Data-Driven Interventions
Teacher leader uses data to design an effective intervention with other educators.

**Key Method**
Teacher leader uses data to identify and communicate areas where other educators can shift their practice to maximize student improvement.

**Method Components**

**Strategies for identifying and communicating areas of improvement for other educators**
- Arrange a time for you and another educator to review the educator’s data with them collaboratively.
- Ask the educator what they noticed about their data; exercise wait time, allowing for the teacher to respond.
- Use data to work with the educators to identify instructional patterns, differentiating between areas of strength and areas of growth.
- Invite the educator to reflect on what is working well in their areas of strength. Some examples of this may be: the educator allows for more partner work, builds in more formative assessment, works with the after-school program to reinforce certain areas, etc.
- Invite the educator to reflect on what is not working well in areas of growth.
- Develop an intervention plan with the other educator in order to address areas of growth.
- Work with the other educator to determine an assessment strategy for testing the efficacy of their intervention plan.
- Plan a follow-up time to look at the data again after an assessment.

**Potential challenges in using data to inform practice and possible solutions**
- Some data sets are inaccurate or incomplete. If this is the case, make sure unenrolled students are removed, students included have been regularly attending class, and data is accessible in a timely manner.
- Some data sets have not been disaggregated. Reviewing the data and looking at different variables can help reduce teacher assumptions about student performance.
- It can be powerful to look at data through the lens of specific questions, and gaining more perspectives can provide objective feedback.
- Some educators may not be motivated to use data. Soliciting support and buy-in from grade level and/or content area teams may help motivate educators.

*For more information, go to: [http://bit.ly/1UCSiDu](http://bit.ly/1UCSiDu)*

**Supporting Research**
Data-driven decision-making has become an essential component of educational practice across all levels, from chief state school officers to classroom teachers, and has received unprecedented attention in terms of policy and financial support. It was included as one of the four pillars in the American Recovery and Reinvestment Act (2009), indicating that federal education officials seek to ensure that data and evidence are used to inform policy and practice. This article describes the emergence of data-driven decision-making as a topic of interest, some of the challenges to and opportunities for data use, and how the principles of educational psychology can and must be used to inform how educators are using data and the examination of its impact on educational practice.


This article considers how local school leaders build data-driven instructional systems to systematically improve student learning. Such systems are presented as a framework involving data acquisition, data reflection, program alignment and integration, program design, formative feedback, and test preparation. This article reviews data collected in a yearlong study of four schools to describe how leaders structure opportunities to engage in data-driven decision-making.


This article presents initial findings of a case study focusing on data use in five low-performing urban high schools undergoing comprehensive school-wide reform. Study findings point to several key factors that have an impact on data use in the study sites: the quality and accuracy of available data, staff access to timely data, the capacity for data disaggregation, the collaborative use of data organized around a clear set of questions, and leadership structures that support school-wide use of data. The findings build on current literature and also contribute new knowledge of the key roles played by a data team and a data coach in fostering effective data use in high school reform.

### Resources


### Submission Guidelines & Evaluation Criteria

*To earn this micro-credential, you must receive a passing evaluation for Parts 1 and 3 and a “Yes” for Part 2.*

**Part 1. Overview question**  
(300-word limit)

- Please describe a meeting with another educator and interventions where you were able to use data to plan for interventions that improved the other educator’s instruction. How did you leverage data to prepare for your conversation with another educator?  
  - **Passing:** Meeting description is clear, with sufficient detail to know what the teacher leader did to guide a teacher’s intervention.
Part 2. Work examples/artifacts
Please submit several artifacts that were created while meeting with another educator or educators to plan instruction based on data (such as links to writing, audio, images, video, or other products) including such items as:
- Meeting agenda with next steps
- A revised unit plan based on data
- Video clip of the meeting
- Photos of the meeting

Your artifact will be assessed on the following rubric. You must earn a “Yes” on this portion of the submission in order to earn the micro-credential.

<table>
<thead>
<tr>
<th>Yes</th>
<th>Almost</th>
<th>Not Yet</th>
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<td>Evidence demonstrates the teacher leader has effectively worked with another educator to use data to plan instruction. There is evidence of a clear intervention and/or plan to improve teaching practices based on data.</td>
<td>Evidence demonstrates the teacher leader has attempted to work with another educator to use data for instructional planning, but the teacher may not have made or planned to make effective interventions.</td>
<td>Evidence does not demonstrate the teacher leader has successfully worked with another educator to use data to plan or improve instruction.</td>
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Part 3. Reflection
(300-word limit):

Provide a reflection on what you learned using the following questions as guidance:
- How has using data to inform another educator’s instruction impacted that educator’s students?
- How might you improve your ability to improve another educator’s practice through data-driven interventions in the future?
  - **Passing**: Teacher leader reflects on how their data-based conversation with another educator has helped them to effectively plan interventions that impact that educator’s students. The educator also provides a substantive reflection describing how this experience will change his or her future practice.