Bring to meetings:
- Completed Step 1 form, "Universal Screening Assessment Results Form"
- Universal screening results
- Student work samples from all levels
- Data team notebook (if applicable)
- Effective teaching strategies information – Classroom Instruction That Works (Marzano, 2001) or The Handbook for Classroom Instruction That Works (Marzano, 2001)
- Teaching resources (or be able to access information about best practices)

At the Meeting:
- Identify who will record the results of the Data Team meeting
- Identify who will serve as timekeeper

Data Team Record Keeping:
- The completed five-step Data Team forms can serve as both the agenda and minutes
- Data team records can be kept as hard copies and electronically
- A common binder by grade level or content area may be kept in a central location so that all members of the school can share in the learning

Creating Data Walls:
- The power of the Data Team process lies not only in increasing student achievement, but also in sharing effective instructional strategies so educators can replicate successful practices and learn from one another. Data can be displayed on bulletin boards or by creating data walls. Making data public is a powerful way to learn from one another.

A data wall consists of three parts:
1. Student data (anonymous)
2. Instructional strategies or other school measures involving actions of the adults (e.g., collaborative scoring, frequency of performance assessments, etc.)
3. Inferences and conclusions drawn from the data

Displaying data is a mechanism for sharing results and effective practices. Displays should be updated regularly after the Data Team meetings. Data walls can be used collaboratively with students and staff to chart and monitor growth and celebrate successes.

Resources
- Connecticut Accountability for Learning Initiative http://www.spiel.edu/CAI

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, national origin, sex, disability, age, religion or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to the Equal Employment Opportunity Director, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457-1345. 860-807-2071.
Introduction

Data Team Process Overview

This guide is a resource for Data Teams. It includes an overview of Data Teams and their role in the student achievement process. The guide outlines the steps involved in using data to inform instruction and improve student outcomes. It provides a framework for establishing norms, identifying priorities, and implementing evidence-based instructional strategies.

Rationale

The Connecticut State Department of Education (SDE) has developed and implemented the Connecticut Accountability for Learning Initiative (CALI) to accelerate the growth of student performance throughout the state. A key component of this initiative is the establishment of Data Teams at all levels of instruction. These teams are responsible for using data to make informed decisions about student learning, which can result in increased achievement.

The Data Team Process.

Data Team overview: The first Data Team meeting is an opportunity to establish norms, discuss the purpose of Data Teams, identify a note taker, and examine data. This meeting should also include sharing of district and school data, and exploring evidence-based instructional strategies that will be used by all team members. The team should then proceed to the next meeting.

Data Team Process: The next meeting will focus on determining high priority standards-based areas of need. The team should use data to inform instructional and leadership decisions; frequent assessment of student progress and multiple opportunities for student improvement; an emphasis on research-based effective teaching strategies, and evidence-based instructional strategies provided by the Data Team. The team should also determine the next instructional steps for students who did not reach proficiency.

1. Teacher (or leader) systematically examine their professional practices and their impact on student achievement; the results of such reflective analysis will finally transform their instructional approach from unproductive and unconstructive form to an effective and transformative force in education (Reeves, 2004, p. 6).