

Analysis Dimension	Meeting the Standard	Progressing Toward the Standard	Not Meeting the Standard
<p>2.1 Data Collection</p>	<p>The educator makes informed decisions at all levels based on formative assessments of prior learning, embedded assessments during instruction, and summative assessments of results following instruction. Data collection demonstrates understanding of antecedent data, including administrative structures and conditions and cause data (teacher behaviors that engage students in thinking & learning). Results (effects) data includes student performance; pre- and post data; use of longitudinal cohort data for patterns and trends; embedded performance assessment data; and common assessments by department, grade, or discipline. Data collection minimizes interruption of instruction, with data collected limited to critical variables that lend themselves to triangulation.</p>	<p>The educator ensures that teachers and support staff collect and monitor data associated with goals, and that data is maintained for both summative and formative purposes. Emphasis is primarily on collection of results (effects) data, with limited evidence of cause data measures or programmatic and administrative antecedents (conditions and structures that correlate with excellence in student achievement). Educator attempts to schedule data collection so it does not interrupt instruction.</p>	<p>The educator’s data collection system is limited to external requirements for compliance in annual student assessment results. No evidence of attempts to link cause and effect; institute continuous assessment measures before, during and after learning; or address timing issues of data collection.</p>
<p>2.2 Improvement Cycles</p>	<p>The educator employs improvement cycles for all major programs and unit teams. Cycles ensure that plans are informed by data, implemented to address gaps and opportunities, analyzed and routinely and systematically revised for improvement.</p>	<p>The educator is beginning to apply an improvement cycle to assess student achievement across state or local requirements (e.g., seat time, Carnegie Units, state assessment). Application to adult practices or administrative and programmatic structures has yet to be attempted.</p>	<p>The educator reacts to state or local requirements for data and does not employ improvement cycles that link data to planning and implementation.</p>

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<p>2.3 Analysis/ Reflection/ Action</p>	<p>The educator examines test scores for trends within subjects, relationship to grades and state assessments, internal consistence across subjects, unanticipated gains, and outlier performers that score well above and well below standard. Data is routinely triangulated with antecedent, collaboration, and accountability data to reveal insights not available from examining single data points. The educator has formed teams and meeting times to examine data for improved student achievement.</p> <p>The educator sets aside specific times and formats to ensure that collaborative analysis takes place; that quality data tools are applied to facilitate that analysis; that insights from reflection are recorded; and that action is planned, implemented and monitored on the basis of analysis.</p>	<p>The educator has formed teams and meeting times to examine data for improved student achievement.</p> <p>The educator examines test scores for trends within subjects; relationship to grades and state assessments; and internal consistency across subjects; and to identify students with unanticipated gains.</p>	<p>Data is collected and recorded, but seldom analyzed to improve student achievement.</p>