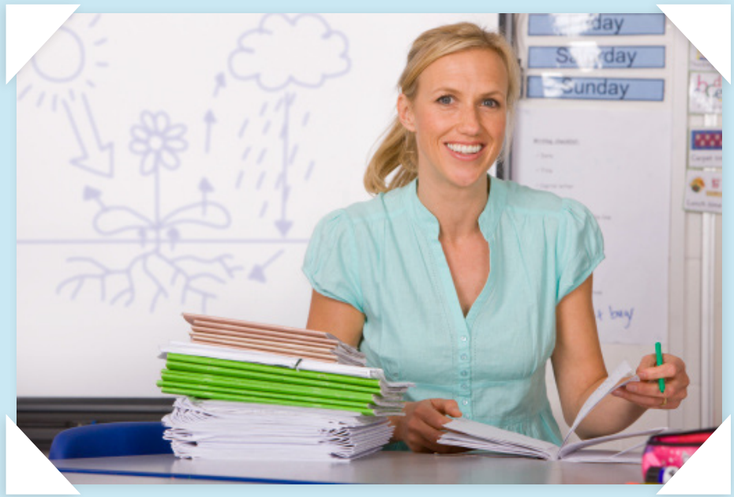


School's SES:

Grade Level: 3rd

Teaching Style: Facilitator

Instructional Delivery methods

Data Use

Infrequent — Frequent

Teaching Experience

New — Veteran

Technology Comfort

Less Comfortable — More Comfortable

PUBLIC SCHOOL TEACHER: DATA EMBRACER

Angela's Story

Angela is a third grade teacher at a Northeast urban elementary school, where most students are minority and qualify for free or reduced-price lunch. She has been at this school for six years – her entire teaching career so far. She co-teaches a classroom of 25 students. The school aligns with Common Core Standards and is on a six-week instructional plan cycle.

She is eager to engage students via technology and was thrilled when her school received grant funding two years ago to install SMART Boards in every classroom. She considers herself fairly comfortable with technology both in the classroom and in her personal life, but also admits that she sometimes needs help from one of her more tech-savvy friends to understand particularly technical products/product features. In the classroom, she uses the SMART Board to project various instructions, lessons, and graphic organizers that she creates in Microsoft Word or PowerPoint. She has heard of one or two other teachers in the school using the device to play educational games with their students, but she has not tried this yet.

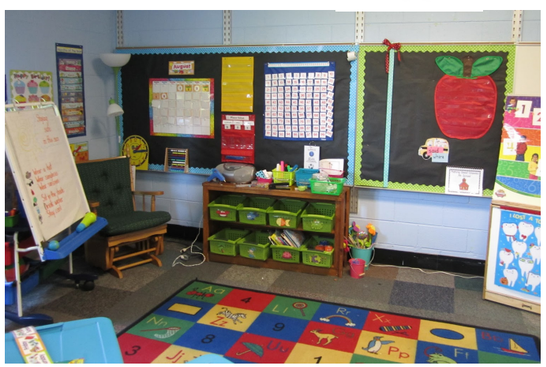
Addressing her students' individual learning needs is central to her teaching philosophy. She was intrigued when her district subscribed to Beacon last school year as she supports the use of data to inform instruction. Although she is more comfortable with the program now, she still feels like she is going through a learning curve.

She uses Beacon heavily for a week or two, due to the instructional plan cycle. When she utilizes it, she assigns a test, scores, reviews results, and plans instruction based on findings. She tends to print out her assessment while also looking at the Beacon matrix view to manually group students by common misconceptions around one standard – she creates and tracks all of her manual work in a separate word document. She then develops an intervention and ad-hoc assessment to be reviewed by the coach for feedback prior to implementation. After implementation, she gauges with the coach if the intervention and assessment worked.

Hardware and Software:

SMART Board interactive whiteboard

mCLASS Beacon



Key Characteristics

- Has been using Beacon since last school year
- Fairly familiar with the overall assessment and evaluation process using Beacon but could benefit from guidance
- Sensitive to her students' individual learning needs
- Comfortable with technology, but sometimes needs help with more technical products/features

Goals

- Stay informed of student performance on specific Common Core Standards
- Optimize instruction time
- Demonstrate to her coach that she is addressing student learning gaps through differentiated instruction

Influencers

- Individual student learning needs
- School pedagogy
- Structure = student engagement
- Mix of whole class, small group, and individualized instruction is optimal
- Informing teacher-level instruction is more important than understanding general year-to-year student progress

Frustrations & Pain Points

- Often forgets how to successfully navigate through Beacon in between instructional planning cycles
- Time consuming to go back and forth between Beacon and a separate word document containing her notes, student groups, and action plans
- Fumbles around trying to view students who 'run off the page' within the matrix view
- Feels a disconnect between initial data-driven assessment at beginning of cycle and anecdotal student progress review with coach at end of cycle