**Data…Data…Data: From Triangulation to Student Growth**

**Listening to Teacher Voices**

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| **Consider** | **Article** | **Interview Video** |
| What data sources does the teacher use initially to set her goal? |  |  |
| How does the teacher triangulate data in order to focus on a priority area for student growth? |  |  |
| What enduring skill does the teacher use? |  |  |
| How does the teacher plan to monitor progress? |  |  |
| How does the teacher use the data to determine a baseline? |  |  |
| What additional data does the teacher use to monitor her goal? |  |  |
| How does this additional data influence her practice? |  |  |
| What coaching moments should administrators notice in these teacher stories? |  |  |