



PA Data Powershot: Teachers Start Your Engines

A Companion Guide on Who, Why and How to Use this Video

Who might use this PA Data Powershot?

Teachers and Teacher Leaders

Why use this PA Data Powershot?

This PA Data Powershot provides a brief overview to:

- Make best use of present and past data to enhance student growth and achievement
- Expand use of the four types of data that can inform the work of teachers and teacher leaders (process, perceptual, demographic, and student learning)
- Use student learning data to conference with students individually, enhancing student ownership and engagement in the learning process

How might you use this PA Data Powershot in your work?

There are a number of opportunities to make use of this Powershot! Below are some examples to get you started.

- View at a grade-level meeting to collaborate on next action steps
- Share with secondary department team members to build consistency across the department in use of data at classroom level
- Discuss with middle school team members to develop a system and process to move forward
- Discuss with district and/or school leaders to contribute to overall use of data at a systems level
- Set the stage for enhancing the practice of conferencing with individual students around their own data
- View independently; Set individual goals as a teacher, based on personal needs

What are possible follow up action steps?

- Develop an achievement profile of current students by reviewing historical student data from sources such as eMetric or LEA's data warehouse

- Administer student survey(s) to collect perceptual data around students' beliefs about themselves as learners and about school in general
- Review past student learning data (i.e., statewide assessment results and end of year data local assessment data from 20-21 SY) and compare to baseline or beginning of year data on students
- Review PVAAS student projections where available to identify individual student needs and use with local assessment data to determine students' needs
- Hold individual student conferences to identify goals (academic, social emotional learning, behavioral, or attendance) and specific action steps that outline student actions, as well as teacher actions, to support students in achieving the desired goal.
- Differentiate instructional small groups based on students' needs
- Progress monitor specific students throughout the school year by using PVAAS student projections and local assessment data together