The Art and Science of Planning Data Team Meetings

Kate Barker, Principal
Sarah Felker, Title I Teacher

Cherry Park Elementary
Who Are We?

- Cherry Park Elementary, David Douglas SD
- Southeast Portland - Urban Community
- 520 Preschool to Fifth Grade Students
- 70% Poverty
- 28 Different Languages- 33% ELL
- 20% Identified IEPs
- 60% Students of Color
Cherry Park Data Results:

**DIBELS (% Benchmark):**

- K: 86%
- 1st: 58%
- 2nd: 70%
- 3rd: 74%
- 4th: 80%
- 5th: 64%

**SBAC - ELA**

- 3rd: 56.5%
  - +8.5% State Average
  - +31% Like Schools
- 4th: 67.2%
  - +16.2% State Average
  - +25% Like Schools
- 5th: 62.5%
  - +16.2% State Average
  - +25% Like Schools
Learning Targets

How to Build Shared Leadership for Optimal Results

How to Differentiate Data Team Meetings

How to Negotiate:
- Data
- Protocols
- Personalities

How to Follow Up
Form Your Leadership Team

- Don’t Do This Alone. . .It is LONELY!
- Power Behind Shared Leadership
- May Look Differently In Every Building
- Focus Strength Based Leadership
Cherry Park’s Leadership Team:
- Principal
- Title I Teacher
- Instructional Coach
- Special Education Teacher
The Meeting Before the Meeting

- Critical Key to Success
- Hold 1-2 weeks before the meeting
- Define roles and responsibilities before & during meeting
- Review Data
- Tweak the protocol
- Anticipate reactions
- Select who is going to say what, when, and to whom
The “Art” Behind the Roles

- Shared Leadership=Shared Facilitation
- May not look the same for every grade level
- Detailed notetaker - have a format and share
- Timekeeper- speeding up or slowing down
- Researcher
Preparation

- Organization is the key to efficiency
- Who is getting the snacks???
- Who is making copies?
- Sharing data folders ahead of time
- Strategic Scheduling
Know Your Data... it is the power behind your conversation

Leadership:
- Spend time wallowing
- Look at the data in various ways - are there any patterns?
- Ask questions
- What is the data telling you?
- Is the data fresh or stale?
- Do you need a second opinion?
What is the best way to share the data with your teachers?

- Assess teachers’ proficiency with accessing data
- Public vs. Private? Before or During the Meeting?
- Which leader (Principal vs. Coach vs. Title) is the best to share what data
- Telling vs. Self Discovery
- What is the tipping point? How much data is too much data?
Proficiency Level of Teachers Accessing Data

● Acknowledge and Respect Different Processing Styles
  ○ Staff are on the continuum
  ○ There will always be someone who won’t look at it ahead of time.
  ○ Don’t take lack of looking as “I don’t care”
  ○ Some teachers need the data so that they can process WAY before hand
  ○ Others will see it the first time in the meeting
Professional Learning Around Accessing Data

- Never assume teachers know how to access it
- Taking the time = giving you back time.
- Differentiate with your staff just like you would your students
- Be Flexible. . . but grow your staff competency
- Electronic vs. Hard Copies (try as you might some staff will NEVER look online)
Most Bang for Your Buck Charts

20%:
- Student Progress Monitoring Graphs
- Pathways of Progress Graphs

100%:
- Class Overview
- Pathway of Progress Chart
- Effectiveness of Instructional Support Levels By Class
- Initial Groupings Suggestions
20% - Student Progress Monitoring Graphs
20%- Pathways of Progress Graphs
# 100%- Pathway of Progress Chart

**Grade:** Third Grade, Middle of Year  
**Year:** 2018-2019  
**Class:** O’Brien 3rd Grade

## BEGINNING OF YEAR
All pathways are based on the beginning-of-year composite score.

## MIDDLE OF YEAR
### COMPONENT SCORE PATHWAYS
Component score pathways are compared to other students with the same beginning-of-year composite score.

To support overall reading proficiency, more growth is needed in a student’s areas of relative weakness.

### OVERALL PATHWAY
A student’s overall pathway is based on the student's middle-of-year composite score compared to other students with the same beginning-of-year composite score.

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### Pathways of Progress™ Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Reading Composite Score</th>
<th>ORF Word Correct Score</th>
<th>Accuracy</th>
<th>Pathway</th>
<th>Pathway</th>
<th>Pathway</th>
<th>More Adjusted Score</th>
<th>Pathway</th>
<th>Reading Composite Score</th>
<th>Overall Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amin, Imran</td>
<td>372 ▲</td>
<td>134 ▲</td>
<td>98%</td>
<td>38</td>
<td>26</td>
<td>25</td>
<td>394 ▲</td>
<td>▲</td>
<td>785 ▲</td>
<td>*****</td>
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<tr>
<td>Bailey-Beach, Finn</td>
<td>853 ▲</td>
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<td>100%</td>
<td>48</td>
<td>19</td>
<td>19</td>
<td>518 ▲</td>
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<td>228 ▲</td>
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</tr>
<tr>
<td>Beach, Sydney</td>
<td>528 ▲</td>
<td>173 ▲</td>
<td>90%</td>
<td>65</td>
<td>30</td>
<td>30</td>
<td>558 ▲</td>
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<td>*</td>
</tr>
<tr>
<td>Boriol-Tabarez, Giselle</td>
<td>147 □</td>
<td>58 □</td>
<td>92%</td>
<td>19 □</td>
<td>19 □</td>
<td>19 □</td>
<td>324 □</td>
<td>□</td>
<td>387 □</td>
<td>**</td>
</tr>
<tr>
<td>Campbell, Timan</td>
<td>521 ▲</td>
<td>136 ▲</td>
<td>99%</td>
<td>65</td>
<td>30</td>
<td>30</td>
<td>558 ▲</td>
<td>▲</td>
<td>240 ▲</td>
<td>*</td>
</tr>
<tr>
<td>D’Esmirnimara, Christine</td>
<td>260 ▲</td>
<td>61 ▲</td>
<td>91%</td>
<td>44</td>
<td>13</td>
<td>13</td>
<td>458 ▲</td>
<td>▲</td>
<td>295 ▲</td>
<td>**</td>
</tr>
<tr>
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<td>137 ▲</td>
<td>93%</td>
<td>37</td>
<td>18</td>
<td>18</td>
<td>387 ▲</td>
<td>▲</td>
<td>249 ▲</td>
<td>*</td>
</tr>
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<td>Ferguson, Axel</td>
<td>374 ▲</td>
<td>136 ▲</td>
<td>99%</td>
<td>49</td>
<td>23</td>
<td>23</td>
<td>438 ▲</td>
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<tr>
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<td>152 ▲</td>
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<td>20</td>
<td>20</td>
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<td>295 ▲</td>
<td>**</td>
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<td>Livelisco, Egus</td>
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<td>176 ▲</td>
<td>93%</td>
<td>75 ▲</td>
<td>15 ▲</td>
<td>15 ▲</td>
<td>458 ▲</td>
<td>▲</td>
<td>295 ▲</td>
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</tr>
<tr>
<td>Martinez, Berlin</td>
<td>451 ▲</td>
<td>180 ▲</td>
<td>98%</td>
<td>72 ▲</td>
<td>26 ▲</td>
<td>26 ▲</td>
<td>528 ▲</td>
<td>▲</td>
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</tr>
<tr>
<td>Martinez Perez, Sebrigam</td>
<td>154 ▲</td>
<td>87 ▲</td>
<td>94%</td>
<td>38 ▲</td>
<td>16 ▲</td>
<td>16 ▲</td>
<td>289 ▲</td>
<td>▲</td>
<td>295 ▲</td>
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</tr>
<tr>
<td>Menneheimer, Zon</td>
<td>23 ▲</td>
<td>56 ▲</td>
<td>83%</td>
<td>31 ▲</td>
<td>9 ▲</td>
<td>9 ▲</td>
<td>184 ▲</td>
<td>▲</td>
<td>295 ▲</td>
<td>**</td>
</tr>
<tr>
<td>Nutter, Sophia</td>
<td>286 ▲</td>
<td>124 ▲</td>
<td>97%</td>
<td>30 ▲</td>
<td>22 ▲</td>
<td>22 ▲</td>
<td>386 ▲</td>
<td>▲</td>
<td>295 ▲</td>
<td>**</td>
</tr>
<tr>
<td>Pellegro, Oscar</td>
<td>305 ▲</td>
<td>138 ▲</td>
<td>99%</td>
<td>33 ▲</td>
<td>22 ▲</td>
<td>22 ▲</td>
<td>374 ▲</td>
<td>▲</td>
<td>295 ▲</td>
<td>**</td>
</tr>
<tr>
<td>Peters, Kante’</td>
<td>521 ▲</td>
<td>216 ▲</td>
<td>100%</td>
<td>58 ▲</td>
<td>29 ▲</td>
<td>29 ▲</td>
<td>568 ▲</td>
<td>▲</td>
<td>295 ▲</td>
<td>**</td>
</tr>
<tr>
<td>Phelan, Kedenco</td>
<td>285 ▲</td>
<td>134 ▲</td>
<td>99%</td>
<td>24 ▲</td>
<td>22 ▲</td>
<td>22 ▲</td>
<td>352 ▲</td>
<td>▲</td>
<td>295 ▲</td>
<td>**</td>
</tr>
<tr>
<td>Sharf, Dabir</td>
<td>245 ▲</td>
<td>133 ▲</td>
<td>97%</td>
<td>33 ▲</td>
<td>15 ▲</td>
<td>15 ▲</td>
<td>355 ▲</td>
<td>▲</td>
<td>295 ▲</td>
<td>**</td>
</tr>
<tr>
<td>Sheik, Riham</td>
<td>325 ▲</td>
<td>151 ▲</td>
<td>99%</td>
<td>30 ▲</td>
<td>23 ▲</td>
<td>23 ▲</td>
<td>433 ▲</td>
<td>▲</td>
<td>295 ▲</td>
<td>**</td>
</tr>
<tr>
<td>Sierrag-Correa, Arthur</td>
<td>223 ▲</td>
<td>89 ▲</td>
<td>98%</td>
<td>22 ▲</td>
<td>18 ▲</td>
<td>18 ▲</td>
<td>307 ▲</td>
<td>▲</td>
<td>295 ▲</td>
<td>**</td>
</tr>
<tr>
<td>Stuber, Paisley</td>
<td>392 ▲</td>
<td>151 ▲</td>
<td>93%</td>
<td>45 ▲</td>
<td>24 ▲</td>
<td>24 ▲</td>
<td>441 ▲</td>
<td>▲</td>
<td>295 ▲</td>
<td>**</td>
</tr>
<tr>
<td>White, Lucy</td>
<td>223 ▲</td>
<td>101 ▲</td>
<td>95%</td>
<td>35 ▲</td>
<td>11 ▲</td>
<td>11 ▲</td>
<td>295 ▲</td>
<td>▲</td>
<td>295 ▲</td>
<td>**</td>
</tr>
<tr>
<td>Young, Elise</td>
<td>223 ▲</td>
<td>78 ▲</td>
<td>98%</td>
<td>43 ▲</td>
<td>9 ▲</td>
<td>9 ▲</td>
<td>286 ▲</td>
<td>▲</td>
<td>295 ▲</td>
<td>**</td>
</tr>
</tbody>
</table>

1. Student achieved Pathway 3 via Highly Skilled Learners criteria.
100%: Effectiveness of Instructional Support Levels By Class
### Initial Groupings Suggestions

**Initial Groupings Suggestions**

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Name</td>
<td>Name</td>
<td>Name</td>
<td>Name</td>
<td>Name</td>
</tr>
<tr>
<td>Age</td>
<td>Age</td>
<td>Age</td>
<td>Age</td>
<td>Age</td>
<td>Age</td>
</tr>
<tr>
<td>Gender</td>
<td>Gender</td>
<td>Gender</td>
<td>Gender</td>
<td>Gender</td>
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</tr>
<tr>
<td>Behavior</td>
<td>Behavior</td>
<td>Behavior</td>
<td>Behavior</td>
<td>Behavior</td>
<td>Behavior</td>
</tr>
<tr>
<td>Languages Spoken</td>
<td>Languages Spoken</td>
<td>Languages Spoken</td>
<td>Languages Spoken</td>
<td>Languages Spoken</td>
<td>Languages Spoken</td>
</tr>
<tr>
<td>Academic Reading</td>
<td>Academic Reading</td>
<td>Academic Reading</td>
<td>Academic Reading</td>
<td>Academic Reading</td>
<td>Academic Reading</td>
</tr>
<tr>
<td>Classmates</td>
<td>Classmates</td>
<td>Classmates</td>
<td>Classmates</td>
<td>Classmates</td>
<td>Classmates</td>
</tr>
<tr>
<td>Additional Support</td>
<td>Additional Support</td>
<td>Additional Support</td>
<td>Additional Support</td>
<td>Additional Support</td>
<td>Additional Support</td>
</tr>
</tbody>
</table>

**Initial Groupings Suggestions**

- **Group 1**: Likely to need extra support.
- **Group 2**: Needing extra support.
- **Group 3**: Slightly behind.
- **Group 4**: Keeping up.
- **Group 5**: Advanced learners.
- **Group 6**: Exceptional learners.

Initial groupings are based on observations, evaluations, and parent-teacher conferences.

### Additional Support

- Academic Reading: Remedial support for reading difficulties.
- Behavior: Individual counseling sessions.
- Classmates: Peer mentorship program.

The teacher may further modify these groupings based on ongoing observations and evaluations.

---

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District Protocol and Expectations:

- How do you create a meaningful, productive and viable data team meeting instead of a hoop for your teachers to jump through?

- How do you take the district protocol and make it fit the needs of your students and staff while keeping the integrity of the district’s vision?
100% Meeting Protocol

- Start with a district or state form (no sense re-inventing the wheel) and make it fit your needs.
- Plugging in the data vs. spending the time at the meeting
- Whole Grade level vs. Individual Teacher
- Whole Group vs. Small Group
- Safety of sharing data
- Let the data guide you
- Differentiate based on team need
Teachers spent time during data team entering data and less time talking strategies for instruction.
### 100% Benchmark Analysis - After

Based on screening data, is our current core program sufficient for most students at our grade level (Do we have 80% or more above benchmark standards overall)?

<table>
<thead>
<tr>
<th>OVERALL RISK</th>
<th>Previous Benchmarking (Fall 2018)</th>
<th>Current Benchmarking Data (Winter 2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Low Risk</td>
<td>44% (32)</td>
<td>76% (55)</td>
</tr>
<tr>
<td>% Some Risk</td>
<td>16% (12)</td>
<td>14% (10)</td>
</tr>
<tr>
<td>% High Risk</td>
<td>40% (29)</td>
<td>10% (7)</td>
</tr>
</tbody>
</table>

a) One measure of strong core instruction is maintaining 90-95% of students who were identified as LOW Risk in the Fall as LOW Risk in the Spring.

#### Celebrate - "CAVERS"

<table>
<thead>
<tr>
<th>%</th>
<th>#</th>
<th>&quot;STICKERS&quot;</th>
<th>%</th>
<th>#</th>
<th>&quot;SLIDERS&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at SOME Risk in the Fall who are LOW in the Winter</td>
<td>69%</td>
<td>9</td>
<td>Celebrate - Students at LOW Risk in the Fall who are SOME in the Winter</td>
<td>31%</td>
<td>3</td>
</tr>
<tr>
<td>Students at HIGH Risk in the Fall who are SOME in the Winter</td>
<td>27%</td>
<td>1</td>
<td>Celebrate - Students at LOW Risk in the Fall who are HIGH in the Winter</td>
<td>15%</td>
<td>1</td>
</tr>
<tr>
<td>Students at HIGH Risk in the Fall who are LOW in the Winter</td>
<td>56%</td>
<td>10</td>
<td>Celebrate - Students at LOW Risk in the Fall who are HIGH in the Winter</td>
<td>15%</td>
<td>1</td>
</tr>
</tbody>
</table>

Pre-slotted data creates more time to discuss strategies.

Differentiate by teacher and student.

Discover patterns.

---

i) What % of our students who were LOW Risk in the Fall and are still LOW Risk? ___

Please use the effectiveness of Instructional Support Levels chart to identify your gainers and sliders.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Sliders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>Teacher 1</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>Teacher 2</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>Teacher 3</td>
</tr>
</tbody>
</table>

Are there any patterns to the students who are making great gains or who are sliding? (Instruction, Curriculum, Environment, Teacher)
100% Problem Analysis- Before

Full grade lumped together meant less differentiation by class.

Step 2: Problem Analysis (Why is it happening?)

a) Fill in the table below with the % of students AT or ABOVE the current benchmark standard for each skill. Using this data, working from left to right, select the first common INSTRUCTIONAL NEED for most students where less than 80% of students are at Benchmark:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Phonological Awareness</th>
<th>PHONICS</th>
<th>Oral Reading Fluency</th>
<th>Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS Measures</td>
<td>FSF</td>
<td>PSF</td>
<td>NWF</td>
<td>NWF</td>
</tr>
<tr>
<td>FALL % AT OR ABOVE BENCHMARK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Selected Instructional Need</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WINTER % AT OR ABOVE BENCHMARK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHANGE from FALL to WINTER</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter Selected Instructional Need</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPRING % AT OR ABOVE BENCHMARK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHANGE from WINTER to SPRING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Different learners = Different Data = Different Action Items
100% Problem Analysis - After

<table>
<thead>
<tr>
<th>Skill</th>
<th>Phonological Awareness</th>
<th>PHONICS</th>
<th>Oral Reading Fluency</th>
<th>Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRELS Measure</td>
<td>FSF</td>
<td>PSF</td>
<td>NWF CLS</td>
<td>NWF WWR</td>
</tr>
<tr>
<td>½ Above Benchmark Grade Level</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHANGE from FALL to WINTER</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Teacher 1**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Phonological Awareness</th>
<th>PHONICS</th>
<th>Oral Reading Fluency</th>
<th>Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRELS Measure</td>
<td>FSF</td>
<td>PSF</td>
<td>NWF CLS</td>
<td>NWF WWR</td>
</tr>
<tr>
<td>CHANGE from FALL to WINTER</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher 2**

<table>
<thead>
<tr>
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<th>Phonological Awareness</th>
<th>PHONICS</th>
<th>Oral Reading Fluency</th>
<th>Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRELS Measure</td>
<td>FSF</td>
<td>PSF</td>
<td>NWF CLS</td>
<td>NWF WWR</td>
</tr>
<tr>
<td>CHANGE from FALL to WINTER</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher 3**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Phonological Awareness</th>
<th>PHONICS</th>
<th>Oral Reading Fluency</th>
<th>Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRELS Measure</td>
<td>FSF</td>
<td>PSF</td>
<td>NWF CLS</td>
<td>NWF WWR</td>
</tr>
<tr>
<td>CHANGE from FALL to WINTER</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the data above and any classroom data you have gathered, what skill do you need to work on with your whole class? What new strategies will you commit to implementing? (Instruction, Curriculum, Environment, Learner) Please focus on the skill, not on the test.

**Teacher 1**

**Teacher 2**

**Teacher 3**

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**Action Items by teacher**

**Teacher specific data**
100% Setting Goals- Before

SET GOAL FOR THE NEXT BENCHMARK PERIOD

Using current and previous benchmarking data, set a **GOAL** for the next benchmarking period.

- **Low Risk**: To determine possible INCREASE in Low Risk, look at students in the YELLOW zone to determine the number which have the potential, with targeted and explicit instruction, to move into the GREEN zone (combination of yellow/white or green on measures).
- **High Risk**: To determine possible DECREASE in High Risk, look at students in the RED zone to determine the number which have the potential, with targeted and explicit instruction, to move into the YELLOW zone (combination of red and yellow/white on measures).

<table>
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<tr>
<th>Current Benchmarking</th>
<th><em>Goal</em> for next Benchmarking:</th>
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<tbody>
<tr>
<td>% Low risk</td>
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<tr>
<td>% Some Risk</td>
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<td>% High Risk</td>
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Whole grade level equals:
- Lack of specificity
- Lack of differentiation
- Focus on whole group vs. small group
Each teacher creates a plan

- Focus is small group-more bang for your buck
- Differentiated based on skill
- Using specific data
- Spend time focusing on the students who aren’t growing
20% Meeting Protocol- Before

**Date:**

**Intervention Strategy:** 1. Professional Support
2. Managerial Arrangements

**Grade:**

**Problem Identification:** Is there a group problem or an individual student problem?

1. Are the majority of students making adequate progress? If yes, move on to group analysis.
2. Group Problem Analysis
   - Is Group Intervention planned with fidelity? If not, review plan and develop plan to increase fidelity. Plan will focus on how to increase fidelity.
   - If yes, what do we know about the group?

**INSTRUCTION (e.g., time, pacing, narrative feedback, etc.):**

**CURRICULUM (e.g., skills taught, student success, fidelity, etc.):**

**ENVIRONMENT (e.g., group size, physical setup, behavior management, etc.):**

3. Individually Problem Analysis
   - Are there individual students in the group not making adequate progress?
   - If yes, what do we know about the individual?

**INSTRUCTION (e.g., time, pacing, narrative feedback, etc.):**

**CURRICULUM (e.g., skills taught, student success, fidelity, etc.):**

**ENVIRONMENT (e.g., group size, physical setup, behavior management, etc.):**

4. Fails to Implement
   - Fails to Implement (E.g., Plan)

5. Group Plan Changes
   - Based on Progress for 15-20% of the time?
   - What do we do next?
   - Adjust 15-20% of the time?
   - If not, plan for failure?

6. Individual Plan Change
   - Based on Progress for 5-10% of the time?
   - What do we do next?
   - Adjust 5-10% of the time?
   - If not, plan for failure?

7. Plan Implementation/Evaluation
   - What do we do next?

8. Did the data indicate that the plan was successful?
   - If yes, what do we do next?
   - If no, what do we do next?

**Is the form easy to navigate and follow?**

**Is the form easy to use for note taking?**

**Overwhelming for some**

**Newbie = good to use**
This Is What We Do in 20%

- Take 5 minutes to look at the data hanging around the room.
- Take 1 minute to celebrate all the kids making adequate progress.
- For the rest of the time, we talk about the kids not making adequate progress (3 dots below the aim line or pathway of progress line). I have put a red dot next to their names ahead of time.
- Use ICEL to examine areas of concern
## ICEL Problem Solving Document

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<thead>
<tr>
<th>Instruction</th>
<th>Curriculum</th>
<th>Environment</th>
<th>Learner</th>
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<td>What We Know:</td>
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This is What We Do in 20%

For each student who has a red dot:

- Teachers give input about what is being done in Core and what can be added to support the student.
- Title I and ERC brainstorm if a double dose could be added for the student.
- If student hasn’t already been through IPS, we consider adding them to the schedule.
- Document action items in order to ensure follow through.
- Fidelity Check Ins
Know Your People

Teachers

● How well do you know the strengths and opportunities of your teachers and assistants?
● How often are you gathering insights (formally or informally) while teachers are planning and teaching?
● What are your teachers’ strengths... capitalize on them!
● How do you use humor/story telling while staying focused?
Our teachers **WILL** take this data personally. . .

- How to maintain relationships while having high expectations
- When to push and when to pull back
- Anticipate reactions!
- Know the “why”!
Have a plan (besides extra deodorant and a drink at 4:01) if you think teachers will be. . .

Dejected
Defensive
Dismissive
Disengaged
Derogatory

. . . and there will be teachers who feel this way every time!
Dejected

- Looks Like: I have been working 12 hour days and my students are STILL not getting it (as the tear drops)
- Acknowledge their hard work
- Help them find glimmers of hope within the data
- Conversation Starters:
  - “The last time I observed I saw (specific praise)
  - “Let’s find a student who has made growth. What did you do to. . .”
Defensive

- Looks Like: They didn’t like the person that tested them. They are a behavior problem. My data shows differently.
- Acknowledge that they seem uncomfortable.
- Provide a third point of reference (hard copy of data works great)
- Conversation Starters:
  - “Remember that the purpose of any data is for us to ask more questions”
  - “What questions do you have about this data?”
• Looks Like: I don’t believe in DIBELS. It is comparing apples to oranges. Those nonsense words just mess them up.
• Acknowledge that they are right that this test isn’t the end all be all, but it is a research based assessment that is normed . . .
• Conversation Starters: “What other data did you bring that may show differing results?” What information can we glean from this data to move forward?”
Disengaged

- Looks Like: Hoodie over the head, pushed back chair, quiet, doodling, offering little to the conversation, side conversations.
- Know WHY they might be disengaged.
- Acknowledge that they have many insights to bring to the conversation.
- Quick write with the expectation that everyone shares.
- Give them a role in the meeting.
- Conversation Starters: “You are an important part of the success of our meeting and have so much to offer. What tips would you give the team to have it be a productive meeting?”
Derogatory

- Looks Like: Negatives, Put downs, sabbatoges, swearing, focus on what we can’t control, escalated voice, attacking ideas
- Discover the “why”
- Create norms for the meeting and hold them to it
- Acknowledge their possible frustrations, but remind them of the purpose
- Conversation Starters: “I see that you are showing signs of frustration regarding the parent’s lack of follow through. What can we control at school to help _______ grow?” “Remember that one of our norms is to stay focused, limit side conversations and have our laptops closed.”
Know Your Students

More than just academics. . .
● Learning Styles
● Attendance
● Behavior
● Engagement
● Emotional/Social
● Family Dynamics

Use these factors **not as excuses, but insights** on how to plan interventions!
Know Your Systems and Resources

- Master Schedule
- Assistant Schedule
- Schoolwide vs. Compartmentalize
- Building Experts- The Brilliance is Within
- Available programs and resources- bring them to your meeting
- Flexibility to look at things differently
Psst... It isn’t just about the teachers learning

How can you show your teachers that you are in the trenches alongside them?

- Teach a group
- Model a new strategy
- Inspect What you Expect
- Offer to Progress Monitor
- Celebrate successes
- Strategize struggles
Follow Up

● What can YOU (as the leader) learn from your teachers and your student data?
  ○ Does master schedule need to be tweaked?
  ○ Do staff need additional professional learning?
  ○ Do you need to buy additional materials?
● Debrief with your leadership team between meetings and right after all the meetings take place
● Highlight action items in notes
Review Actions at the End with Responsibility Slips

Reminder of Responsibility

Student Name: ___________________________ Date: ___________________________
Classroom Teacher: ___________________________

Person Responsible: ___________________________

Action to be Taken: __________________________________________
________________________________________________________________
________________________________________________________________

Result of Action/Notes: __________________________________________
________________________________________________________________
________________________________________________________________
Teacher Survey- Brief

- Survey teachers after the meeting to get input- use Google Form or Survey Monkey for quick results
  - What did you like about our time together?
  - What would you like to see next time?
  - How can we support you?
Ongoing check ins. . . A plan is only as good as the follow through

- Inspect What You Expect
- Make the 100% or 20% goals part of your walk through/observation tool
- Attend PLCs and Planning time to check in on progress of goals
- Check Progress Monitoring Results
- One on one check ins
Did We Meet Our Targets???

How to Build Shared Leadership for Optimal Results

How to Differentiate Data Team Meetings

How to Negotiate:

- Data
- Protocols
- Personalities

How to Follow Up
Questions?
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Sarah_Felker@ddsd40.org