

# Utah Teachers Value, Use, and Need Data

*When teachers are empowered with data, students excel.*

## In 2018, we asked Hope Street Group's Utah Teacher Fellows, who live and teach across the state, their opinions about data. Here is what we learned:

**Teachers value data.** Utah teachers express that data is a valuable tool to support instruction in their classrooms.

**Teachers are using data to help their students learn and grow.** Across the state, teachers collect and use a range of data, such as formative assessments, class observations, and attendance, to help enhance learning and better meet students' individual needs.

Teachers use data to do the following:

- Determine which students need more help and how to support them.
- Identify trends in student learning over time.
- Make strategic decisions about how class time is spent.
- Track students' progress to mastery.
- Reflect on their own practice.

*"With data, it's easily visible for me to see trajectories on [student learning] in one direction or another."*

*"I use data constantly to drive instruction and adjust how I'm teaching right then and there."*

*"[Data] helps me reflect on my own practice and informs how I'm doing in my classroom."*

**Teachers need support to use data to improve student outcomes.** While Utah teacher leaders overwhelmingly view using data in their practice as worthwhile, they share similar concerns about barriers to using data effectively.

**TRAINING** Teachers want data literacy training on how to use data from a variety of sources. Not all schools or districts help teachers understand the metrics that are most important.

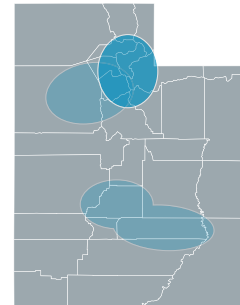
**TIME** Teachers want time to dig in and interpret data. While data use is a priority in the state, juggling data use with their many other responsibilities can be overwhelming.

**ACCESS TO RESOURCES** Teachers want tools to help them make meaning from student data in a timely way.

*"We have no real training on how to use the data or how to gather the data. So we sort of make it up as we go, and honestly we're making attempts to make it as useful as possible, but we've never really had the training to use it effectively."*

*"There's just not enough time to meet all the responsibilities that I have as a teacher, in addition to thinking about data."*

*"Part of the solution is about helping make sure the time we have is more effective by giving us access to the right tools."*



Teachers representing 14 Utah school districts and independent charter schools participated in the focus groups.

## TAKE ACTION

Districts can't go it alone. **YOU** can support teachers' efforts to use data to help their students.



**Provide teachers with timely and accessible student information.**



Give districts and schools the flexibility to **provide educators time and training to collaboratively look at data.**



**Engage with teachers** to find out what they need and ensure that their voice is present when important decisions are made.