

Data-Driven Decision Making: Justification of Not Leaving Class without It

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Abstract : Teachers and administrators across America are being asked to use data and hard evidence to inform practice as they begin the task of implementing Common Core State Standards. Yet, the courses they are taking in schools of education are not preparing teachers or principals to understand the data-driven decision making (DDDM) process nor to utilize data in a much more sophisticated fashion. DDDM has been around for quite some time, however, it has only recently become systematically and consistently applied in the field of education. This paper discusses the theoretical framework of DDDM; empirical evidence supporting the effectiveness of DDDM; a process a department in a school of education has utilized to implement DDDM; and recommendations to other schools of education who attempt to implement DDDM in their decision-making processes and in their students' coursework.

Keywords : data-driven decision making, institute of higher education, special education, continuous improvement

Conference Title : ICE 2015 : International Conference on Education

Conference Location : Singapore, Singapore

Conference Dates : January 08-09, 2015