



Self-Study on Data Use Practices in Teacher Education Programs

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Why Self-Study on Data Use Practices

Policymakers, administrators, and educators have called for the use of data to improve the education of pre-service teachers who are supposed to use data to inform their instruction in their classrooms.

Higher education faculty in Teacher Education Programs (TEP) work in silos and do not have the time and space to discuss data.

We decided to conduct a self-study on faculty data use practices using a qualitative methodology.

We interviewed TEP faculty on how they use data in making instructional decisions and program changes.

Why Self-Study on Data Use Practices

The TEP faculty stated that data use practices were not well coordinated in their departments. The culture of collecting and sharing data on a regular basis was not practiced.

Faculty were of the view that data use practices occupy a central position during accreditation visit. After accreditation visit, data use practices were no longer a priority.

Data collected from individual courses were not collated and shared among faculty. Faculty kept their data in their silos and never shared the data among themselves.




Why Self-Study on Data Use Practices

Faculty see their work through individual lens and not through the perspective of collective practice. While individual use of data is important in TEP, it is the collective data that will be used for program improvement and changes.

There were no institutional policies or practices that support the use of data as an inquiry process related to improved educational outcomes.

Data use practices were not embedded in job descriptions, tenure and promotion, and there was no encouragement for collective use of data as an institutional culture.



Why Self-Study on Data Use Practices

School districts require their teachers to use student data to inform their instructional practices. In-service teachers lack the skill to utilize data for instructional practices. TEP faculty that will model data use practices for pre-service teachers rarely do so. The pre-service teachers leave their teacher education programs without the skills required to implement data use practices in their classrooms.



Policy Implications

Collaboration and Data Sharing

Encourage collaboration and data sharing among teacher preparation programs, school districts, and educational research institutions. This can help create a more comprehensive and informative dataset for analysis.

Teacher Retention and Support

Use data to identify areas where new teachers may need additional support, and develop policies to provide mentorship and professional development to increase teacher retention rates.



Policy Implications Cont.....

Data Literacy Training

Integrate data literacy training into teacher preparation programs. Teachers should be equipped with the skills to collect, analyze, and interpret data to inform their instructional practices effectively.

Mentor Teacher Training

Provide mentor teachers with training on how to use data effectively when mentoring student teachers. This includes helping them provide constructive feedback and support based on data-driven insights.



Policy Implications Cont....

Resource Allocation

Allocate resources based on data-driven needs. If data indicates that certain teacher preparation programs or institutions consistently produce more effective teachers, allocate resources accordingly to support and expand those programs.

Stakeholder Engagement

Involve stakeholders, such as teachers, administrators, parents, and community members, in the development of data policies and in the interpretation and use of data to ensure that diverse perspectives are considered.