

Data-Based Decision Making ‘Look Fors’

Essential Function	Teacher	Data Team
<p>1 Educators establish collaborative process for collecting data.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Collects student data in relation to learning targets (e.g. feedback, writing samples, CFA, end of unit tests, grade-level tests, etc.). <input type="checkbox"/> Collects data describing instructional processes (e.g. videotaping, tallies, peer collected data, etc.). <input type="checkbox"/> Organizes data and becomes familiar with it prior to data team meetings. <input type="checkbox"/> Regularly attends data team meetings and brings appropriate data. <input type="checkbox"/> Carries out responsibilities of team member role prior to and during team meeting (e.g., facilitator, data manager, record keeper). 	<ul style="list-style-type: none"> <input type="checkbox"/> Established with members who share a common interest (content, grade level, etc.). <input type="checkbox"/> Meet at regularly scheduled predetermined times. <input type="checkbox"/> Collaboratively create an agenda prior to the meeting with an emphasis on using data to inform instruction. <input type="checkbox"/> Hold meetings as scheduled. <input type="checkbox"/> Use a system for collaboratively sharing and storing team documents. <input type="checkbox"/> Define and use team roles to improve meeting effectiveness and efficiency.
<p>2 Educators develop a process for examining and interpreting data.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Can verbalize the data protocol used by the data team. <input type="checkbox"/> Can describe how instruction will change to advance student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a purposeful data analysis system to guide effective data analysis. <input type="checkbox"/> Consistently use a protocol for data analysis. <input type="checkbox"/> Use an agenda. <input type="checkbox"/> Use meeting guidelines. <input type="checkbox"/> Identify common problems related to learning goals. <input type="checkbox"/> Reflect on how instruction has previously impacted common problems. <input type="checkbox"/> Predict a link to teacher practice. <input type="checkbox"/> Organize and track data-informed decisions made by the team.

Essential Function	Teacher	Data Team
<p>3 Educators determine instructional action steps</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Schedules and delivers instructional change (lesson or set of lessons). <input type="checkbox"/> Collects evidence of learning outlined in the Instructional Action Plan (IAP). <input type="checkbox"/> Implements methods to gather student feedback about effectiveness of teacher’s instructional practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop written Instructional Action Plan(s) (IAP) that include <ul style="list-style-type: none"> ▪ Learning Goal(s) ▪ Evidence of Learning ▪ Instructional Change ▪ Method for examining Instruction ▪ Impact Analysis <input type="checkbox"/> Design a lesson or set of lessons addressing the learning goal. <input type="checkbox"/> Determine new or revised instructional strategies to address learning problem(s). <input type="checkbox"/> Identify the type of student evidence that will be gathered to assess instructional impact. <input type="checkbox"/> Determine the method that will be used to reflect on the new instructional approach (videotaping, lesson study, instructional rounds, etc.). <input type="checkbox"/> Outline how engaging students in review of learning data will inform design or delivery of instructional change.
<p>4 Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporates review of student data into instruction and gain feedback on student learning from students. <input type="checkbox"/> Adjusts instructional action plan to reflect findings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Review previously created data analysis system and improve it as necessary to determine instructional impact. <input type="checkbox"/> Analyze evidence of learning collected during instructional change. <input type="checkbox"/> Include time in data team meetings to reflect on and discuss what worked, what did not work and why. <input type="checkbox"/> Determine if/how instructional change targeted student learning goal. <input type="checkbox"/> Schedule time to reflect on the outcome of the instructional change.