

Data Team Elements Agendas	Not Present or Does Not meet	Area For Growth	Effective	Comments	Next Steps
A. Agenda clearly outlines process and outcomes.	No Agenda present	Agenda lists general tasks to be completed	A. Agenda clearly outlines process and outcomes.		
B. Agenda indicates targeted instructional area and specific standards.	Agenda does not indicate instructional focus. May include items unrelated to instruction	Agenda indicates targeted instructional area, but not specific standard	B. Agenda indicates targeted instructional area and specific standards.		
C. Time is allocated for each component of the process.	Time is limited to the start and end time of the meeting or time is not included on the agenda.	Time is allocated for the whole process or task, but not broken down into components.	C. Time is allocated for each component of the process.		
D. Agenda reflects collaborative analysis of the relevant cause and effect data of the meeting's focus.	Data use is not part of the agenda or may be limited to feelings, hunches, what has been done in the past, etc.	Agenda indicated use of effect data (student performance), but not cause (adult actions) that lead to the performance	D. Agenda reflects collaborative analysis of the relevant cause and effect data of the meeting's focus.		
E. Agenda items, date, and time identified for next meeting.	Agenda is limited to next meeting date or no future agenda is set	Next meeting agenda includes specific items, but time is not included	E. Agenda items, date, and time identified for next meeting.		
F. Minutes provide an accurate representation of the meeting process.	Notes were not taken. Discussion was not recorded in any way.	Notes are taken, however they are not specific enough to capture the conversation.	F. Minutes (Cycle Notes/Process Sheet) provide an accurate representation of the meeting process.		

Data Team Elements Norms & Participation	Not Present or Does Not meet	Area For Growth	Effective	Comments	Next Steps
Facilitator reviews meeting norms at beginning of meeting.	Norms have been established but are not present or Norms have not been established.	Norms are established and present, but are not reviewed.	A. Facilitator (or a member of the team) reviews meeting norms at beginning of meeting.		
Facilitator invites team members to share ideas, successes, and challenges.	A single team member of the team either dominates or rarely shares. Team members do not make space for everyone in the conversation.	Team is overly focused on either success or challenges and/or Team members do not have equal voice (airtime).	B. Facilitator invites team members to share ideas, successes, and challenges. (i.e. Team conversations are balanced between members)		
Facilitator guides reflection on adherence to the norms at the end of the meeting and identifies next steps if needed.	The team does not identify next steps. The team does not reflect on norms, even when norms issues arise.	Facilitator moves the discussion ahead to next topic/next steps, but reflection on norms is often skipped or left off.	C. Facilitator guides reflection on adherence to the norms at the end of the meeting and identifies next steps if needed.		

Data Team Elements Step 1: Plan and Prepare	Not Present or Does Not meet	Area For Growth	Effective	Comments	Next Steps
Standards are prioritized and are the focus of the teams work.	The work of the team is unrelated to standards.	Teams are utilizing standards that are not priority standards as a focus for the work.	A. Standards are prioritized and are the focus of the team’s work.		
The standard has been deconstructed into student friendly terms and all members of the group agree upon the definitions included in the standard, intended level of rigor and scope of the standard & targets.	Learning Targets are not identified or Learning targets are very broad, largely restating the standard itself. Lacks deconstruction.	Some evidence of deconstruction is evident by the learning targets that are listed. Targets may not cover the entire standard and/or foundational learning targets are not identified. (ie - Reasoning target identified, but Knowledge targets that underpin it have not be identified.)	B. The standard has been deconstructed into learning targets and all members of the group agree upon the definitions included in the standard, intended level of rigor and scope of the standard & targets.		
The common assessment (CFA) is directly linked to the prioritized standard(s), match the intended level of rigor of the standard in terms of depth of knowledge, Blooms level, and are appropriate matches for the target type (K,R,S,P)	Assessments have not been identified or Teachers within the same team are using different assessments.	Assessments have been identified, but do not match the prioritized standards. Assessments may be pulled directly from materials without considerations for needed revisions/additions. Assessment may NOT match the intended level of rigor.	C. The common assessment (CFA) is directly linked to the prioritized standard(s), match the intended level of rigor of the standard in terms of depth of knowledge, Bloom’s level, and are appropriate matches for the target type (K,R,S,P)		
CFAs assess student prior learning (as appropriate) in order to prepare for differentiated instruction and efficient enough to be scored quickly and used to plan and/or modify instruction.	CFAs are not being utilized. Teachers may be relying solely on past experiences or assumptions about student knowledge and skills and/or no data or	CFAs do not allow wide enough opportunities for students to show where they are performing in relationship to the standard/s. Assessment(s) may be too cumbersome	D. CFAs assess student prior learning (as appropriate) in order to prepare for differentiated instruction and efficient enough to be scored quickly and used to plan and/or modify instruction.		

	demonstration of standard is present.	lacking efficiency (scoring/analyzing etc).			
Standards, learning targets and assessments are aligned.	Standards, learning targets and assessments are NOT aligned.	Standards, learning targets and assessments are partially aligned with one element missing or mismatched.	E. Standards, learning targets and assessments are aligned.		
Levels of proficiency for each standard/Target/CFA are identified.	Proficiency is not identified.	Levels of proficiency for some standards/Targets/CFA are identified.	F. Levels of proficiency for each standard/Target/CFA are identified.		
Learning targets are student-friendly and clearly state what students are expected to learn and accomplish.	Learning targets are not identified.	Learning targets are vague, lack student friendly language and/or do not include an observable verb.	G. Learning targets are student-friendly and clearly state what students are expected to learn and accomplish.		

Data Team Elements Step 2: Organize and Chart Data	Not Present or Does Not meet	Area For Growth	Effective	Comments	Next Steps
Data is formatted prior to the meeting to provide easy assimilation, analysis, and efficient use of meeting time.	Student work is not scored, leading to significant loss of meeting time. Teams are scoring the student work during the meeting.	Student work is scored prior to the meeting, however, data is not charted, leading to inefficient use of meeting time.	A. Data is formatted prior to the meeting to provide easy assimilation, analysis, and efficient use of meeting time.		
Data is formatted according to the descriptors for that particular data set and is ready to use during the beginning of the meeting	Descriptors and/or cut scores have not yet been identified.	Data is not formatted for ease of use. Teams may be using meeting time to rehash descriptors and cut scores that were already decided.	B. Data is formatted according to the descriptors for that particular data set (cut scores) and is ready to use during the beginning of the meeting.		
Data is disaggregated by priority standard if multiple standards are included on the assessment in order to support specific analysis.	Data is NOT disaggregated and/or team is focusing on work unrelated to the standards.	Data NOT disaggregated by priority standard if multiple standards are included on the assessment in order to support specific analysis OR teams are focusing on supporting standards, rather than priority standards.	C. Data is disaggregated by priority standard if multiple standards are included on the assessment in order to support specific analysis.		
Data includes student work from the assessment being reviewed. Calibration/group scoring is conducted as needed. (3-5 assessments)	Student work is not present, team may/may not have raw scores from which to work. Little or no evidence of calibration.	Student work is present. Team is calibrating scoring, but are NOT limiting it to 3-5 assessments OR Proficiency may be subjective due to a lack of scoring agreement or calibration.	D. Data includes student work from the assessment being reviewed. Calibration/group scoring is conducted as needed. (3-5 assessments)		

An efficient system or method is in place allowing teachers to document individual and group achievement to mastery of standards.	The team does not have an efficient system or method to document individual and group achievement to mastery of standards AND/or the information is not accessible by others who support student learning.	A system or method is in place allowing teams to document individual and group achievement to mastery of standards, but it lacks efficiency or is not accessible by others who support student learning.	E. An efficient system or method is in place allowing teachers to document individual and group achievement to mastery of standards. (i.e. Cycle Notes/Process Sheet, accessible by other personnel)		

Data Team Elements Step 3: Analyze and Prioritize Data	Not Present or Does Not meet	Area For Growth	Effective	Comments	Next Steps
The inferring of strengths and needs is based on a direct analysis of student work and/or item analysis of assessments being used.	The inferring of strengths and needs is based on information unrelated to student work/assessment.	The inferring of strengths and needs is based on a raw scores. Actual student work may not present.	A. The inferring of strengths and needs is based on a direct analysis of student work and/or item analysis of assessments being used.		
Facilitator keeps conversation regarding strengths and obstacles focused on the actionable cause data.	Conversation regarding strengths and obstacles does not occur or only effect data is discussed.	Facilitator does not keep conversation regarding strengths and obstacles on actionable cause data and may be weighted more heavily on effect (i.e student outcome) data.	B. Facilitator keeps conversation regarding strengths and obstacles focused on the actionable cause data.(i.e adult)		
Facilitator takes the team beyond labeling the need of the ‘what’ to infer the ‘why’ or root cause through the use of the appropriate analysis tool.	Facilitator does not take the team beyond labeling the need of the ‘what’ to infer the ‘why’ or root cause.	Facilitator attempts takes the team beyond labeling the need of the ‘what’ to infer the ‘why’ or root cause through the use of the appropriate analysis tool. However, inferences may not identify the root cause or may be justifications for errors.	C. Facilitator takes the team beyond labeling the need of the ‘what’ to infer the ‘why’ or root cause through the use of the appropriate analysis tool. (i.e strengths/errors T-chart, fishbone etc.)		
Strengths and needs are identified for each ‘performance’ group (i.e., meeting the learning needs for all students).	Strengths and needs are not identified for a specific group.	Strengths and needs are identified for some/one ‘performance’ group. May include disproportionate use of time weighted	D. Strengths and needs are identified for each ‘performance’ group (i.e., meeting the learning needs for all students).		

		towards errors, rather than strengths.			
Needs are prioritized to reflect those areas that will have the largest impact on the standard of focus (where will our focus result in the greatest growth for students?).	Needs are not prioritized.	Needs are partial prioritized to reflect those areas that will have the largest impact on the standard of focus, but may be influenced by materials or other factors.	E. Needs are prioritized to reflect those areas that will have the largest impact on the standard of focus (where will our focus result in the greatest growth for students?).		

Data Team Elements Step 4: Select Common Instructional Strategies	Not Present or Does Not meet	Area For Growth	Effective	Comments	Next Steps
Strategies directly target the prioritized needs identified during the analysis.	Strategies do not target the prioritized needs identified during the analysis.	Strategies indirectly target the prioritized needs or will address part of the need identified.	A. Strategies directly target the prioritized needs identified during the analysis (Step 3).		
Strategies chosen will modify teachers' instructional practice.	Strategies chosen will not modify teachers' instructional practice.	Strategies chosen will partially modify teachers' instructional practice.	B. Strategies chosen will modify teachers' instructional practice.		
Strategies are described for each performance group.	Strategies are not selected for specific groups.	Strategies are selected for one performance group.	C. Strategies are selected for each performance group.		
Agreement is reached on common, prioritized research-validated strategies that will have greatest impact.	Agreement is not reached on common strategies OR agreed upon items are resources, practices, or structures in place of strategies.	Agreement on strategies is reached, however the strategies may not be research-validated or may not have the greatest potential impact.	D. Agreement is reached on common, prioritized research-validated strategies that will have greatest impact.		

Data Team Elements Step 5: Determine Results Indicators	Not Present or Does Not meet	Area For Growth	Effective	Comments	Next Steps
Strategies describe actions of the adults that change the thinking of students.	Strategies are not described.	Strategies describe actions of the adults that are consistent with current thinking of students. May not initiate change.	A. Strategies describe actions of the adults that change the thinking of students.		
Describes what the teacher will be doing if the strategy is being implemented.	No description or a simple action is listed.	Description is broad. Vague terms like “teach, model, go-over” are used. Verbs are subjective, leaving significant space for individual interpretation.	B. Describes what the teacher will be doing if the strategy is being implemented.		
Describes what the students will be doing and what will be seen in work if the strategy is being implemented.	No description or a simple action is listed.	Description is broad. Vague terms like “learn, listen, copy” are used. Verbs may be subjective, leaving significant space for individual interpretation or require low level thinking. Proficiency is expected, however, it hasn’t been specifically determined.	C. Describes what the students will be doing and what will be seen in work if the strategy is being implemented.		

Descriptions of strategies are specific enough to allow for replication. Clear and detailed descriptions that allow team and others to replicate the describe practices in the future. (i.e., implementation, frequency, duration, resources).	Description is absent and/or strategies are simply listed again.	Descriptions of strategies are not specific enough to allow for replication, but offer a general idea leading to teachers implementing the strategy differently based on their understanding of the strategy.	D. Descriptions of strategies are specific enough to allow for replication. Clear and detailed descriptions that allow team and others to replicate the describe practices in the future. (i.e., implementation, frequency, duration, resources).		
--	--	---	---	--	--

Data Team Elements Step 6: Create a Theory of Action	Not Present or Does Not meet	Area For Growth	Effective	Comments	Next Steps
The Theory of Action is clearly linked to Step 4 and Step 5 of the process. (If we ___ (Step 4), then ___% (Step 2) of our students will be able to ___).	Theory of action is either not linked to previous steps or is not completed.	The Theory of Action is partially linked to step 2, 4, and 5c of the process.	A. The Theory of Action is clearly linked between steps 2,4 & 5 of the process. (If we ___ (Step 4), then ___% (Step 2) of our students will be able to ___(Step 5c).		
A specific group or groups of students (e.g., FTG & Approach) are targeted.	A specific group of students is not identified.	A specific group or groups of students (e.g., FTG & intervention) is targeted, but was not the focus of the work in steps 3-5.	B. A specific group or groups of students (e.g., FTG & Intervention) are targeted.		
A sound method is used to identify the % of students who will be proficient. For example, all students in the Approaching category should move, and then about ½ to ¾ of the FTG. The combined number of students within the	A percentage of students who will become proficient is not determined.	A questionable method is used to identify the % of students who will be proficient. The percentage for growth may be unrealistic, unattainable or low given current level of performance.	C. A sound method is used to identify the % of students who will be proficient. For example using a pre-assessment to set the value; all students in the close to proficient category should pass, ½ to		

Approaching and the estimated number of students in the FTG are captured in the % of students who will be proficient.			$\frac{3}{4}$ of the FTG and $\frac{1}{4}$ or less of the intervention students will be proficient.		
A clear statement is provided of where students are and where they need to go to demonstrate proficiency.	A statement is NOT provided on where students are and where they need to go to demonstrate proficiency.	A vague statement is provided of where students are and where they need to go to demonstrate proficiency.	D. A clear statement is provided of where students are and where they need to go to demonstrate proficiency.		
A specific percentage of students are identified that will demonstrate proficiency.	A strategy is not identified to achieve goals.	A strategy is identified to achieve goals, but it may be ineffective or unrelated to the expected outcome.	E. An effective strategy is identified to achieve goals.		

Data Team Elements Step 6: Create a SMART Goal	Not Present or Does Not meet	Area For Growth	Effective	Comments	Next Steps
Establish, review, or revise a goal	Doesn't not establish a goal.	Team establishes a goal, but does not review or revise it.	A. Establish, review, or revise a goal		
<u>S</u> pecific targeted subject area, grade level, and student oriented.	The goal is missing one or more of the following elements: specific targeted subject area, grade level, and/or student oriented.	Goal is present, but lacks <u>S</u> pecificity around targeted subject area, grade level, or may not be student oriented.	B. <u>S</u> pecific targeted subject area, grade level, and student oriented.		
<u>M</u> easurable performance assessment indicators are identified.	Performance assessment indicators are not identified.	Performance assessment indicators are identified, but may include Vague terms that cannot be accurately measured.	C. <u>M</u> easurable performance assessment indicators are identified.		
<u>A</u> chievable gains based on current performance of all students.	The goal is not identified or is too low for the specific group of students of focus.	The goal is too high for the specific group of students of focus, making it potentially unachievable.	D. <u>A</u> chievable gains based on current performance of all students.		

<u>R</u> elavant goal addresses needs of students.	Goal does not address the instructional needs of the students	Goal partially addresses the instructional needs of the students.	E. <u>R</u> elavant goal addresses needs of students.		
<u>T</u> imeframe for next steps established.	<u>T</u> imeframe for next steps is NOT established.	<u>T</u> imeframe for next steps is established, but may be too long or too short to meet the needs of students.	F. <u>T</u> imeframe for next steps established.		

Data Team Elements Step 7: Reflection	Not Present or Does Not meet	Area For Growth	Effective	Comments	Next Steps
Facilitator guides team self-reflection of meeting goals and processes.	Team does not complete a self-reflection of meeting goals and processes.	Facilitator guides team self-reflection of meeting, but may focus solely on how team members <i>feel</i> about the work. Teams does not review goals or processes.	A. Facilitator guides team self-reflection of meeting goals and processes.		
Team members engage in difficult conversations when needed.	B. Team members avoid difficult conversations even when they are needed.	Team members occasionally engage in difficult conversations, but some opportunities are avoided or missed.	B. Team members engage in difficult conversations when needed.		
Team members reflect and adjust throughout the process as well as at the end of a cycle	Team members do not reflect and adjust throughout the process or at the end of a cycle.	Team members reflect and adjust a some point/s in each cycle, but may be inconsistent or the team may reflect regularly, but does not adjust plans accordingly.	C. Team members reflect and adjust regularly throughout the process as well as at the end of a cycle		

<p>Team records key reflections, celebrations and missteps to improve their practice in future cycles and takes note of instructional implications outside of the current cycle of focus (may extend to other cycles and/or subject areas).</p>	<p>Team does not records key reflections, celebrations or missteps to improve their practice in future cycles and does not take note of instructional implications outside of the current focus (may extend to other cycles and/or subject areas).</p>	<p>Team records key reflections, celebrations and missteps to improve their practice in future cycles but is not yet taking note of instructional implications outside of the current focus (may extend to other cycles and/or subject areas).</p>	<p>D. Team adequately records key reflections, celebrations and missteps to improve their practice in future cycles and takes note of instructional implications outside of the current focus (may extend to other cycles and/or subject areas).</p>		
---	--	--	--	--	--