

HOW TEACHERS APPROACH DATA

MEET TEACHERS WHERE THEY ARE IN ORDER TO BRING DATA DRIVEN INSTRUCTION INTO THE MAINSTREAM

Research with Teachers

We talked to and surveyed teachers across the country in a wide range of schools.

QUANTITATIVE

Online survey with teachers

4,650+
across the nation

QUALITATIVE

SCHOOL TYPES

TEACHERS AND ADMINISTRATORS

PERSONALIZED LEARNING SCHOOLS

30

MAINSTREAM SCHOOLS

54

15 Tech Developers

In depth interviews with teachers/developers

Group discussions with teachers

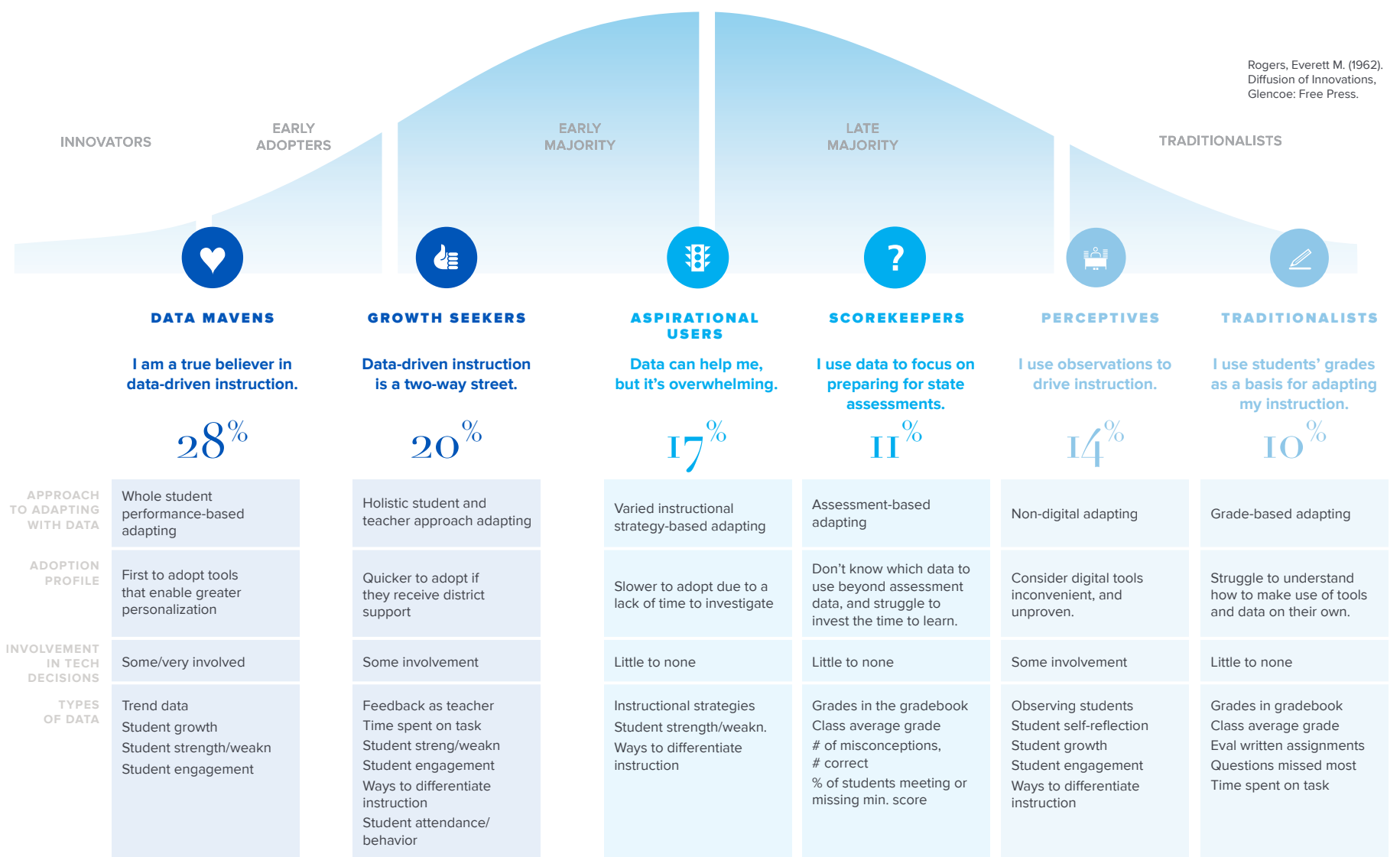
In depth interview with district/school administrators

In-context observation

Classroom and tool tours with teachers and students

Approaches to Data Driven Instruction

Teachers take 6 distinct approaches to using data to drive instruction. These approaches map to a classic technology adoption curve.



INNOVATORS AND EARLY ADOPTERS

A small number of innovative schools and tech forward teachers are designing their own tools or bending existing tools to fit their vision of personalized instruction. For them data driven instruction is at the center of their vision of meeting students' needs.

EARLY AND LATE MAJORITY

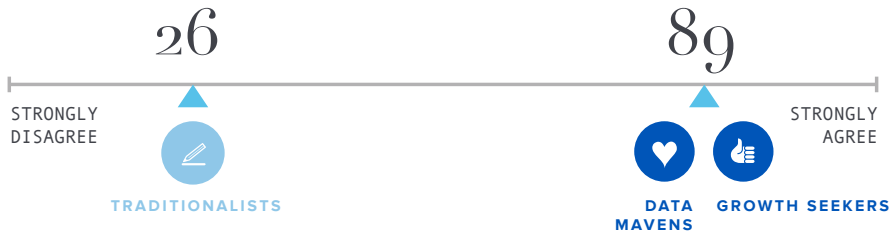
The majority of teachers may use digital tools but they struggle to integrate them into their daily routines and find it difficult to use them to create new, more effective approaches to instruction in the classroom.

Tech Forward Teachers are Optimistic and Supported

Teachers early on the adoption curve have a more positive outlook on digital data's impact on what they believe is most important: helping each one of their students succeed. These teachers are more prevalent in schools that invest in creating environments supportive of technology and data.



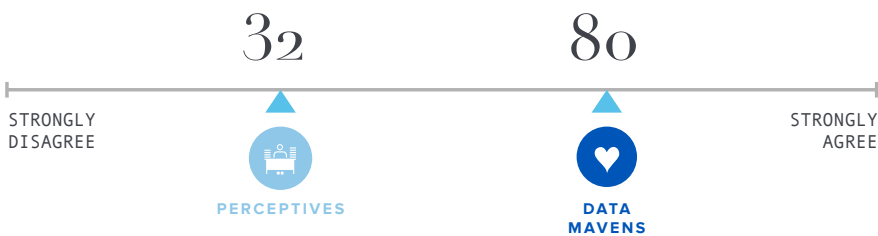
Use of technology in the class makes my day easier.



The immediacy of digital information makes me much more responsive to student needs



Digital tools help identify gaps in student learning that would have been missed through traditional means



Bridging the Gap to Support All Teachers

Teachers in the early and late majority have neither a clear enough vision of data's usefulness nor the patience to adapt tools to meet their needs. If they are to adopt tools for data driven instruction those tools will have to meet them where they are.



When we meet these majority teachers where they are, and make our tools work for them, we can truly put data to work in classrooms.

Opportunities for Developers

Teachers need tools that

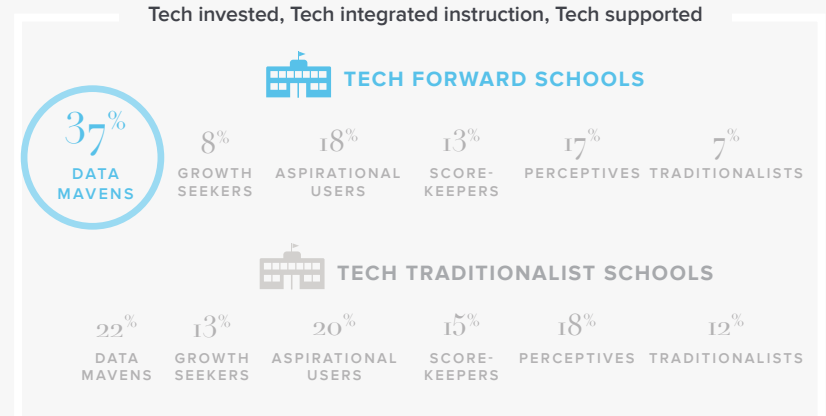


- SIMPLIFY DATA MANAGEMENT
- VIEW STUDENTS HOLISTICALLY
- ASSESS STUDENT AGENCY
- EMPOWER STUDENTS WITH DATA
- ANALYZE AT THE SPEED OF TEACHING
- DETAIL PERFORMANCE AGAINST STANDARDS
- REVEAL PROGRESS NOT SNAPSHOTS
- MAKE NORMATIVE DATA PRACTICAL
- ADAPT TO STUDENT LEVEL

Find out more at www.teachersknowbest.org/reports/making_data_work

Opportunities for Schools

Tech invested, Tech integrated instruction, Tech supported



Look for ways to replicate the environments of early adopters

- > INCREASE PRINCIPAL TECH PROFICIENCY
- > INVEST IN TECHNOLOGY AND STAFF TO INTEGRATE IT
- > SUPPORT DEDICATED TIME AND PROCESSES TO MAKE USE OF DATA
- > GIVE TEACHERS FLEXIBILITY TO CHOOSE TOOLS