

Our Vision

Our dream is for schools to be as alive with learning for the adults as our best classrooms are for students - every day! Rather than feel demoralized and defeated by No Child Left Behind, we want school staff to feel empowered and excited about the possibilities for using a variety of data to better serve students and close achievement gaps. We want educators to take full responsibility for the learning of every student in their building. And we want them to produce better and better results for students. We believe that local leadership, capacity, commitment, and community are the keys to realizing this dream.

While other data projects invest in hardware and software, the *Using Data* Project invests in people. Building on the publication *Using Data/Getting Results: A Practical Guide for School Improvement in Mathematics and Science* by Nancy Love (Christopher-Gordon Publishers, Inc. 2002), the project has developed a comprehensive, long-term professional development program and supporting materials designed for data facilitators.

Data facilitators are teachers, school and district administrators, and staff developers who influence a school's culture to become one in which a variety of data are used collaboratively and continuously to improve student learning.

The *Using Data* Project's professional development program for data facilitators is customized based on local goals and a needs assessment. Typically, workshop sessions take place over twelve days staged over a year or more. On-site follow up and coaching are also provided.

Data facilitators lead the process of collaborative inquiry, through which school- and district-based teams examine data together, build a shared understanding of student learning problems, and embrace and test solutions together.

Our Experience

Through a grant from the National Science Foundation, the *Using Data* Project has been field-testing a professional development program in diverse settings across the U. S. These field tests have taught us about the kind of professional development, on-site support, and customized consulting that it takes to enable skilled data facilitators to lead high-functioning data teams that produce results for students.

As a result of this experience, the *Using Data* Project offers a repertoire of powerful tools and processes for analyzing, responding to, and engaging in dialogue about data. But the program goes beyond developing leaders' data literacy skills. It also equips data facilitators with the knowledge and skills to facilitate collaborative teams and sustain continuous improvement.

Our program empowers data facilitators to:

- Make working with data a positive collaborative learning experience for a team of their colleagues
- Manage conversations that lead staff from a state of resignation to the discovery of the endless possibilities within their reach to improve student learning
- Use data to squarely face the effects of racism and classism in our schools
- Implement research-based approaches to improve teaching and learning for all students—no exceptions!

Our Goal

The *Using Data* Project aims to help data facilitators develop skills in the following areas:

Data Literacy

- Understand and use multiple sources and levels of student-learning data effectively
- Understand and use data about curriculum, instruction, assessment, equity, and critical supports
- Understand and apply relevant research
- Develop a repertoire of tools and processes for collaborative data analysis
- Craft collaborative and intellectually rigorous action plans based on a logic model
- Develop habits of mind that foster inquiry

Facilitation

- Build and maintain data teams
- Keep the focus on learning for all students
- Open up dialogue about race, class, and equity
- Support norms of collaboration
- Influence school culture to be more collaborative
- Assess, monitor, and respond to context
- Plan and lead data experiences
- Facilitate data-driven dialogue
- Develop team's data literacy

Leadership for Sustainability

- Institutionalize collaborative inquiry
- Build broad support for collaborative inquiry
- Understand systems
- Support a comprehensive data system aligned with standards
- Understand and apply change theory
- Keep the vision alive

Data facilitators will become powerful advocates for collaborative culture and for the policies and practices that support closing achievement gaps.

Our Professional Development Program

Our professional development program for data facilitators is organized into five segments and a sequence of tasks that data facilitators will learn about, practice, and then carry out with data teams. For each task, data facilitators have opportunities to learn concepts, tools, and processes, practice facilitation, read about a data team's journey, and plan for implementation. The following is the sequence of segments and tasks for the training of data facilitators:

Build the Foundation

- Task 1: Build Understanding of UDP and Collaborative Inquiry
- Task 2: Establish Data Teams
- Task 3: Who Are We? What Do We Want to Be?

Identify Student Learning Problem

- Task 4: Engage with Aggregate Data
- Task 5: Engage with Disaggregated Data
- Task 6: Engage with Cluster or Strand Data
- Task 7: Engage with Item Data
- Task 8: Examine Student Work
- Task 9: Triangulate
- Task 10: Identify Student Learning Problem/Goal

Verify Causes

- Task 11: Conduct Cause-and-Effect Analysis
- Task 12: Investigate Curriculum, Instruction, Assessment, Equity, Critical Supports, and Relevant Research

Generate Solutions

- Task 13: Generate Strategies
- Task 14: Refine Outcomes and Student Goals
- Task 15: Develop a Monitoring Plan

Achieve Student Learning Goals

- Task 16: Take Action
- Task 17: Monitor, Adjust, and Celebrate

Using Data Project Staff

Project Director:
Nancy Love

Sr. Professional Development Specialists:
Kathy DiRanna
Kathy Stiles

*Professional development
with on-site support and customized
consulting to enable skilled data facilitators
to lead high-functioning data teams that
produce results for students.*

For more information, contact:

Using Data Project
TERC
2067 Massachusetts Avenue
Cambridge, Massachusetts 02140
P: 617.547.0430
F: 617.349.3535
Email: usingdata@terc.edu
Website: usingdata.terc.edu

Using Data

Improving Schools
through Collaborative Inquiry

Professional Development Program for Using Data Facilitators

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