

[canva.link/netadatadashboards](https://canva.link/netadatadashboards)

# DATA DASHBOARDS

for Educators

**PRESENTED BY**

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# Why Data Dashboards?

[bit.ly/esu1strategies](https://bit.ly/esu1strategies)

| Strategy Name                | Description   | Effect Size | Category          | Robustness Inc | Picture   | Image Source         | Source URL  |
|------------------------------|---|-------------|-------------------|----------------|---|----------------------|---|
| aaadefault                   | Select a strategy on the left to see details about it.  |             |                   |                |   |                      |   |
| 3-2-1 Summary                | A reflective summarizing strategy where students identify three key ideas, two interesting facts,     | 0.45        | Summarizing       | 4              | <a href="https://portal.em">https://portal.em</a>       | EMints Professic     | <a href="https://portal.emints.o">https://portal.emints.o</a>   |
| Adaptive Learning Platform   | Students work in programs like i-Ready, ALEKS, or Khan Academy that adjust difficulty based o         | 0.65        | Feedback (Tech    | 3              | <a href="https://cdn.elean">https://cdn.elean</a>       | ELearning Indus      | <a href="https://elearningindus">https://elearningindus</a>     |
| AI Question Rewriter         | Students paste a question into an AI tool and generate varied versions to deepen understanding        | 0.65        | Feedback (Tech    | 3              | <a href="https://djlw47e27">https://djlw47e27</a>       | Apostrophe: The      | <a href="https://apostrophecms">https://apostrophecms</a>       |
| AI-Based Writing Tutor       | Students use an AI assistant to get suggestions on organization, clarity, and grammar before re       | 0.65        | Feedback (Tech    | 3              | <a href="https://cdn.prod">https://cdn.prod</a>         | Khanmigo Writin      | <a href="https://www.khanmigo">https://www.khanmigo</a>         |
| AI-Powered Practice          | A strategy that uses AI tools to generate personalized practice tasks, adapt difficulty based on p    | 0.65        | Feedback (Tech    | 3              | <a href="https://storage.g">https://storage.g</a>       | 6 ways to use Ni     | <a href="https://blog.google/finr">https://blog.google/finr</a> |
| AI-Powered Practice          | A strategy that uses AI tools to generate personalized practice tasks, adapt difficulty based on p    | 0.49        | Practice Testing  | 5              | <a href="https://storage.g">https://storage.g</a>       | 6 ways to use Ni     | <a href="https://blog.google/finr">https://blog.google/finr</a> |
| Analogical Mapping           | Students compare a new concept with a familiar idea using structured analogies to deepen conc         | 0.59        | Analogies         | 2              | <a href="https://yeahmagi">https://yeahmagi</a>         | YeahMagenYeah        | <a href="https://yeahmagnetsy">https://yeahmagnetsy</a>         |
| ATLAS                        | A lesson design framework that structures instruction into five parts—grabbing attention, transiti    | 0.95        | Lesson Design     | 4              | <a href="https://m.media">https://m.media</a>           | Atlas Study Guic     | <a href="https://static1.squares">https://static1.squares</a>   |
| Auto-Graded work             | A strategy where students receive immediate feedback through digital tools that automatically c       | 0.65        | Feedback (Tech    | 3              | <a href="https://blogger.g">https://blogger.g</a>       | Eric Curtis' Guide   | <a href="https://www.youtube.c">https://www.youtube.c</a>       |
| Bell Ringers                 | A short, focused task completed at the start of class to activate prior knowledge, review key con     | 0.49        | Practice Testing  | 5              | <a href="https://blog.tcea">https://blog.tcea</a>       | Bell Ringers for I   | <a href="https://blog.tcea.org/b">https://blog.tcea.org/b</a>   |
| Bell Ringers                 | A short, focused task completed at the start of class to activate prior knowledge, review key con     | 0.51        | Retrieval Practic | 4              | <a href="https://blog.tcea">https://blog.tcea</a>       | Bell Ringers for I   | <a href="https://blog.tcea.org/b">https://blog.tcea.org/b</a>   |
| Bell Ringers                 | A short, focused task completed at the start of class to activate prior knowledge, review key con     | 0.62        | Spaced vs. Mas    | 5              | <a href="https://blog.tcea">https://blog.tcea</a>       | Bell Ringers for I   | <a href="https://blog.tcea.org/b">https://blog.tcea.org/b</a>   |
| Bracket-based Instruction    | Make a March Madness-style bracket for just about any topic! Fill in the initial bracket matches i    | 0.66        | Concept Mappin    | 6              | <a href="https://wpvip.edu">https://wpvip.edu</a>       | Worksheet: March     | <a href="https://www.edutopia">https://www.edutopia</a>         |
| Bracket-based Instruction    | Make a March Madness-style bracket for just about any topic! Fill in the initial bracket matches i    | 0.82        | Classroom Discu   | 3              | <a href="https://wpvip.edu">https://wpvip.edu</a>       | Worksheet: March     | <a href="https://www.edutopia">https://www.edutopia</a>         |
| Brain Dump                   | Students quickly list all ideas, facts, or steps they recall, then compare with peers to identify gap | 0.51        | Retrieval Practic | 4              | <a href="https://images.r">https://images.r</a>         | Worksheet: March     | <a href="https://www.edutopia">https://www.edutopia</a>         |
| Brainstorming with AI        | AI can serve as a digital brainstorming partner to support the creation, development, and/or orga     | 0.71        | Creativity Progr  | 1              | <a href="https://wpvip.edu">https://wpvip.edu</a>       | Worksheet: March     | <a href="https://www.edutopia">https://www.edutopia</a>         |
| Building Background Know     | A teaching strategy that equips students with essential prior information and context to help the     | 0.83        | Planning & Pred   | 3              | <a href="https://www.read">https://www.read</a>         | Reading Rockets      | <a href="https://www.readingro">https://www.readingro</a>       |
| Choice Boards                | A differentiated learning approach that offers students multiple task options aligned to the same     | 0.58        | Differentiation   | 3              | <a href="https://catlintuckr">https://catlintuckr</a>   | Dr. Catlin Tucker: C | <a href="https://catlintucker.com">https://catlintucker.com</a> |
| Choral Response              | A whole-class response technique where all students answer a question aloud in unison, provid         | 0.56        | Formative Evalu   | 5              | <a href="https://media.be">https://media.be</a>         | Jamie Lee Clark: C   | <a href="https://newsletter.jamie">https://newsletter.jamie</a> |
| Choral Response              | A whole-class response technique where all students answer a question aloud in unison, provid         | 0.49        | Teacher Questio   | 3              | <a href="https://media.be">https://media.be</a>         | Jamie Lee Clark: C   | <a href="https://newsletter.jamie">https://newsletter.jamie</a> |
| Claims–Evidence–Reason       | Students make a claim, support it with evidence, and explain their reasoning, strengthening scie      | 0.55        | Argumentation /   | 2              | <a href="https://activatele">https://activatele</a>     | Resource Sheet       | <a href="https://activatelearning">https://activatelearning</a> |
| Claims–Evidence–Reason       | Students make a claim, support it with evidence, and explain their reasoning, strengthening scie      | 0.54        | Inquiry-Based Te  | 1              | <a href="https://activatele">https://activatele</a>     | Resource Sheet       | <a href="https://activatelearning">https://activatelearning</a> |
| Clear Instructions for Strat | A teaching strategy that involves explicitly explaining how to use a learning strategy so students    | 0.85        | Teacher Clarity   | 3              | <a href="https://www.mcrel">https://www.mcrel</a>       | Teaching strate      | <a href="https://www.mcrel.org">https://www.mcrel.org</a>       |
| Co-constructed Criteria      | Teacher and students collaboratively develop success criteria for a task, increasing clarity and c    | 0.64        | Success Criteria  | 2              | <a href="https://www.cultu">https://www.cultu</a>       | Build it Together    | <a href="https://www.cultofped">https://www.cultofped</a>       |
| Cognitive Load Reduction     | Students learn strategies for reducing extraneous cognitive load—such as chunking, focused cu         | 0.57        | Cognitive Load T  | 1              | <a href="https://thelearningc">https://thelearningc</a> | Six Strategies Yr    | <a href="https://thelearningco">https://thelearningco</a>       |
| Cognitive Task Analysis      | Students break down complex tasks into component steps, identifying mental processes require          | 1.29        | Cognitive Task A  | 1              | <a href="https://ux247.co">https://ux247.co</a>         | Research-Basac       | <a href="https://blog.tcea.org/r">https://blog.tcea.org/r</a>   |
| Cold Calling                 | A questioning technique where the teacher selects students to respond without volunteers, ensu        | 0.49        | Teacher Questio   | 3              | <a href="https://wpvip.edu">https://wpvip.edu</a>       | Does Cold Callir     | <a href="https://evidencebased">https://evidencebased</a>       |
| Collaborative Slides         | Students co-create a shared slide deck—each contributing one slide—to synthesize learning an          | 0.46        | Collaborative Le  | 5              | <a href="https://wpvip.edu">https://wpvip.edu</a>       | Using Collaborat     | <a href="https://www.edutopia">https://www.edutopia</a>         |
| Concept Cartoons             | Students analyze illustrated scenarios that present common misconceptions and differing viewp         | 0.9         | Conceptual Cha    | 2              | <a href="https://inquirypro">https://inquirypro</a>     | Concept Cartoo       | <a href="https://inquiryproject.t">https://inquiryproject.t</a> |
| Confidence Ratings           | Students rate how confident they are before answering a question, helping teachers identify mis       | 0.39        | Formative Evalu   | 4              | <a href="https://static.vee">https://static.vee</a>     | Using Confidenc      | <a href="https://gianfrancocont">https://gianfrancocont</a>     |
| Connect-Extend-Challenge     | A teaching strategy that prompts students to link new learning to prior knowledge, consider how       | 0.75        | Evaluation & Re   | 1              | <a href="https://thinkingpa">https://thinkingpa</a>     | Thinking Pathwa      | <a href="https://thinkingpathwa">https://thinkingpathwa</a>     |
| Creativity Training          | Students participate in activities designed to develop divergent thinking, idea generation, and fe    | 0.71        | Creativity Progr  | 1              | <a href="https://theteache">https://theteache</a>       | Infusing Creativi    | <a href="https://theteacherstud">https://theteacherstud</a>     |
| Data Interpretation Tasks    | Students analyze provided data sets, graphs, or tables to draw conclusions, identify patterns, or     | 0.54        | Inquiry-Based Te  | 1              | <a href="https://www.ecin">https://www.ecin</a>         | Graphing Activiti    | <a href="https://www.ecin.org">https://www.ecin.org</a>         |

## ESU1 Strategies for Successful Teaching Strategy Collection

Average Effect Size **0.61**

filter here

Strategy Name

- 3-2-1 Summary
- AI Question Rewriter
- AI-Based Writing Tutor
- AI-Powered Practice
- ATLAS
- Auto-Graded work
- Brainstorming with AI
- Building Background Knowledge
- Choice Boards
- Choral Response
- Claims–Evidence–Reasoning (CER)
- Clear Instructions for Strategies

filter here

Strategy Description

Select a strategy on the left to see details about it.

About this Strategy

| Category                                 | Effect Size | Robust |
|--|-------------|--------|
| Analogies                                | 0.59        | 2      |
| Appropriately challenging goals          | 0.62        | 4      |
| Argumentation / Debate-Based Instruction | 0.55        | 2      |
| Classroom Discussion                     | 0.82        | 3      |
| Classroom Management                     | 0.44        | 4      |
| Clear Goal Intentions                    | 0.45        | 4      |

**Distribution of Effect Sizes**

| Effect Size Range | Record Count |
|-------------------|--------------|
| 0.3 to 0.4        | 9            |
| 0.5 to 0.6        | 48           |
| 0.7 to 0.8        | 24           |
| 0.9 to 1          | 7            |
| 1.1 to 1.2        | 19           |
| 1.3 to 1.4        | 9            |
| 1.5 to 1.6        | 1            |
| 1.7 to 1.8        | 1            |

# Session Goal

Leave with a simple  
working dashboard.



# Let's Gather Some Data

<https://bit.ly/NETAStaffSurvival>



# Make a Copy of the Results Spreadsheet

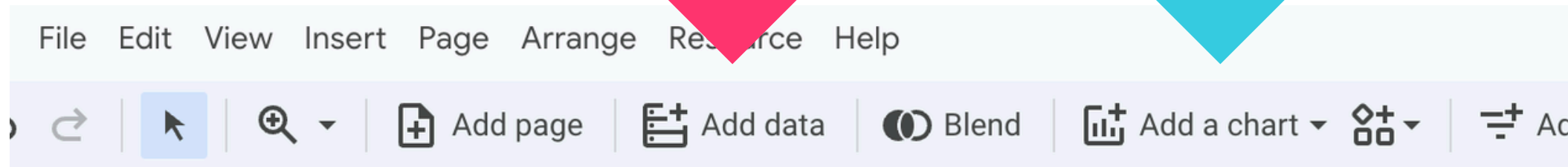
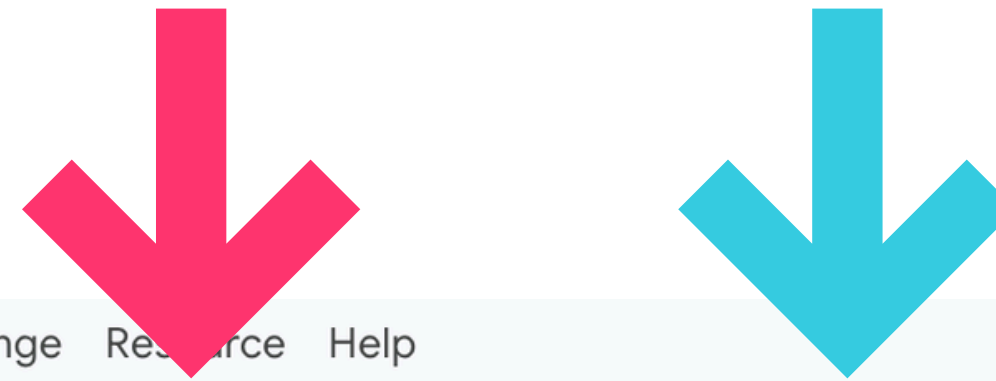
[bit.ly/NETAStaffSurvivalSheet](https://bit.ly/NETAStaffSurvivalSheet)

## Open DataStudio in a New Tab

[datastudio.google.com](https://datastudio.google.com)

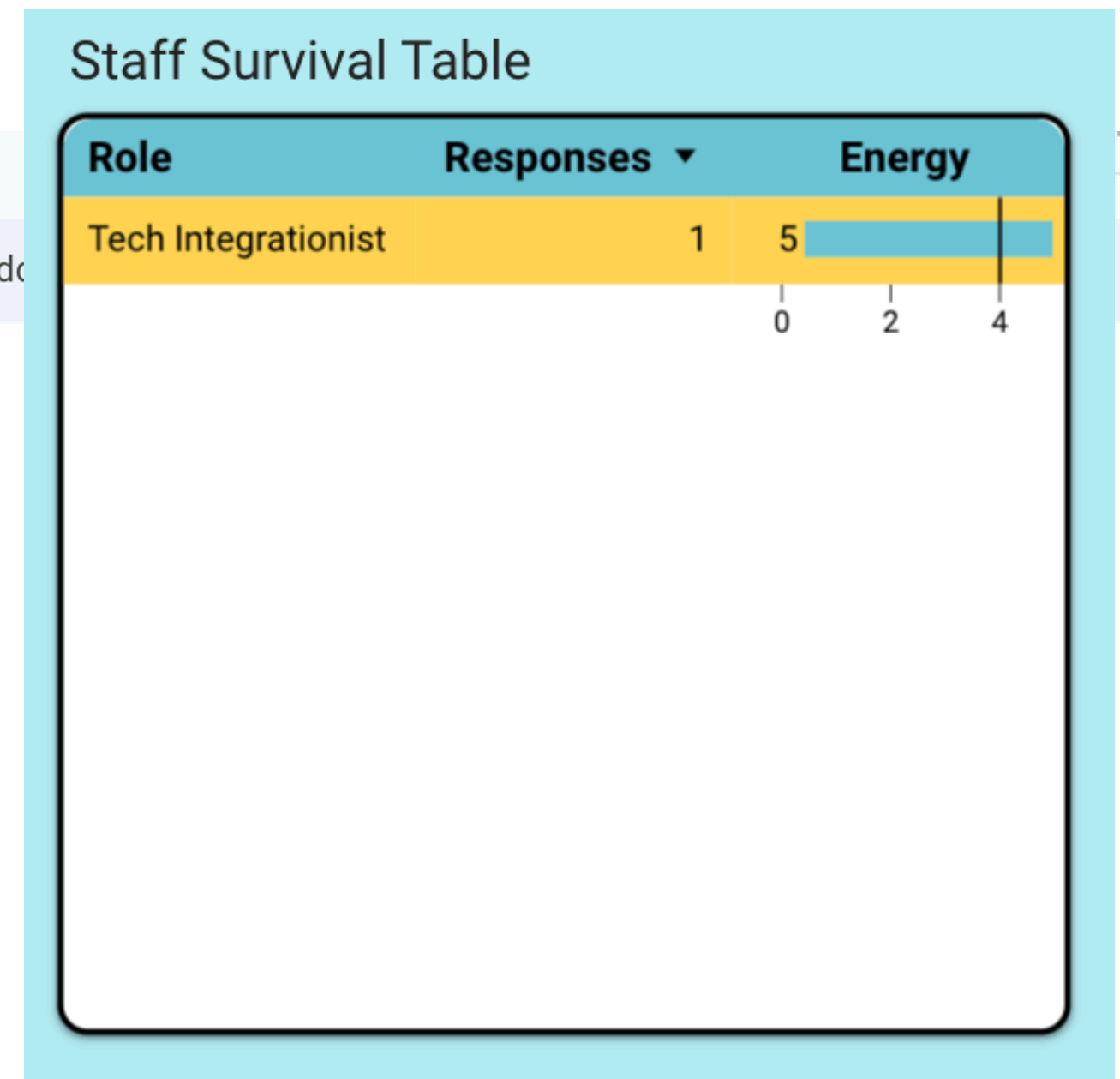
[datastudio.google.com](https://datastudio.google.com)

[bit.ly/StaffSurvivalDashboard](https://bit.ly/StaffSurvivalDashboard)



1. Add data > select
2. Add a chart > table

**Tip:** Select a Field from the list on the right and drag it to the dashboard to create a simple table.



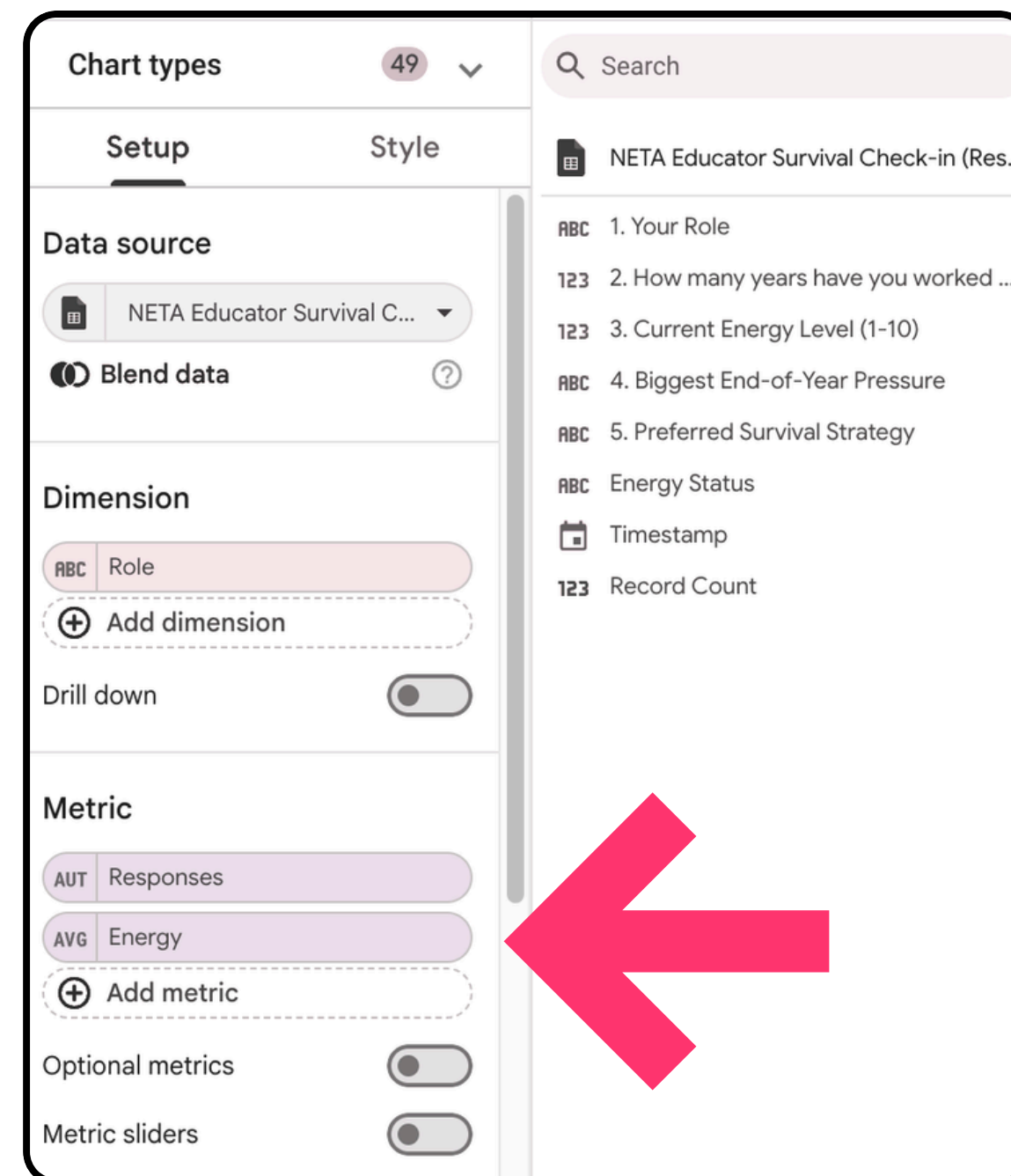
# Getting Started with DataStudio

# Dimension vs. Metric

**Dimension** = what you group by

**Metric** = what you measure

- Dimension = Your Role
- Metric = Record Count
- Add a second metric: Currently Energy Level (set it to Average)
- **Tip:** Change the Display Name



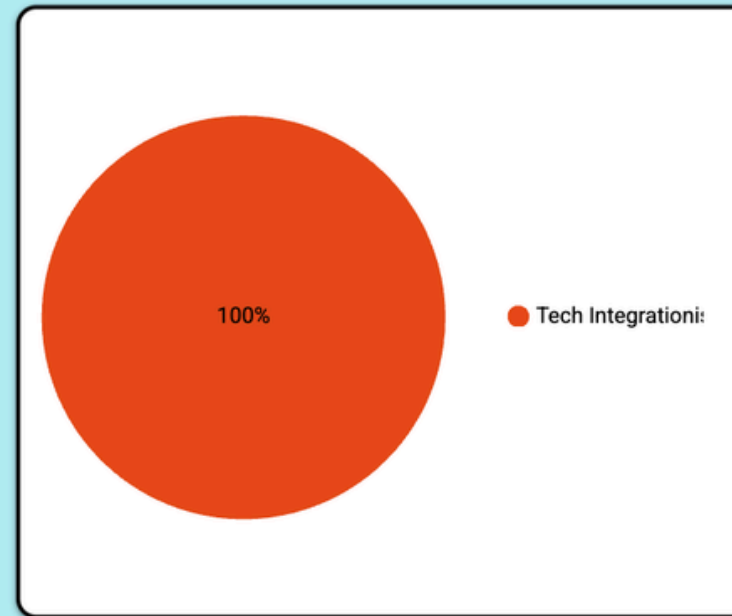
**Quick Tour**

## The Schoolyear Countdown: Staff Survival

Staff Survival Table

| Role                | Responses | Energy |
|---------------------|-----------|--------|
| Tech Integrationist | 1         | 5      |

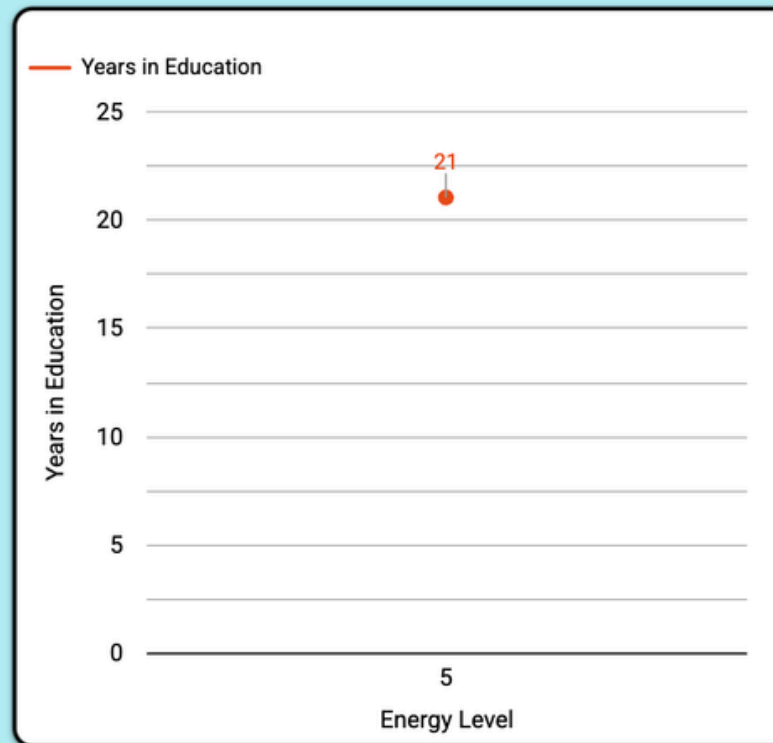
Who We Are



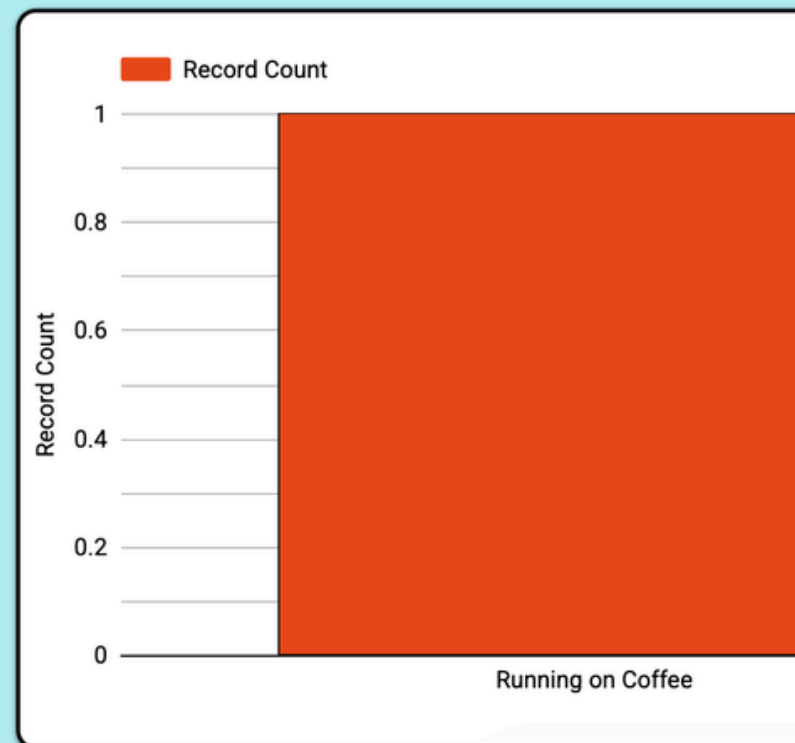
What's S



Years in Education by Energy Level



Where Does that Leave Us?



# Graphs to Try

- Scorecards
- Bar Chart: Energy Level by Years in Education
- Line Graph
- Pie Chart

Try a custom formula:

Formula

```
1 CASE
2   WHEN 3. Current Energy Level (1-10) >= 9 THEN "Thriving"
3   WHEN 3. Current Energy Level (1-10) >= 7 THEN "Managing"
4   WHEN 3. Current Energy Level (1-10) >= 4 THEN "Running on Coffee"
5   ELSE "Send Help"
6 END
```

# Watch It. Try It. Your Turn to Tinker

[bit.ly/StaffSurvivalDashboard](https://bit.ly/StaffSurvivalDashboard)

- Customizing styles and settings
- Adding background images
- Dealing with complex data

[Data Tips for Dashboards](#)

[datastudio.google.com](https://datastudio.google.com)

**Q & A**



# THANK YOU

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