

# TAKING RESPONSIBILITY FOR STUDENT'S LEARNING

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Collective Responsibility & Collective Efficacy:  
Our Journey to Student Success Using Teacher Led Data  
Review Teams

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# RESEARCH BEHIND DRT

- Marsh, Julie A., Pane, John F., and Hamilton, Laura S. (2006). Making Sense of Data-Driven Decision Making in Education: Evidence from Recent RAND Research. Santa Monica, CA: RAND Corporation, 2006. [http://www.rand.org/pubs/occasional\\_papers/OP170.html](http://www.rand.org/pubs/occasional_papers/OP170.html).
- Research is focused on Data Based Decision Making
- Move from Data Based Decisions to Data Informed Decisions
- Move the emphasis from Data to Teams
  - Data is a tool to help the Teams do the amazing work

# COLLECTIVE TEACHER EFFICACY AND DRT

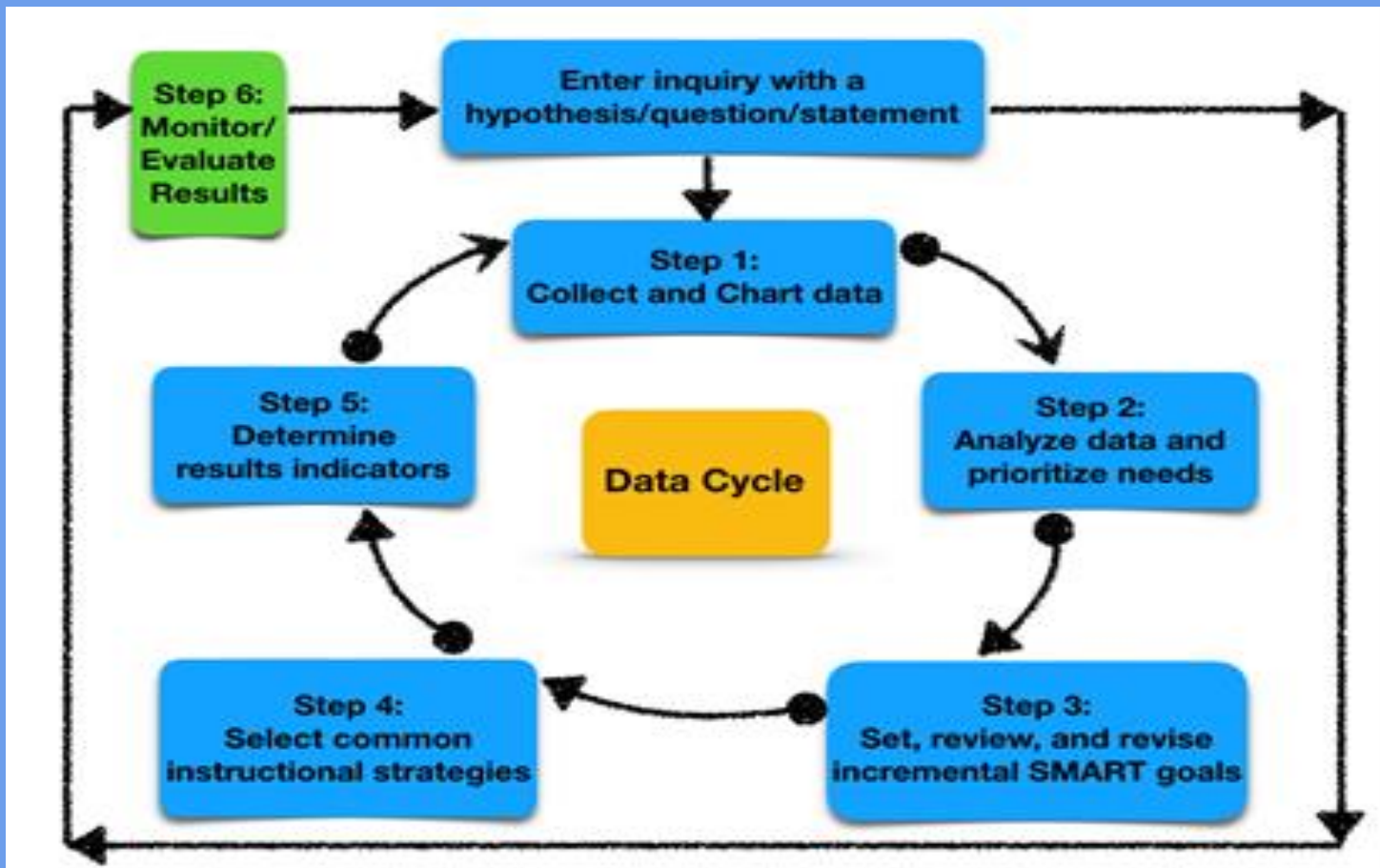
- John Hattie Effect size of 1.57
- Collective Teacher Efficacy Requires:
  - Individual Efficacy
  - A belief that working together is beneficial
  - A structure to allow teachers to collaborate on individual student performance
  - A safe environment where failing and succeeding are both possible and accepted.

# RESOURCES

- MO DESE Virtual Learning Platform through MO EduSAIL
  - <http://www.moedu-sail.org/>
  - Module on Data Based Decision Making

# DATA REVIEW TEAMS ~ DEVELOPING DRT THE RAYTOWN WAY...

- 🔗 11 years ago BOE & Community agreed that our teachers needed more time to plan and review data to ensure we were meeting student needs ~ BOE passed early release (1.5 hours) every Wednesday
- 🔗 Began with reviewing for a guaranteed & viable curriculum
- 🔗 We overemphasized the process the first couple of years - use of a standardized agenda, DRT cycle process, spreadsheets and building level accountability
  - 🔗 Data Based Decision Making vs Data Informed Decision Making



## *6 Step DRT Cycle*

(Leadership & Learning 2012)

UGH - THAT IS WAY TOO CUMBERSOME....

So teachers pleaded:

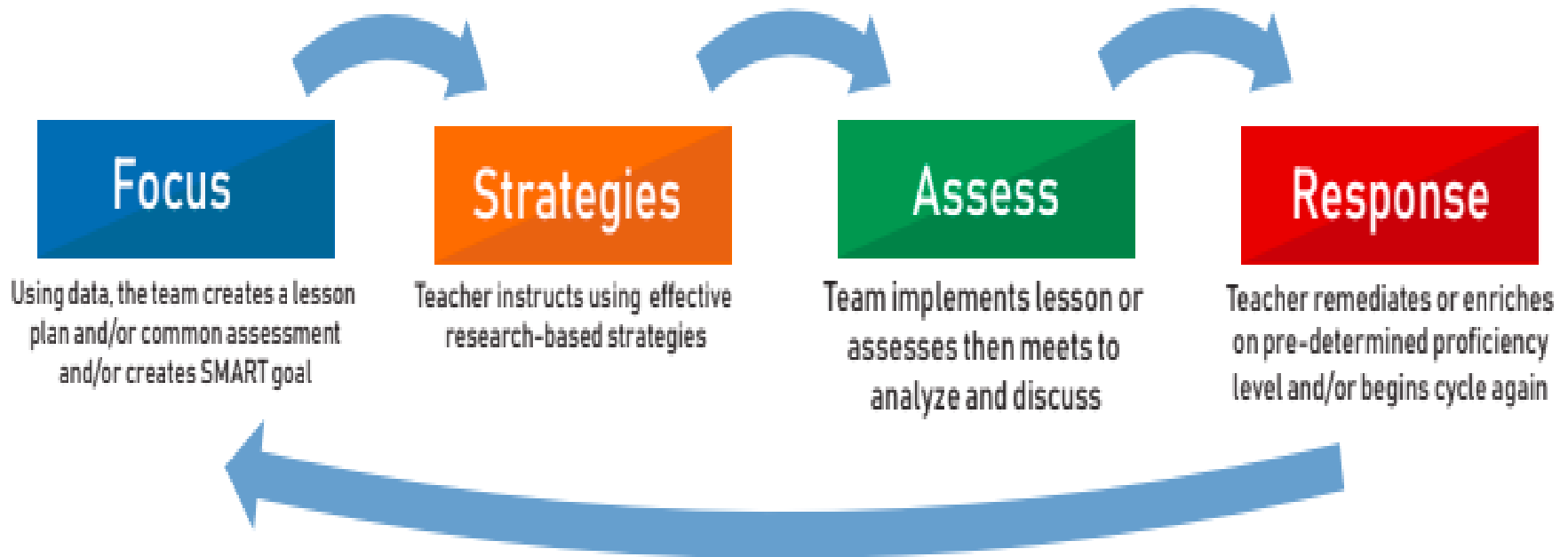
**Please ~ SIMPLIFY**

# AN IDEA ~ 4 WORDS TO HELP ORGANIZE THE CYCLE:





# WHAT DO THESE 4 WORDS HAVE TO DO WITH DRT CYCLE?



# DRT Cycle

## Focus

Using data, the team creates a lesson plan and/or common assessment and/or creates SMART goal

## Response

Teacher remediates or enriches on pre-determined proficiency level and/or begins cycle again

## Strategies

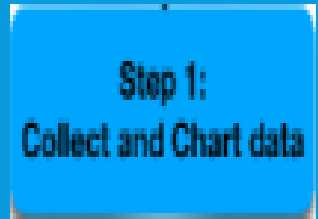
Teacher instructs using effective research-based strategies

## Assess

Team implements lesson or conducts assessment then meets to analyze and discuss



# STEP 1 COLLECT & CHART DATA



FOCUS = STEPS 2 & 3

# FOCUS

**Step 2:**  
**Analyze data and  
prioritize needs**

**Step 3:**  
**Set, review, and revise  
incremental SMART goals**

Grade level/Course level Team comes together for DRT and shares their data\* ~ they also discuss & determine instructional strategies to use for lessons

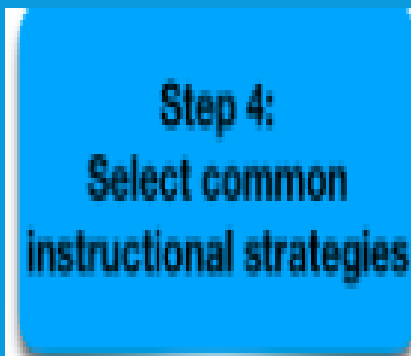
## WHAT IS DATA???

**\* Data can be: a concept, a skill,  
a standard or actual  
results/scores from an  
assignment or assessment or  
teacher observations**

STRATEGIES = STEP 4

# STRATEGIES

Teachers use research-based strategies as they instruct students on new or continued concepts



ASSESS = STEP 5

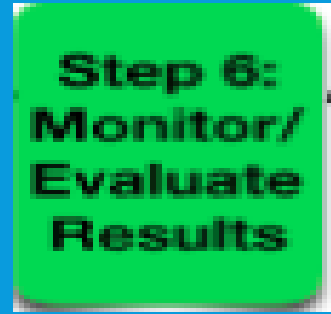
# ASSESS

**Step 5:  
Determine  
results indicators**

Team will implement lesson or assessment with the students and collect information/data from this to share & analyze at next DRT meeting.

RESPONSE = STEP 6

# RESPONSE



Teachers will remediate or enrich on the predetermined proficiency level (ex. 80%) and/or begin the DRT Cycle again



# DRT MEETING AGENDA

Some of you may not like this form - that's ok, change it ~ it's meant to help you keep a record of your meetings & plans (like a journal) and assist administrators with observing when they can't be there!

Just be sure your agenda/notes have:

-  a SMART Goal
-  Standard
-  Instructional Strategies



RAYTOWN  
QUALITY  
SCHOOLS  
Expect the Exceptional

## AGENDA/MEETING SUMMARY FORM

Grade/Department: \_\_\_\_\_ Date: \_\_\_\_\_

Participants: \_\_\_\_\_

### SMART GOAL:

The percentage of \_\_\_\_\_ scoring proficiency or higher on \_\_\_\_\_ will increase from \_\_\_\_\_ %/ \_\_\_\_\_ students to \_\_\_\_\_ %/ \_\_\_\_\_ students by \_\_\_\_\_ as measured by \_\_\_\_\_.

### Standard(s) Measured:

Discussion questions for group conversations and data review:

1. What was the intended goal of this meeting? (Review previous agenda)

# DATA REVIEW TEAMS - RAYTOWN WAY

## CONTINUED....

### What we have learned:

- 🔗 Standardized agenda is important but not vital ~ SMART goal, Standard & Instructional strategies are priority for all agendas
- 🔗 District level accountability is important; use of Google shared folders for every building team
- 🔗 Regular Principal meetings to share, discuss and offer professional growth through discussions & collaboration
- 🔗 Created a simplified DRT graphic (original 6 step cycle was overwhelming)
- 🔗 Created a 5 minute video to let our teachers know that DRT is not meant to be scary or hard - we communicated a simplified process and emphasized **COLLABORATION**

# ***DATA REVIEW TEAMS***

Ideas to Simplify

RECORDED WITH

SCREENCAST  MATIC



## AGENDA/MEETING SUMMARY FORM

Grade/Department: \_\_\_\_\_ Date: \_\_\_\_\_

Participants: \_\_\_\_\_

**SMART GOAL:**

The percentage of \_\_\_\_\_ scoring proficiency or higher on \_\_\_\_\_ will increase from \_\_\_\_\_ %/ \_\_\_\_\_ students to \_\_\_\_\_ %/ \_\_\_\_\_ students by \_\_\_\_\_ as measured by \_\_\_\_\_

**Guiding Questions:**

1. What was the intended goal of this meeting?
2. What were our successes?
3. What did we learn?
4. What actions will be taken to affect instruction? (these will be reported on at next meeting)
5. Our next meeting will be:

Date:

Location:

Time:

Facilitator:

To do for next meeting: \_\_\_\_\_

## Raytown C-2 Collaborative Data Teams Scoring Guide

Agenda/ Summary Form Impact	Adaptive: Highly Effective	Deliberate: Mostly Effective	Progressing: Beginning to Show Signs of Effectiveness	Emerging: Little or No Signs of Effectiveness
<b>Norms</b>	Each member of the team has an established role and effectively executes it. Norms are written and referenced during all team meetings. Team lives by these norms.	Members of the team have assigned roles, but they are sometimes randomly functional. Norms are written, and usually referenced and team mostly applies them.	Roles may or randomly assigned and utilized in meetings. Norms are written and referenced randomly before some meetings.	Assigned roles are not evident and negatively affect group efficiency. Norms may be written but they are not operationalized to guide the group.
<b>Data Use</b>	Data collection represents accurate quantitative and qualitative data sets based on the needs of students. The work samples are tightly aligned to specific priority standards. Student work samples are often collaboratively scored, and disaggregated prior to the DRT meeting, and used in a timely manner. Teaching strategies are selected by proficiency groups. Team collaboratively uses all steps in the DT process. Timelines are recorded and strictly followed.	Student work samples mostly denote an alignment to priority standards and are sometimes scored collaboratively. Data is prepared in advance of most meetings. Members generally disaggregate scores. Team targets a general teaching strategy for improvement, but may or may not always select individual instructional strategies for supporting each proficiency group. Team generally uses all steps in the DT process. Timelines and action steps are usually annotated and completed.	Student work samples are randomly examined ,if available, and data is rarely prepared in advance of meetings. Data, if prepared, might be disaggregated, but is rarely used to target teaching strategies. Standards are seldom referenced. Team may attempt to use DT process, but does not adhere to completing all steps of the process. Timelines and action steps are rarely completed.	Data is not prepared in advance or shared at meetings. Analysis of data does not show an alignment with targeted standards. Student work samples are not shared to promote error analysis. Group does not collaborate using the DT process. Time lines and action steps are missing.
<b>SMART Goals</b>	SMART Goals are always clearly written using all features of an effectively written goal: specific, measurable, achievable, relevant, time bound.	SMART Goals are usually written and reflect the features of an effective goal: specific, measurable, achievable, relevant, time bound	SMART An attempt to write goals is sometimes evident, but goals are often missing one or more of the features of an effective goal: specific, measurable, achievable, relevant, time bound	SMART goals are not written. No student growth is demonstrated
<b>Form Completion</b>	Forms are submitted on time with all information annotated. All guiding question responses are pertinent, detailed and elaborated for clarity and understanding.	Forms are generally submitted on time with most information annotated. Guided question responses, in general, address the questions, and contain detailed and clear information. Some elaboration may be evident.	Forms are intermittently submitted on time. Guided question responses contain limited detail and/or are overly generalized. Some responses may be difficult to understand.	Forms are rarely submitted on time. Guided question responses are not completed or questions are randomly addressed, lacking significant detail and understanding.

# DATA: A FOUR-LETTER WORD



Are your teachers intimidated by the word DATA?

Do they stammer or tremble when you ask to see their data?

**Data shouldn't be scary** ~ It is the information teachers collect to monitor a student's understanding and mastery of content to help them plan instruction for student's learning needs. (observation, student work samples, STAR, MAP, unit assessments, etc.)

Simplify the process and emphasize COLLABORATION

**Data is here to stay ~ it must drive instructional planning!**

# DRT GOALS ~ IF YOU DON'T KNOW WHERE YOU'RE GOING, HOW WILL YOU KNOW WHEN YOU GET THERE?

DRT Goals are an agreement between the grade level team that includes a statement outlining the academic results that the team expects to see in the determined timeframe.



# GOALS ~ KNOWING WHERE YOU ARE GOING.....(CONT.)

Goals require instructional steps in order to achieve the desired results ~ teams should discuss:

- ❧ What standard(s) does this goal align to?
- ❧ What is the direct instruction required to meet the goal?
- ❧ What instructional strategies will be needed to meet the goal so that all students master the content?
- ❧ How will we know that kids learned it or not?
- ❧ What will we do for those that didn't learn it?



**Discussing, Designing & Doing = COLLABORATION**



# S.M.A.R.T. GOAL REVIEW ~

S = SPECIFIC  
M = MEASURABLE  
A = ATTAINABLE  
R = REALISTIC  
T = TIMELY



THANKS FOR COMING

Contact me if you need anything

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