describes what the teacher will be doing if the strategy is being implemented | 1. Clear and detailed descriptions that allow others to replicate the described practices |
| 1. Describes what the students will be doing if the strategy is being implemented | 1. Specific enough to allow teachers to predict student performance on next assessment |
| 1. Describes the anticipated change in student performance if the strategy is having the desired impact on the prioritized need |  |
| **Step 6 – Monitoring Meeting** | | a) Teachers bring student work samples that provide evidence of strategy implementation | a) Multiple work samples are included that show the progression of strategy implementation over time |  |
| b) Teachers describe their implementation of the strategy including frequency, direct instruction/modeling, and feedback provided to students | b) Teachers observe colleagues in their use of the strategy and discuss observations during this meeting |
| c) Teachers examine the student work samples to determine the quality of strategy implementation | c) Teachers discuss other situations where the strategy may be used |
| d) Teachers examine the work samples to determine whether the strategy is having the desired impact (effectiveness) |  |
| e) Teachers support each other in the use of the strategy through specific dialog, modeling, planning, etc. |  |
| f) Teachers discuss the effectiveness of the strategy including whether to continue, modify, or stop the use of the selected strategies |  |
| **Step** | **Proficient** | | **Exemplary**  All Proficient Criteria PLUS the Following: | **Comments** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Norms and**  **Participation** | 1. Team members actively listen (delay response, rephrase statements, clarify) | 1. Agreed-upon norms are internalized (requiring no reminders or references) |  |
| 1. Team members assume the positive intentions of others (responds as if all members are well intentioned) | 1. Team serves as a model for professional behavior |
| 1. Team operates by developed norms | 1. Members apply learned practices to classrooms and serve as models for other team members or teachers |
| 1. Members openly reflect on own instructional practices | 1. Members actively solicit ideas, successes, and challenges from each other |
| 1. Members share ideas, successes, and challenges | 1. Members assist other team members in adhering to stated time frames and purpose of meeting |
| 1. Members adhere to meeting time and purpose |  |
| 1. Members bring student evidence and other required resources to meeting |  |
| 1. Members review norms before each meeting (ie. verbally, on minutes, posted, etc.) |  |
| 1. Members reflect on their adherence to the norms at the end of the meeting and identify next steps if needed |  |

**Instructional Data Teams Rubric―Logistics, Communication, and Support Components**

| **Step** | **Proficient** | **Exemplary**  All Proficient Criteria PLUS the Following: | **Comments** |
| --- | --- | --- | --- |

|  |  |  |  |
| --- | --- | --- | --- |
| **Agenda** | 1. Follows the five steps of the Data Teams process | 1. Includes reminders of agreed-upon norms |  |
| 1. Indicates targeted instructional area and standards | 1. Includes reminders and descriptions of roles |
| 1. Includes next meeting date | 1. Includes reflections of current team status against goal as appropriate (results from previous assessment, pre-assessment, etc.) |
| 1. Allocates time for each component of meeting |  |
| 1. Focused entirely on collaborative analysis of student work |  |
| 1. Items on agenda related to next steps |  |
| **Minutes** | 1. Accurate representation of meeting process | 1. Available at the end of meeting |  |
| 1. Includes list of members present | 1. Record of collaboration, analysis, and strategies that allows for replication of practices by professionals outside of the team |
| 1. Indicates prioritized needs for team focus | 1. Minutes include models for strategy use |
| 1. Describes agreed-upon strategies | 1. Includes list of supporting resources (websites, etc.) |
| 1. Results Indicators reflect desired changes in student and teacher behaviors |  |
| 1. Descriptions of strategies and Results Indicators are specific and allow team members to consistently implement agreed-upon actions |  |
| 1. Available within 24 hours |  |
| 1. Descriptive enough for leadership to be able to identify team needs and required supports |  |
| 1. Minutes are taken during the meeting in order to capture group thinking (not recreated after the meeting) |  |
| **Schedule** | 1. Meetings are held weekly for a minimum of 45 minutes | 1. Meetings are held within two days of the availability of the data |  |
| 1. Meetings are held within one week of availability of data | 1. Resource personnel scheduled to support EACH meeting |
| 1. Meeting time is uninterrupted |  |
| 1. Appropriate resource personnel are scheduled to meet with teams on a regular basis |  |
| 1. Monitoring meetings are scheduled to collaborate on strategy implementation and make required adjustments (formal or informal) |  |  |

| **Step** | **Proficient** | **Exemplary**  All Proficient Criteria PLUS the Following: | **Comments** |
| --- | --- | --- | --- |

|  |  |  |  |
| --- | --- | --- | --- |
| Administrators | 1. Clear timelines and responsibilities are delineated for resources/supports identified during Data Team meeting | 1. Support is available to team immediately |  |
| 1. Support is provided to team within identified timelines | 1. Serves as a model for administrative support of Data Teams process |
| 1. Necessary supports are planned for during the school-wide Data Team meeting |
| 1. Knowledgeable, supportive, and respectful of the five-step Data Teams process | 1. Provides regular opportunities for team members to publicly share their successes during faculty meetings or other means |
| 1. Promptly provides support that develops the team’s proficiency in the Data Teams process | 1. Provides structures that allow teacher modeling and observation of successful practices |
| 1. Models an inquiry-based approach (defined as facilitating the action-research-based learning of the faculty and linking student achievement results to adult variables rather than mandating specific practices) | 1. Administrator is present during meeting and leaves with clearly identified action steps to support team’s decisions |
| 1. Aware of team goals and identified, prioritized areas of need |  |
| 1. Aware of instructional practices selected and provides feedback on the appropriateness of the strategies |  |
| 1. Administrator is knowledgeable of Effective Teaching Strategies and provides the coaching and feedback necessary for successful implementation |
| 1. Attends at least one Data Team meeting per month |