



Center for Applied Linguistics, Washington, DC

Using Data to Improve Program and Classroom Effectiveness

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Data are used in planning, implementing, and evaluating instruction for adults learning English and professional development for teachers. The tables below list the kinds of data to consider for students and practitioners, and programs; where the data are available from, their use, and how they can assist programs and practitioners in providing quality instruction.

STUDENT DATA

Type	Sources	Purposes
Local immigrant population data	From U.S. Census data on the foreign-born and other sources of information on immigrant populations, such as MPI data Hub: http://www.migrationinformation.org/datahub/acscensus.cfm	At the state level for planning classes and instructional levels; if available locally, can help in program planning
Personal background data (education, native language[s], literacy levels in native language and English, ethnicity, time in the United States (occupation in the native country and in the United States))	From program-developed interviews and forms used with students at intake	At the program and classroom level for planning classes (e.g., how many beginning-level classes are needed, how many literacy-level, and so on)
Ethnicity, age, sex, enrollment, attendance, persistence, gains	From NRS tables and educational gain as recorded in NRS Tables 1, 3, 4, and 4b	At the state level for monitoring program success - Which programs and instructional levels are making their targets, and which are not?
Student needs and goals	From discussion with students and from program- or teacher-developed forms given to students at the beginning of class	At the program and classroom level to find out what students want to know and be able to do and to make certain their needs are met
Student progress	Measured by tests — standardized, program-, or teacher-developed formative assessments; and class work, such as portfolio collections	At the program and classroom level to know if learners are making gains and adjust instruction
Feedback about services received	Program- or teacher-developed forms	At the program and classroom level to find out if student needs are met and to adjust the program accordingly

PRACTITIONER DATA

Type	Sources	Purposes
<ul style="list-style-type: none"> - Background data (education, adult ESL teaching experience and training, teaching credentials, non-English languages spoken) - Geographical areas and types of programs in which practitioners work and levels they teach - Professional development needs (preferred topics and formats, feedback from previous trainings) - Observations of classroom instruction - Individual professional development plans 	<p>Teacher background and survey forms developed by the state and given state-wide or by local programs and given to individual programs</p> <p>For example http://www.cal.org/caelanetwork/profdev/states/minnesota/MN%20ABE%20Professional%20Development%20Survey.pdf</p>	<p>For states to plan professional development according to practitioner wants and needs; for local programs to match teachers with appropriate classes and to plan local professional development</p>

In addition, it is advised that programs collect the following data in order to plan classes and assess practitioner professional development needs:

PROGRAM DATA

Program characteristics and growth; curriculum and course offerings; student recruitment, orientation, intake, and assessment processes; instructional approaches and materials; uses of technology for instruction and staff development; teacher and administrator recruitment; in-service training for teachers and administrators; special projects; program effectiveness; alignment with program quality standards; program monitoring reviews

Reference

Young, S. & Peyton, J.K. (2008). *Using data to plan professional development for practitioners working with adult English language learners*. Washington, DC: Center for Applied Linguistics. Retrieved March 2, 2010, from <http://www.cal.org/caelanetwork/resources/using.html>