

# Analyze Data

## Possible Tools

Understanding what it means to be data literate

Assessing our data literacy

Finding data sources and developing a data plan

Crafting data summary statements

Understanding root causes

Teams examine student and educator learning challenges.

**Potential Artifact  
Produced During This  
Stage:**

Data Analysis Chart  
Organized by School and  
Team

**Outcome for Stage:  
Draft summary  
statements**

## Key actions

Identify and collect  
essential data

Organize and display data  
for analysis

Examine data for trends,  
issues, and opportunities

Summarize the data

# Set Goals

## Possible Tools

Deciding on a team focus

Preparing to write SMART student learning goals

Writing student and team learning goals

Checking student and team learning goals

Teams identify shared goals for student and educator learning.

**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

## Possible Tools

Digging deeper into design and implementation

Recognizing and responding to colleagues' concerns

Understanding the Levels of Use diagnostic tool

Giving and receiving feedback

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

**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

## 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



# Monitor, Assess, and Adjust Practice

## Possible Tools

Learning to practice reflection

Using assessments for learning

Creating a monitoring plan

Documenting changes in practice

Reflecting on the five-stage learning team cycle

Teams use evidence to assess and refine implementation and impact.

**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

## Key actions

Collect formative and summative data

Monitor progress toward goals

Analyze data and reflect on outcomes

Refine and determine next actions