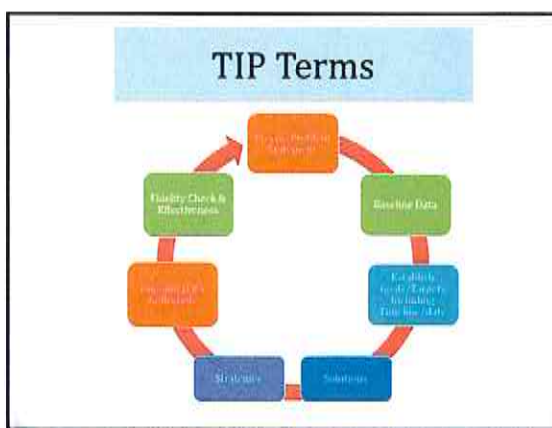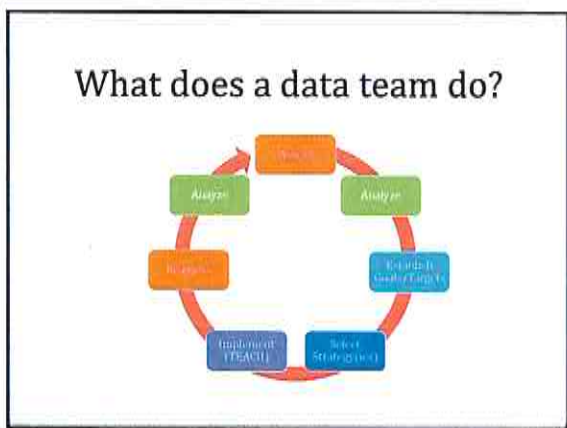## Slide 1
Data Inquiry Teams

January 10, 2017

Slide 2
Today's Goals
Data Team Burning Questions

- What is a data team?
- What is the purpose of a data team?
- Who should be on a data team?
- What are the logistics surrounding data teams? When should they meet? How often? How long?
- What kinds of data should we look at?

Slide 3
What does a data team do?

Slide 4
TIP Terms

Slide 5
How does it work?

Watch the video clips and look for:

- What are the key events in Creasy's attempt to help Pita?
- Where does each video fall on the data inquiry cycle?

Slide 6
What would this look like in an academic setting?

Setting the Groundwork

Meeting 1
- *o* Setting norms
- *o* Establish a common purpose
- *o* Assigning roles (see handout)
- *o* Understanding the data cycle

WHY ARE WE HERE?

Meeting 2
- *o* Deciding an initial focus
  - *o* Grade, subject, population, etc.
- *o* Choosing an initial assessment along with logistics
  - *o* When will it be given
  - *o* When will it be graded
  - *o* When and how will data be recorded

NOTE: Meeting 1 and Meeting 2 can be done together if time permits

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Do the Work

Meeting 3
- *o* Analyze assessment data pulling out strengths and weaknesses
- *o* Establish goal/target
- *o* Select instructional strategy(ies)/resources that support in achieving goal/target
- *o* Create an action plan with timeline for implementation including when to reassess

Meeting 4 – The next meeting occurs before post assessment is given and scored
- *o* Check –in - How is the implementation of strategies going?

  OR

  The next meeting occurs after post assessment has been given and scored
- *o* Analyze assessment data
- *o* Decide if goal was met
  - *o* If yes, then choose new instructional focus to assess and decide logistics
  - *o* If no, explore where students misunderstanding still lies and create new action plan

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Continue the Cycle

Once one goal has been met then a new goal should be set!

Resources for Helping Analysis

Resources for Helping Analysis

Questions

Strengths/Challenges/Critical Needs Graphic Organizer

What data are you interpreting?   Specific Group: Date:

Areas of Strength 85%-100% correct	%	Areas of Challenge 65%-84% correct	%	Areas of Critical Need 0%-84%	%

Action Plan to Address One Critical Need

Target (Standard/Skill): _____

Goal: The percent of _____ scoring proficient and higher in _____ will increase from _____ to _____ by the end of _____ as measured by _____ administered on _____.

Explore Strategies (resources, materials, program of instruction):
-
-
-
-

Timeline and Next Steps:

Next Step	Owner(s)	By When
•		
•		
•		
•		

POST Strengths/Challenges/Critical Needs Graphic Organizer

What data are you interpreting?   Specific Group: Date:

Strengths of those students who are now proficient or higher	Challenges or reasons why students did not achieve proficiency

Our Goal Was: The percent of _____ scoring proficient and higher in _____ will increase from _____ to _____ by the end of _____ as measured by _____ administered on _____.

Did we meet the goal?   Yes   No

- If the goal was met then move on to analyzing then next set of assessment data.

- If the goal was not met, record margin short of the goal = _____

Is this enough to establish a new plan for a short time, because too many students are not ready to move ahead?

- If yes, use adjusted action plan on the back of this sheet
- If no, move on to analyzing then next set of assessment data keeping in mind the challenges of those who have not yet reached proficiency.

Sample Team Roles

Leader/Facilitator
- Guides members through the agenda

Low Inference Checker
- Frequently **checks-in** with the team to focus discussion on **low-inference** language and data
- Clearly offers both **warm and cool feedback**, calmly and professionally redirecting the team as needed

Resource Guide
- Checks to make sure the team is **using recommended resources** for decision-making
- Keeps the team **focused on the appropriate data, graphic organizers and/or protocols**

Quality Control
- Keeps the team focused on the task-at-hand, monitoring step-by-step progress according to the protocol/directions
- Points out how the team is honoring norms and gently interrupts a task-in-progress to focus on the process with attention to specific norms needing improvement

Timekeeper/Note-taker
- Referring to directions and/or protocol, monitors time-on-task, recommending "moving on" as needed to complete a task
- Reminds team members when there is 5 minutes remaining and at the conclusion of a task
- Paraphrases and records what members noticed and wondered about, summarizing at the end of each section of work