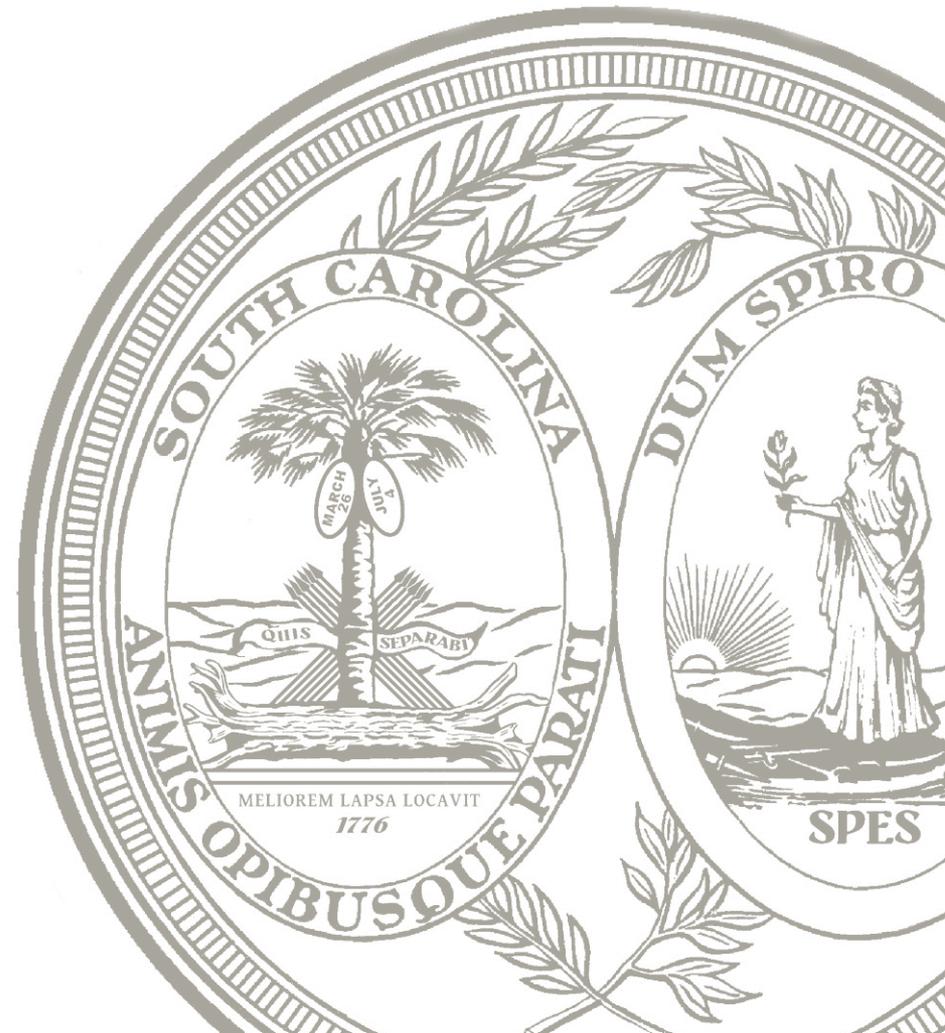


Map Your Data Landscape

Part of Data Literacy for
Instructional Leaders Series

**SCDE Office of Educator
Effectiveness and Leadership
Development**





Facilitator

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Must be Data Experts,”
(2008/2009), *Educational
Leadership*, 66(4)



Session Outcomes

- Convince a colleague that using all four types of data is important in decision-making.
- Begin to map what data are available when in your school (data landscape).
- Assess your landscape and plan improvement regarding what data are used when in your school.

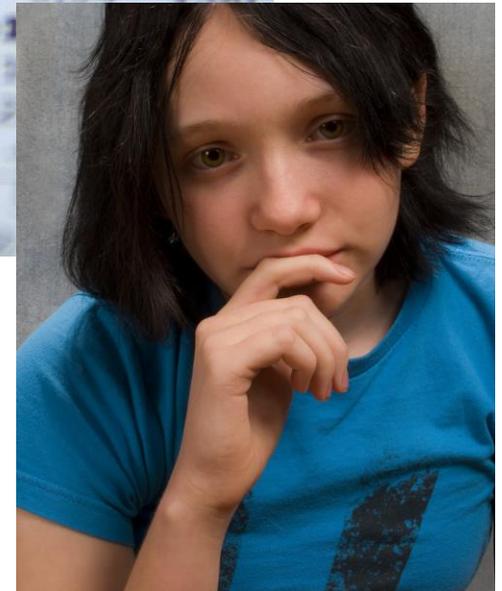
PADEPP Standards

Standard 2: Instructional Leadership

- Ensures the use of data from appropriate assessments and educational research to continuously monitor progress and strategically improve instruction in response to ongoing progress monitoring.

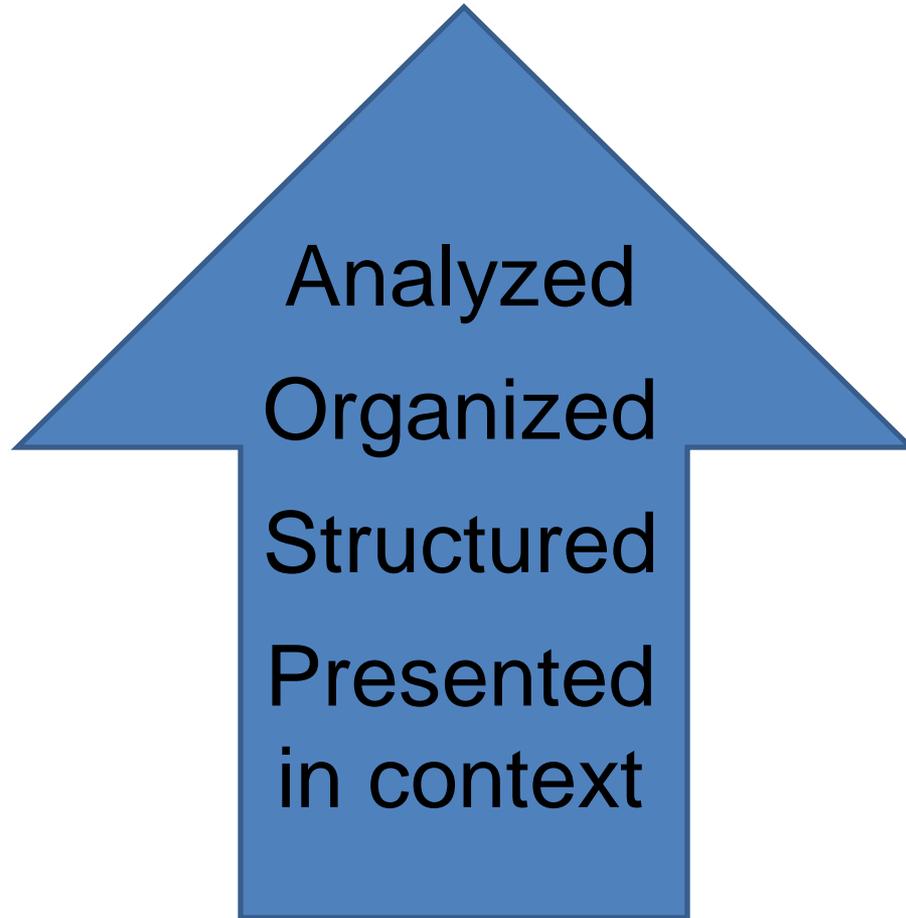
1,00	1,00	1,00	1,00	41.318	60	4,39	1,00
28,28	8,88	28,28	22,42	7.119	60	33,60	0,30
8,98	2,98	8,98	8,58	1.145.671	60	2,81	1,00
10,42	2,98	10,98	10,17	9.910.418	60	-21,66	0,17
4,20	2,19	4,20	4,05	51.751	60	-31,65	1,00
1,60	2,56	1,60	1,60	1.621	33	-23,64	1,00
10,87	-1,11	11,20	10,61	2.077.616	60	-5,33	0,85
4,95	-1,00	5,00	4,90	13.041	60	-13,32	0,50
5,63	-2,26	5,77	5,56	32.835.108	60	-11,01	0,25
3,14	-2,18	3,23	3,05	7.507.380	60	-9,80	0,75
1,71	1,18	1,71	1,71	4.165.902	60	2,95	0,50
8,68	-0,22			552	60	-13,64	0,78
2,40			40	800	56	2,95	0,50
25		17,81		2.636.888	60	-6,11	0,60
		1,05		42.960	60	-5,88	1,20
		14,12		645.133	60	-9,86	0,15
	14	0,13		863.398	60	-0,94	1,00
16,00	16,00			800	60	-10,13	0,20
2,34	2,32			22.305	60	-18,75	0,12
0,00	3,92	3,91		17.368	60	-25,06	2,00
4,78	0,22	0,21		1.378.852	60	3,68	0,50
6,48	0,38				60	5,38	0,89

2,00	2,11	41.318	60	4,39	1,00
2,00	2,11	7.119	60	33,60	0,30
2,00	2,11	126.499	60	2,81	1,00
2,00	2,11	1.145.671	60	-21,66	0,17
10,42	10,17	9.910.418	60	-31,65	1,00
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		17,81	60	-9,86	0,15
		1,05	60	-0,94	1,00
		42.960	60		



Pictures: *Drowning by Number* by Jorge Franganillo, *My Eye* by Dan Foy, *Ear* by Ross Elliot, and *Thought* by Robert Couse-Baker (Flickr/CC)

Information



Data

Levels of Data

- Student-Level
- Classroom-Level
- School-Level
- District-Level
- State-Level
- Nation-Level
- World-Level

Which level is most relevant to teachers?

To coaches?

To principals?

Questions

Data are not relevant unless they
answer our questions.

Many educators no longer ask questions.
That's a problem.



Suppose you came into possession of a crystal ball that would reveal reliable data for any question you have about the learning of the students in your school or any problem you are facing in your school. What would you ask it? What is a question that will make a significant difference?

List all the assessments you use or have available across the year in your school.







Student learning data



Demographic data





Perception data





End of Year Student Survey English IV

Analysis of 48 anonymous surveys completed 5/28/2008 by Jen Morrison

SA = strongly agree A = agree U = uncertain D = disagree SD = strongly disagree

Numbers indicate number of survey responses per category

Section 1 - Learning

	SA	A	U	D	SD	Total
This year in English I, have improved my knowledge and abilities with...						
reading strategies.	8	35	3	2		48
literary analysis.	7	33	7	1		48
the writing process (prewriting, revision, etc.).	22	21	4	1		48
editing (spelling, grammar, etc.).	6	26	13	3		48
teamwork.	16	26	5	1		48
public speaking and presentation.	4	18	14	11	1	48
vocabulary.	4	32	10	2		48
research.	7	21	17	3		48
I grew as a person because of discussions, writing, reflections, or other activities in Ms. Morrison's class.	12	28	5	2		47
I felt intellectually challenged in Ms. Morrison's class.	9	24	11	3	1	48
Ms. Morrison teaches effectively.	20	22	6			48
I generally liked Ms. Morrison's reading and writing selections.	11	28	5	4		48
I feel prepared for college-level English classes.	8	34	4	1		47
I feel prepared for communicating well in the workplace.	14	28	4			46

Section 2 - The Class

	SA	A	U	D	SD	Total
Ms. Morrison's classroom discipline was good.	12	33	2			47
Other students did not disrupt my learning.	9	27	7	4		47
Discipline in the class was fair.	16	28	2		1	47
Ms. Morrison's classroom expectations and directions were clear.	21	25	1			47
Working in groups helped me.	19	23	1	4		47
Ms. Morrison's classes involved enough talking and/or movement.	20	25	2			47
Activities in Ms. Morrison's class were generally fun.	14	29	3	1		47
I felt engaged most of the time in Ms. Morrison's class.	7	35	5			47
Ms. Morrison assigned too much homework.		3	5	18	21	47
The homework was generally relevant and/or useful.	5	35	7		1	48
Ms. Morrison had high expectations of my ability.	23	22	3			48
I understood how my class grades were determined.	20	24	4			48
Grading was fair.	16	21	8	1	2	48

Section 3 - Morrison

	SA	A	U	D	SD	Total
Ms. Morrison knows me well.	11	32	5			48
Ms. Morrison likes me.	11	32	5			48
Ms. Morrison cares about my learning.	25	22	1			48
Ms. Morrison cares about me as a person.	19	26	3			48
Ms. Morrison communicated enough with my parents and/or family.	6	14	24	3		47
Ms. Morrison would take time out to answer my questions and/or provide extra help when needed.	19	28	1			48
Ms. Morrison has high expectations of herself as a teacher.	25	21	1	1		48
I would recommend Ms. Morrison's class to a friend.	29	16	3			48

Other

	more	less	same	Total
Overall I learned <u>more than</u> , <u>less than</u> , or <u>about the same amount</u> as I have in previous English classes.	32	4	9	45
I like English <u>more than</u> , <u>less than</u> , or <u>about the same as</u> I did at the beginning of the school year.	22	2	20	44

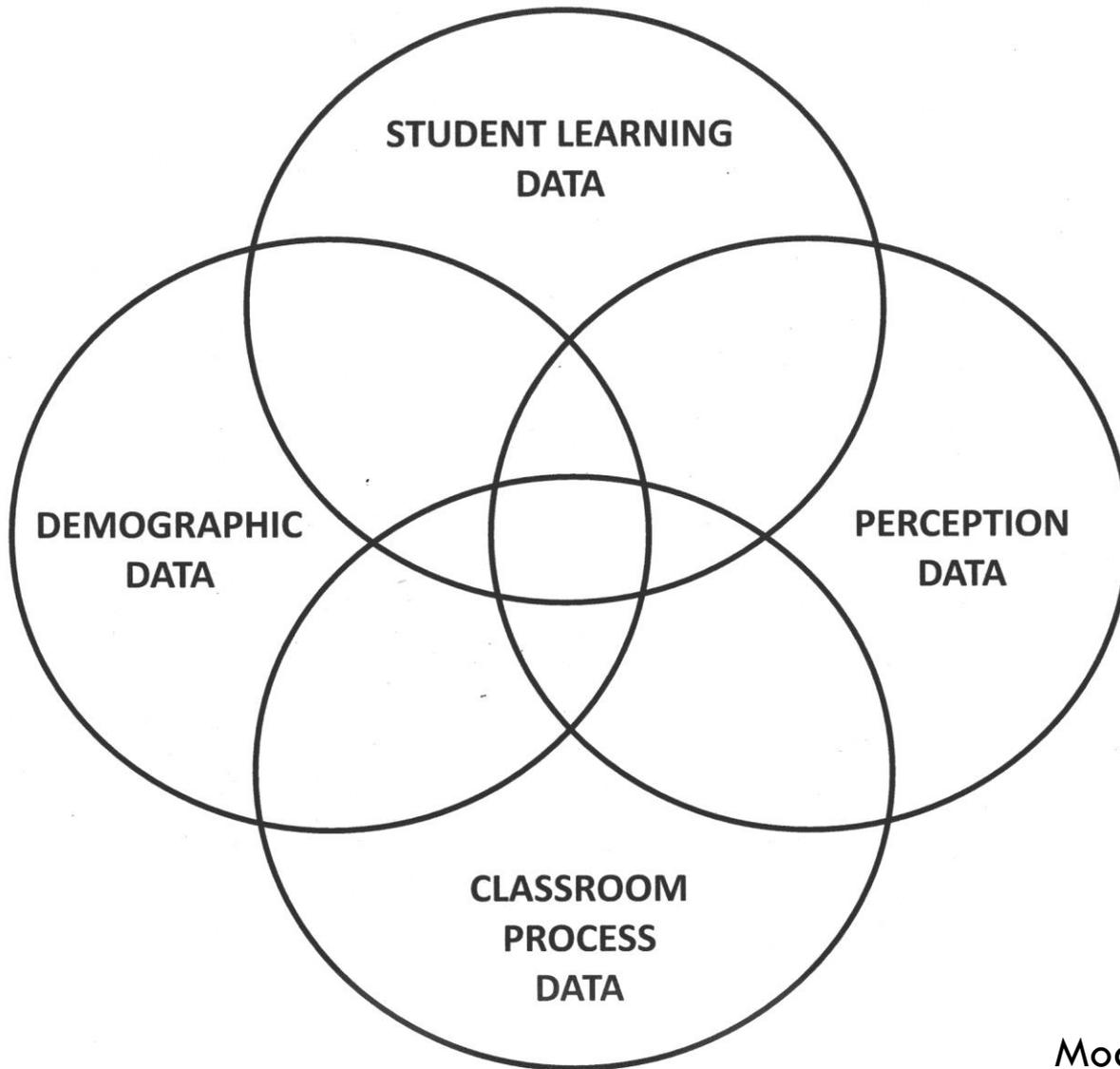
Back to [Data Collection 2007-08](#)



Process data



Picture: *Marquee Reflection* by Luis Argerich (Flickr/CC)



Model adapted from work
of Victoria Bernhardt.

Pretend you are talking to a colleague who believes that student learning data are the only data that are important. Convince him/her otherwise.



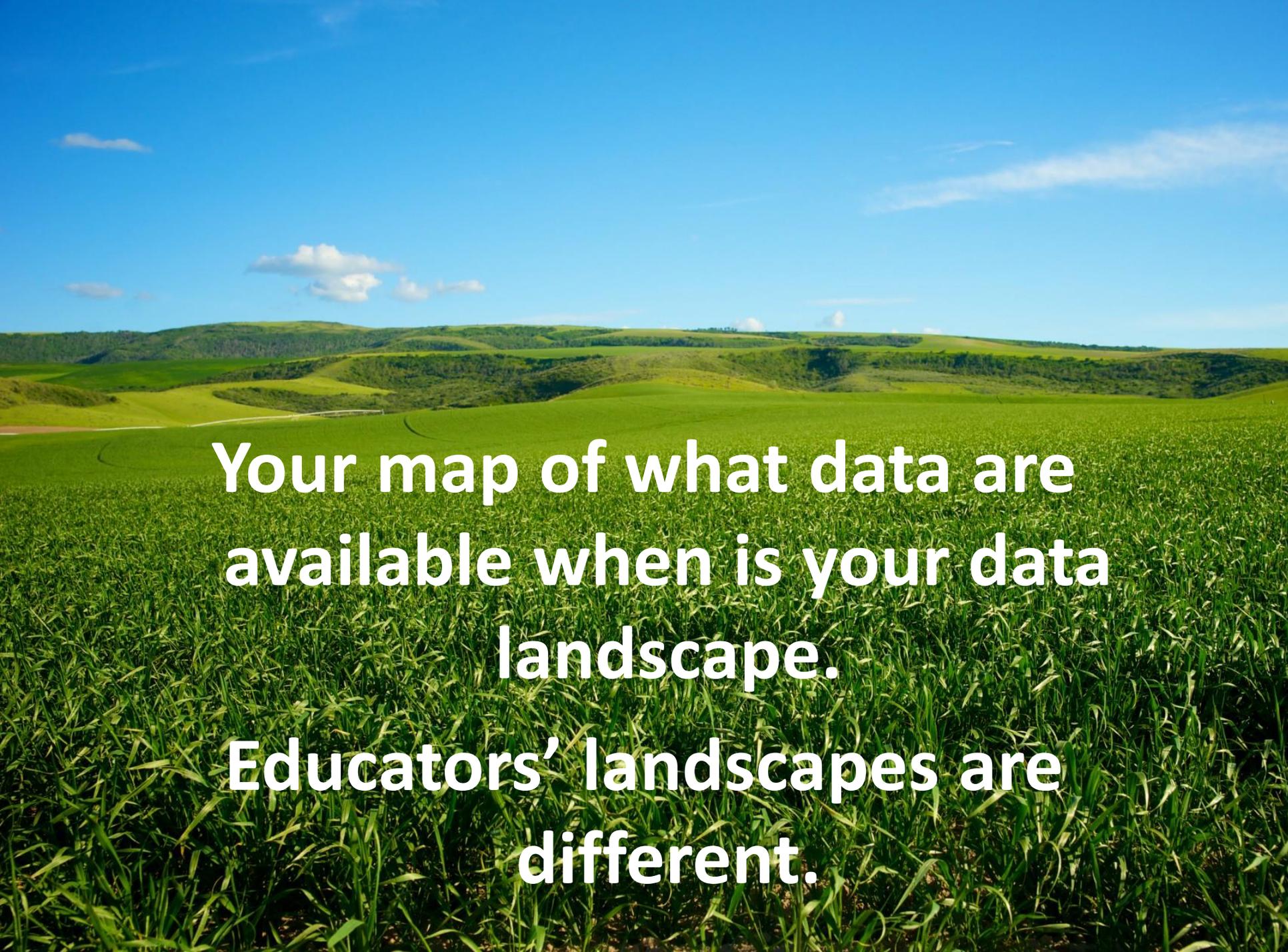


When we get data or have access to data is also important.

- Immediate
- Periodic
- Annual

What do you notice about what data are available when in your school?





**Your map of what data are
available when is your data
landscape.**

**Educators' landscapes are
different.**

**But the landscape
should not look like this.**



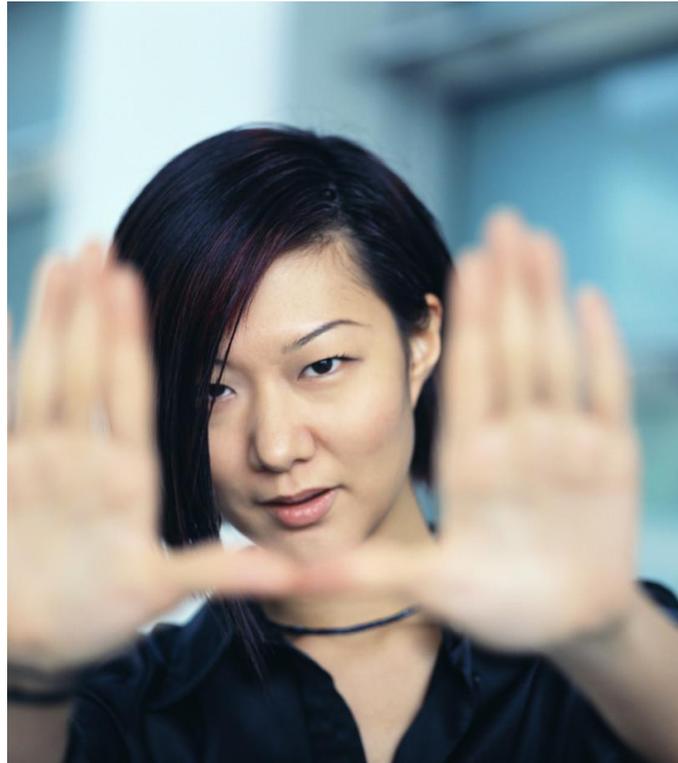


**And you
need to
watch out
for dangers
in the
landscape.**

Assess Your Landscape

- Does your current data landscape have any gaps? What is needed?
- Are there types or times where there are too many data? (Be careful of data distraction.)
- Do you have the data you need to make valid inferences?
- Are the data you have available relevant to your role/level and questions?
- Are the data diverse enough (four types) to help you design with a strong chance of success?

To be most effective, educators need relevant data, all four types of data, and data at the right time.



Focusing exclusively on standardized or vendor-produced assessments because “this is all we have” or because they provide an easy number is not acceptable.



How would you improve your data landscape in order to be more effective?





I can...

- Convince a colleague that using all four types of data is important in decision-making.
- Begin to map what data are available when in my school (data landscape).
- Assess my landscape and plan improvement regarding what data are used when in my school.

Application

Map Your Data Landscape

Please complete the professional learning activity associated with this session to help you apply your learning.



Image:
<http://blog.atomiclearning.com/highed/sites/blogs.atomiclearning.com/files/images/bigstock-lightbulb-vector.png>

References

Bernhardt, V. L. (2009). *Data, data everywhere: Bringing all the data together for continuous school improvement*. Larchmont, NY: Eye on Education.