

The Data Team Process PowerPoint

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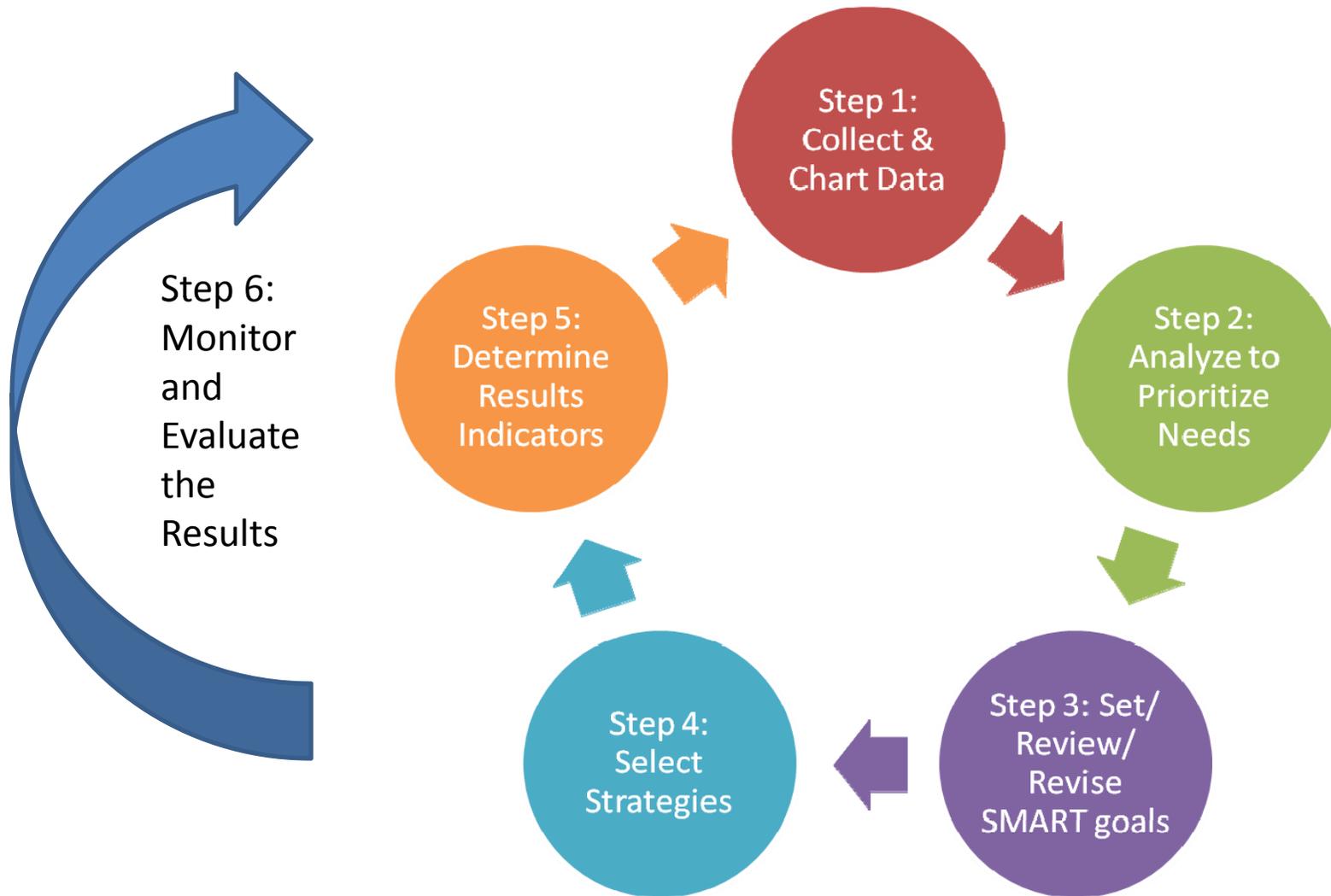
Heart of MO-RPDC

University of MO-Columbia

The Data Team Process

- The Data Team Process is a six-step process used by collaborative instructional grade-level teams to collect and analyze data and make decisions in regard to instructional strategies.
- The Data Team Process is designed to bring about greater learning for students, teachers and administrators.
- Teams create common formative assessments and use the results as a basis to create smart goals and determine and implement research-based interventions for diverse learners.

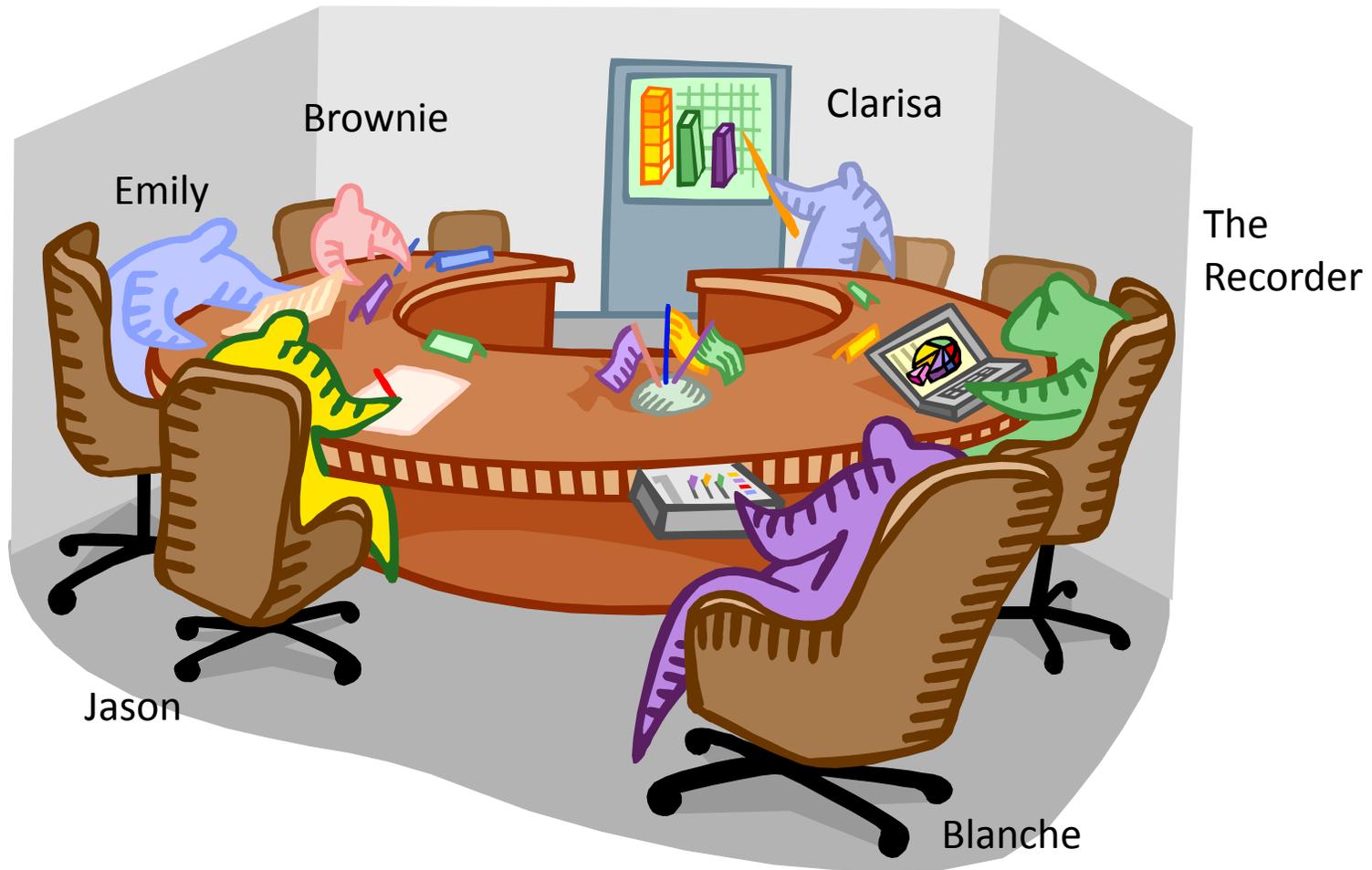
The Six Steps of the Data Team Process



Step 1: Collect and Chart the Data

- Teachers must come prepared for a 60-90 minute meeting, complete with student papers (from the common formative assessment) arranged from proficient to least proficient, scoring guide or measurement scale, ideas about students who are proficient and higher and ideas about students who are not proficient and their obstacles and misconceptions.
- Data is submitted to the team leader prior to the meeting.
- At the meeting, the team leader provides each team member with the data shown in a table or graph. (See example on Slide 6).

Meet the 7th Grade ELA Data Team



STEP 1: COLLECT AND CHART DATA

Team: Grade 7/ELA

Date: January 10

ELO: Persuasive Writing with evidence and using an outline for organization.

Common assessment: Writing Prompt: "All people should wear a helmet when riding a bicycle. Write a paper to explain why or why not."

TEACHER	Total # of Stdnts	# PROF or Higher	% PROF	# CLOSE	% CLOSE	# FAR	% FAR	# INTERV	% INTERV
Clarisa	78	25	32%	49	63%	3	4%	1	1%
		Mary Mark Ali Steve Eva Grace Sam, etc.		Berry Janette Sally Sherri Michael Sarah, etc.		Toby, Stephanie, Pete		Debbie	
Emily	79	9	11%	55	70%	12	15%	3	4%
		Anita Fred Annie Stacy Tony B, etc.		Sofie Maria Marcus Allison Jackie Vernon, etc.		Steve C Tia Adam Matt Ralph Oliver, etc.		Brad Jim Daisy	
Jason	75	22	29%	43	57%	8	11%	2	3%
		Charlotte Murray Gracie Trump Pamper, etc.		Annabel Connor Ben Emily James P, etc.		Milo Sadie Myron Owen Maria Jake, etc.		Joey Peggy	
Blanche	88	21	24%	60	68%	5	6%	2	2%
		Celia Liam Addison Olivia, etc.		Hayden Anne Jackson, etc.		Sienna Lucy Donovan Brendan Enrique, etc.		Aveng Gwen	
Brownie	58	0	0%	35	60%	13	22%	10	17%
		Laurie B Seemor Tiny Mary Tommy, etc.		Lee Sam Ion Leeza Macon, etc.		Zue Mercy Alan B Leighann, etc.		Owen Mike Tom, etc.	
Totals	378	77	20%	242	64%	41	11%	18	5%
		A		B		C			

Step 2: Analyze Strengths and Obstacles

- The team examines student work to determine strengths, obstacles and anything that stands out.
- It is important for the team members to look for trends, patterns and underlying misconceptions.
- Inferences are made to determine reasons for successes and obstacles.
- At the meeting, the team recorder completes a chart for Step 2. (See slide 8.)

STEP 2: ANALYZE TO PRIORITIZE

PERFORMANCE CATEGORY	OBSERVATIONS	INFERENCE
Proficient	<p>Strengths: Had some sort of organizational structure, took a stance, and gave several reasons and in-depth examples to support stance</p> <p>Next Steps: Did not have knowledge of formal outline structure and many did not state and address the opposing viewpoint</p>	Students have not learned formal outline structure. Prompt may not be specific enough or have “cued” address the opposing viewpoint.
Close	<p>Strengths: Had some sort of organizational structure, took a stance, and most gave a few reasons to support the stance</p> <p>Errors/Misconceptions: Did not have knowledge of formal outline structure, need to add more reasons and in-depth examples, and need to clearly state and address the opposing viewpoint</p>	Students have not learned formal outline structure. Prompt may not be specific enough or have “cued” what was expected such as give reasons, specific example, and address the opposing viewpoint.
Far but Likely	<p>Strengths: Had some sort of organizational structure, took a stance, and gave at least one reason to support the stance</p> <p>Errors/Misconceptions: need formal outline structure, need more reasons and in-depth examples to support the stance, and need to clearly state and address the opposing viewpoint</p>	Students have not learned formal outline structure. Prompt may not be specific enough or have “cued” what was expected such as give reasons, specific examples, and address the opposing viewpoint.
Intervention	<p>Strengths: took a stance and had at least one reason</p> <p>Errors/Misconceptions: need some type of structure, need more reasons and in-depth examples to support stance and need to clearly state and support the opposing viewpoint</p>	Students may struggle with reading and understanding the prompt and with the overall writing process.

Step 3: SMART Goal: Set/Review/Revise

- Based on the obstacles and misconceptions, the team members create a short-term SMART goal.
- The goal needs to be attainable yet challenging and address the needs of diverse learners.
- A template is used and a formula is used to determine an attainable goal. (See slide number 10.)

STEP 3: SET/REVIEW/REVISE SMART GOAL

The percentage of seventh grade ELA students scoring proficient and higher in persuasive outlining will increase from 20% to 90% as measured by a Post-Assessment requiring formal outlining administered on January 22, 2011.

*Goal % Formula = Columns (A+B+C)/Total students from Step 1.

Step 4: Select Research-based Instructional Strategies

- The team uses the results from Step 2 to determine instructional strategies/interventions for Step 4.
- It is important to use researched-based strategies/interventions.
- Instructional strategies need to be selected for each of the groups of students.
- Strategies chosen need to address the obstacles and bring about mastery of the SMART goal.

STEP 4: SELECT STRATEGIES

Group: Proficient or Higher			
Identified Need: Use formal outline to address given topic.			
Selected Instructional Strategy	Envmt & Time-duration	Materials for Teachers and Students	Assignments &/or Assessments
<p>Brainstorm: Begin with a discussion on how one might organize information. What might an outline look like? Allow students to generate examples.</p> <p>Direct Instruction: Present students with the outline template and discuss how it is used. Show several examples of a completed outline.</p> <p>Modeling: Use a passage to complete an outline template form.</p> <p>Small Group Practice: Students will work in small groups to complete and outline template form for a short passage.</p> <p>Independent Practice: Students will work independently to complete an outline template form for a short passage.</p>	30-45 min.	Outline template form Several completed examples of outline template form. Short passages from the Time Write Kit	Create an outline using own information.

Group: Close to Prof. AND Far but Likely			
Identified Need: Use formal outline to address given topic.			
Selected Instructional Strategy	Envmt & Time-duration	Materials for Teachers and Students	Assignments &/or Assessments
<p>Direct Instruction: Present students with the outline template and discuss how it is used. Show several examples of a completed outline.</p> <p>Modeling: Use a passage to complete an outline template form.</p> <p>Small Group Practice: Students will work in small groups to complete and outline template form for a short passage.</p> <p>Independent Practice: Students will work in partners to complete an outline template form for a short passage.</p>	30-45 min	Outline template form Several completed examples of outline template form. Short passages from the Time Write Kit	Create an outline using own information.

Group: Intervention Students			
Identified Need: Use formal outline to address given topic.			
Selected Instructional Strategy	Envmt & Time-duration	Materials for Teachers and Students	Assignments &/or Assessments
<p>Direct Instruction: Present students with the outline template and discuss how it is used. Show several examples of a completed outline.</p> <p>Modeling: Use a passage to complete an outline template form.</p> <p>Small Group Practice: Students will work in small groups to complete and outline template form for a short passage. Give lots of feedback.</p> <p>Independent Practice: Students will work in small groups to complete an outline template form for a short passage. Give lots of feedback.</p>	Two 50 minute sessions	Outline template form Several completed examples of outline template form. Short passages from the Time Write Kit	Create an outline using own information.

Step 5: Determine Results Indicators

- This is a very important step that is often overlooked.
- It will show if the strategy is having the desired effect on student learning.
- The team develops results indicators to clearly describe student and adult behaviors if success is achieved in relation to the instructional strategy or intervention.
- Look-fors in student work are also established.
- Results indicators are established for each group of students.

STEP 5: ESTABLISH RESULTS INDICATORS, If-then....



Identified Need:	Use formal outline to address given topic.	Group: Proficient and Above
Selected Strategy:	Use a formal outline to address a given topic.	
Adult Behaviors:	Teachers will conference with students.	
Student Behaviors:	Successful students will teach other students. Students will use accurate formal outline format to address all the elements cued by a persuasive writing prompt.	
Look-fors in Student Work:	The product uses correct formal outline format and contains all the necessary components cued by the prompt.... clearly stated position, two reasons, an example for each reason, and addresses the opposing viewpoint.	

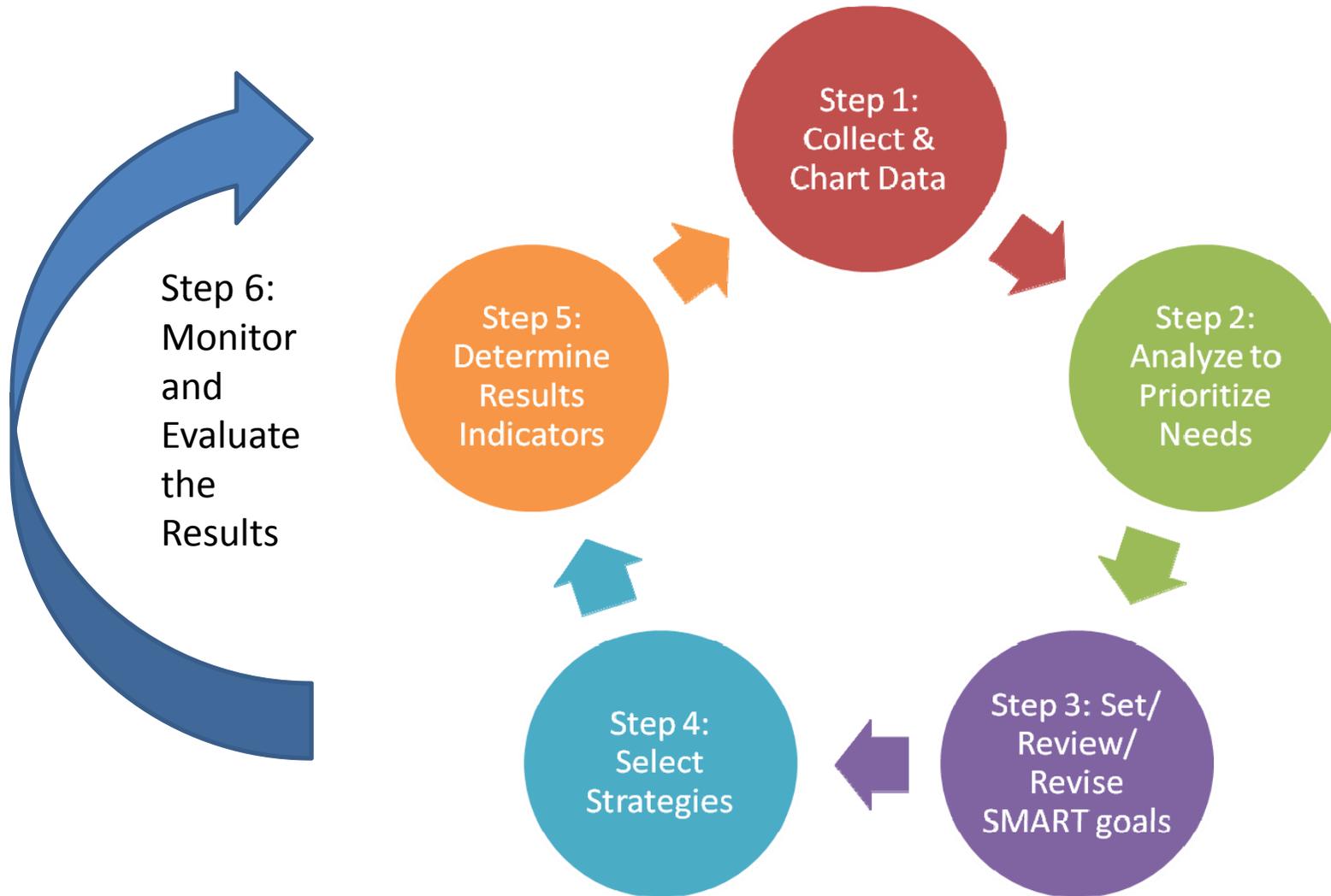
Identified Need:	Use formal outline to address given topic.	Groups: Close AND Far but Likely
Selected Strategy:	Use a formal outline to address a given topic.	
Adult Behaviors:	Teachers will conference with students.	
Student Behaviors:	Active learning/engagement. Students will use accurate formal outline format to address all the elements cued by a persuasive writing prompt.	
Look-fors in Student Work:	The product uses correct formal outline format and contains all the necessary components cued by the prompt....clearly stated position, two reasons, an example for each reason, and addresses the opposing viewpoint.	

Identified Need:	Use formal outline to address given topic.	Group: Intervention
Selected Strategy:	Use a formal outline to address a given topic.	
Adult Behaviors:	Teachers will conference with students and walk around room.	
Student Behaviors:	Active learning/engagement. Students will use accurate formal outline format to address all the elements cued by a persuasive writing prompt.	
Look-fors in Student Work:	The product used correct formal outline format and contained all the necessary components cued by the prompt.... had a clearly stated position, gave two reasons, an example for each reason, and addressed the opposing viewpoint.	

Step 6: Monitor and Evaluate Results

- Monitoring is continuous not just at the end of the process.
- Monitoring can allow for adjustments along the way.
- It is important to monitor not only student successes and challenges but also adult actions and fidelity of implementation.

The Six Steps....One more time.



Data Team Process Reflection

	Description	Likes or Pros	Concerns or Cons
Step 1	Collect and Chart the Data		
Step 2	Analyze and Prioritize		
Step 3	SMART Goal: Set/Review/Revise		
Step 4	Select Instructional Strategies		
Step 5	Determine Results Indicators		
Step 6	Monitor and Evaluate Key Points		