Elementary Data Teams Monitoring Tool

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| Structure |
| School: Grade Level: Time Frame: 🞏 Literacy 🞏 MathTeachers in attendance/Role: |
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| **Indicators of Collaboration:*** Team operates under developed norms.
* All members openly reflect upon their own instructional practices.
* All members share ideas, successes and challenges.
* All members adhere to meeting time and purpose.
* All members bring required resources to meeting.
 | **Performance Level:****Level 4:** All teachers are contributing members of the PLC and add to the professional and respectful environment. When applicable, all indicators listed were observed.**Level 3:** Teachers engage in the PLC process. 3-4 of the indicators listed were observed. **Level 2:** Teachers engage in the PLC process. 1-2 of the indicators listed were observed.**Level 1:** Teachers engage in PLC but no indicators were observed. |
| **Notes:** |
| **\*\*Determine which step in the Data Teams process teams are completing and use that column of indicators only.** |
| **Step 1:****Focusing our Instruction** | **Step 2:****CFA Creation** | **Steps 3-5:****Analyzing CFA Data** |
| **Literacy:*** Members identify a common interpretation of the standard(s) through the creation of their “Team I Can” statements.
* The rigor of each standard is maintained during the creation of “Team I Can” statements.
* Previous instruction and student needs are discussed while creating the “Team I Can” statements.
 | **Literacy**:* “Team I Can” statements are used to design assessment questions.
* The assessment format is determined based upon the demands of the standard(s).
* Members agree upon what constitutes proficiency for each question.
* Administration logistics (who, when, where) are decided. There is evidence of link to the Data Teams cycle.
 | Step 3:* Goals are SMART.
* Goals are reviewed and adjusted as needed.

Step 4:* The inferring of strengths and needs are based on direct analysis of student work.
* Strengths and needs identified are within the direct influence of teachers.
* Team goes beyond labeling the need, or the “what,” to infer the root cause or the “why”.
* Clear use of standards and learner objectives during analysis of student work.

Step 5:* Strategies directly target the needs identified during the analysis.
* Strategies chosen will modify teachers’ instructional practice.
* Strategies describe actions of adults that change the thinking of students.
* Descriptions of strategies are specific enough to allow for replication (i.e. implementation, frequency, duration, resources).
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| **Math**: Not Applicable | **Math**:* All “I Can” statements are represented on the Pre-Assessment.
* Members agree upon which questions from the district assessment would be beneficial for use.
* Administration logistics (who, when, where) are decided. There is evidence of link to the Data Teams cycle.
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| **Performance Level** | **Performance Level** | **Performance Level** |
| **Level 4:** All members actively contribute to the construction of the “Team I Can” statements. When applicable, all indicators listed were observed.**Level 3:** Members construct the “Team I Can” statements. When applicable, 2 of the indicators listed were observed. **Level 2:** Individuals construct the “Team I Can” statements. When applicable, 1 of the indicators listed was observed.**Level 1:** Teachers engage in the PLC but no indicators were observed. | **Level 4:** All members actively contribute to the construction of the assessment. When applicable, all indicators listed were observed.**Level 3:** Members construct the assessment. When applicable, 2-3 of the indicators listed were observed. **Level 2:** Individuals construct the assessment. When applicable, 1-2 of the indicators listed were observed.**Level 1:** Teachers engage in the PLC but no indicators were observed. | **Level 4:** All teachers leave DT meeting with clear actions for instruction. Instruction was designed based upon student progress towards content standards. 9-10 indicators listed were observed.**Level 3:** Teachers engage in data analysis practices that support planning for instruction. 7-8 of the indicators listed were observed. **Level 2:** Teachers engage in data analysis practices that support planning for instruction. 5-6 of the indicators listed were observed.**Level 1:** 0-4 indicators were observed. |
| Notes: | Notes: | Notes: |