Building a Teacher Centered View of the Use of Assessment Data

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Data are a part of effective teaching, but do we equip teachers with the tools they need to use it effectively?

DRIVERS

BARRIERS
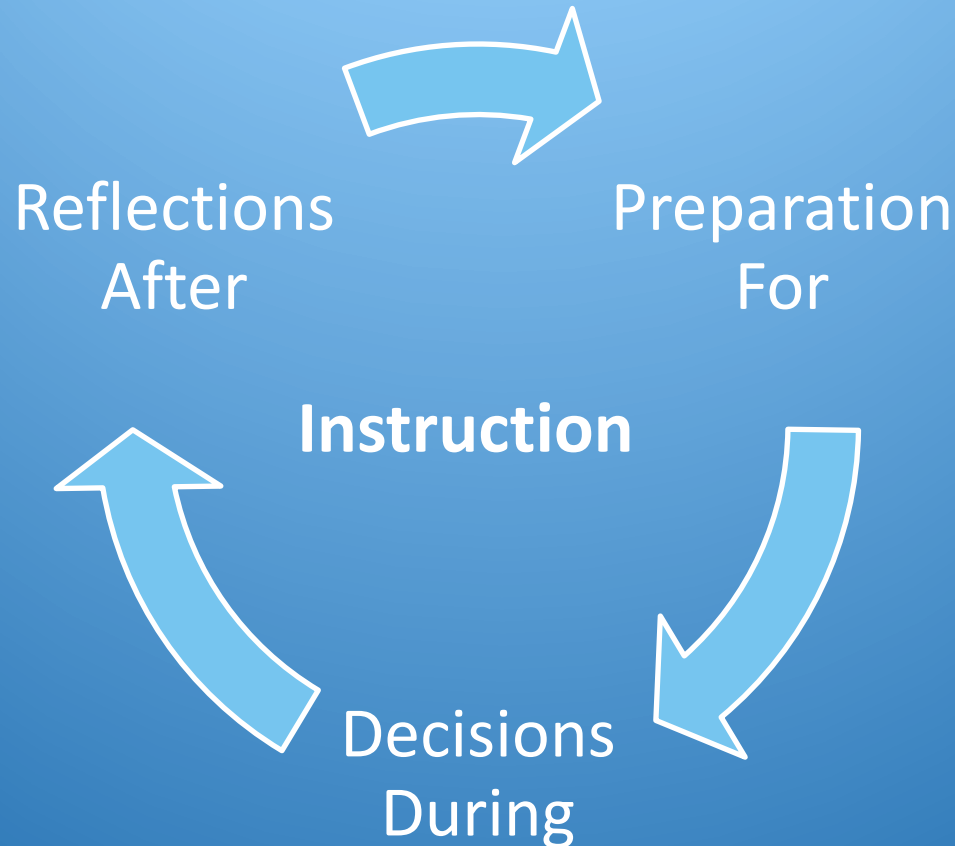
Federal Reforms

Data Driven Decision Making

Accountability

Resources

Training

Culture

http://danburrell.com/?p=1140

2

Teachers have different needs for assessment data at different points in the instructional cycle.

Reflections
After

Preparation
For

Instruction

Decisions
During

Assessment data usage should be *question driven.*

Preparation For Instruction

Gaps in prerequisite knowledge?

Achievement gaps by groups?

Students with special needs?

Optimal instructional strategies?

Decisions During Instruction

Effectiveness of lesson?

Discovery of new gaps?

Learning styles?

New techniques?

Reflections After Instruction
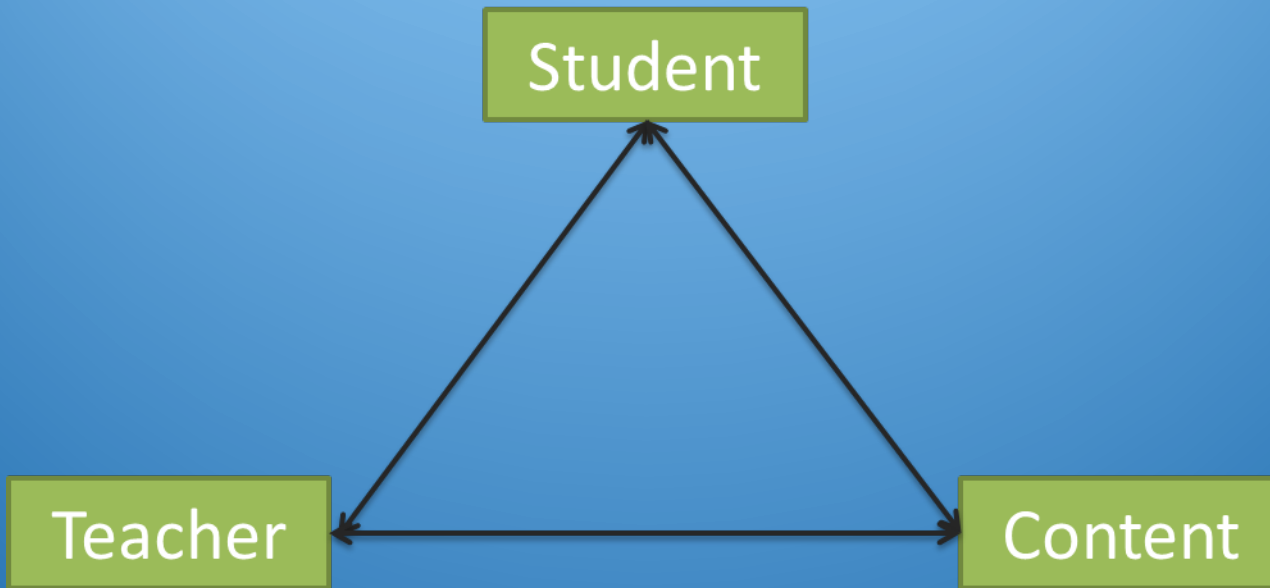
Problem areas?

Surprising results?

Make connections?
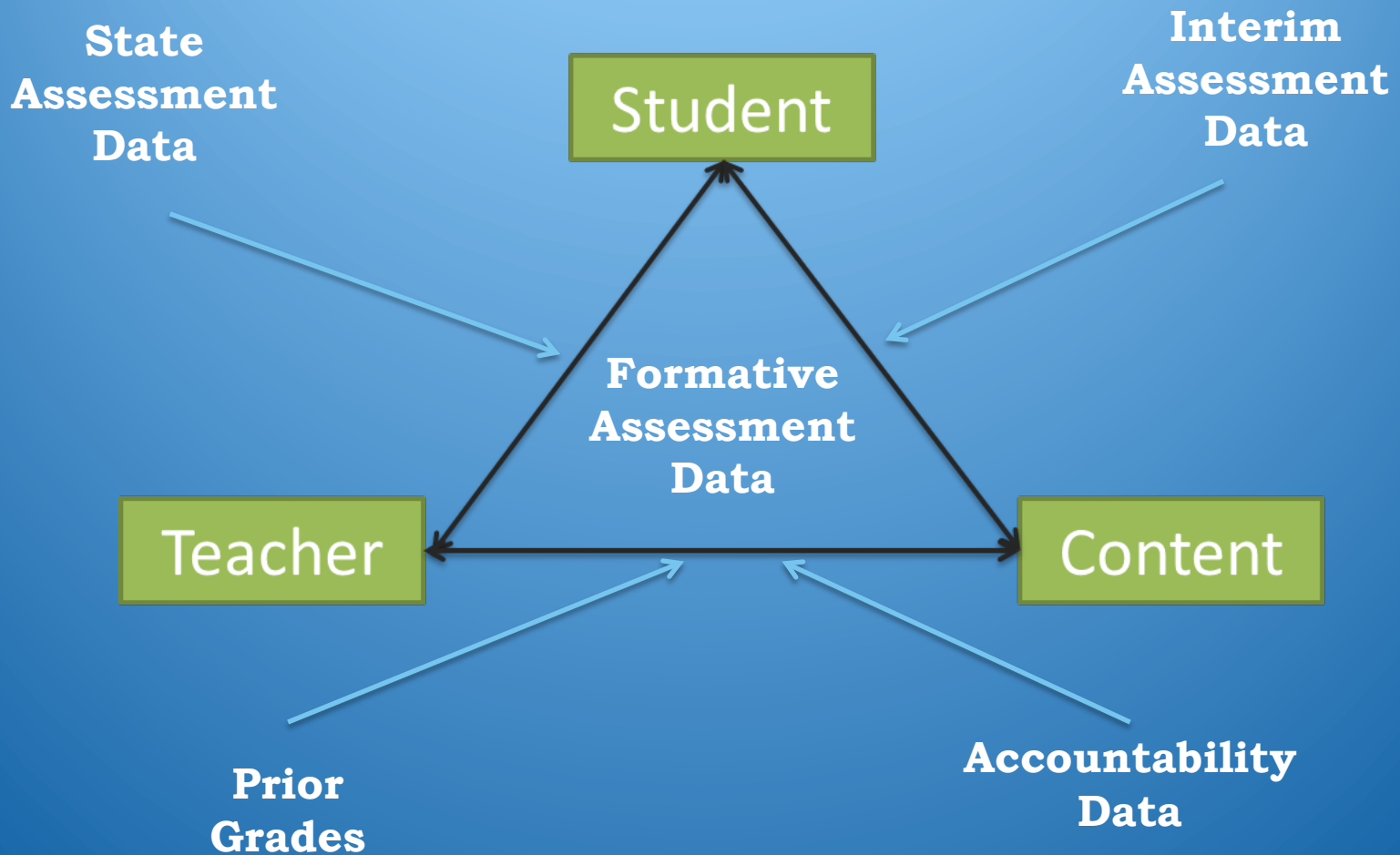
Professional development?

No single assessment or data source exists that will provide answers to all these questions.

For information from data to have an impact on student learning, it must enter into the didactic triangle.

Most assessment data exists outside this triangle.

State
Assessment
Data

Interim
Assessment
Data

Student

Formative
Assessment
Data

Teacher

Content

Prior
Grades

Accountability
Data

10

Case Study

- Ms. Myers teaches 8th grade science. The majority of student work and learning involves lab work and completion of lab reports. At year end, she was satisfied with student learning, but she questioned why lab report results showed greater learning than results from classroom quizzes and tests. During the summer she analyzed the year end state test results.

Case Study – process of inquiry

- She learned that student results were below proficiency in two areas.

- She compared these results with results from classroom quizzes and tests.

- She analyzed the content areas and found details on the areas of deficiency.

- Linked these to how she taught and what she emphasized.

Case Study – process of inquiry (cont.)

- She evaluated these instructional strategies and found them to lack the right emphasis.

- She created new materials and assessments to emphasize the targeted content standards and targeting specific groups such as ELL.

- During the school year, she will consult with other teachers, her professional learning community and perhaps a "digital team" for additional input .
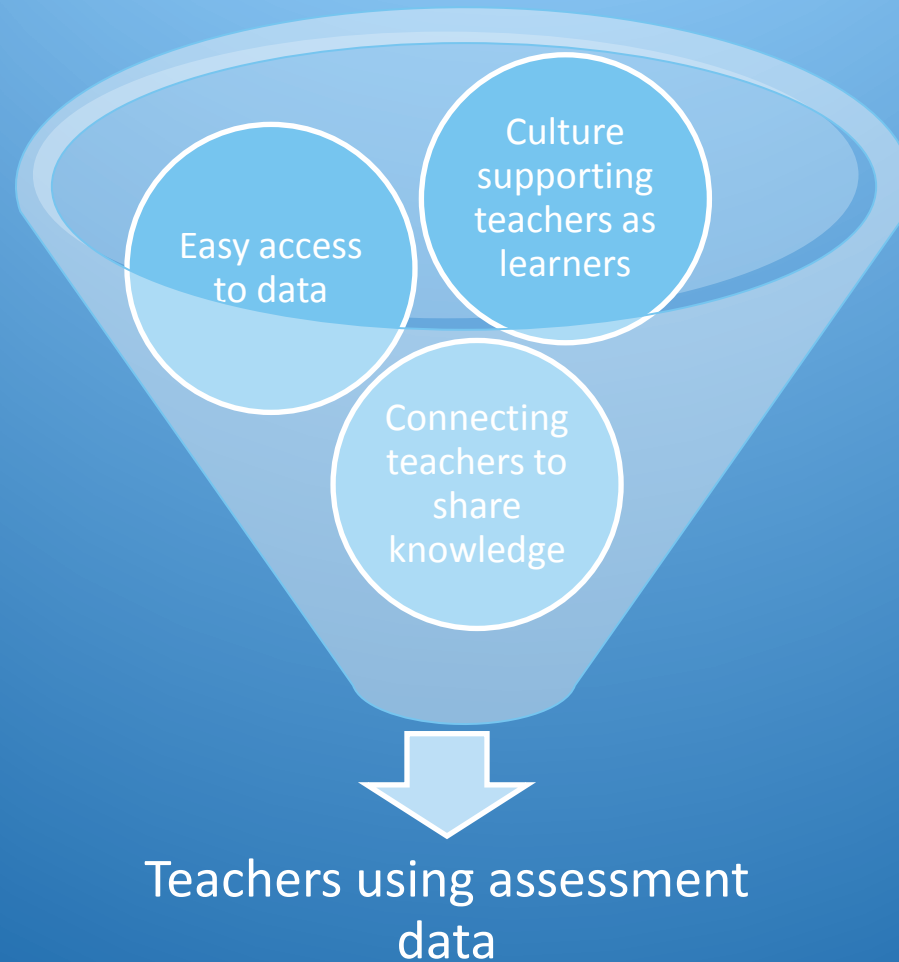
What did this teacher need?

Resources

- **Data access**
- **Time**

Knowledge

- **Assessment**
- **Measurement**
- **Connection of assessment results to classroom practices**
- **Content area**
- **Instructional Strategies**

Culture

- **Openness**
- **Professional networks**
- **Continuous improvement**

Research tells us that many teachers feel they lack the tools and training they need to transform data into better instruction.
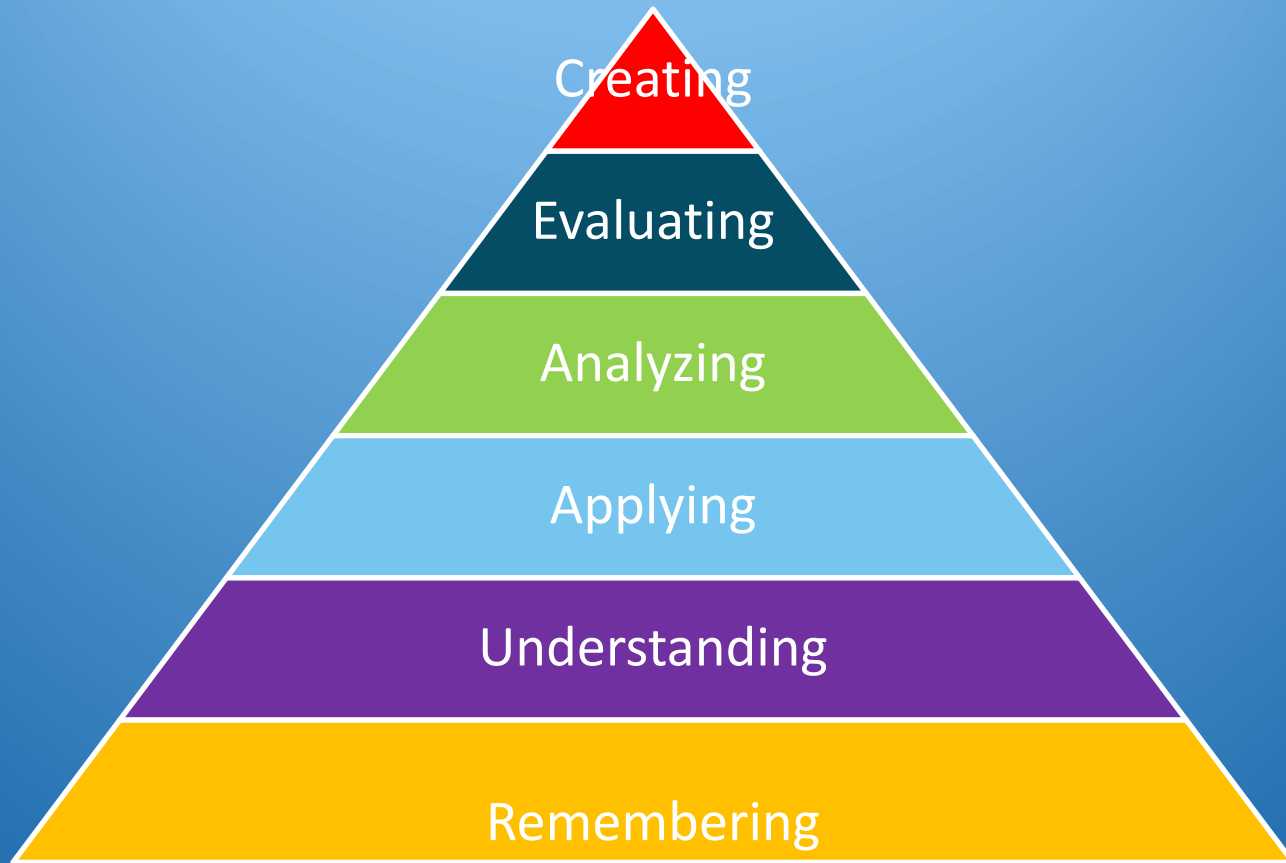
Culture

Knowledge

Resources

Teacher Centered

The mindset of reform needs to change to focus on how we can better support teachers through this complex process.

Culture supporting teachers as learners

Easy access to data

Connecting teachers to share knowledge

Teachers using assessment data

Create a culture supporting teachers as learners

Strategies for growth in teacher knowledge of how to use data

It's time to act

"Evidence-based this and that are the buzz words, but while we collect evidence, teachers go on teaching" (John Hattie, Visible Learning)