

CONTENT PLANNING: DATA-DRIVEN INSTRUCTION

In One Sentence:

- *Teachers use data to inform their decisions for effective instruction, to advance student skills.*

The Hattie Check:

- Student Expectations/Self-reported Grades = 1.33
- Teacher estimates of achievement = 1.29
- Collective teacher efficacy = 1.39

What's the Point?

- *Data improves instruction significantly when teachers make systematic instructional shifts according to student needs*
- *Data helps teachers assess instructional effectiveness*
- *Data guides curriculum planning and scope and sequence*
- *Data provides accountability for student learning*

How is data used by Teachers?

- *Teachers can ask reflective questions about data to evaluate programs and instructional effectiveness*
- *Teachers implement instructional change by analyzing data results*
- *Teachers can share effective practices with their team based on student data*
- *Teacher Teams adopt collective expectations for student performance*
- *Teachers can use data to help plan for reteaching and intervening*
- *Teachers can use data to develop a deeper understanding of student needs*
- *Teachers can use data to develop effective strategies to better serve students*

How is data used by Students?

- *Students use data to set goals for performance.*
- *Students use self-assessment and reflection to identify next steps.*
- *Students track their data and growth through data tracking binders (or by other means).*

Helpful Tools:

- [Utah High Quality Instruction Cycle](#)
- **User Analytics from LMS**
- **Assessment Data from Adaptive Software**
- **Digital Portfolios**
- “How PLC teams do data right”: [Graphic Organizer](#) / Full [Article](#)



✓ QUALITY CHECKLIST: Data-Driven Instruction Strategies


QUALITY Data-Driven Instruction: ✓	
Uses data to pinpoint students' gaps in knowledge	
Uses data to plan reteaching and intervention lessons	
Uses data to form groups for interventions	
Uses data to plan feedback conversations with students	
Uses data to help students set attainable realistic goals and monitor progress toward goals.	
Uses data to self-reflect on teaching practices and set teacher/team goals.	

✓ QUALITY CHECKLIST: Planning Process Differentiated Planning

Analysis of Student Work: ✓	
Uses a district assessment tool or other appropriate rubric to describe your expectations for student work/performance	
Sort the students' work into 4 piles and write the students' names in the appropriate column.	
Chooses one sample from each pile for further teacher reflection	
Plans how to differentiate, personalize and/or individualize instruction to move students forward	
Gathers resources and materials appropriate to each group's needs.	
Teaches and reflects on the effectiveness of the lesson and makes revisions as needed	



CHECKLIST: Data in a Digitally Powered Environment

Are you using Schoology and other digital resources to... 	
Identify gaps and front-load learning for at-risk students in order to get them content earlier and prepare them for Tier 1 success?	
Help students access data/evidence of their own learning (qualitative and quantitative)?	
Help students interpret data/evidence about their own learning to identify strengths and gaps?	
Help students apply data/evidence about their own learning to inform their goal setting, learning paths, and practice efforts?	
Use immediate, targeted, core-aligned team data for evaluating your respective impact and improving Tier 1 instructional practices?	
Analyze LMS usage and online engagement with available learning resources	
To explore digital resources for implementing this practice, click on: <ul style="list-style-type: none"> • The HuB (Help us Blend) (<i>find and request training resource</i>) • WCSD Digital Resources (<i>powerful resources listed by modality</i>) • LearnPlatform (<i>Click on Sign in with Google to find out which software is approved or request approval of new software</i>) • Triple E Framework Rubric Questions 	