

Data-driven Instruction Using the CAREER Model Teacher Surveys



Too often data-driven instruction means analyzing state test scores — an important function, but one that doesn't often inform instruction. Analyzing test scores may tell you **who** is not learning and **what** they are not learning, but doesn't help teachers know **how** to teach students differently to increase achievement. Analyzing state test scores doesn't drive instruction, it frequently only drives test rehearsal.

The latest data policy initiative is grading teachers in the name of evaluation, Grading takes the form of a rubric based on an overly complex teaching framework and often factors in student test scores. This may yield a convenient teacher grade, such as effective or developing, but often doesn't yield data that informs instruction and helps teachers. Data-driven instruction needs to be ongoing, timely, actionable, directly relate to a teacher and, often, private. Single measures may be easy to understand but don't reflect complexity of learning over time. Data-driven instruction needs to address what is important for students to learn and inspire great teaching. State test scores and teacher grades often miss the mark.

Conversations about career readiness mention students learning to be creative, collaborative, and be critical independent thinkers with positive work habits. Achieving these 21st century skills is more about instruction than curriculum. Teachers need to design instructional experiences that encourage and reward these skills.

One of the initiatives of the Career Readiness Institute (CRI) under the leadership of Successful Practices Network introduces a new form of data-driven instruction that can inspire great teaching and continuous improvement. This initiative is a series of teacher reflection surveys based on the CAREER Instructional Model. CAREER is both a description of how to teach for CAREER readiness and an acronym for six instructional elements that are essential 21st Century skills and reflects cumulative research. Here is a link <<http://tinyurl.com/kf8drp8>> to the CAREER Model. To learn more about the CAREER Instructional Model watch this video presentation <<http://youtu.be/LWsUGd9D5z4>>.

Effective teachers continue to improve their practice by reflecting on what works and what can be improved in their teaching. One of the ways to stimulate reflection is to use a survey that highlights gaps between current and preferred state. These six teacher reflection surveys are meant as personal self improvement. The goal is for teachers to teach in a manner that increase student readiness for college **and** career. After responding to a series of characteristics and the degree to which they are in practice, teachers receive a personalized report that summarizes favorable practices and offers suggestions on how to improve. Following are the titles of the six elements of the CAREER model and the six surveys.

- Connect with Relevance
- Assess for Proficiency
- Reward Creativity and Innovation
- Engage as Independent Learners
- Empower with Hope and Confidence
- Rate Work Habits and Collaboration

This CAREER model and the surveys give teachers a tool that can inspire outstanding instruction and move beyond the minimum effective focus in teacher evaluation. These surveys can be a useful artifact to demonstrate growth in the profession. Learn more about the surveys and the CAREER Instructional Model, at the CRI web site. <<http://cri.spnetwork.org>>

