Analyze Data

### Teams examine student and educator learning challenges.

<table>
<thead>
<tr>
<th>Possible Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding what it means to be data literate</td>
</tr>
<tr>
<td>Assessing our data literacy</td>
</tr>
<tr>
<td>Finding data sources and developing a data plan</td>
</tr>
<tr>
<td>Crafting data summary statements</td>
</tr>
<tr>
<td>Understanding root causes</td>
</tr>
</tbody>
</table>
Potential Artifact
Produced During This Stage:

Data Analysis Chart
Organized by School and Team

Key actions

- Identify and collect essential data
- Organize and display data for analysis
- Examine data for trends, issues, and opportunities
- Summarize the data

Outcome for Stage:
Draft summary statements
Set Goals

Teams identify shared goals for student and educator learning.

**Possible Tools**

<table>
<thead>
<tr>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deciding on a team focus</td>
</tr>
<tr>
<td>Preparing to write SMART student learning goals</td>
</tr>
<tr>
<td>Writing student and team learning goals</td>
</tr>
<tr>
<td>Checking student and team learning goals</td>
</tr>
</tbody>
</table>
Potential Artifact Produced During This Stage:
Goal alignment checklist

Outcome for Stage:
Develop student and teacher learning goals

Key actions

Review summary statements and set priorities

Write student goals

Write educator goals

Review with others
Learn Individually and Collaboratively

Possible Tools

- Studying learning theories for students
- Reviewing summary of evidence on effective professional learning
- Understanding principles of adult learning
- Examining learning designs
- Designing an action plan

Teams gain new knowledge and skills; examine assumptions, aspirations, and beliefs.
Potential Artifact Produced During This Stage:
Calendar distinguishing between learning meetings and data meetings

Outcome for Stage:
Develop a plan to put learning into action

Key actions

- Review goals and clarify critical content
- Write team and individual learning agendas
- Schedule the learning
- Engage in learning to inform application
### Implement New Learning

Teams implement new lessons and assessments with local support in the classroom.

<table>
<thead>
<tr>
<th>Possible Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digging deeper into design and implementation</td>
</tr>
<tr>
<td>Recognizing and responding to colleagues’ concerns</td>
</tr>
<tr>
<td>Understanding the Levels of Use diagnostic tool</td>
</tr>
<tr>
<td>Giving and receiving feedback</td>
</tr>
</tbody>
</table>
Key actions

Develop plan for instruction and use of new strategies

Use tools or resources to guide implementation and support adaptation as necessary

Enlist job-embedded support

Engage in feedback process with evidence from others to inform continuous improvement

Potential Artifact Produced During This Stage:
A levels of use chart to review where team members are in their learning journey

Outcome for Stage:
Put the learning plan into action
Monitor, Assess, and Adjust Practice

Possible Tools

<table>
<thead>
<tr>
<th>Learning to practice reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using assessments for learning</td>
</tr>
<tr>
<td>Creating a monitoring plan</td>
</tr>
<tr>
<td>Documenting changes in practice</td>
</tr>
<tr>
<td>Reflecting on the five-stage learning team cycle</td>
</tr>
</tbody>
</table>

Teams use evidence to assess and refine implementation and impact.
**Key actions**

- Collect formative and summative data
- Monitor progress toward goals
- Analyze data and reflect on outcomes
- Refine and determine next actions

**Potential Artifact Produced During This Stage:**
A team reflection template that outlines next steps based on how this cycle went

**Outcome for Stage:**
Use feedback to adjust practice