Teacher Collaborative Routines - *Using Data to Deepen Student Learning*

Teachers collaborate to analyze academic and non-academic data to make informed decisions

PRACTICE 9

INDICATOR AREA: Data Analysis Protocols

PREPARATION

GETTING AWARE	Survey all teams to determine each groups' ability to use the district-selected data analysis protocols.
GETTING READY	The district provides professional learning around data analysis protocols to ensure that there is at least one person in each collaborative group who can lead the analysis. The district identifies expectations for frequency and quality of collaboration around this type of data.

PROGRESS INDICATORS

GETTING STARTED	Teams are aware of district protocols to analyze data but are unsure how to use them.
GETTING BETTER	Teams use the district protocols to analyze data.
KEEP IMPROVING	Teams skillfully use the district protocols to analyze data that results in action plans that increase student achievement.

RESEARCH REFERENCES FOR THIS INDICATOR:

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making (NCEE 2009-4067).* National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

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

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.

INDICATOR AREA - Whole-Child Data Considerations

PREPARATION

GETTING AWARE	Review the data collection protocols and the ability of teams to access all types of data for each team.
GETTING READY	The district makes adjustments to data collection processes so the team can access needed data sets and identifies expectations for frequency and quality of collaboration around data.

PROGRESS INDICATORS

GETTING STARTED	Teams analyze academic achievement data of their students.
GETTING BETTER	Teams analyze various types of data including achievement, attendance, behavior, social-emotional learning, and non-academic needs, to make informed decisions for their students.
KEEP IMPROVING	Teams analyze various types of data including achievement, attendance, behavior, social-emotional learning, and non-academic needs to make informed decisions for their students holistically resulting in action plans that increase student success.

RESEARCH REFERENCES FOR THIS INDICATOR:

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making (NCEE 2009-4067).* National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Hargreaves, A. & O'Connor, M.T. (2018). *Collaborative professionalism: When teaching together means learning for all.* Corwin.

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

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.

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