



Collaborative Debriefing Time Step-by-Step

**Step
1**

Review the results of the Interim Assessment test by teacher and class. Have each teacher share their first impressions from their first data review: were there surprises, validations, concerns?

**Step
2**

Determine cut scores for all students in the grade level. Begin by sharing high and low scores. As a group, determine what percent score depicts high-, middle-, and low-performing students. The objective is to divide the total group into three ability levels so that intervention efforts can be planned more efficiently.

**Step
3**

Review the total number of students in each performance group for the entire grade level.

**Step
4**

Ask each teacher to review the cut-point designations for their students, to determine the accuracy of the Interim Assessment test score. A student placement change within the high-, middle-, and low-performing groups is the teacher's decision.

**Step
5**

Beginning with the high-performing group, review the list of students by name. Follow this process for the middle- and low-performing groups.

**Step
6**

Analyze one student group at a time. Begin with achievement patterns: standards the group mastered and did not master. Analyze the characteristics of those in the group: are they predominantly poor attendees, English Language Learners, etc.?

**Step
7**

Discuss the materials, strategies, and time given to teach each group of learners. Discuss possible learning problems or issues.

**Step
8**

Design intervention strategies based on which standards need to be taught to mastery, how best to meet the academic needs of the students, when to provide intervention or reteaching, etc. Determine what should be done differently to support each group of learners.

**Step
9**

Set an academic goal for each intervention group, and identify how the goal will be measured.

**Step
10**

List professional development, materials, equipment, or resources to support the identified interventions. Discuss necessary resources with the principal.

Collaborative Debriefing Time

Planning Strategic Interventions

Grade Level/Course: _____
Standard(s): _____

Number of students	What was learned? What was not? What do we know about the learners?	What is the next learning target? How will we instruct to get different results? How will we monitor/measure results?	Resources needed (time, strategies, materials)? Current? Future?
On-track			
Close			
Not Close			



Introduction to Collaborative Debriefing Time and the use of data

Purpose

Collaborative Debriefing Time maximizes the use of student achievement data from common assessment tests as the basis for planning instruction. Often, the information learned from one common assessment is augmented with several other academic measures. The purpose of Collaborative Debriefing Time is to analyze each student's progress toward meeting standards, to analyze data for the purpose of modifying instruction, and—frequently—to group students to increase direct instruction as well as teaching and learning efficiency.

Evaluation of Instructional Approaches

Collaborative Debriefing Time also supports the identification of instructional materials and strategies that yield high levels of student mastery, as well as those that don't seem to lead to achievement results. Teachers work together to determine the next best learning steps for students and share effective instructional strategies, lesson plans, and materials.

Professional Development

Professional development is an important by-product of Collaborative Debriefing Time. Teachers learn from data and they learn from each other. Whether "unwrapping standards" or sharing lesson plans, teachers have opportunities to strengthen and focus their teaching efforts.

This material has been prepared to help you facilitate Collaborative Debriefing Time. It is not always easy to be the leader in a teacher group, nor is it easy to guide your peers through unknown territory. Therefore, we hope to give you a few easy steps to follow, and encouragement to add features or practices that will help your grade level or department team successfully support all students.



Collaborative Debriefing Time is a Component of Focus on Standards (FOS)[™]

Collaborative Debriefing Time is one of five components in the Focus on Standards (FOS)[™] school improvement model. Thought to be the cornerstone of the FOS model, it represents the action teachers take to analyze student performance throughout the year.

Beginning with a thorough understanding of what we teach, the FOS model provides a subset of state standards called Essential Standards. Essential Standards represent the most critical learning at each grade level, as defined by what students are held accountable for knowing at the end of the year (state tests), and the prerequisite skills necessary to be successful at the next grade level.

The Classroom Instruction component of FOS supports teachers with a benchmark guide to teaching the Essential Standards. By creating a road map of what we teach and approximately when we teach it (trimester/quarter), teachers can begin planning lessons for their year.

At the conclusion of each benchmark period, FOS prescribes the use of a district-wide Interim Assessment test. This assessment is used to test a limited number of standards taught to date. The purpose of the Interim Assessment test is to provide teachers with information on student performance, guide their next teaching steps, and design academic interventions for students to show increased progress.

Collaborative Debriefing Time is the time and place where teachers come together to review the Interim Assessment test data, analyze the results, and plan academic interventions. Generally speaking, it occurs three to four times per year, always utilizing the latest results from student testing.





Preparing for Collaborative Debriefing Time

Test results should be provided either electronically or in a hard copy report prior to Collaborative Debriefing Time meetings. This gives teachers a chance to review their students' scores and think about the possible implications for all sorts of learners.

A teacher for each grade-level or department team is selected to be the Collaborative Debriefing Time leader. The leader will attend additional training to understand how to conduct Collaborative Debriefing Time. It is also advisable for the leader to select a co-worker (another teacher from the same grade/department) to be the recorder during Collaborative Debriefing Time meetings.

Teachers should be notified about the Collaborative Debriefing Time place, meeting time, and materials that might be needed well in advance. Set up a yearly calendar with meetings clearly established.

Do not forget to invite teachers who share responsibility for your students or have resources that could benefit you or your students (e.g., librarians, special education teachers, literacy specialists, after-school teachers). School administrators share the responsibility for supporting each grade-level or department team.

What Happens During Collaborative Debriefing Time?

Collaborative Debriefing Time begins with a review of Interim Assessment test results.

The grade-level or department team leader will be responsible for leading Collaborative Debriefing Time meetings. All teachers should have a clear understanding that Collaborative Debriefing Time is something everyone should be able to facilitate over time. The leadership role may be shared when the group feels it is appropriate.

It is important to note that the steps have been arranged in a particular order to produce the most effective results.



As the Collaborative Debriefing Time leader conducts the meeting, they will motivate the group to:

Assess

- Interact positively with the data.
- Look for what we can learn from the data, not what it does not tell us.
- Look more closely—identify trends or patterns you see in the data.
- Begin talking and thinking about the results in terms of groups of students and individual student names. Establish criteria to distinguish high-level learners from middle- and low-level learners.
- Respond to areas of strength and weakness with a statement of fact before trying to analyze the data.

Analyze

- Review the standards-based item analyses for each group of learners, and identify which standards students mastered and which standards students struggled with.
- Review the sample analysis questions provided in this guide for your grade level.
- Using the standards each group of students struggled with, analyze what students need to know in order to master the standard. This can be done by unwrapping or backward mapping the standard.
- Compare your findings regarding what students need to learn to your textbook, lesson plans, or other instructional programs and materials. Did the materials, instruction, and strategies sufficiently address student needs?

Act

- What can be done to support each group of learners with their specific needs?
- Share successful strategies and materials, and discuss what works.
- Design a support plan—outline who will do what, when, and with whom.
- Design a way to assess your efforts. How will you know you were successful?
- Communicate the plan with parents, administration, and staff.

Collaborative Debriefing Time

Observations/Conclusions Chart

Subject: _____ Assessment: _____ Date: _____
 Team Members: _____

Observations/Conclusions	Commitments	Resources Needed
	<ul style="list-style-type: none"> • Which standards? • Which students? • Type of intervention? • How will we monitor/measure results? 	