



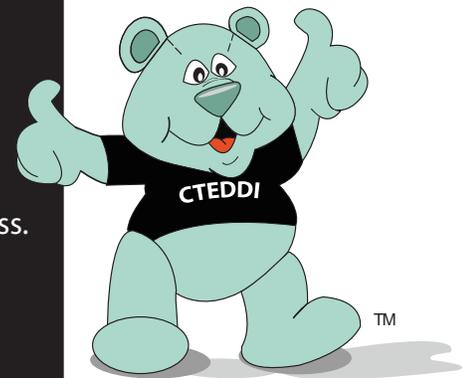
## Career and Technical Educators Using Data-Driven Improvement (CTEDDI)

A key strategy for helping students learn and achieve is making effective use of the voluminous assessment data available to educators. NRCCTE researchers at NOCTI spent three years researching and pilot testing CTEDDI, a professional development model that takes the confusion out of interpreting and using assessment data. CTEDDI helps educators focus on the data connections between work and real-world student learning in order to create instructional improvement plans. Educators can improve their instruction through participation in professional development for data-driven decision making! The NRCCTE is making technical assistance readily available at the request of states, two of which are already involved.

In accordance with the goals of the Perkins IV legislation, CTEDDI professional development has been designed to prepare CTE administrators and teachers to use assessment data to improve programs and to target individual and group instructional needs in the CTE classroom. CTEDDI is the only evidence-based program designed to prepare CTE educators to use technical assessment data to continuously improve instruction. Educators analyze their own students' data as they create both classroom- and student-level instructional improvement plans.

**CTEDDI was developed and tested around the following core principles, drawn from the NOCTI research study's survey, the literature, the experiences of other NRCCTE projects, and the experiences of pilot sites participating in the NOCTI study. These principles guide all technical assistance activities:**

- Training should be highly interactive.
- Rather than a one-time event, professional development should be a process.
- Educators should use data that are relevant to their school situation, preferably from their own students.
- Educators benefit from building a community of practice for collaboration.
- Ongoing support should be offered through mentors or coaches.



**The strategies used in CTEDDI to implement the core principles within a tested 5-step process include:**

- An initial workshop provided by a trained in-state facilitator, resulting in each educator developing an action plan for improvement.
- Follow-up facilitator mentoring, both on-site and off-site, of the school team as a group and individually as they implement their action plans throughout the school year.
- Educator participation in an online community of practice with others who are engaged in the same professional development in the same or other states.

# Benefits of CTEDDI



## For Educators

- Systematic process for planning and justifying change
- Data-driven instructional improvement
- Improved ability to meet accountability goals
- A positive educational impact

## For The CTE Community

- Practical application of Perkins data
- Logic-based policy tool
- Communication tool for data discussions
- Demonstrate ROI

## For Everyone

- Increased student achievement
- Enhanced preparation for college and careers
- Gains in workforce competence/productivity

## 5 Steps

Collect Data

Analyze Data

Verify & Triangulate

Design Action Plan

To Improve Learning & Instruction

Implement Plan & Review Outcomes

**ONGOING**

To learn more about participating in CTEDDI, contact:  
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## Upcoming events:

- Webinars to provide information about CTEDDI and the opportunity to ask questions; February 9 (postsecondary emphasis) and March 8 secondary emphasis); 3:30 p.m. EST for one hour. Pre-registration required at <http://www.nocti.org/WebinarRegistration.cfm>
- National Training for facilitators and state teams for the 2012-13 school year (a second date of this training to be scheduled as needed) April 16-17 at the University of Louisville
- Jump-Start one-day overview of CTEDDI as a pre-conference to the Career Clusters Institute, June 17-18 in Washington D.C.