

Data Teams Assessment Implementation Audit 11.30.10



4- Exemplary	3-Proficient	2-Progressing	1- Not Meeting Standards
<p>Teachers meet weekly to examine student data</p> <p>Watch list folders are reviewed every three weeks. Data, interventions and strategies are recorded in watch list folders. The data is clear and easy to understand.</p> <p>There is clear and consistent record of decision making directly related to data.</p> <p>There is clear and consistent evidence that students who are struggling or who need enrichment receive specific differentiated instruction in the classroom and during intervention.</p> <p>There is evidence that teachers continue to adjust their instructional strategies before moving a student to the next level in the IAT</p>	<p>Teachers meet bi-monthly to examine student data.</p> <p>Watch list folders are reviewed every three weeks. Data, interventions and strategies are recorded in watch list folders. The data is clear and easy to understand.</p> <p>There is clear and consistent record of decision making directly related to data.</p> <p>All Students who fail to make progress several weeks after receiving interventions are entered into the “Pyramid of Success” or IAT process.</p> <p>There is clear and consistent evidence that students who are struggling or who need enrichment receive specific differentiated</p>	<p>Teachers meet monthly to discuss student learning, review student data and complete watch list folders.</p> <p>Some data is recorded in the watch list to assist progress monitoring.</p> <p>Teachers sometimes share successful strategies and best practices that have been effective for struggling students or students who mastered material.</p> <p>There is minimal evidence that students who are struggling or who need enrichment receive specific differentiated instruction in the classroom and/or during intervention.</p> <p>Only a few students who fail to make progress several weeks after receiving interventions are entered into the “Pyramid of</p>	<p>Meetings for data analysis are diverted by other matters- announcements, discipline, social and/or personal matters.</p> <p>Data on student achievement is discussed only by averages or school wide average rather than a specific analysis of each student and classroom performance.</p> <p>Data is not recorded in watch lists that document mastery/non mastery, strategies and intervention.</p> <p>There is little or no evidence of interventions or enrichment based on collected data.</p> <p>Teacher recommends students for the next level of IAT process without adjusting instructional strategies.</p>

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<p>process.</p> <p>Best practices of classroom teachers are shared and documented.</p> <p>There is clear evidence that successful strategies and best practices by one educator are replicated by others.</p>	<p>instruction in the classroom and during intervention.</p> <p>There is evidence that teachers continue to adjust their instructional strategies before moving a student to the next level in the IAT process.</p> <p>Teachers frequently share successful strategies and best practices.</p>	<p>Success” or IAT process.</p> <p>Teacher recommends students for the next level of IAT process without adjusting instructional strategies.</p> <p>Teachers sporadically share best practices with other teachers when asked.</p>	<p>Students are not adjusting instruction for struggling learners or recommending them for additional levels of support</p> <p>Teachers do not share best practices with others.</p>
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