

A close-up photograph of a fish's face, showing its mouth open and its eye. The fish has a brownish-gold body with numerous small, bright blue spots. The background is a soft, out-of-focus green.

Making Data Collections Effective

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Handouts, links, and
other material from
this presentation can
be accessed at
<http://artofeducating.com>.





What is Jen?

A. Statistician

B. Teacher

C. Researcher

D. Administrator

What do you have
in your school or district?

- A. Data notebooks
- B. A data wall
- C. A data room
- D. A data website



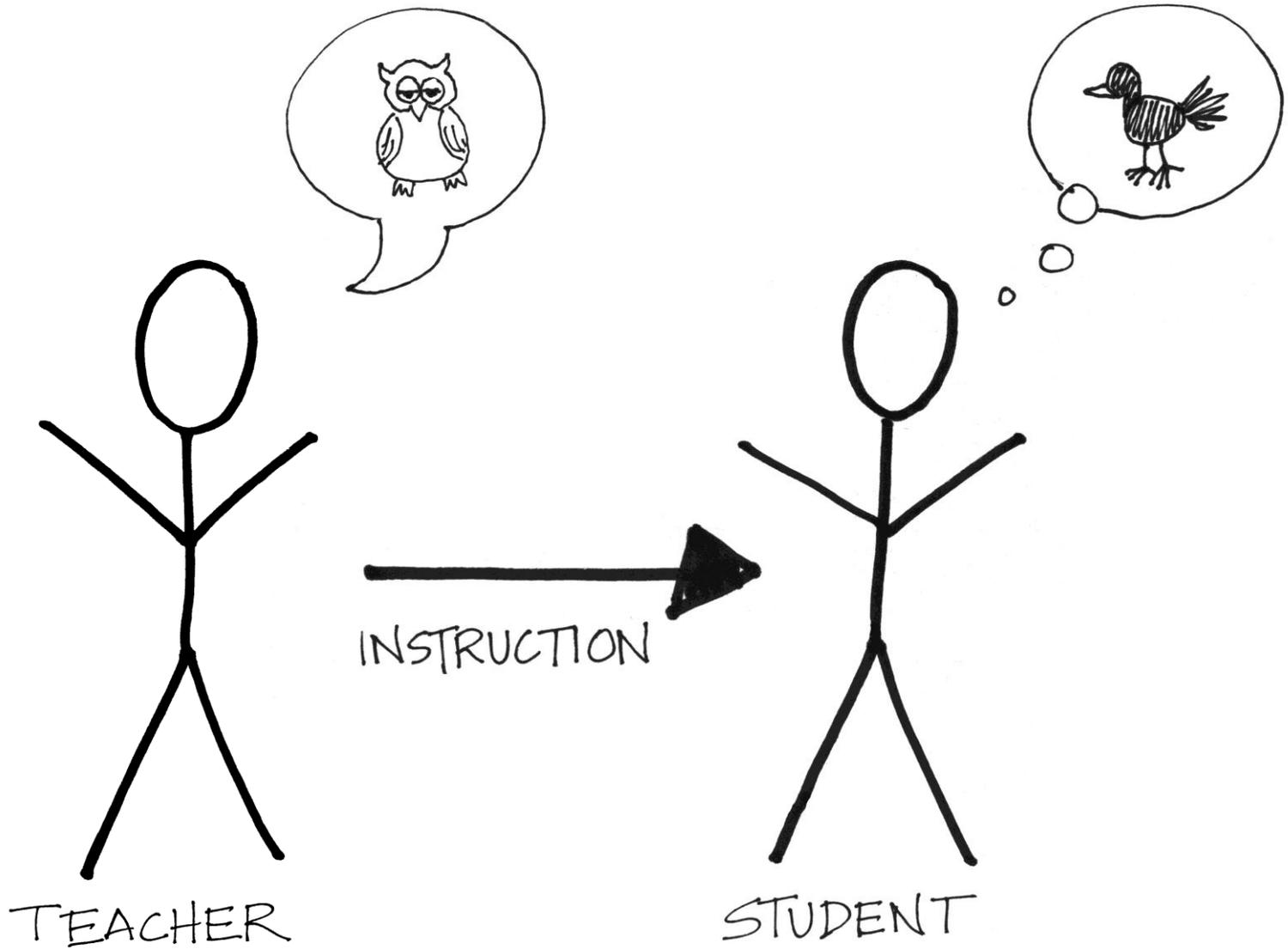


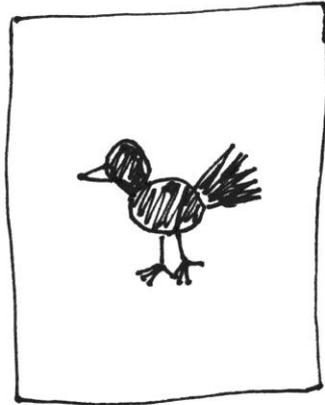
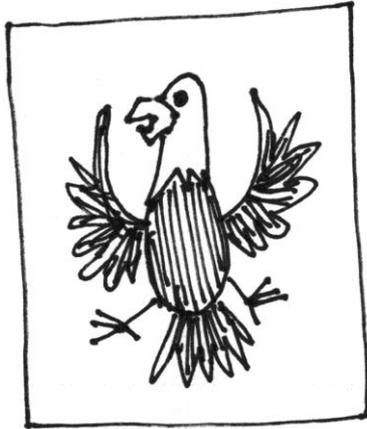
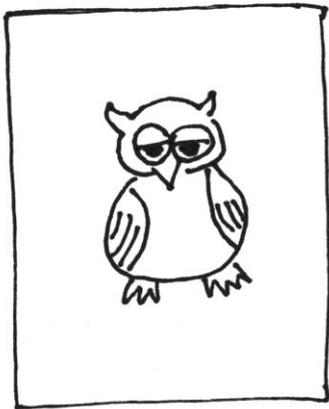
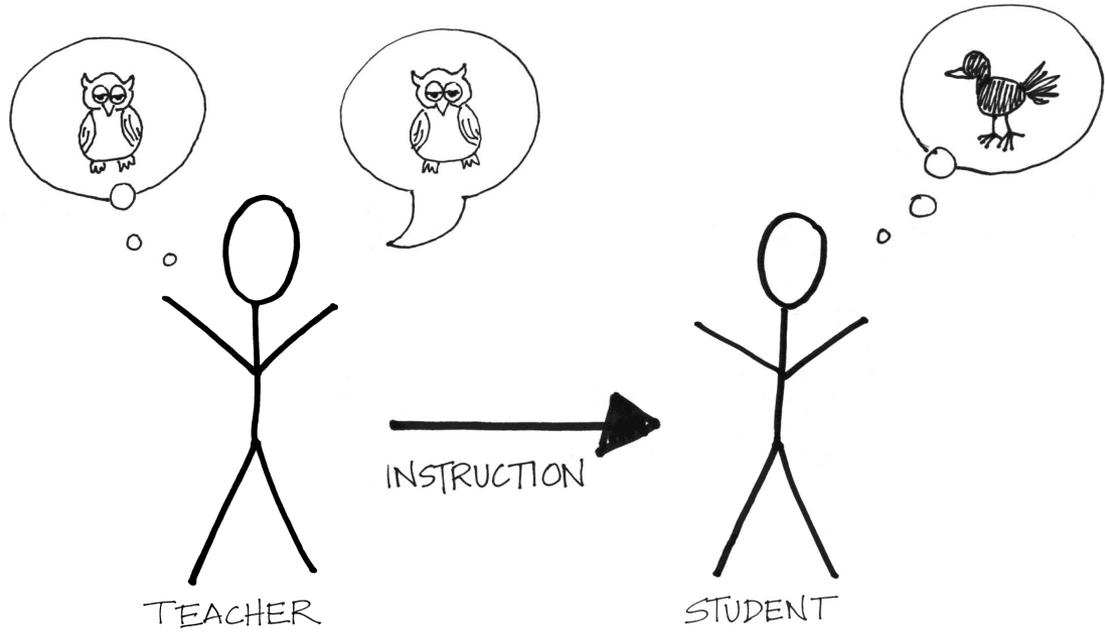
Session Targets

- Reflect on the level of data literacy present in your context.
- Discuss the pros and cons of a number of sample data collections.
- Consider how to support or promote a data literate culture in your context.

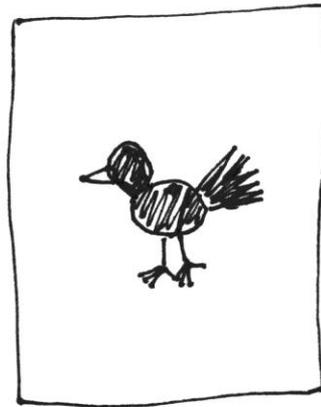
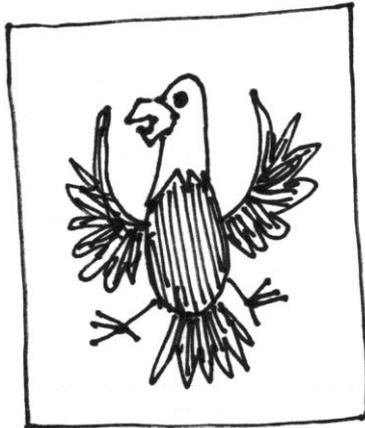
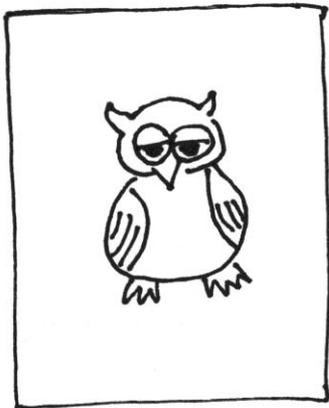
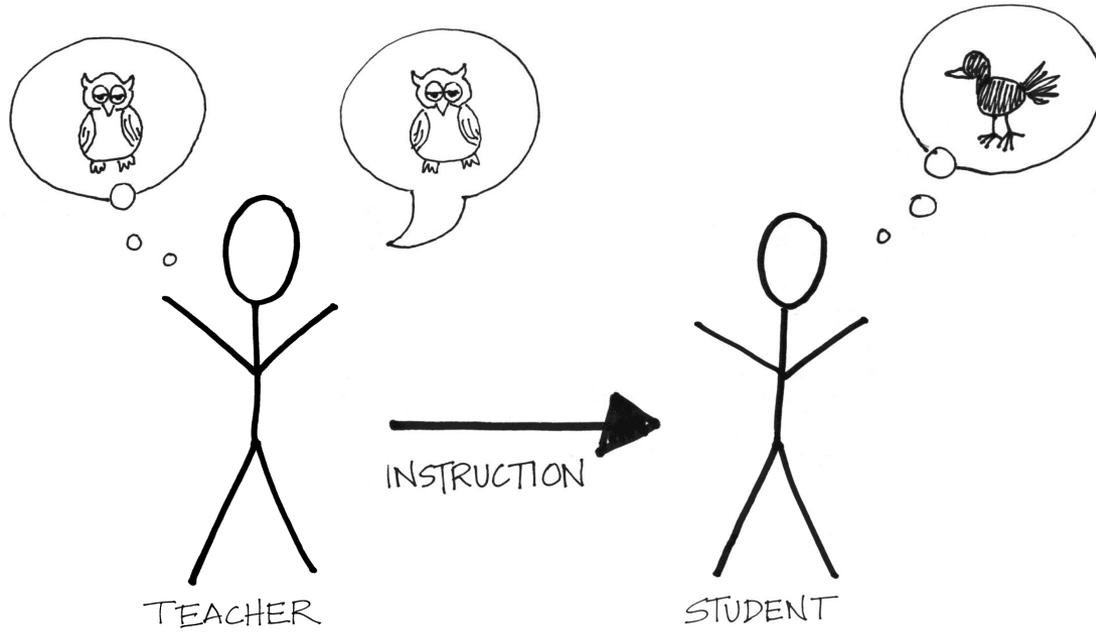








	Statistical Definition	Classroom Emphasis
Reliability	The extent to which an assessment is able to produce consistent data.	The extent to which an assessment consistently measures what it is supposed to measure.
Validity	The extent to which a conclusion is accurate and/or accurately corresponds to the real world.	The degree to which a teacher can make accurate inferences about student learning



Data literacy is the ability to gather, interpret, and use multiple data sources effectively to improve student learning.



How do we **NOT**
build data literacy?

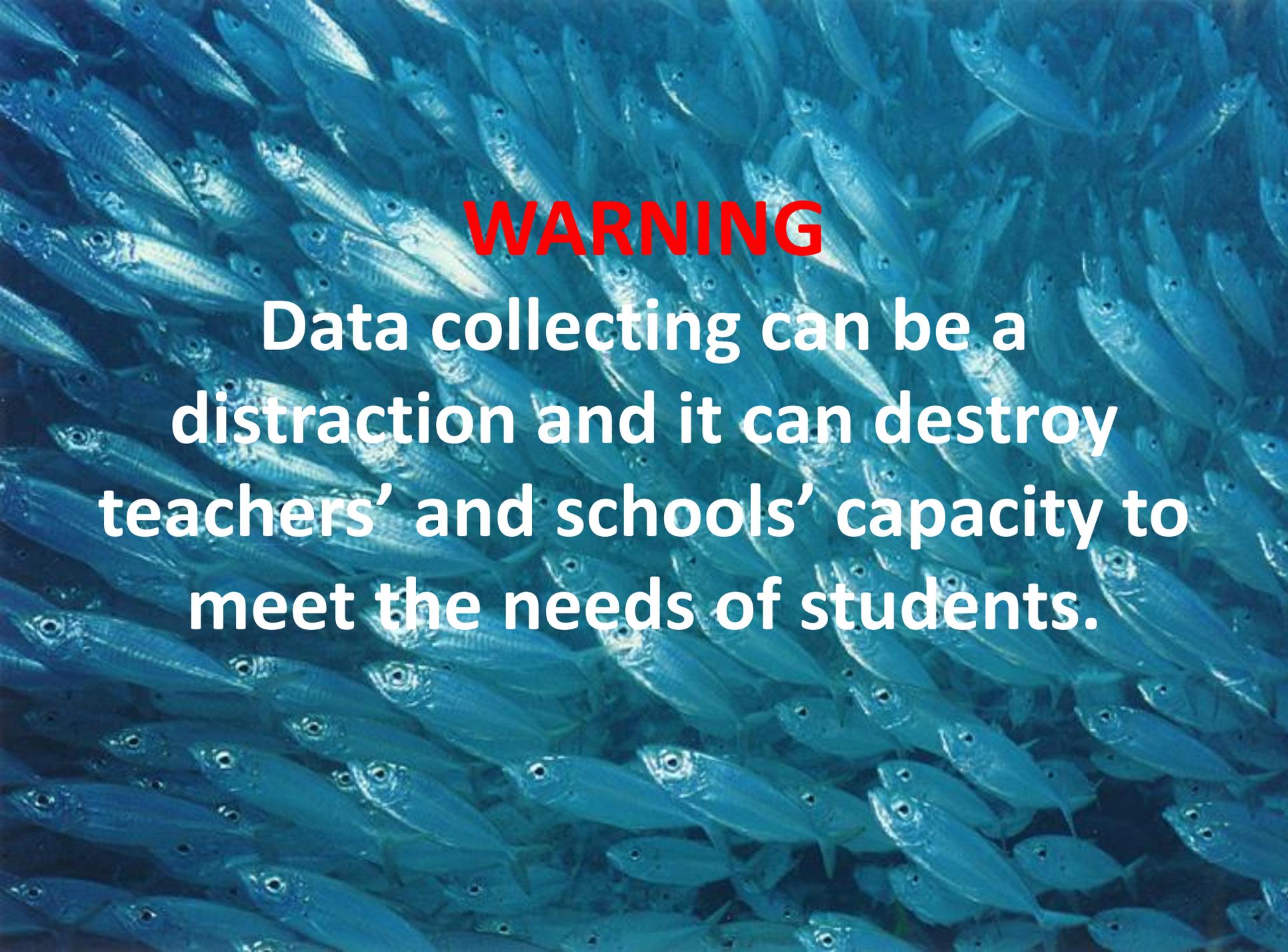




Reflect

- Who understands the assessment story in your context?
- Who is data literate?
- Are teachers fishing or being given fish?





WARNING

Data collecting can be a distraction and it can destroy teachers' and schools' capacity to meet the needs of students.

Jen's evolution

Data Notebook

Primary
organizing
factor = 3
dimensions

- Time
- Types of data
- Types of thinking

Web Collection

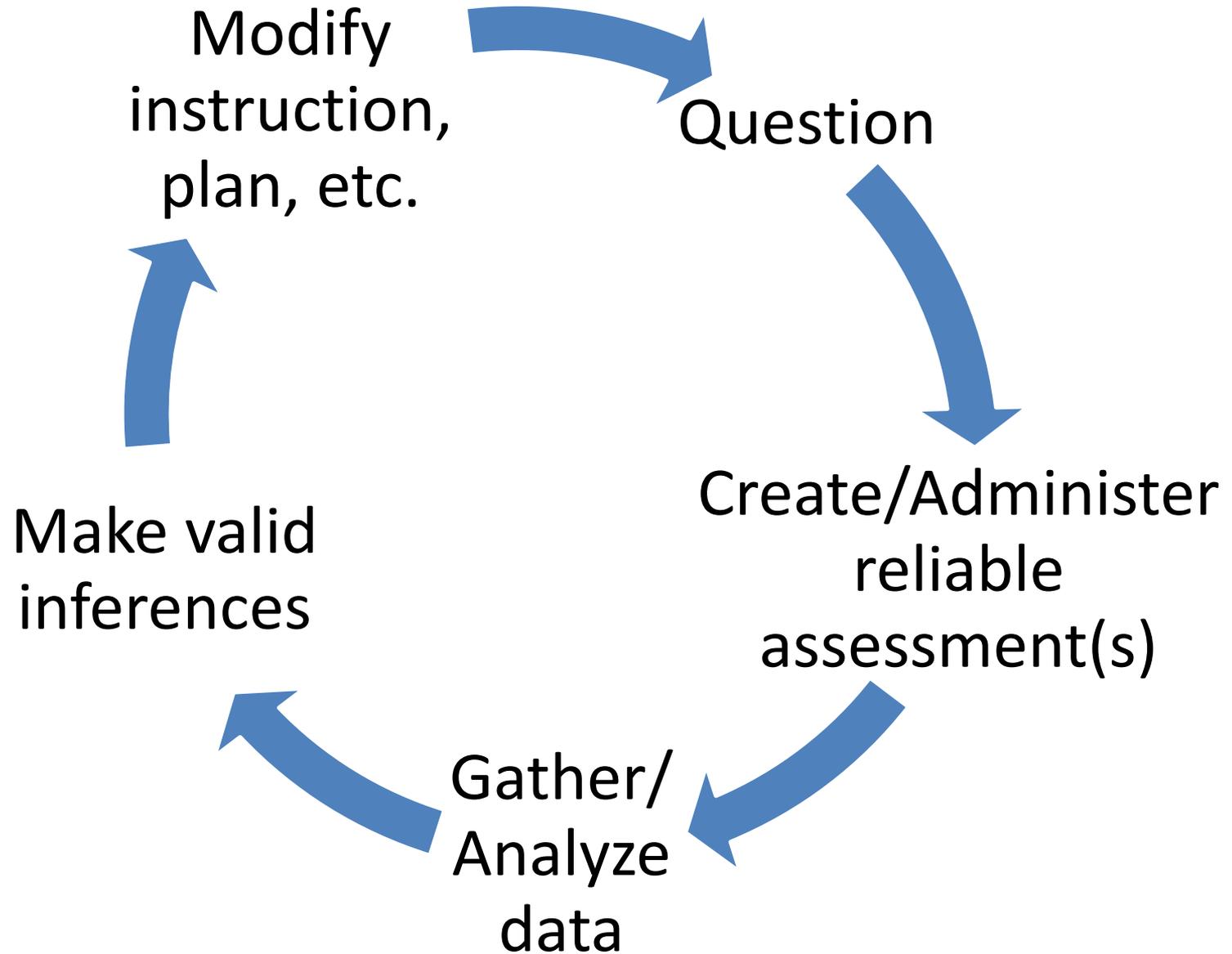
Primary
organizing
factor = 4
types of data

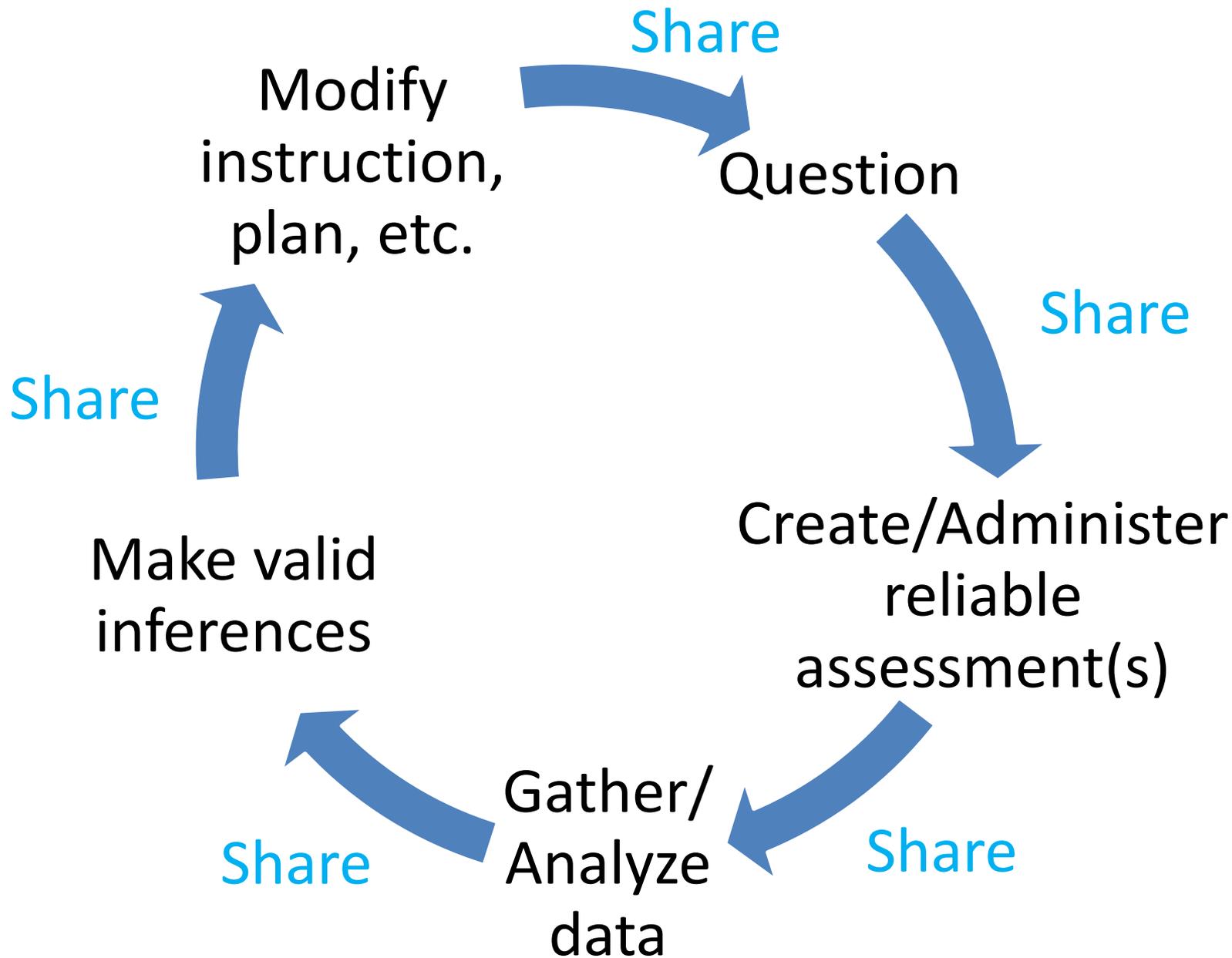
Web Collection

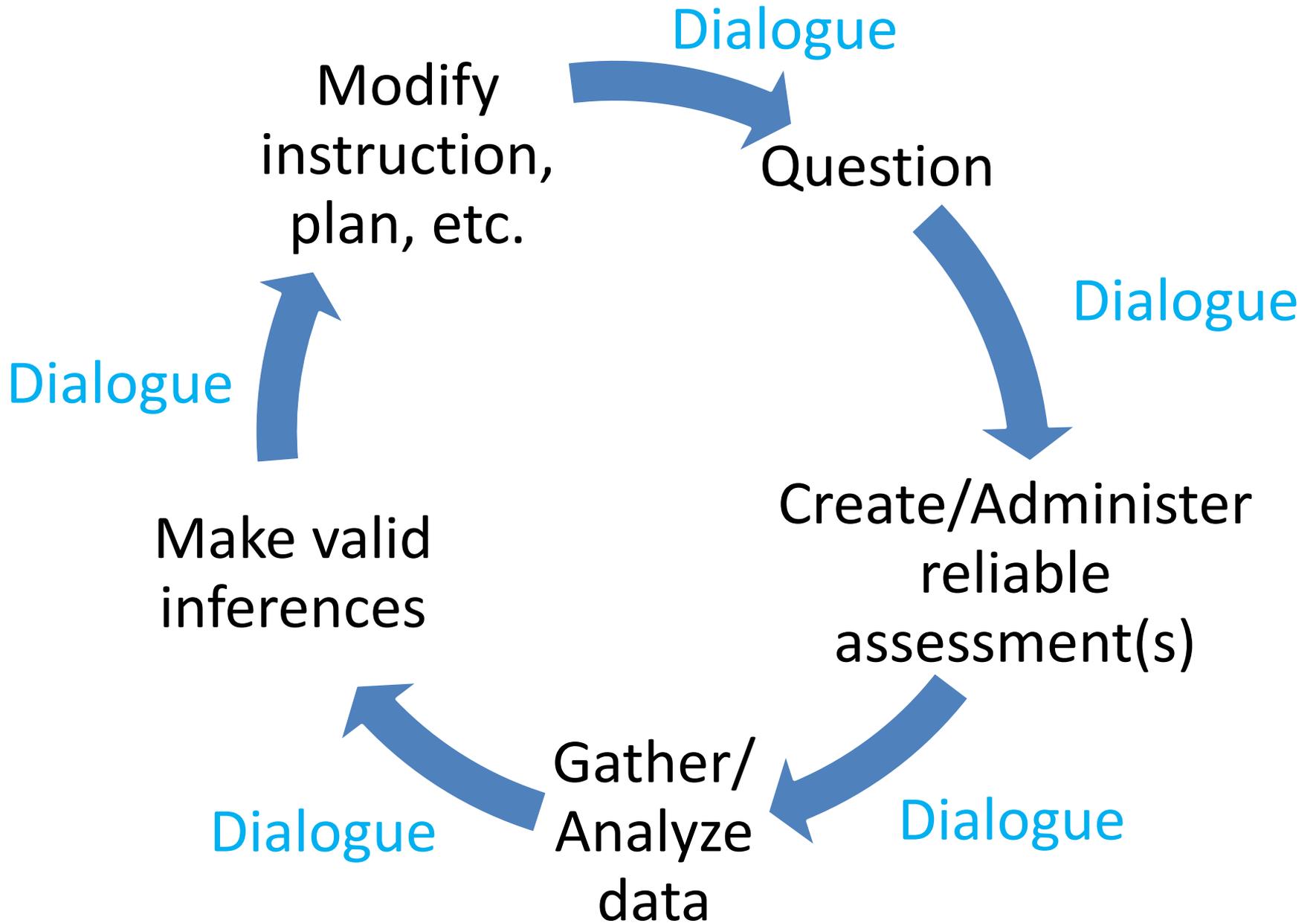
Primary
organizing
factor =
my questions

Dialogue

Primary
organizing
factor =
my and **our**
questions







Reflect

What are the pros and cons of how data are collected in your context?



Professional Learning Communities



Principal: I received our state test results earlier this week, and I've got nothing but good news to share. Our average score is in the 88th percentile – that's the highest it's been in the last 10 years. Congratulations to all of you, and keep up the good work.

Principal: Mr. Grant, we need to schedule an appointment to go over your class's test scores from earlier this year and talk about what we need to be doing in the coming months.

Teacher: I agree – but I already know those test scores don't paint an accurate picture of what's going on in my classroom now. Since my kids took their tests, I've seen a radical improvement in both math and reading skills using other assessments.

Principal: That's a valid point. In that case, can we augment our test score analysis with some more recent data? Also, I know you have been working on classroom procedures. When we meet, can we also look at the learning environment surveys you gave and see how things are improving?

data-driven

data-informed

Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other hand, as conditioning influences upon further action.

Source: <http://www.tamu.edu/faculty/choudhury/culture.html>

In a data-informed culture...

- There is baseline level of literacy.
- The group has a common language and understanding of assessment and data.
- New members are brought into the culture in a deliberate manner.
- Every member is engaged in data gathering, analysis, and use.
- Data-informed dialogue is evident at every level.

Reflect

How can you help lay the foundation for or promote a data-literate culture in your context?



Remember...

It's not about collecting.

It's about dialogue and change.

It's not about the data.

It's about your students.

Don't allow yourself to be driven.

Be informed.



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