

Data Use in the Classroom: Brittany's Perspective

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NRS

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Background

- ▶ When I started teaching, it seemed overwhelming.
- ▶ I realized I wasn't making the progress necessary.
 - I would do a final assessment and it wasn't where I expected it to be.
- ▶ I realized I'd failed to do smaller assessments and take that to inform instruction.
 - I hadn't been checking all along to make sure they were getting it.



How I Started Using Data

- ▶ I said “I just need to do this. I need to bring this in and use this.”
 - Making the commitment to continue to find it, get it, and use it.
- ▶ I tried to take a lot of notes about the students throughout.
- ▶ I felt like I had a better handle on what was going on with the students, so it felt more natural to bring the other pieces in and adding that to the narrative I already had about the students.



Why I Use Data

- ▶ If your lesson isn't based in data, you're not giving your students what they need.
- ▶ I'm a better teacher and students do better when it's data-driven.



How I Use Data

- ▶ CASAS data tell me where students are doing well, what we need to work on, and what's important
 - Rather than “This level class has always done X, Y, and Z”
- ▶ Short, informal assessments tell me where students are and what they need
 - Can be as simple as a conversation with the students or an essay
- ▶ Give students progress reports at the end of the term that shows how they're doing with our competencies



How I Use Data

- ▶ CASAS scores are important, but for my Bridge group it was even more important to know what their goals were and their Accuplacer.
 - If I saw a student struggling with math but know he wants to go into computer science, I can talk to him about how it meets his goal.
 - In writing class, I could see places where students were lacking and focused on that rather than just doing the standard lesson.



The Support I Receive

Program policies:

- ▶ All teachers are supposed to look over CASAS scores and competencies sheets to identify areas students need to work on.
- ▶ We do goal sheets with students that help me think about what their next step is and be mindful of that as I design instruction.
 - Use competencies and be aware of goals.



The Support I Receive

Training:

- ▶ How to use that CASAS data
- ▶ ASI training on how to use it and what it meant
- ▶ In-house training:
 - Transcripts
 - How the Academy of Hope competencies were designed and how to use the data around them
- ▶ Having staff members here who understand the data and how to use it have really helped and been a tremendous resource.



My Greatest Challenges

- ▶ Overcoming the mental barrier of feeling that using data in the classroom was a lot and overwhelming.



My Best Tips

- ▶ The first step is getting a sense of who your students are and who's in your class. Then you can see what their needs are.
- ▶ The more you can do informal assessments and observations, the more natural using data starts to feel.
- ▶ More work up front lends itself to better results in the end.
- ▶ Get into the habit of collecting data, even if it's just taking notes.
- ▶ Use what data is available.



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