

Data Driven Instruction “Shifts”

In addition to the twelve shifts that the Common Core requires of us there are also shifts that need to occur in the way we use data. These are the six shifts in Data Driven Instruction.

Shifts in Data Driven Instruction		
Shift 1	Data belongs with teachers working collaboratively	Collaboration of teachers is expected and valued. Teachers work together and take collective responsibility for student learning. Sufficient time for meaningful collaboration is built into every schedule. Protocols are in place to guide data inquiry processes.
Shift 2	Emphasis on formative assessment	A balanced assessment system uses classroom assessments, common formative assessments, common interim assessments, and summative assessments to paint a balanced picture of student progress. Unlike summative assessments, formative assessments take on a more prominent role in the balanced assessment system due to the quality and immediacy of the data collected. To reflect this importance, common assessments are calendared, administered, scored, and analyzed collaboratively.
Shift 3	Assess what is important	A guaranteed and viable curriculum is provided to all students and drives the assessment system. Teachers clearly identify, communicate, and assess the knowledge, skills, and dispositions that are the priority for each unit and course.
Shift 4	Take meaningful action	Rather than waiting on summative data, teachers quickly respond to the data gathered from formative and interim assessments. It is this careful examination of student work that creates the foundation for all current and future curriculum, program, and instructional decisions.
Shift 5	Commitment to continuous improvement	The status quo can never be an option. All educators must constantly search for better ways to achieve mutual goals and increase achievement for all students. All programs, policies, and practices are continually assessed on their contribution to student learning.
Shift 6	Commitment to student involvement	The power of formative assessments are only truly recognized when students are included as users of the data. Therefore, students must play an integral role in the assessment process. Students must be able to assess and monitor their own progress in order to set individual goals for learning.