

Doyle D. (2002) "Knowledge-Based Decision-Making", *The School Administrator*. (30-34)

When designing a curriculum, educators must choose appropriate strategies to create goals that will ensure long term educational benefits for their students. Dennis P. Doyle in his article *Knowledge-Based Decision Making* believes that decisions should be made based on available data and statistics. It is through concrete data that educators must rely on when creating programs and vital curriculums for their schools.

Each year New York City students are required to pass several state exams depending on their grade level. One way in which educators can assist their students in mastering and achieving a passing score is by combining various forms of assessments. Teachers must first gather the necessary data pertaining to their students from previous years. Using these data educators will be able to graph a statistical analysis of where their students require extra help.

Data-driven decision making does not take the place of professional judgment. It will not tell you right from wrong or even good from bad. Data-driven decision making makes things clearer and more evident. Moreover, it enables us to see further into what at first is perceived as just a score. Doyle argues that educational leaders must transform data into knowledge which in turn must be used for wisdom and action. Together all educators and administrators must analyze and break up data targeting the weak and deficient areas re students display in everyday pedagogy. Although data will not tell you what exactly it is that you must do after you have understood it, as an educator you must make use of it and design a curriculum that covers the deficient areas which require improvement. Doyle makes a great argument stressing that data can improve everyday teaching.

Data can be overwhelming and at time useless and abundant. Many teacher feel lost when look at years and years of collected data not knowing where to begin. In addition, for many standardized exams and the data collected after is only a reflection of whether or not rules and regulation where followed. It is this mindset that Doyle believes does not permit us to move forward and uses data in a positive and resourceful way. We must stop using data to “point the finger” but as a resource for success.

Knowledge based decision making is a way to get everyone involved. Collecting data and deciding what to do with your findings must be a cooperative decision. We must empower our teachers so that everyone contributes in their own way. Micro-managing data decision will only bring about resentment and lower the efficacy of your building. We must together paint the big picture.