TEACHERS KNOW BEST

MAKING DATA WORK FOR TEACHERS AND STUDENTS

TEACHERS BELIEVE IN DATA-DRIVEN INSTRUCTION

86% of teachers are constantly looking for ways to engage students individually

78% of teachers believe that data helps validate where their students are and where they can go

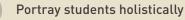**93%** of teachers use some sort of digital tool to help guide instruction

44% use these tools all the time

More than 4,600 teachers shared their views on using student data and digital tools to drive instruction in the classroom.

BUT THEY FACE CHALLENGES

Digital instructional tools are often:

- Overwhelming
- Incompatible with one another
- Inconsistent in the level of detail provided
- Too slow to provide actionable information

67% of teachers are not fully satisfied with the effectiveness of the data and tools they regularly access

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TEACHERS IDENTIFIED 9 OPPORTUNITIES TO IMPROVE DIGITAL TOOLS AND TO SUPPORT PERSONALIZED INSTRUCTION

FOR ASSESSING DATA, TEACHERS BELIEVE TOOLS SHOULD

- Simplify data management
- Portray students holistically
- Assess student agency
- Empower students with data

FOR PIVOTING INSTRUCTION, TEACHERS BELIEVE TOOLS SHOULD

- Adapt to student levels, helping them tailor instruction

FOR ANALYZING DATA, TEACHERS BELIEVE TOOLS SHOULD

- Work at the speed of teaching
- Compare performance to standards
- Reveal student progress, not static snapshots of performance
- Make normative, or historical, data practical to use

"I get a flood of data, but making it something I can act on is the tough part. It needs to be actionable at the speed of teaching and learning, so it can be used in real time in the classroom."

"When students see the big picture and they see how it aligns, they're much more invested in it."