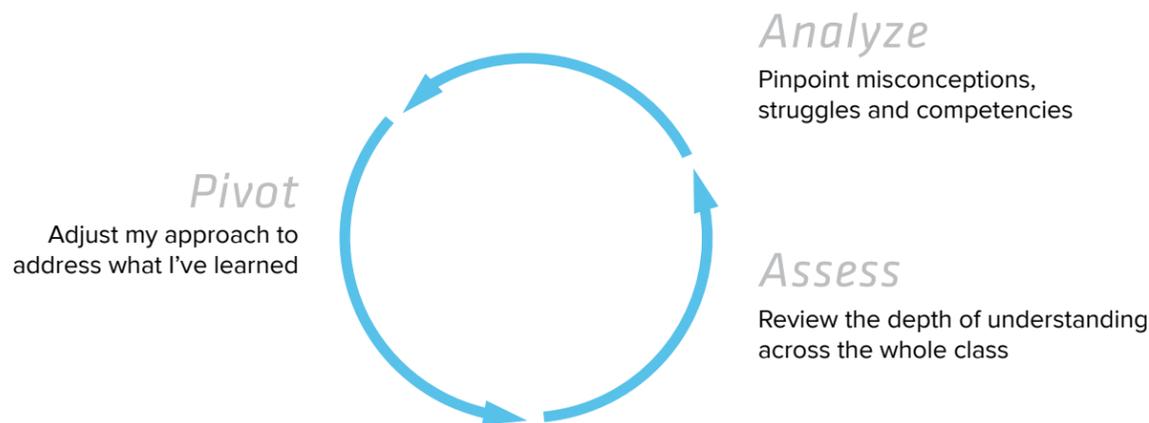# MODEL FOR DATA DRIVEN INSTRUCTION

TEACHERS TOLD US DATA HAS TO HELP THEM IN 3 WAYS IN ORDER TO PERSONALIZE LEARNING AND DRIVE INSTRUCTION IN THEIR CLASSROOMS.

Analyze
Pinpoint misconceptions, struggles and competencies

Assess
Review the depth of understanding across the whole class

Pivot
Adjust my approach to address what I've learned

Making Data Work

This model of data driven instruction works best when **1** Data moves effectively from Assess to Analyze to Pivot **2** Applications play well with one another to support student learning.

1

TO MOVE FROM ASSESS TO ANALYZE TEACHERS NEED:

> Real-time feedback that makes rapid analysis available at the speed of teaching and learning.

> The ability to know, at a glance, which students can move on, who needs help, and what they need help on.

> Tools that foster reflection not only on student performance but on approaches to teaching particular concepts.

TO MOVE FROM ANALYZE TO PIVOT TEACHERS NEED:

> Tools flexible enough to continually sort and re-sort student data into groups that reflect the constantly shifting differentiation of a highly functional classroom

> Displays of data that facilitate dialogue with peers and administrators about the impact and strategies for different approaches to instruction

Analyze

Pivot
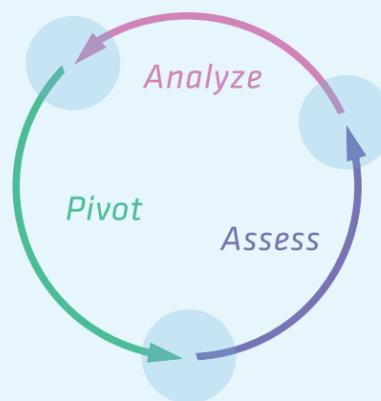
Assess

TO ASSESS TEACHERS NEED:

> Automated data management across applications in order to provide time to think about data as opposed to just managing it.

> To quickly toggle between how the whole class is doing and detailed data about learning gaps for small groups or individual students.

> The ability to pair today's data with historical data in order to see beyond student scores and understand and shift learning trajectories.

We have identified detailed opportunities within each of the three steps in which teachers use data to drive instruction

They can be found at www.teachersknowbest.org/reports/making_data_work

In addition, an overarching opportunity exists to speed the effectiveness of data driven instruction:

2 Play Well with Others to Support Student Learning

TODAY'S CHALLENGE

Innovative schools are writing software or scripts that combine the best learning apps with an integrated, app-agnostic view into the data they generate. Mainstream teachers, without these resources, are caught between wanting to give their students a range of compelling learning software and the laborious task of integrating multiple apps. These teachers are forced to become human integrators of data, taking time from what they most want to do — creatively respond to the needs of their students.

OPPORTUNITY:

Support teachers' strong desire to understand their students not as a series of isolated data points but as individuals whose learning crosses points in time, subjects, interests, academics and topics beyond academics. Do this not only by providing nuanced data within your own application but by facilitating easy, interoperable integration with other applications.

THOUGHT STARTERS

How might we:

> **Consider partnerships that combine the strengths of our products with those of others**

> **Open our APIs to ensure creative, collaborative user-designed improvements to our products**

> **Always ask ourselves how can the data we provide reflect the detail, nuance, and disinterest in silos that a student might have about their own data**

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