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EDU 6315: Module 1 Short Paper Leading Data Meetings Guidelines and Rubric

Overview:

Instructional leaders must be skilled facilitators to effectively lead data meetings. For this short paper, you will revisit the text and videos in order to identify and analyze exemplary leadership skills for leading data meetings.

Prompt:

To complete this assignment:

1. Reread the “Put It All Together - Lead Data Meetings” section on p. 57 in *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools*.
2. Rewatch video clips 2, 6, and 9-12. As you view the videos, consider the following questions:
 - a. Clip 2: What actions does the facilitator take to get her teachers to see the gap in student learning?
 - b. Clip 6: What actions does the facilitator take to start the data meeting successfully?
 - c. Clips 9-10: What actions do the facilitators take to get the teachers to plan the reteach?
 - d. Clips 11-12: What actions do the facilitators take to facilitate effective practice?
3. Consider the core idea that data meetings shift the focus from observing 1% of the learning to observing 80%:
 - a. Compare and contrast this idea with teacher evaluation models that are heavily based on direct observation.
 - b. Explain why data meetings are a more effective strategy for improving instruction.



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Rubric

Guidelines for Submission: Submit as a 1-2 page Microsoft Word document with double spacing, 12-point Times New Roman font, and one-inch margins. Any sources should be cited in APA format.

Instructor Feedback: This activity uses an integrated rubric in Blackboard. Students can view instructor feedback in the Grade Center.

Critical Elements	Exemplary (100%)	Proficient (85%)	Needs Improvement (55%)	Not Evident (0%)	Value
Compare/Contrast Data Meetings and Teacher Evaluation Models	Compares and contrasts data meetings and teacher evaluation models based on direct observation and provides keen insight and specific details.	Compares and contrasts data meetings and teacher evaluation models based on direct observation	Compares and contrasts data meetings and teacher evaluation models based on direct observation but does not provide specific details	Does not compare and contrast data meetings and teacher evaluation models based on direct observation	50
Data Meetings as an Effective Strategy	Explains why data meetings are a more effective strategy for improving instruction provides keen insight and specific details	Explains why data meetings are a more effective strategy for improving instruction	Explain why data meetings are a more effective strategy for improving instruction but does not provide specific details	Does not explain why data meetings are a more effective strategy for improving instruction	40
Articulation of Response	Submission is free of errors related to citations, grammar, spelling, syntax, and organization and is presented in a professional and easy to read format.	Submission has no major errors related to citations, grammar, spelling, syntax, or organization.	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas.	Submission has critical errors related to citations, grammar, spelling, syntax, or organization that prevent understanding of ideas.	10
Earned Total					100 %
Comments:					



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