

Recommendation 1: Make data part of an ongoing cycle of instructional improvement.

___ Collect and prepare a variety of data about student learning.

___ Interpret data and develop hypotheses about how to improve student learning.

___ Modify instruction to test hypotheses and increase student learning.

Recommendation 2: Teach students to examine their own data and set learning goals.

___ Explain expectations and assessment criteria.

___ Provide feedback to students that is timely, specific, well formatted, and constructive.

___ Provide tools that help students learn from feedback.

___ Use students' data analyses to guide instructional change.

Recommendation 3: Establish a clear vision for school-wide data use.

___ Establish a school-wide data team that sets the tone for ongoing data use.

___ Define critical teaching and learning concepts.

___ Develop a written plan that articulates activities, roles, and responsibilities.

___ Provide ongoing data leadership.

Recommendation 4: Provide supports that foster a data-driven culture within the school.

___ Designate a school-based facilitator who meets with teacher teams to discuss data.

___ Dedicate structured time for staff collaboration.

___ Provide targeted professional development regularly.

Figure 8.2: Using data for decision making.

Source: Adapted from Using Student Achievement Data to Support Instructional Decision Making (NCEE 2009-4067) by L. Hamilton, R. Halverson, S. Jackson, E. Mandinach, J. Supovitz, and J. Wayman, 2009, Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

Visit www.learningsciences.com/bookresources to download a reproducible version of this figure.