

# DOINGWHATWORKS



SAMPLE MATERIAL

## Department Collaboration

Shotwell Middle School, Texas

**Topic:** Using Student Achievement Data to Support Instructional Decision Making

**Practice:** Vision for Data Use

Shotwell Middle School's vision for data use is for all teachers and students to be able to read and interpret data and implement data-based changes to ensure "all stakeholders perform to the best of his or her ability."

As part of the vision, staff implement specific strategies for collaborative data use in support of instructional decision making. This Department Collaboration form, delineates expectations for staff collaboration. Staff use data from the districtwide data warehouse system and from an internal system, the Subgroup Master.

The collaborative activities include:

1. Common planning periods
2. Staff development
3. Bi-weekly staff meetings
4. Curriculum writing team meetings
5. Grade-level meetings

6. Use of substitutes
7. Meetings with the administrative team
8. International Baccalaureate (IB) team meetings

The form also lists specific tasks that need to be accomplished, such as using the time to review scope and sequence of lessons, aligning lessons with IB units, disaggregating data, discussing reports on assessment data, sharing knowledge gained from professional development, and discussing student mastery of outcomes and possible intervention strategies.

Schools can use this plan as a guide for developing expectations for collaboration among their staff. In addition, schools may wish to use the tool *Structuring Teacher Collaboration* to assess their collaborative data use efforts.

**SHOTWELL ACADEMY: Department Collaboration**

Department	Time and Planning Strategies	Activities
<b>Language A</b>	<ol style="list-style-type: none"> <li>1. Common Planning periods are utilized each day to engage in activities described to the right.</li> <li>2. Staff development I designated for one day each month based on school needs assessment.</li> </ol>	<ol style="list-style-type: none"> <li>a. Teachers review scope and sequence and align lessons with IB Units.</li> <li>b. Teachers continually reevaluate this work and discuss and plan changes as needed.</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>3. Bi-weekly staff meetings to align curriculum and use protocols to look at student work and teacher designed lessons.</li> <li>4. Curriculum writing team works during the summer to evaluate the success of IB Units and evaluate lessons and activities.</li> </ol>	<ol style="list-style-type: none"> <li>c. Teachers use allotted time to align curriculum with IB Units across state standards. This process is driven by student assessment data.</li> <li>d. Teachers administer individual assessments to students.</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>5. Grade levels meet to discuss data and assessments twice per week.</li> <li>6. Substitutes are utilized once per semester for each department for a full day of planning and data disaggregation.</li> </ol>	<ol style="list-style-type: none"> <li>e. Teachers discuss reports on assessment data within departments and utilize the information or planning and reteaching purposes.</li> <li>f. Staff shares knowledge gained from professional development activities that address curriculum and assessment. They also discuss student mastery of outcomes and possible intervention strategies.</li> </ol>
<b>Humanities</b>	<ol style="list-style-type: none"> <li>7. Teachers meet with the Principal and Assistant Principals regularly during common planning time.</li> <li>8. Teachers plan IB Units once per week during IB meetings to assess units and have training in the IB pedagogy.</li> </ol>	<ol style="list-style-type: none"> <li>g. Teachers utilize reflective practices that are shared within departments and with administration in order to make continuous improvements.</li> </ol>