



Teachers Want to Use Data BUT CAN'T GO IT ALONE

The Data Quality Campaign's 2019 national poll finds that teachers are strongly committed to using data in service of students but are left on their own to make this happen.

Policymakers and school leaders are missing critical moments throughout a teacher's career to ensure that teachers have the skills they need to use data to improve their practice and student outcomes. Because of this, teachers' understanding of the value of education data is driving them to build their own capacity to put data to work for their students. This must change.

Teachers see data use as an integral part of good teaching.



believe that using data is an important part of being an effective teacher.



believe that using data to inform their teaching practice is a valuable use of their time.

Teachers are making data work for their students.



use data to help plan instruction.



use data to identify learning goals for students.



use data to know what concepts students are learning.

But a lack of support and training throughout their careers leaves teachers to fill in the gaps and make data use possible on their own.



of teachers report that they taught themselves to use data on the job.



report learning how to use data in their preservice teacher training program.



of teachers report that they find themselves dipping into personal time to apply student data to their lesson plans and teaching practices.



agree that their principal or assistant principal ensures that teachers have the time they need to use data effectively.

Teachers shouldn't have to go at it alone. Leaders at every level must do more to remove this burden.

School and state leaders are responsible for making sure that teachers have the skills and time to effectively use data in every classroom.

Policymakers

Data-literate teachers are necessary to meet the strong education goals set by policymakers and ensure that students meet these outcomes. State leaders must act on their responsibilities to

- ✓ prioritize teacher data use by supporting the development of data literacy skills in educator preparation programs;
- ✓ equip teachers with timely access to meaningful student data; and
- ✓ work with districts to make teacher data use for decisionmaking a seamless part of the school day.

Administrators

Administrators must create a culture of effective data use to support the development of their teachers and the outcomes of their students. School leaders should lead by

- ✓ modeling data use in service of students by using data in their own roles for continuous improvement;
- ✓ carving out time in the school day to allow for collaboration among teachers to examine and use data to improve instruction, tailor learning, and engage parents as partners; and
- ✓ equipping teachers with the support needed to build data literacy skills throughout their careers, including those on track to become administrators themselves.

When it comes to preparing students for success, data-literate teachers make the difference. Learn more about what leaders at every level can do to support teacher data use at www.dataqualitycampaign.org/dataliteracy.



The Data Quality Campaign is a nonprofit policy and advocacy organization leading the effort to bring every part of the education community together to empower educators, families, and policymakers with quality information to make decisions that ensure that students excel. For more information, go to www.dataqualitycampaign.org and follow us on [Facebook](#) and [Twitter](#) (@EdDataCampaign).