

Edison School District Data Team Rubric

(Note: All criteria must be met for proficiency)

School Name

Observed / Recommendations

Data Team Meeting			
Steps/Components	Proficient	Exemplary (All Proficient Criteria PLUS)	Comments
1 Collect & Chart Data & Results	<ul style="list-style-type: none"> • Data assembled in discussion format prior to start of meeting 	<ul style="list-style-type: none"> • Results include number and percentage of students “ almost proficient” • Results are disaggregated according to specific school needs 	
2 Analyze Strengths & Obstacles	<ul style="list-style-type: none"> • Identification of strengths and needs that are within the direct influence of teachers from direct analysis of student work • Needs are prioritized to reflect those areas that will have largest impact within subject areas 	<ul style="list-style-type: none"> • Targeted needs have impact in multiple subject areas – ex. “identifying supporting details” 	

Data Team Meeting (continued)

Steps/Components	Proficient	Exemplary (All Proficient Criteria PLUS)	Comments
3 Goals	<ul style="list-style-type: none"> • Goals are SMART <ul style="list-style-type: none"> ○ Specific to targeted subject area, grade level, and student population ○ Measurement instrument to be used and the element examined must be measurable ○ Achievable percentage gains or increases in terms of expected change ○ Relevant target tending to urgent needs ○ Time when the assessment will take place 	<ul style="list-style-type: none"> • Reflect a consideration of students “almost proficient” and case by case consideration of what other students can reach the goal 	
4 Instructional Strategies	<ul style="list-style-type: none"> • Strategies reflect actions of the adults in the system that change the thinking of students • Prioritized to reflect those research based strategies that will have greatest impact 	<ul style="list-style-type: none"> • Strategies selected impact multiple content areas • Includes teacher modeling of how selected strategies would be implemented 	

Data Team Meeting (continued)

Steps/Components	Proficient	Exemplary (All Proficient Criteria PLUS)	Comments
5 Determine Results Indicators	<ul style="list-style-type: none"> • Describes teacher behaviors that will be seen if the selected strategies are implemented • Describes student actions that provide evidence of strategy use • Describes the change in student performance to be expected if the strategy is having the desired impact 	<ul style="list-style-type: none"> • Establishes interim time-frame to monitor the implementation of the strategy • Clear and detailed descriptions that allow others to replicate the described practices 	
Member Participation	<ul style="list-style-type: none"> • Actively seek to understand instructional practices described in order to ensure appropriate implementation • Openly reflect on own instructional practices • Share ideas, successes, and challenges • Adhere to meeting time and purpose • Bring student evidence and other required resources to meeting 	<ul style="list-style-type: none"> • Members apply learned practices to classrooms and serve as models for other team members or teachers • Members actively solicit ideas, successes, and challenges from each other • Assist team members in adhering to stated timeframes and purpose of meeting 	<ul style="list-style-type: none"> •

Data Team Meeting (continued)

Steps/Components	Proficient	Exemplary (All Proficient Criteria PLUS)	Comments
Norms	<ul style="list-style-type: none"> • Team operates by clearly defined and collaboratively developed norms for professional behavior • Norms are referenced prior to each meeting • Norms are reflected upon and modified as necessary 	<ul style="list-style-type: none"> • Agreed upon norms are internalized • Team serves as model for professional behavior for other teams in school or district 	•

Support Structures for Collaboration

Steps/Components	Proficient	Exemplary (All Proficient Criteria PLUS)	Comments
Agenda	<ul style="list-style-type: none"> • Outlines 5 steps of the data team process • Indicates targeted instructional area and accompanying Power Standards • Includes next meeting date • Includes next assessment date • Allocates time for each component of meeting • Focused entirely on collaborative analysis of student work 	<ul style="list-style-type: none"> • Includes reminders of agreed upon norms • Includes reminders and descriptions of role of facilitator and team leader • Includes reflections of current team status against goal as appropriate (results from previous assessment, pre-assessment, etc.) 	•

Support Structures for Collaboration (continued)

Steps/Components	Proficient	Exemplary (All Proficient Criteria PLUS)	Comments
Minutes	<ul style="list-style-type: none"> • Accurate representation of meeting process • Includes list of members present • Indicates prioritized needs for team focus • Describes agreed upon strategies • Results indicators reflect desired changes in student and teacher behaviors • Descriptions of strategies and results indicators are specific and allow team members to consistently implement agreed upon actions • Available to team within 48 hours • Descriptive enough for leadership to be able to identify team needs and required supports 	<ul style="list-style-type: none"> • Available to team at the end of meeting • Record of collaboration, analysis, and strategies allows for replication of practices by professionals outside of the team • Indicates expected impact on other standards from improvement in targeted standards (leverage) 	<ul style="list-style-type: none"> •

Support Structures for Collaboration (continued)

Steps/Components	Proficient	Exemplary (All Proficient Criteria PLUS)	Comments
Scheduling	<ul style="list-style-type: none"> • Meetings are scheduled on a regular, consistent basis • Meetings are held at least twice monthly for a minimum of 45 minutes • Meetings are held within two weeks of availability of data • Meeting time is uninterrupted 	<ul style="list-style-type: none"> • Interim meetings are scheduled to collaborate on strategy implementation and make required adjustments (formal or informal) 	<ul style="list-style-type: none"> •
Data	<ul style="list-style-type: none"> • Results are available within two weeks of assessment • Disaggregated by standard and indicator to support identification of strengths and needs • Disaggregated by teacher • All team members have results including support personnel who may not be able to attend meeting • Targeted groups of students identified by name • Supports timely, specific, and relevant feedback to teachers and students to improve performance 	<ul style="list-style-type: none"> • Available by the next work day • Disaggregated by significant sub-groups • Teachers only report data once • All stakeholders aware of data • All student needs identified • Supports independent student goal setting 	<ul style="list-style-type: none"> •

Support Structures for Collaboration (continued)

Steps/Components	Proficient	Exemplary (All Proficient Criteria PLUS)	Comments
Follow-Up	<ul style="list-style-type: none"> • Clear time lines and responsibilities are delineated for resources/support identified during data team meeting • Support is provided to team within identified timelines • Data Team Leader/Facilitator meets with building administrator within one week of team meeting to discuss needs, resources, etc. • Administrator is aware of Effective Teaching Strategies and supports necessary for their implementation 	<ul style="list-style-type: none"> • Support is available to teams immediately <ul style="list-style-type: none"> ○ Ex. “Just in time” professional development occurs for identified Effective Teaching Strategies 	

Support Structures for Collaboration (continued)

Steps/Components	Proficient	Exemplary (All Proficient Criteria PLUS)	Comments
Administration	<ul style="list-style-type: none"> • Knowledgeable of data team process • Provides time for collaboration on a scheduled, consistent basis • Models an inquiry-based attitude (defined as facilitating the action research based learning of the faculty and linking student achievement results to adult variables rather than mandating specific practices) • Aware of team goals and identified, prioritized areas of need • Aware of instructional practices selected • Able to articulate resources, materials identified by team in order to support selected practices • Promptly provides support identified by teams • Attends at least every other team meeting • Publicly celebrates successes of teams 	<ul style="list-style-type: none"> • Administrator is present during meeting and leaves with clearly identified action steps to support team decisions • Serves as a model for administrative support of data team process • Provides regular opportunities for team members to publicly share their successes during faculty meetings or other means • Provides structures that allow teacher modeling and observation of successful practices 	<ul style="list-style-type: none"> •

General Comments	○
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