

Protocol For Examining Data

Assign Roles: Facilitator, Recorder, Time Keeper, Reporter

<u>Prior to Meeting</u>	<ul style="list-style-type: none"> ● Assessment (common formative or common summative) given by agreed upon date ● Data entered into shared document by proficiency levels (sample data sheets) ● Be prepared to share analysis of assessment by proficiency levels
Step 1: 3 min	<p>What is the overall data? Facts, big picture (ex. 70% scored proficient) (Here's What)</p> <ul style="list-style-type: none"> ● Summarize overall data percentages; minimally proficient, partially proficient, proficient, and highly proficient
Step 2: 2 min	<p>What good news is there to celebrate?</p> <ul style="list-style-type: none"> ● Look for indicators of success in the overall data
Tier 1- What does the data tell us?	
Step 3: 5 min	<p>What are trends suggested by the data and student work? (So What)</p> <ul style="list-style-type: none"> ● Each team member reflects and writes notes on overall trends within each proficiency level: <ul style="list-style-type: none"> ○ Was there a specific question or skill that the students struggled with? ○ What were the common error/s that students made with that question/skill? ○ Was there a specific question or skill that the students showed a strength in? ○ Did you notice a specific strategy or process that students who showed mastery used (or was effective)?
15 min	Discuss as a group (each teacher shares their findings)
Step 4: 10 min	<p>What tier one strategies will address the common challenges?</p> <ul style="list-style-type: none"> ● What instructional strategies/best practices did you use that were effective in tier one instruction (discuss as a group, each teacher shares)?
Tier 2 - How will we collectively meet all students' needs?	
Step 5: 15 min	<p>How will we meet all students' needs? (Now What)</p> <ul style="list-style-type: none"> ● Determine a collective plan to target learning for each proficiency level. ● Who will be teaching each group? ● What skills will be taught at each proficiency level? ● Which instructional strategies will your team commit to using? ● How and when will you re-evaluate minimally and partially proficient students?