

Using Data for Programmatic Continuous Improvement and
the Preparation of Data Literacy for Educators
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The workshop will address two emerging issues that impact teacher preparation programs: the use of data to inform the continuous improvement of programs and the integration of data literacy as an essential skill set into teacher preparation. Teacher preparation programs are going encounter increasing accountability pressure through the use of data and therefore must know how to use data for the purpose of continuous improvement. The examination of key indicators or data should be seen as essential diagnostic and formative tools that can inform administrators about what programs are doing well and what modifications might be indicated. Rather than viewing data-driven decision making as a heavy-handed, accountability issue, schools of education can come to see that data can be helpful to facilitate improvement.

The workshop will help attendees understand the inquiry process that surrounds data use, the kinds of data that are needed, and the challenges to data use. Just as schools of education need to use data, the teacher candidates produced in teacher preparation programs must now become data literate. Policymakers are insisting that educators be armed with data and evidence to raise the level of professionalism. Teacher licensure examinations such as Praxis and edTPA are integrating data literacy skills and knowledge into their assessments, requiring graduates from teacher preparation programs to demonstrate their ability to use data. If the programs do not begin to integrate data literacy into the curricula, they will face another sort of accountability.

The workshop will explain the construct, data literacy for teachers and help the audience understand the requisite skills and knowledge. It will also help the audience to diagnostically explore where, within their course offerings, data literacy for teachers can be integrated.