**Data Teams Rubric―Meeting Components**

| **Step** | **Proficient** | **Exemplary** All Proficient Criteria PLUS the Following: | **Comments** |
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| **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
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| 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
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| 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)
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| 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
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| 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
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| 1. Strengths and needs identified are within the direct influence of teachers
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| 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
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| 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** |

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

| **Step** | **Proficient** | **Exemplary** All Proficient Criteria PLUS the Following: | **Comments** |
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| **Agenda** | 1. Follows the five steps of the Data Teams process
 | 1. Includes reminders of agreed-upon norms
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| 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
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| 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)
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| **Step** | **Proficient** | **Exemplary** All Proficient Criteria PLUS the Following: | **Comments** |
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| Administrators | 1. Clear timelines and responsibilities are delineated for resources/supports identified during Data Team meeting
 | 1. Support is available to team immediately
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| 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
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