Data Use Core Values

System of Professional Autonomy	System of Collaborative Practice
Phrases we might hear when looking at data: • My content • My students • My course Actions we might see: • Individuals working in isolation • Professional Development viewed as a private choice or imposed remediation • Personal strengths & weaknesses kept private	Phrases we would hear when looking at data: • Our program\initiative • Our students • Our data Actions we would see: • Engagement in ongoing inquiry and data analysis as a group. • Use of data to co-construct knowledge towards decision-making for improvement

Data Use Core Values

System of Knowledge Delivery	System of Knowledge Construction
Authority Culture The classroom and content are seen as the domain of an individual. There is always a right and/or wrong answer. Information is dispensed in an effort to cover curriculum.	Social Learning Culture Colleagues invest in the growth and success of all students by recognizing the interconnectedness of the content Students are collaborators and take ownership of their learning. Teaching choices are in response to data around student needs.

Lipton, L., & Wellman, B. M. (2012). Got data? now what?: creating and leading cultures of inquiry. Bloomington, Ind: Solution Tree Press.

Data Use Core Values

System of Externally Driven Improvement	System of Internally Motivated Improvement
Data Systems are developed and used by external agents to make judgements. Outside "experts" analyze programmatic data, identify gaps, and deliver prescriptions. Forced interaction disguises collegiality … (people sit in the same room at the same time and work on an assigned task.)	Individuals within the institution are the "choice makers," owning both the questions and the answers. Shared responsibility of data for student and programmatic success is the organizing value. Collaborative teams explore data for patterns and share ownership for taking individual and collective responsibility for growth.

Data Use Core Values

System of Quick Fix	System of Continuous Growth
Short-term thinking, rationalization, and the need for immediate success dominate the conversation. Improvement is about fixing "shows," going for easily measurable results that may not require deep changes in practice.	Improving the fundamental depth and quality of teaching and learning organizes the conversation. Improvement requires complex and often controversial changes in instructional practice, identity, and structures.

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