

## Table 1.1: Data-Driven Mindset Versus Student-Centered Mindset

|            | Data-Driven Mindset                                                                                                                                                                                                                                                                              | Student-Centered Mindset                                                                                                                                                                                                                                                                                                                                                                           |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Urgency    | <ul style="list-style-type: none"> <li>Improves scores</li> <li>Responds to outside pressure to improve (such as the state report card)</li> <li>Focuses on the school level</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>Improves student learning</li> <li>Responds to internal pressure to improve (such as knowing students as individual people)</li> <li>Focuses on the team, class, and student levels</li> </ul>                                                                                                                                                              |
| Success    | <ul style="list-style-type: none"> <li>Defines success by better numbers</li> <li>Uses the school-level aggregate</li> <li>Emphasizes immediate improvement (often not looking past the current school year)</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>Defines success by student growth</li> <li>Uses a granular approach (class, student group, or grade level) as well as the school aggregate in their decision making</li> <li>Emphasizes long-term, sustainable systems of improvement that endure, using immediate data to adjust and refine</li> </ul>                                                     |
| Goals      | <ul style="list-style-type: none"> <li>Creates large-scale (school and district) goals</li> <li>Asks questions like "Where can we gain the most in a short amount of time?"</li> <li>Uses top-down approaches</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>Aligns team and individual goals with school and district goals</li> <li>Asks questions like "Where is our greatest area of need?" and "What has the most significant impact on our students?"</li> <li>Collaborates with stakeholders</li> </ul>                                                                                                           |
| Data Use   | <ul style="list-style-type: none"> <li>Usually uses quantitative sources</li> <li>Views data as an end result</li> <li>Can allow assessment instrument to drive the response process, even if used intermittently</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Uses many data sources as a body of evidence to get a complete picture of individual student needs</li> <li>Views data as evidence of effectiveness for instructional strategies</li> <li>Views data as the baseline, as well as the means of monitoring progress and the end result</li> <li>Allows student needs to drive the response process</li> </ul> |
| Motivation | <ul style="list-style-type: none"> <li>Avoids getting in trouble</li> <li>Avoids improvement status</li> <li>Allows ownership of data at the individual level</li> <li>Is concerned with making its own data look good</li> <li>Is competitive</li> <li>Focuses on numbers and scores</li> </ul> | <ul style="list-style-type: none"> <li>Is concerned with improving the lives of students</li> <li>Creates collective efficacy and responsibility</li> <li>Creates collaborative ownership of data</li> <li>Asks questions like "What will we do now that we know this?"</li> <li>Considers all students as "our students"</li> <li>Focuses on names and needs</li> </ul>                           |