Data Teams Implementation Rubric

DATA TEAMS IMPLEMENTATION RUBRIC

		LEADERSHIP	
ROLE	**PROFICIENT**	**EXEMPLARY** **(All Proficient Criteria, Plus:)**	**COMMENTS**
ADMINISTRATOR	☐ Provides and participates in professional development: • Data Teams 4 Learning • Priority Standards and "Unwrapping" the Standards • Curriculum Mapping	☐ Continues organizational learning opportunities around the formative assessment process.	
	☐ Participates in and can facilitate Data Team meetings.	☐ Provides feedback on all team minutes within 24 hours.	
	☐ Schedules and participates in the monthly Building Data Team Meeting.	☐ Communicates the Building Data Team's outcomes to all stakeholders (Data Walls).	
	☐ Models an inquiry-based approach.		
	☐ Models and practices the Data-Driven Decision Making process.	☐ Uses the data-driven process in instructional and non-instructional practices.	

Data Teams Implementation Rubric
(continued)

DATA TEAMS IMPLEMENTATION RUBRIC			
LEADERSHIP (continued)			
ROLE	PROFICIENT	EXEMPLARY (All Proficient Criteria, Plus:)	COMMENTS
DATA TEAM LEADER	☐ Has in-depth knowledge of curriculum, standards, and assessment.	☐ Models continuous learning about instruction and assessment.	
	☐ Uses effective facilitation skills.		
	☐ Addresses peers and colleagues who do not participate.	☐ Models using norms to provide feedback to improve collaborative practices.	
	☐ Ensures that roles and norms are followed.	☐ Starts the meeting with a review of norms and ends the meeting with the team self-assessing the degree to which it followed the norms.	
	☐ Creates effective collaboration goals.	☐ Facilitates team's self-assessment of its collaboration goals at the end of each meeting.	
	☐ Understands and has knowledge of the goals as they relate to their team goals, including sub-groups.	☐ Monitors sub-groups' achievement on Priority Standards in the School Improvement Plan.	

Data Teams Implementation Rubric
(continued)

DATA TEAMS IMPLEMENTATION RUBRIC

ORGANIZATION

COMPONENT	PROFICIENT	EXEMPLARY (All Proficient Criteria, Plus:)	COMMENTS
SCHEDULE	☐ Meetings are scheduled weekly.	☐ Two to four faculty meetings per year are devoted to sharing effective collaborative practices.	
	☐ Monitoring meetings are scheduled alternately to monitor cause and effect data.		
COLLABORATION	☐ Team develops norms.		
	☐ Team operates by developed norms.	☐ Data Team leader begins each meeting with review of norms.	
	☐ Team ends each meeting with self-assessment of its norms.		
	☐ Each member has a specific role.	☐ Members identify their roles and responsibilities at the beginning of each meeting.	
	☐ Members openly reflect on instructional practices.	☐ Practices have an effect size of greater than 0.40.	
	☐ Members bring student evidence and resources to all meetings.	☐ Student evidence/work is organized by sub-group and learning group.	

Data Teams Implementation Rubric
(continued)

DATA TEAMS IMPLEMENTATION RUBRIC

ORGANIZATION (continued)

COMPONENT	PROFICIENT	EXEMPLARY (All Proficient Criteria, Plus:)	COMMENTS
INFRASTRUCTURE	☐ Minutes are recorded on the template that includes the 5-step process.		
	☐ Minutes are available immediately to the Data Team on shared drive/cloud service/e-mail.		
	☐ Minutes describe agreed-upon strategies and results indicators.	☐ Descriptions are explicit so that replication is possible.	
	☐ Team uses a shared drive to secure team's relevant documents.		
	☐ Team works off of a flexible Curriculum Map based on Priority Standards.	☐ Curriculum Map / assessment schedule is available to all to ensure specialists and special teachers have access to data.	

Data Teams Implementation Rubric
(continued)

DATA TEAMS IMPLEMENTATION RUBRIC

	PROCESS		
STEP 1	**PROFICIENT**	**EXEMPLARY** **(All Proficient Criteria, Plus:)**	**COMMENTS**
COLLECT AND CHART DATA	☐ Formative assessments are administered prior to the start of instruction to allow for data-based planning.	☐ Formative assessments have identified success criteria aligned to the learning progression (scoring guides).	
	☐ Data is assembled in discussion format prior to the start of the meeting.	☐ Results are disaggregated according to specific sub-groups.	
	☐ Data collection includes the number and names of students at different levels of performance.	☐ All team members, including support personnel who may not be able to attend the meeting, have access to the results.	
	☐ Data is disaggregated by the teacher.		
	☐ Formative assessment is aligned to the Priority Standard. The standard is "unwrapped," and Webb's Depth of Knowledge (DOK) levels are identified.		
	☐ The Data Team meets within three days of the administration of the formative assessment in order to analyze results.		

DATA TEAMS IMPLEMENTATION RUBRIC

PROCESS (continued)

STEP 2	PROFICIENT	EXEMPLARY (All Proficient Criteria, Plus:)	COMMENTS
ANALYZE AND PRIORITIZE	☐ The inferring of strengths and needs is based on a direct analysis of student work.	☐ Prioritized needs reflect areas that will have impact within multiple skill areas.	
	☐ Strengths and needs are identified for each performance group.	☐ Needs inferred for the intervention groups are aligned to the learning progression of the standard.	
	☐ Identified strengths and needs are within the direct influence of teachers.		
	☐ The team goes beyond labeling the need, or the "what," to infer the root cause, or the "why."		
	☐ Needs are prioritized to reflect those areas that will have the greatest impact on the Priority Standard/learning progression.		

Data Teams Implementation Rubric
(continued)

DATA TEAMS IMPLEMENTATION RUBRIC

PROCESS (continued)

STEP 3	PROFICIENT	EXEMPLARY (All Proficient Criteria, Plus:)	COMMENTS
SMART GOAL	☐ The team establishes, reviews, or revises the instructional goal.	☐ The goal will have impact in multiple skill areas.	
	☐ The team writes goals specific to the subject area and grade level, and student groups are identified.	☐ Intervention students have a goal related to the prerequisite skills/ learning progression necessary for proficiency.	
	☐ A measurable area of need is established and the assessment to be used is identified.		
	☐ Achievable gains in student learning are determined based on the current performance of all students.		
	☐ The team focuses on relevant goals that address urgent areas that meet or exceed the SMART goals of the School Improvement Plan.		

DATA TEAMS IMPLEMENTATION RUBRIC

PROCESS (continued)

STEP 4	PROFICIENT	EXEMPLARY (All Proficient Criteria, Plus:)	COMMENTS
SELECT STRATEGIES	☐ Team members select strategies that directly target the prioritized needs identified during their analysis.	☐ The strategies selected impact multiple skill areas.	
	☐ The strategies describe the actions of adults that change the thinking of students.	☐ Teachers model how the selected strategies are implemented to ensure consistency and efficacy.	
	☐ The team agrees on prioritized research-based strategies that will have the greatest impact.	☐ The team evaluates its capacity to use the selected instructional strategies and identifies needed resources, etc.	
	☐ The descriptions of the strategies are specific enough to allow for replication.		
	☐ The team describes specific and differentiated strategies for each performance group.		

DATA TEAMS IMPLEMENTATION RUBRIC

PROCESS (continued)

STEP 5	PROFICIENT	EXEMPLARY (All Proficient Criteria, Plus:)	COMMENTS
DETERMINE RESULTS INDICATORS	☐ Results indicators are created for each selected strategy.	☐ The team establishes an interim time frame to monitor the implementation of the strategy.	
	☐ The team describes specifically what each educator will be doing to ensure the selected strategies are implemented with fidelity.	☐ Indicators contain clear and detailed descriptions that allow others to replicate the described practices.	
	☐ Indicators describe what the students will be doing as they are engaged with the strategy.	☐ Students use success criteria from the learning progression to assess their own learning.	
	☐ The team describes the anticipated, immediate changes in student work that will indicate the strategy is having the desired impact on learning.		

Data Teams Implementation Rubric
(continued)

DATA TEAMS IMPLEMENTATION RUBRIC

MONITOR

COMPONENT	PROFICIENT	EXEMPLARY (All Proficient Criteria, Plus:)	COMMENTS
FEEDBACK	☐ Team members examine the student work samples to determine the quality of the strategy implementation.	☐ Work samples represent the sub-groups of students.	
	☐ Team members describe their implementation of the strategy, including frequency.	☐ Teachers, either in person or through video, observe their colleagues in implementation of the strategies, and then debrief new learning.	
	☐ Team members support each other in the use of the strategy through specific dialog, modeling, planning, etc.		
	☐ The team discusses the effectiveness of the strategy, including whether to continue, modify, or stop the use of the selected strategy.	☐ Teachers discuss how to replicate the strategy in other units, across content, etc.	
	☐ The team discusses its goals around effective collaboration and/or observes other Data Teams that are deemed to be effective.		