**Data Team Process: Start to Finish**

1. **Examine expectations:** Begin with small time element: a month, unit, chapter or quarter.
   1. Examine the specific expectations for that specific time period (unit, quarter, month, etc.) by referring to curriculum guide, state framework, and standards documents.
   2. Formulate questions.
      1. What concepts and skills must students master as a result of your teaching during this time period (quarter, month, chapter, etc.)?
2. **Develop curriculum map.**
   1. What does your year long-map look like?
   2. How will you strategically place/schedule content and concepts during the fist year so that students will have optimal time to understand concepts and apply skills?
3. **Create a common post-assessment.** This will be administered at the conclusion of the teaching time (unit, quarter, month) based on what students must master (Power Standards)
4. **Collect baseline data BEFORE teaching.** It can be the previous unit assessment.
   1. What foundation do students already have?
   2. What knowledge, understanding, and skills do students already have about the topic that they are about to study?
   3. Which students are starting absolutely at square one in term of understanding the concepts and/or applying the skills?
   4. Send pre-assessment data to Data Team leader.
5. **Go through the five formal and definitive steps of the Data Team process:** 
   1. *Step 1 – Collect and chart data*

This data is generated from the pre-assessment. Data Team leader prepares a simple graph with pre-assessment data, including total number of students, students who are proficient or higher, students who are not proficient, and percentage of students who are proficient or higher.

* 1. *Step 2 – Analyze strengths and obstacles*

With actual student papers in hand, examine papers for what students are able to do, as well as for what is missing. What is present becomes strengths. What is missing becomes obstacles or challenges, which then become the priority – the FOCUS – for the teaching unit.

* 1. *Step 3 – Establish goals; set, review, revise.*

Use an exact form of goal statement to include all parts of the information needed in a SMART (Specific, Measurable, Achievable, Relevant, and Timely) goal.

**Example:**

% of **Grade 1 students** scoring proficient or higher in **medial and final phonemes** will increase from **28%** to **73%** by **January 22** as measured by **getting 2 out of 3 problems 4, 7, 9 of the Unit 5 Assessment** that will be administered on January 22.

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* 1. *Step 4 – Select instructional strategies (what will you do for YOUR students?)*
     1. What concepts are the focus of the specific time (unit, quarter, month, etc.)?
     2. What are student intervention needs? Drastic measures requiring drastic action?
     3. What strategies will you implement that will have greater impact on student achievement?
     4. Keeping in mind the effective teaching strategies, which techniques will you select to focus on? Which strategies will help the most students and maximize learning?
  2. *Step 5 - Determine result indicators.*
  3. “When WE implement the strategies/techniques identified in step 4, then WE expect the following in terms of what students will demonstrate”

1. **Teach and then assess** (using formative assessment techniques; part of all of the pre-/post-assessment is appropriate to see student’s learning in relation to proficiency of expected outcomes). Using a variety of instructional techniques and learning activities for students, begin the instructional cycle again.
2. **Administer and score post-assessment** created before instruction took place.
3. **Submit data to Data Team leader** to prepare for Data Team meeting.
4. **Meet as team/department** to determine if goal was met, and next steps.
5. **Examine curriculum map** for next unit, month, quarter, etc. Begin cycle again; See step 1 and repeat steps *AS NEEDED*