# CFA Data Protocol

Norms:
1. In this meeting, we don't say low, we say opportunity for growth.
2. We will collaborate and celebrate.
3. We will not take things personally when it comes to data and use an open mind and growth mindset.
4. We use data rather than opinion or personal experience to frame team decisions.
5. We commit to share strategies, practices, tools, and resources to support the success of all members of the team.
6. We speak about learners respectfully, supportively, and positively at all times-as if they are in the midst of our discussion.

| Steps | Time Frame and Facilitator Notes |
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| 1. Set the stage (Introduction)<br>   a. Establish the purpose of the meeting.<br>   b. Review norms. | 2 Minutes |
| 2. Review the assessment focus (the essential standard/learning target)<br>   a. Review the expectations for proficiency and teacher exemplar. | 2 Minutes<br>*Teacher exemplars should be completed individually but normed as a team.* |
| 3. Discuss the data, by determining patterns, misconceptions, and errors.<br>   a. What are the strengths and areas to celebrate?<br>   b. What are the areas of growth?<br>   c. Regroup students by specific need. | 10 Minutes |
| 4. Plan for Action<br>   a. Determine instructional responses.<br>      i. Who needs to be retaught?<br>      ii. What type of group will this be? (small or whole)<br>      iii. Who will deliver this reteaching?<br>      iv. What was the original instructional strategy used?<br>      v. What will the instructional strategy for reteaching be?<br>      vi. If necessary, go back to best practice information about how to teach the concept or | 15 Minutes |

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| about what strategies work best for struggling students (consult instructional coaches or curriculum department.) | |
| 5. Reassessment<br>    a. Identify how and when reassessment will take place.<br>        i. I can reassess <u>(student names)</u> with/by <u>(what will you do to reassess)</u>.<br>        ii. I will do this by <u>(timeline)</u>. | 15 Minutes<br>*Note the reassessment may be done orally or may be a version of the original assessment.* |
| 6. Extension<br>    a. Identify what students could benefit from extension of this essential standard/learning target.<br>    b. What will this look like?<br>    c. When will this take place?<br>    d. Who will be in charge of this learning? | 5 Minutes |