

Protocol for Data Team Meeting

Each teacher brings his or her own data to the meeting. The data should be available by learning target and by student.

Step One: How many students were below proficiency, at proficiency, and above proficiency? Use this information to decide how to regroup students for a response.

Step Two: Did any teacher have significantly better results than the other teachers? If so, consider using the instructional strategy this teacher used in the planned intervention.

Step Three: Look at the students who didn't meet proficiency. If possible, create a hypothesis about why they may not have reached expectations. Is there a deficit in prerequisite skills? Are students concrete thinkers trying to learn an abstract concept? Do students need additional vocabulary instruction?

Step Four: Using the hypotheses about students, plan how to reteach the learning target. Decide how to group students so that those who were proficient get enrichment and those who weren't get extra time and support.

Step Five: If you don't have any new strategies to use to reteach the learning target, examine best-practice literature to learn new instructional strategies.

Step Six: Determine which teachers will provide intervention to which students using which strategy.

Step Seven: Plan how you will reassess students at the end of the intervention.