OVERALL PHILOSOPHY: Teaching is complex and sophisticated. Effective teaching is time-consuming and difficult. Teachers try their very best for the best results.

COLLABORATIVE DATA PROTOCOL: Solving complex problems requires a team effort - the more eyes and brains we can put on the problem, the better our solution.

~ Woodrow Wilson: "We should not only use the brains we have, but all that we can borrow."

What is a **Protocol** ? An agreed-upon, collective framework or descriptive guideline of expected behaviors, norms, etiquette, and procedures for completing a task in the most effective and efficient manner.

Today's meeting outcomes:
Examples:
- Utilize a collaborative protocol to analyze BoY DIBELS data
- Set a MoY SMART goal and action plan for each classroom
- Identify specific Tier 1 strategies & activities that will meet teachers' MoY goals

Review of norms of collaboration: *click here for a PDF copy*
1.   Pausing
2.   Paraphrasing
3.   Posing Questions
4.   Putting Ideas on the Table
5.   Providing Data
6.   Paying Attention to Self and Others
7.   Presuming Positive Intentions

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Grounding activity:

SETTING of Grade-level GOALS:
Examples:
- ***SMART goals per grade level (based on strategy of** Targeted Small Group Instruction)*
- ***Strategy Implementation Guide***
- ***Admin monitoring the Strategy Implementation Guide***

ACKNOWLEDGING THE CHALLENGE: Synthesizing the research-based strategy of **Targeted Small Group Instruction** with our **Beginning of the Year data** and implementing with **fidelity**.

PART 1: DATA ANALYSIS: Review of existing data (for each PLC:)
- Identify specific DIBELS measures where more than 20% of students were not yet at benchmark
- Divide up that data into appropriate chunks (by relative data levels/scores)
- Mark your specific data statements with numerical relationships as best as you can:
  - specific percentages (*ex. 42% of 5th graders met benchmark in …*)
  - specific data ranges (*ex. 13 EL students were in the intensive tier in ...*)
  - specific quantities (*ex. over 60% of all students were …*)
  - comparisons (*ex. 18% of females scored … compared to 72% who scored …*)

5 Minutes: [on note cards, individuals write predictions as to what they believe their data will show; share out]	**Data Predictions:** ● What do we believe our data will show? ● Why do we think this? ● What assumptions do we make about our data?
5 Minutes: [individuals write data observations on sticky notes: make these statements for a single idea; focus only on observable facts in the data - no 'because'; don't climb the ladder of inference; be specific, clear, and detailed]	**Data Observations:** ● Data observations must identify FACTS ● No OPINIONS on the sticky notes ● What data points 'pop out' at you? ● What is surprising or unexpected?
10 minutes: [with PLC partners: 1 teacher at a time - sharing the data you've collected, starting to organize]	**Round Robin Share Out** protocol: ● Share data statements, 1 sticky note at a time ● Start to organize into 'T' chart: Strengths and Needs
10 minutes: [with full PLC partners - sharing inferences, explanations, and reflections]	**Examine for patterns / reorganize:** ● What patterns or trends emerge in the data? Can you categorize any of these patterns or trends? ● Create a LABEL for each group
10 minutes: [with full PLC partners - prioritizing the strengths our data shows]	**Determine Priorities of Strength:** ● Identify up to 3 areas of strength ● Dialogue your thoughts and observations as to 'WHY' we think these occurred.
10 minutes: [sample inquiry statement: *"The problem is … far too many students don't pay attention during class and they miss valuable instruction."*]	**Determine Priorities of Need:** ● Identify up to 3 biggest needs ● Write an inquiry statement about how focusing on each of these 'Needs Areas' will support our strategy of Targeted Small Group Instruction

5 minutes: [round robin - debrief and reflect on the process]	**Debrief and Reflection:** ● What insights did we make? ● What data is vital to bring to the upcoming school improvement team? ● What questions still need to be answered?

Data Review (Session 2) Click HERE for today's PowerPoint

ACKNOWLEDGING THE CHALLENGE: As we look at the needs and trends of our student data, how will we engage students to reach 80% proficiency in our benchmark data utilizing the school-wide strategy of **Targeted Small Group Instruction**?	*Today's schedule:* Tues, Sep 25 : Wed, Sep 26: 8:00-10:00 Kindergarten 1st grade 10:15-12:45 4th grade 5th grade -- 11:15-11:45 lunch -- 1:00-3:00 2nd grade 3rd grade

Grounding Activity:

Stage 1: Setting the Stage
● *Reviewing our agenda:*
  ○ *Identify Tier 3 students, Tier 1 and Tier 2 needs within the classroom*
  ○ *Reviewing the year's schoolwide instructional strategy:* **Targeted Small Group Instruction**
  ○ *Looking at current BoY data relevant to create SMART goals*
  ○ *Developing Strategy Implementation Guides (each grade level)*
  ○ *What data do we NEED to start collecting as part of our* **Strategy Implementation Guide**
  ○ *What resources or supports does each person need?*

Stage 2: DATA ANALYSIS: Review of existing data (from each PLC:) **15 min:**
● Continue/review data analysis from session 1 data dig.
● Cross reference our DIBELS data with any additional measures where more than 20% of students were not yet at benchmark (DIBELS NEXT Benchmark Goals)
● Identify the list of Tier 3 students along with their specific needs
● Identify the list of Tier 2 students along with specific classroom activities to support them
● Click this link for the Tiered Instruction document

Stage 3: Developing SMART goals per PLC: For first semester: S: Specific M: Measurable A: Actionable R: Relevant T: Timely	*Collaboration Documents:* 5th Grade SMART Goal: 2018-19 sem 1 4th Grade SMART Goal: 2018-19 sem 1 3rd Grade SMART Goal: 2018-19 sem 1 2nd Grade SMART Goal: 2018-19 sem 1

Each teacher brainstorms a SMART goal. Think - pair - share Grade level decides upon a SMART goal. We will check our progress and reflect on our results at the winter data review.	1st Grade SMART Goal: 2018-19 sem 1 Kindergarten SMART Goal: 2018-19 sem 1
Stage 4: SYNTHESIS of data & strategy: New learning: What is a "Strategy Implementation Guide?" Look at an example *Strategy Implementation Guide (blank)* *Critical components* *'Gold standard'* *Acceptable variation* *Unacceptable variation* *Sample strategy implementation guide* *Admin Monitoring Implementation Guide* *Admin's SMART monitoring of classroom activity document*	***Collaboration Documents:*** 5th Grade Strategy Implementation Guide 4th Grade Strategy Implementation Guide 3rd Grade Strategy Implementation Guide 2nd Grade Strategy Implementation Guide 1st Grade Strategy Implementation Guide Kindergarten Strategy Implementation Guide
Stage 5: Wrap Up and Reflection: M.I.P. (Most Important Points) Take a minute by yourself to think about the material that has just been presented: - Something I found important - A key idea - A summary thought - How this will impact my teaching this year - How this can impact our school's effectiveness & success - Share your thoughts with your PLC group Share out with the whole team	