Figure 7.3 Guiding Principles in Co-Construction of Data Walls

- Data Walls are co-constructed and thus co-owned by all staff.
- Data Walls are used to promote reflection, questions, and rich conversations about instruction for every student.
- Data Walls are private and confidential for teachers and leaders only. They are located in discreet but easily accessible places. This should not be an obstacle to establishing a Data Wall; creativity is needed here.
- Data Walls are focused on conversations about changing instruction to meet students' needs.
- Data Walls are *not* electronic because the power is in students' FACES being continuously visible and "present." Data Walls need to be tangible, visible evidence of learning owned by everyone with the ability to physically "move" each FACE, avatar, or record card along the axis as evidence of growth is verbalized and agreed upon.
- Data Walls can be a small data set displaying students of concern drawn from school data or a large data set that includes all students. There is no one right way to display data. The power is in the conversation that takes place while co-constructing it and stepping back to discuss it.

(Continued)

Figure 7.3 (Continued)

- Data Walls display students who are struggling, stuck, or needing extending. These may be students in the lowest achievement bands, clustered in the middle, or in the highest bands.

- Student data need not only be assessment data. Informal notations made, for example on the number of personal associations ("caring connections") teachers have with students, can be powerful reminders that everyone owns all students.

- Data Wall conversations, respecting the operating norms, are robust and support Collaborative Inquiry processes.

- Data Walls show student growth over time as well as achievement.