

DOINGWHATWORKS



SAMPLE MATERIAL

Standards in Practice Steps

Jacob Hiatt Magnet School, Massachusetts

Topic: Using Student Achievement Data to Support Instructional Decision Making

Practice: Cycle of Improvement

This protocol guides teacher teams in evaluating student work to make instructional decisions. Originally developed by the Education Trust, it was modified by Jacob Hiatt Magnet School's Instructional Leadership Team. Teachers grade an assignment according to a set rubric, analyzing student progress and sharing ideas to improve student performance. This process allows teachers to use student data to make decisions about the effectiveness of certain instructional techniques and advise each other about strategies that have led to higher achievement.

Schools can use this protocol to guide their own examination of student work. The document identifies participant roles, provides questions to ask, and lists the steps for the teams to follow in making instructional decisions based on the data the group gathers. To hear more about strategies for using teacher collaboration to support data driven decision making in schools, view *Supporting Data Use Through Teacher Collaboration Time (Part 1)*.

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Massachusetts Department of Education Expanded Learning Time School

STANDARDS IN PRACTICE

Standards and Looking at Student Work

Protocol developed by Ruth Mitchell, the Education Trust

Modified by JHMS Instructional Leadership Team

- Group collects a “batch” of student work that they will look at using the protocol.
- Group selects a facilitator, a timekeeper and a recorder.
- The group discusses the scoring rubric for the assignment.
- The group scores the student papers, using the rubric.
- The recorder writes the group’s answers to the following questions:
 1. What does this student work tell us about student learning?
 2. What do students know, and what are they able to do?
 3. Was the assignment well designed to help students acquire knowledge and exercise skills?
- The recorder writes the group’s answers to the following question: What needs to happen on the classroom level so that all students can do this and similar tasks well?
- The group plans and carries out action to improve student learning.