






# DATA DRIVEN DECISIONS: Teacher Self-Assessment

*Frequent data collection informs instructional decisions and groupings*

Data Driven Decisions	EMERGING	DEVELOPING	ADVANCING	SUSTAINING
<b>DATA SOURCES</b> 	<p>Teacher reviews student data from online sources such as digital tools and apps in addition to offline multiple measures data.</p> <ul style="list-style-type: none"> <li>❑ Do I review data from online sources, digital tools, OR digital content providers?</li> <li>❑ Do I review offline data such as anecdotal observations, exit slips, formative assessments...?</li> </ul>	<p>Teacher uses data from multiple sources (both online and offline) to inform instructional decisions.</p> <ul style="list-style-type: none"> <li>❑ Do I use data from online sources to make some instructional decisions?</li> <li>❑ Do I use data from offline sources to make some instructional decisions?</li> </ul>	<p>Teacher frequently compares online and offline data to inform instructional decisions.</p> <ul style="list-style-type: none"> <li>❑ Do I compare online and offline data to make instructional decisions?</li> <li>❑ Do I conduct this comparison to make instructional decisions multiple times per month?</li> </ul>	<p>Teacher consistently uses data from multiple sources (both online and offline) to inform instructional decisions for individual students.</p> <ul style="list-style-type: none"> <li>❑ Do I consistently use multiple sources of data (both online and offline) to make instructional decisions?</li> <li>❑ Do I use these data sources to make instructional decisions for individual students?</li> </ul>
<b>DATA INFORMS</b> 	<p>Teacher uses formative assessments to check for student understanding.</p> <ul style="list-style-type: none"> <li>❑ Do I use formative assessments in my instruction?</li> <li>❑ Am I using formative assessments to check for student understanding before, during, or after a lesson?</li> </ul>	<p>Teacher can identify the most important sources of data for student mastery and uses it to plan for a portion of learning.</p> <ul style="list-style-type: none"> <li>❑ Do I identify the most important source of data needed to measure student mastery?</li> <li>❑ Do I use the identified data source to plan at least some of my instruction?</li> </ul>	<p>Teacher uses formative assessments and benchmarks to inform instructional decisions.</p> <ul style="list-style-type: none"> <li>❑ Do I use both formative assessments and data from summative sources?</li> <li>❑ Do I use my analysis of both data types to inform instructional choices I make for my class or small groups of students?</li> </ul>	<p>Teacher uses formative assessments on a daily basis to inform instruction; Teacher uses data to provide immediate feedback to students; teacher and students consistently review data together to identify needs and teacher adjusts instruction accordingly</p> <ul style="list-style-type: none"> <li>❑ Do I use formative assessments to inform my instruction on a daily basis?</li> <li>❑ Do I use data to provide immediate feedback for my students?</li> <li>❑ Do I consistently review data with my students to identify needs and adjust my instruction?</li> </ul>
<b>STUDENT DATA CULTURE</b> 	<p>Teacher rarely shares data with students.</p> <ul style="list-style-type: none"> <li>❑ Do I rarely or never share data with my class(es)?</li> </ul>	<p>Teacher gives students opportunities to review their class data.</p> <ul style="list-style-type: none"> <li>❑ Do I share data with my class as a whole?</li> </ul>	<p>Teacher provides frequent opportunities for students to review their data individually.</p> <ul style="list-style-type: none"> <li>❑ Do I provide some opportunities for students to review their data individually?</li> </ul>	<p>Students to review their data individually and are partners in informing instructional decisions.</p> <ul style="list-style-type: none"> <li>❑ Do I consistently provide opportunities for students to review their data individually?</li> <li>❑ Do I provide opportunities for students to use their data to create a plan of action or next step in their learning?</li> </ul>

# IF/THEN TOOLKIT FOR DATA DRIVEN DECISIONS

	IF EMERGING...	IF DEVELOPING...	IF ADVANCING...	IF SUSTAINING...
Data Sources	<p><b>Prioritize sources of data</b> - Quick ways teachers can use data from different sources to improve their teaching (<a href="#">Types of Data</a>, <a href="#">Prioritization Activity</a>)</p>	<p><b>Track qualitative data sources</b>- Teacher keeps track of student performance through observations. (<a href="#">Example #1</a>; <a href="#">Example #2</a>;) </p>	<p><b>Use data from multiple sources to pull groups</b> - Use the data collected from the digital content provider/tool and/or observations to conference with students. (<a href="#">Digital Tools</a>; <a href="#">Digital Content Example</a>)</p>	<p><b>Leverage a variety of data sources for different purposes</b> - Determine the frequency and purpose for each data source in your classroom. Develop a plan for how each form of data (formative, daily, summative, and benchmark), informs each aspect of instruction. (<a href="#">Example</a>; <a href="#">Year in Review</a>)</p>
Data Informs	<p><b>Daily Data</b> - Have students complete daily exit tickets at the end of class 2-3x per week/daily, and use data to regroup students and modify instruction (<a href="#">Example #1</a>, <a href="#">Example #2</a>)</p> <p><b>Collect Benchmark Data</b> - Review data from benchmark assessments with a partner or team to track student progress over time. (<a href="#">Example #1</a>; <a href="#">Example #2</a>;) </p>	<p><b>Digital Formative Assessment</b> - Use formative assessment tools like <a href="#">Plickers</a> or <a href="#">Formative</a> to collect formative data, give immediate feedback and determine learner pathways. (Additional ideas: (<a href="#">Examples</a>; <a href="#">Google Form Tips</a>; <a href="#">Tools</a>)</p>	<p><b>Pre-Unit Diagnostics</b> - Have students take diagnostic at the start of unit to assess mastery, develop individualized pathways, and set goals (<a href="#">Example</a>)</p>	<p><b>Create Individualized Playlists</b> - Students work through a playlist or work plan of activities at their own or set pace. (<a href="#">Playlist 101</a>, <a href="#">Example #1</a>; <a href="#">Example #2</a>, <a href="#">Example #3</a>, <a href="#">Example #4</a>)</p>
Student Culture	<p><b>Data Wall</b> - Update a visual data wall to show students progress. (<a href="#">Example #1</a>; <a href="#">Example #2</a>)</p> <p><b>Learner Profiles Cards</b> - Collect student-reported data about their strengths in subjects and preferred approaches to learning (<a href="#">Example</a>)</p>	<p><b>Student Mastery Trackers</b> - Have students track and monitor progress towards mastery over multiple attempts. (<a href="#">Example #1</a>, <a href="#">Example #2</a>;) </p> <p><b>Student Conferencing</b> - Conference with students to discuss progress, track growth, and increase student awareness of their data. (<a href="#">Example #1</a>, <a href="#">Example #2</a>;) </p>	<p><b>Focus Groups</b> - Teacher conferences with students (either teacher or student initiates). Teacher holds focus group for students to collect feedback on instruction and learning (<a href="#">Student Focus Group</a>;) </p> <p><b>Student Action Plans</b> - Have students develop action plans based on their data and reflections. (<a href="#">Example</a>, <a href="#">Example #2</a>, <a href="#">Example #3</a>)</p>	<p><b>Student Data Portfolios</b> - Use data collected from a variety of sources to co-create student data portfolios that inform student decisions (<a href="#">MAP Testing Example</a>, <a href="#">Portfolio Guide</a>, <a href="#">Example</a>)</p>