

USING DATA TO DRIVE INSTRUCTION

BEST PRACTICES FOR A DATA-DRIVEN CLASSROOM

1. Use Do Nows as an opportunity to re-teach content.

Math Example: After an interim assessment or unit test, group students by the content with which they struggled. Develop short Do Now exercises that address these skills. For example, you might have an Operations and Algebraic Thinking group, a Numbers and Operations group, and a Measurement and Data group, or you might have groups based on specific learning standards. Use colors, fun names, or university names to group students. Review the Do Now work in small groups during learning centers/ stations.

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

ELA Example: Use writing portfolios and have students reflect on their writing assignments on a quarterly basis or more frequently. Help students understand and interpret the rubrics with which their writing is scored. By examining the rubrics, students can set writing learning goals. Conduct writer's conferences with students and review their progress towards their goals. Help students set new writing learning goals as needed.

3. Follow up data from Exit Tickets with the following day's Do Now.

Social Studies Example: Your Exit Ticket might have indicated that students were able to identify all of the continents, but struggled to identify all of the oceans. In the following day's Do Now, have students identify and label all of the world's oceans.

4. Assess frequently. Use in-the-moment-checks for understanding and in-class assessment to ensure student progress between interim assessments.

Science Example: Have students write one example of a consumer, one example of a producer, and one example of a decomposer on a whiteboard. Ask all students to hold up their whiteboards at the same time and quickly scan the room to assess if students understand the difference between the three types of organisms.

Math Example: Have students complete a Math problem and indicate the correct answer using their fingers. Scan the room to assess student progress towards the targeted skill.

Coming soon in December: The new NYS Common Core Social Studies Framework.

Teachers, we want to hear from you! Please submit questions and comments or share tips to Kaitlyn.oleary@archny.org!

5. Be explicit. Students should know their learning goals, their performance, and what actions they are taking to help them meet their learning goals.

General Example: Post daily learning objectives and an agenda. Review the learning objectives at the beginning of each day or class period and revisit them at the end of each day or class period. Ask students to assess their own progress towards their learning goals by using a “thumbs up, thumbs down, thumb-in-the-middle” signal. Provide students with feedback about your assessment of their progress towards meeting the learning objectives. Cite evidence such as Exit Tickets, class work, and assessments when providing students with feedback about their progress towards their learning goals.

6. Write questions in your lesson plans aimed to help specific students who are struggling with specific standards.

ELA Example: After interim assessments, create a chart indicating which students are struggling with which standards. Keep the chart with you as you lesson plan. If a specific student is struggling to recount key details in an informational text, design a specific question about an informational text you will read in ELA for that student.

TEACHER SPOTLIGHT



Ms. Jessica Maldonado teaches mathematics to students in grades 3 and 4 at St. Thomas Aquinas School in the Bronx. She explains, “I am very excited to use the Zearn math program in my classroom.” While some of her students use Zearn software, others work on independent projects. When students use the Zearn software, Ms. Maldonado sits individually with students that need more help. “Zearn’s data easily helps me to see which students have mastered, are proficient, or are still learning a specific topic,” Ms. Maldonado explains that she analyzes the data Zearn provides and then finds “independent tasks for each student to work on according to their skill level.” We applaud Ms. Maldonado for using data to drive student achievement in innovative ways.

RESOURCES FOR DATA DRIVEN INSTRUCTION ON ENGAGENY

<https://www.engageny.org/resource/driven-by-data-increasing-rigor-throughout-the-lesson/> : Provides an extensive list of **best practices for creating a data-driven classroom**. All practices are divided into useful subcategories such as Do Nows, Homework, and Exit Tickets.

<https://www.engageny.org/resource/driven-by-data-results-meeting-protocol/> : Provides a template for a **protocol you can use with your peers** when meeting to discuss data and create a plan to address the data. This protocol can be conducted in informal settings with as little as one colleague.

<https://www.engageny.org/resource/data-driven-instruction-case-studies> : Provides interesting **case studies** about schools that experienced significant gains as a result of an increased focus on Data Driven Instruction. This is a good resource for your own professional development and a good way to help you think about how and why to become more data-driven.