



Teacher Collaborative Routines - Using Data to Deepen Student Learning

Teachers collaborate to collect and analyze data using the district-selected protocol(s) to monitor the learning of each student.

PRACTICE 7

INDICATOR AREA: Continuous Improvement Practices

PREPARATION	GETTING AWARE	Ask teachers to share data using district-selected protocol(s) to monitor the learning of each student. Determine if evidence exists of teachers using data in order to modify and adjust instruction and/or provide intervention or enrichment.
	GETTING READY	The district identifies protocols for this practice. The district provides professional learning for teachers to use improvement cycles with output data that leads to an adjustment of instruction and/or intervention, leading to an increase in student achievement. The district identifies expectations for frequency and quality of this type of collaboration over a set period of time.
PROGRESS INDICATORS	GETTING STARTED	Collaboration is occasionally occurring around some types of assessment data (i.e. formative, interim, summative) resulting in an adjustment of instruction for future students.
	GETTING BETTER	Teachers collect and analyze assessment data (i.e. formative, interim, summative) to monitor the learning of each student, to modify instruction, and/or to provide intervention or enrichment for current students.
	KEEP IMPROVING	Frequent collaboration using improvement cycles to analyze assessment data (i.e. formative, interim, summative) in adjustment of instruction and/or intervention for current students, which then leads to an increase in student understanding and achievement around essential learning. Teams of teachers are engaging in cycles of inquiry as a means to examine and reflect on teaching practices and resulting student outcomes.

RESEARCH REFERENCES FOR THIS INDICATOR:

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- DuFour, R., DuFour, R., Eaker, R., Many, T., & Mattos, M. (2016). *Learning by doing: a handbook for professional communities at work (3rd ed.)*. Solution Tree Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Means, B., Chen, E., DeBarger, A., & Padilla, C. (2011). *Teachers' ability to use data to inform instruction: Challenges and supports (Rep.)*. Office of Planning, Evaluation and Policy Development, US Department of Education.
- Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher collaboration in instructional teams and student achievement. *American Educational Research Journal*, 52(3), 475-514.

INDICATOR AREA - Using Data to Determine Tiered Intervention Supports

PREPARATION

GETTING AWARE	Within each collaborative group, ask teachers to identify criteria they use to determine how students move in and out of the tiers of intervention. Compare their answers with the district intervention system to determine consistency.
GETTING READY	The district identifies protocols for this practice and provides professional learning around identification of criteria for determination of tiered intervention support. The district identifies expectations for frequency and quality of this type of collaboration over a set period of time.

PROGRESS INDICATORS

GETTING STARTED	Occasional collaboration occurs around tier 2 and tier 3 supports for identified students.
GETTING BETTER	Collaboration around and progress monitoring of the district's tiered intervention system that includes use of clear criteria for students to move in and out of intervention and enrichment.
KEEP IMPROVING	Collaborative inquiry around the tiered intervention system to ensure that interventions and the intervention system result in student achievement around essential learning.

RESEARCH REFERENCES FOR THIS INDICATOR:

Bernhardt, V. L. (2017). *Data analysis: for continuous school improvement*. Routledge.

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Hattie, J. (2015). *What works best in education: The politics of collaborative expertise* (Open Ideas).

Kelly, J., & Cherkowski, S. (2015). Collaboration, collegiality, and collective reflection: A case study of professional development for teachers. *Canadian Journal of Educational Administration and Policy*, (169).

Mertler, C. A. (2014). *The data-driven classroom: How do I use student data to improve my instruction?* ASCD.

Venables, D.R. (2018). *Facilitating teacher teams and authentic PLCs: the human side of leading people, protocols, and practices*. ASCD

