Protocol for a 49-minute Data Team Meeting (MATH)

(Also Works as an Agenda and Note Taking Form)

Name of Team:\_\_3rd Grade\_\_ Dates of Meeting:\_9/19\_\_,\_\_\_\_\_\_,\_\_\_\_\_\_ Facilitator of Meeting: \_\_\_\_\_\_\_

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| **Before the meeting, send all the people on your team this agenda and ask them to read it prior to coming to the meeting and be ready to share answers to the questions listed below in the middle column. Also remind them to be prompt and to bring their completed form with the pre-test formative assessment results and student test papers with them to the meeting.** | | |
| **Step 1**  Collect and chart and discuss data.  **(10 minutes)** | Remind participants of the learning target that is being measured and tracked. Then, ask each participant to quickly the share following:  1) A very brief description of how the skill was tested and % of total students, who were proficient, close, far but likely and far but not likely.  2) What did most students seem to struggle with most and what did they seem to do well on? | Notes   1. Pre-Test Scores    1. Proficient: 30%    2. Close: 10%    3. Far: 18%    4. Intervention: 43% 2. Strengths and Weaknesses    1. Strength: could use some kind of strategy to add/subtract most of the time    2. Weakness: didn’t recognize keywords to help decide if they should add/subtract; aren’t familiar with the diagrams |
| **Step 2**  Analyze and determine based needs.  **(12 minutes)** | Based on what was learned in Step 1 and as a group, come up the most critical need for:  Group 1: Students who are already proficient.  Group 2: Close and likely to be proficient with more instruction.  Group 3: Students who are not likely to be proficient even with more instruction. | Notes  Group 1: use a simple model for computation (traditional), and recognize keywords in number stories  Group 2: use a simple model for computation and recognize the most common keywords in number stories (in all, total, difference)  Group 3: find and use a reliable strategy for computation (number grid, open number line, traditional) and begin to recognize the most common keywords in number stories (in all, total, difference) |
| **Step 3:**  Make a Smart Goal  **(3 minutes)** | Come up with a SMART goal for this data cycle in relation to the learning target being addressed.  HINT: Use formula to figure-out an attainable end score:  number of students in proficient + number of students in close + 2/3 of the students in the far but likely. | Notes  The percentage of students scoring proficient on our targeted skill will increase from \_30%\_\_ as shown by our pre-test to \_58%\_\_\_ as shown by our post-test). |
| **Step 4:**  Make instructional decisions.  **(12 minutes)** | In addition to the chosen instructional practice, **what strategies** will the group use to teach the three groups of students?  Group 1: Strategies used for Enrichment  Group 2: Strategies for Main Track  Group 3: Strategies to allow for Differentiation | Notes  Our chosen research-based instructional practice is: \_small group instruction and differentiation\_  AND our group will use the following research-based strategies to teach each group to be successful on the targeted skill.  Group 1:   |  | | --- | | teach traditional method of +/- | | highlight and discuss keyword vocab |   Group 2:   |  | | --- | | teach traditional method of +/- | | highlight and discuss keyword vocab | | practice using a number grid or number line to help count |   Group 3:   |  | | --- | | teach traditional method of +/- | | highlight and discuss keyword vocab | | practice using a number grid or number line to help count | |
| **Step 5**  Create results indicators for adults and students.  **(12 minutes)** | If you are successfully teaching the strategies listed above, what will your actions look like and sound like? Make a list.  If you are successful at the strategies what will your students’ actions look like and sound like? | List of Adult Actions   |  | | --- | | small group instruction during guided math | | differentiated plans for small groups | | teaching multiple strategies for lower level students (that involve manipulatives) | |  | |  |   List of Students’ Actions   |  | | --- | | Engaged in practice | | Prepared for lessons | | Using manipulatives as needed | | Underlining the keywords to help identify appropriate operation | |
| **Step 6:** Monitor your implementation by referring to and using the listings of Adult Actions and Students’ Actions while teaching. | | |
| **Important Dates to Remember**  Administer Post Test by: October 2017  Enter post data into: <https://docs.google.com/spreadsheets/d/1bvBvH8PaGw0T2gRkSIBTLaS7FGHvGPFhvRy1w9yfqGI/edit#gid=0> by the end of Unit 2. | | |