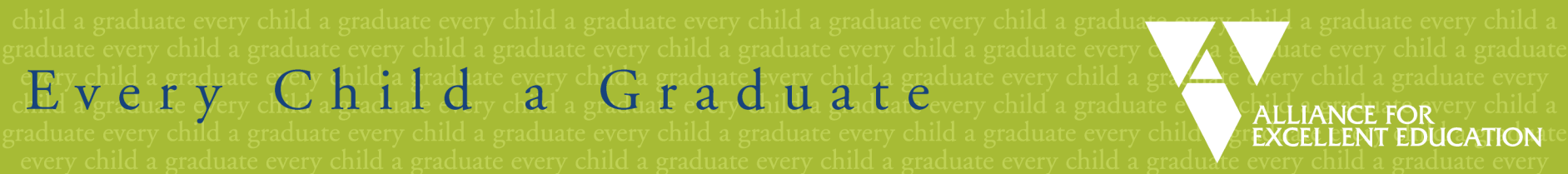


# *Teachers' Use of Data to Improve Teaching and Learning*

*August 13, 2009*



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Data rich.

Information poor.



# Outline of the Brief

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- How the expectation of data use impacts the classroom teacher
- The multiple types of data and their significance in informing teaching and learning
- How to best support teachers' use of data at the local, state, and federal level
- Federal policy recommendations



# New Expectations For Teaching

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- Taking responsibility for the achievement of all students
- Shifting from, “Have my students learned?” to “How do I fill in the gaps for what EACH student doesn’t understand?”
- Employing assessment and data literacy skills
- Working collaboratively with colleagues



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Having access to data does not necessarily mean using data.

Using data does not necessarily mean using data effectively.



# Unintended Consequences

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- Misdiagnosing students' learning problems
- Inappropriately attributing data results
- Tutoring to the “bubble students”
- Tracking
- Drilling on test items
- Narrowing the curriculum



# High School Specific Challenges

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- Culture of subject matter departments
- Number of students for whom a teacher is responsible
- School structure
- Planning time



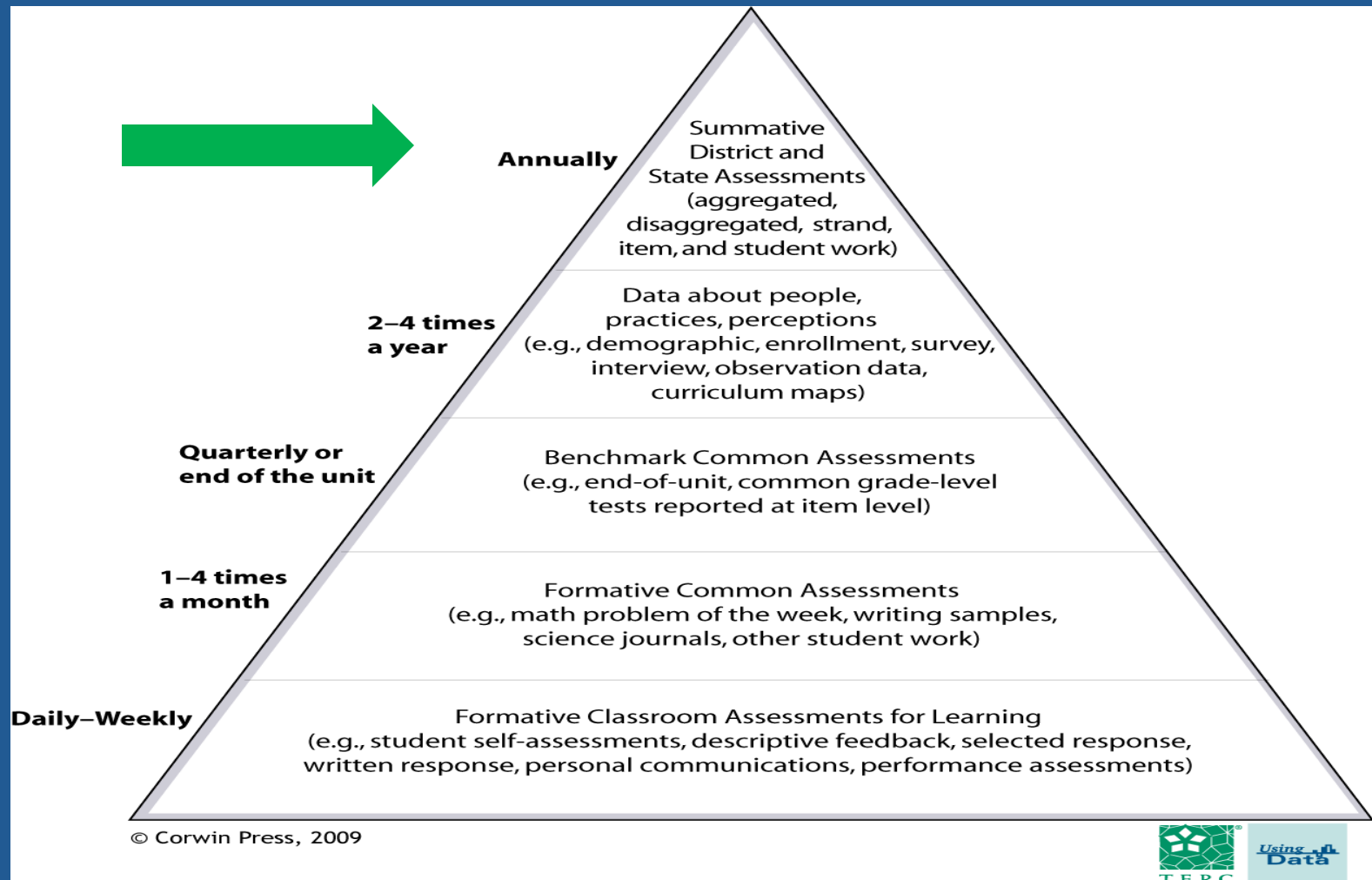
# What Do We Mean By Data?

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- Assessment Data
  - Summative
  - Interim
  - Formative
- Other Types
  - Surveys
  - Attendance
  - Discipline
  - Enrollment
  - Course taking
  - Etc.



# Need for Multiple Types of Data



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# Summative Assessment

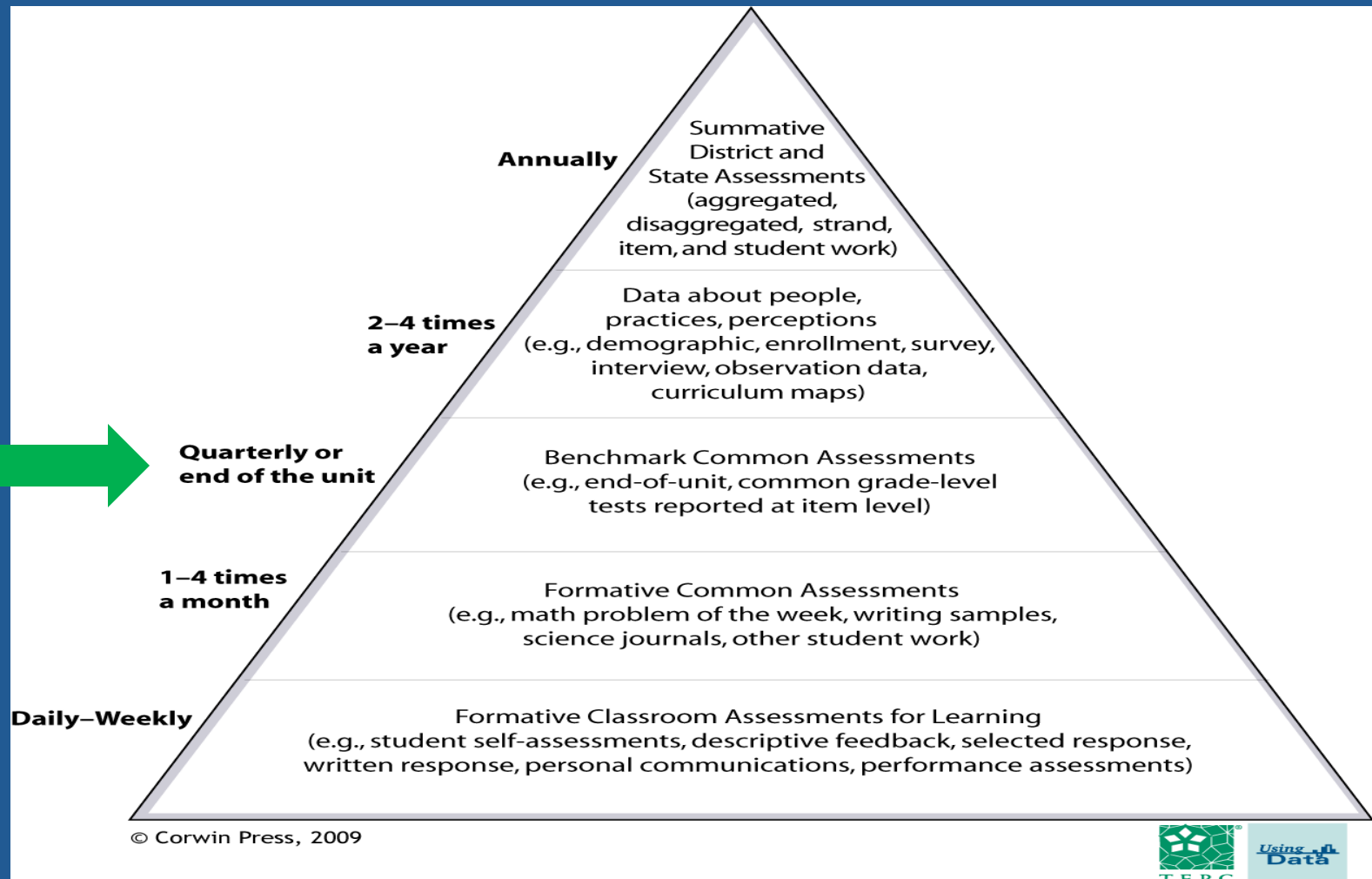
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Describes what a student has learned after teaching has been completed.

- May provide information about incoming students, inform the planning of interventions, and general unit planning decisions.
- Not useful for making daily adjustments to classroom instruction.
- Not often aligned to college and career ready standards.



# Need for Multiple Types of Data



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# Interim Assessment

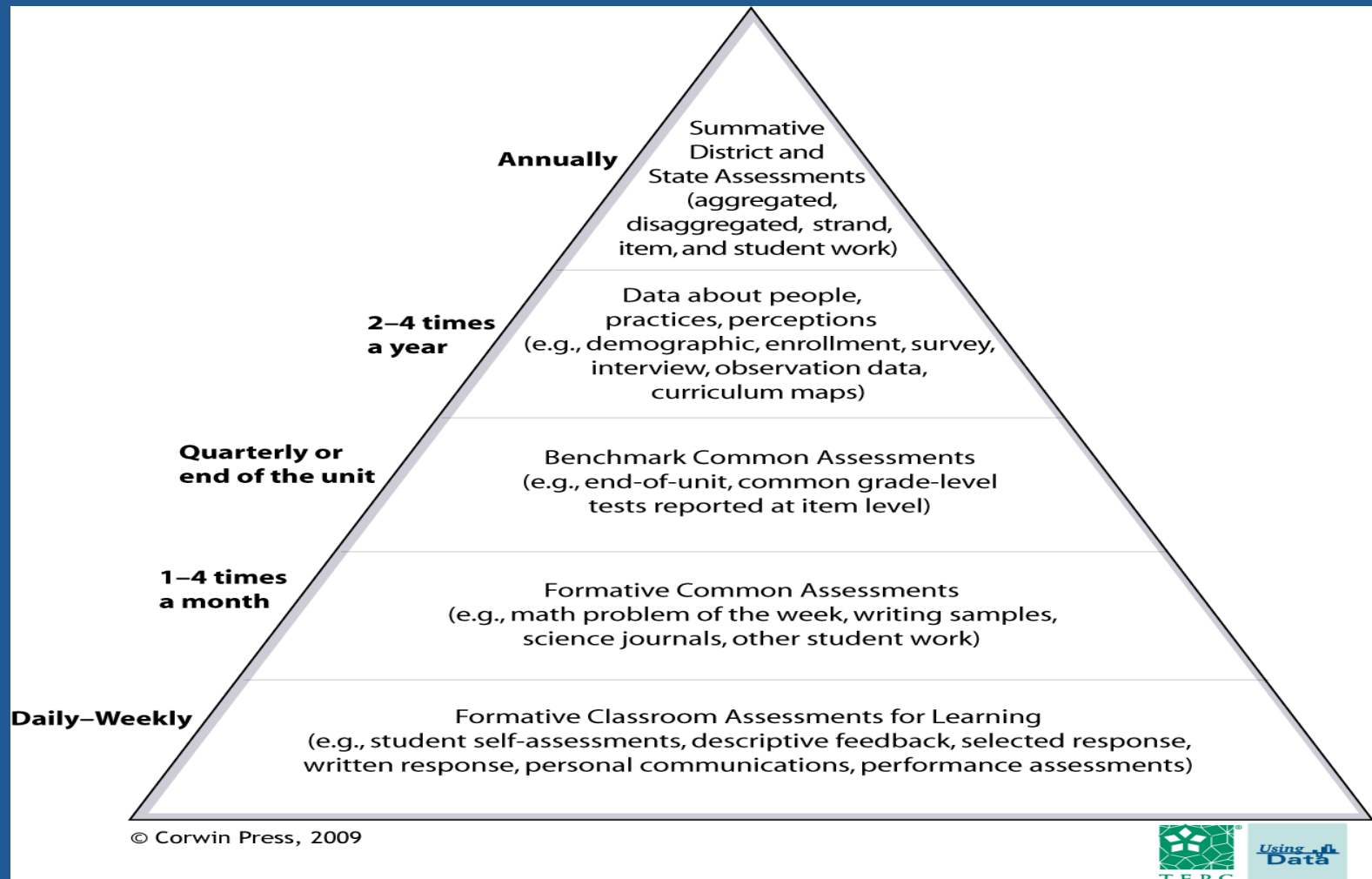
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Evaluates students' knowledge and skills relative to standards and are administered over a more limited time frame (often every 5 to 9 weeks).

- May illuminate the strengths of an individual student or predict student achievement on a future assessment.
- Often are mistimed and misaligned with instructional needs in the classroom.



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# Formative Assessment

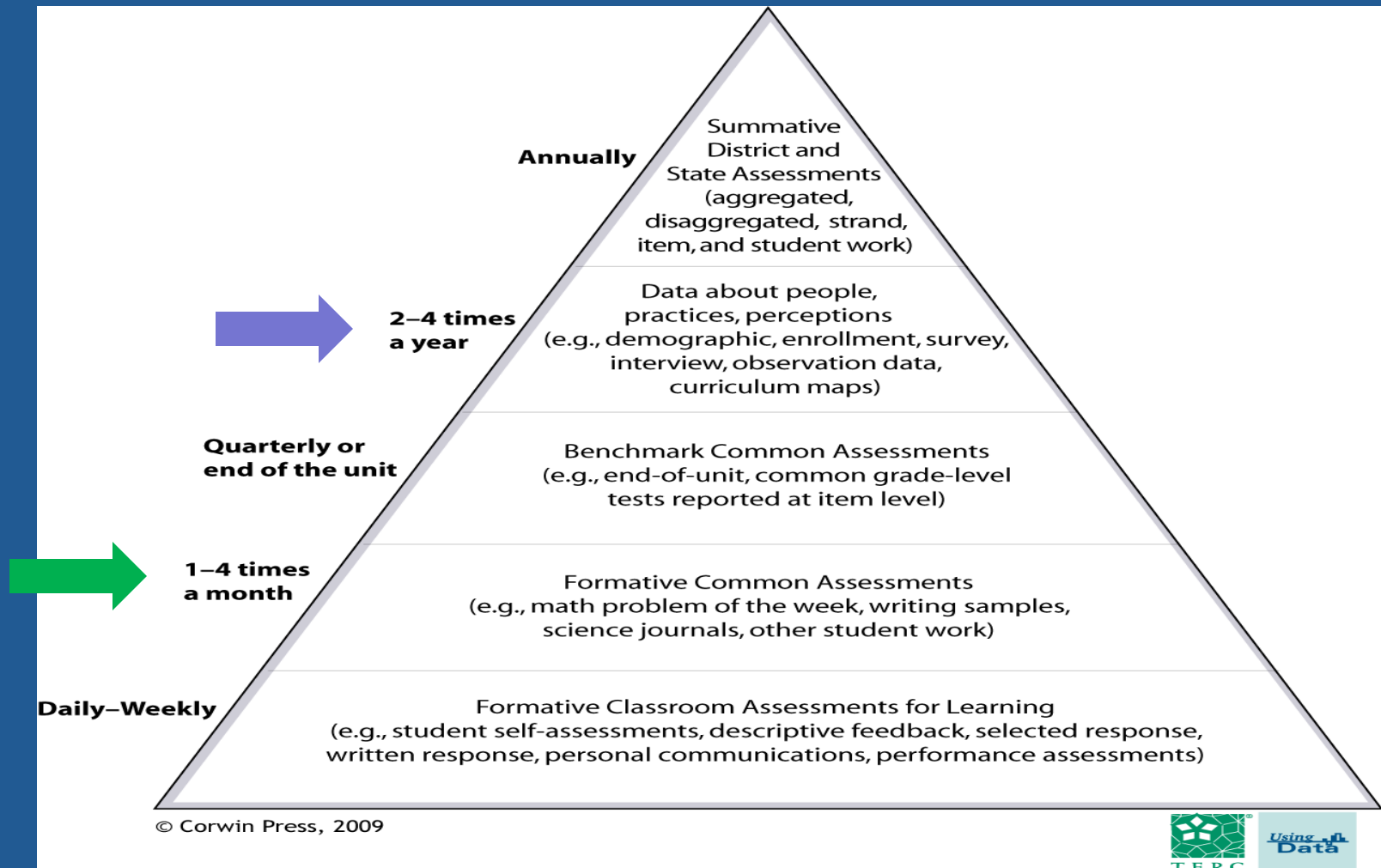
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Process whereby teachers diagnose where individual students are in their learning and adjust instruction to ensure that all students are mastering the desired outcomes.

- Provides immediate feedback to modify and differentiate instruction.
- Teachers must have strong content knowledge, know how to imbed assessment into instruction, understand the learning objectives and progressions, and how to “re-teach.”



# Need for Multiple Types of Data



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# Supporting Teachers' Use of Data

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- School level
  - Provide PD (assessment and data literacy, TA, content)
  - School Structures
  - School Leader(s)
  - Data Coach
  
- District level
  - Purchase and manage data systems
  - Model data use
  - Provide school based support positions
  - Share best practices
  - Align curriculum and standards



# Supporting Teachers' Use of Data (cont.)

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- State level
  - Enact and support relevant policies
  - Provide high quality PD
  - Encourage partnerships between teacher preparation programs and districts
  - Model effective data use through use of balanced assessment systems



# Federal Policy Recommendations

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- Provide incentives for states to adopt and implement common standards.
- Ensure summative assessments are aligned to the state-led common standards effort.
- Support pre-service and in-service training for teachers to use data to improve student achievement.
- Support innovative school structures that allow for data use in the classroom.
- Invest in research.



