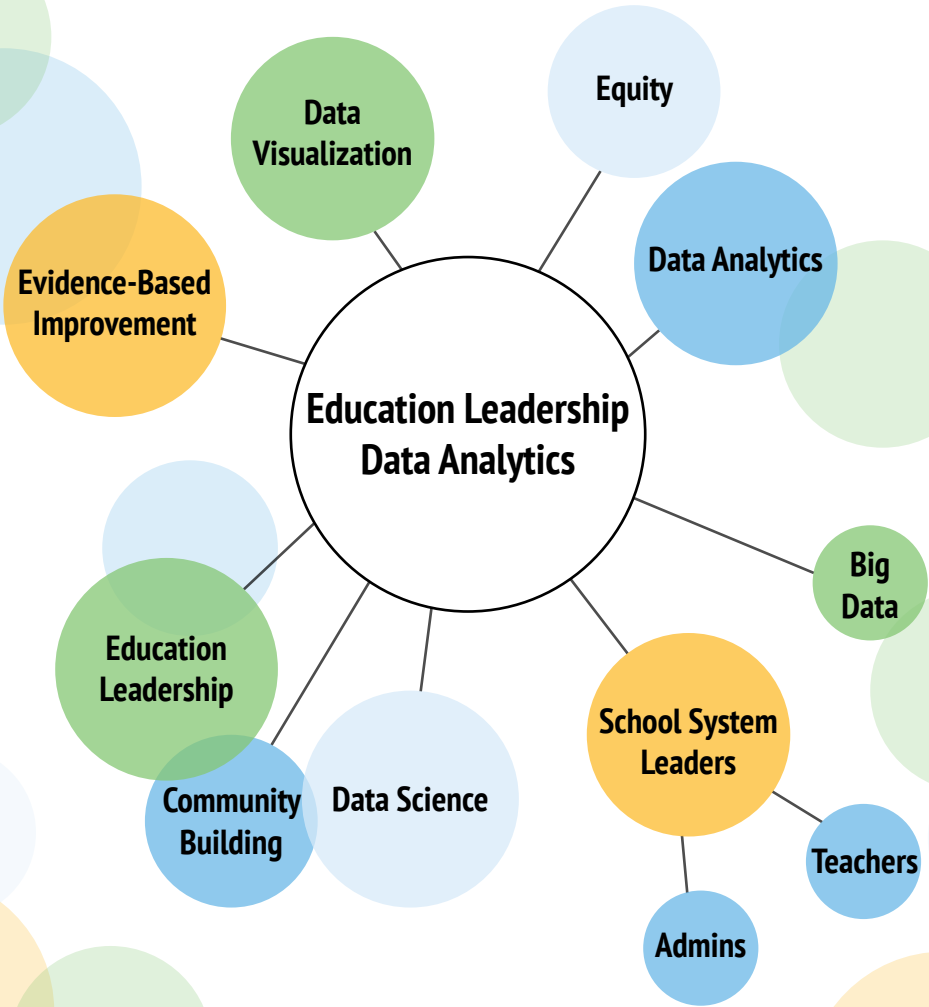


Education Leadership Data Analytics (ELDA) 2023 Conference



Education Leadership Data Analytics (ELDA) 2023 Conference
June 22nd & 23rd
Education Leadership
Teachers College, Columbia University
525 West 120th Street
New York, NY 10027

Conference Hashtage: #ELDA2023

Media Notice: This event is being recorded (audio and video) for archival purposes and future public use. Your attendance confirms your agreement to the release posted online under the event description.

Internet: Register under the TC-Guest network for access to Wi-Fi.

Questions & Assistance: If you have any questions please locate one of our staff members who have blue name badges.

Restrooms: Gender-neutral and/or family restrooms can be found on each floor.

[ELDA Research Group Website](#)



[Conference Website](#)



Check out Teachers College's degree programs in Education Leadership:

Degrees Offered:

M.A., M.A./M.B.A., Ed.M., Ed.D., Ph.D.

Klingenstein Private School Leadership
Summer Principals Academy (SPA)
Urban Education Leaders Program (UELP)

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Time	Milbank Chapel	Grace Dodge 177&179	Grace Dodge 359	Grace Dodge 361	Grace Dodge 363	Grace Dodge 365	Grace Dodge 369	Smith Learning Theatre
8:00								
9:00	Welcome							
	ELDA Talk							
10:00	Keynote							
11:00	Keynote							
12:00		Conference Lunch						
1:00								
2:00			Paper Session 01	Paper Session 02	Paper Session 03	Paper Session 04	Paper Session 05	
3:00	Panel Discussion							
4:00								Data Visualization & Dashboard Expo

ELDA Director Welcome

Thank you for joining us at the 2023 ELDA Conference where we are tethering together a web of interconnected ideologies through accumulated experiences and skills. Beyond connecting people with ideas, this conference builds upon the tenets of social justice and equity where it surfaces and addresses longstanding issues of systemic social injustice across society and within the K-12 schooling system. There is an increasingly louder call for the advancement of research focused on social justice and equity within education and education leadership in K-12 schools. Although these complex and multidimensional issues persist through social systems and institutions across the world, as school leaders and researchers we are constantly unveiling novel methods of solving persistent problems.

The integration of data science and data analytics into academia can help school leaders make sense of the often overwhelming mass of collected data by applying contemporary big data, data mining, and data science analytic techniques. By identifying and visualizing previously invisible patterns in data, the ELDA team helps school leaders use rich and contextualized information for evidence-based improvement cycles with their teachers and students—allowing leaders to make well-informed decisions for leveraging their limited resources to address student needs.

We are at the forefront of an increasingly complex field; pioneering the way as advancements in artificial intelligence (AI), pattern analytics, and data science sweep the common vernacular, entering the debate for television pundits and those in local coffee shops alike. By bringing together an eclectic community of data scientists, school leaders, researchers, and students, we have a unique opportunity to lead the discussion, solve the previously unsolvable, and cultivate a network of leaders intent on catalyzing positive change for the lives of students.

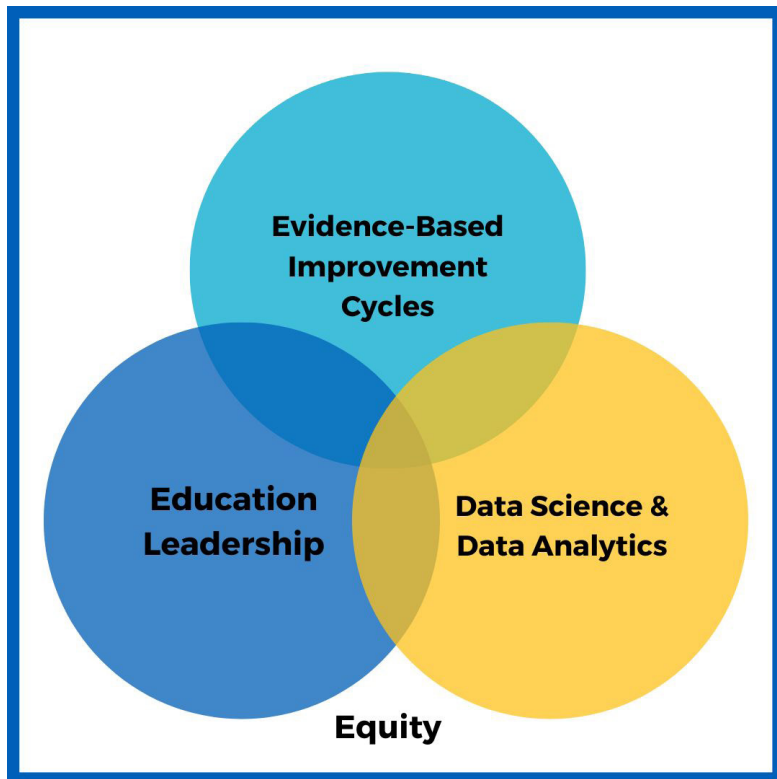
If you see me around during the conference, please don't hesitate to stop and say hello. I love making those connections and finding new discussions, especially in our beautiful backdrop of New York City!

Alex J. Bowers, Ph.D.
 Professor of Education Leadership
 Director, ELDA Research Group
[@Alex_J_Bowers](#)
[Teachers College, Columbia University](#)



Conference Theme

Education Leadership Data Analytics (ELDA) is the emerging domain of research, practice, and policy in PK-12 education that focuses on bringing together four broad domains at the intersection of 1) Education Leadership, 2) Evidence-Based Improvement Cycles, 3) Data Science, 4) and Equity-Centered Data Practices. The Education Leadership Data Analytics 2023 Conference (#ELDA2023) at Teachers College, Columbia University is designed to bring together educators and administrators with research leaders and innovators working at the intersections of two or more of these four circles in the Venn diagram. The ELDA 2023 Conference is designed to bring participants together across a wide variety of fields in education who work collaboratively with or within schools and districts, know how to facilitate and lead capacity-building conversations with educators using evidence and data to build trust and collaboration, and work with data through open access code, analytics, data science, data visualizations and dashboards, data mining and machine learning, and statistics.



Events at a Glance

Thursday, June 22nd

4:00–5:00 pm (EST)

Registration & Poster Set-Up
@ Main Entrance (120th Street)

5:00–7:00 pm (EST)

Networking Poster Session & Reception
@ Everett Lounge (Zankel 118)

Friday, June 23rd

8:00–9:00 am (EST)

Registration & Breakfast
@ Milbank Chapel

9:00–9:15 am (EST)

Welcome Address | Mark A. Gooden, Ph.D.
@ Milbank Chapel

9:15–9:45 am (EST)

Education Leadership Data Analytics: How Data Visualization, AI, Pattern Analytics, and Data Science Can Inform Evidence-Based Improvement Cycles | Alex J. Bowers, Ph.D.
@ Milbank Chapel

9:45–10:00 am (EST)

Coffee Break

Keynote Speaker

10:00–10:45 am (EST)

Analytics for Liberation: Measuring Counternarratives and Operationalizing Justice
@ Milbank Chapel



Brandi Hinnant-Crawford, Ph.D.
Associate Professor of Education Leadership
Clemson University

[@BNHC1984](https://twitter.com/BNHC1984)

[brandihinnantcrawford.com](https://www.brandihinnantcrawford.com)

10:45–11:00 am (EST)

Coffee Break

Keynote Speaker

11:00–11:45 am (EST) *Linking Systems to Practice for Effective and Equitable Data Use*
@ Milbank Chapel



Elizabeth N. Farley-Ripple, Ph.D.
Associate Professor of Education
Director, Partnership for Public Education
University of Delaware

 @FarleyRipple

 [University of Delaware](https://www.udel.edu)

12:00–2:00 pm (EST) Lunch
@ Grace Dodge Hall 177&179

Data Visualizaton & Dashboard Expo

12:00–4:00 pm (EST) Smith Learning Theater
@ 4th Floor, Gottesman Libraries

Featuring:

ASSISTments | CALL | Digital Futures Institute | IBM | Indiana University School of Education Insite | Microsoft | Nassau Boces | NWEA-MAPS | OECD PISA for Schools

1:15–2:30 pm (EST) Concurrent Paper Sessions
@ 3rd Floor, Grace Dodge Hall

Panel Discussion: AI, Machine Learning, and Equity in Education Research, Policy, and Practice. LIVE Recording of the 'DatabasED' Podcast by INsight - Indiana University School of Education

2:45–4:00pm (EST) Teachers College, Columbia University
@ Milbank Chapel



 SCHOOL OF EDUCATION INSITE

Hosted By: INsight Consortium

Conference Agenda

Thursday, June 22nd

■ Registration & Poster Set-Up

Time: 4:00–5:00 pm (EST)

Location: Teachers College Main Entrance (West 120th Street)

Be prepared to present a government-issued photo ID at the front entrance. You will be directed to the ELDA registration table. Here you will receive your conference name badge, program, and two drink tickets for the evening's Networking Poster Session & Reception.

■ Networking Poster Session & Reception

Time: 5:00–7:00 pm (EST)

Location: Everett Lounge, Zankel Hall

Snacks and refreshments will be served as participants are encouraged to share ideas, conversations, and fun.

Friday, June 23rd

■ Registration & Breakfast

Time: 8:00–9:00 am (EST)

Location: Milbank Chapel, Teachers College

If you did not attend the Networking Poster Session & Reception the previous night, register at the ELDA table and grab your conference name badge. Enjoy the continental breakfast before presentations begin. Please note that food and drinks are not permitted into Milbank Chapel.

■ Welcome Address

by: **Mark A. Gooden, Ph.D.**

Department Chair, Organization and Leadership

Christian A. Johnson Endeavor Professor of Education Leadership

Teachers College, Columbia University

Time: 9:00–9:15 am (EST)

Location: Milbank Chapel, Teachers College

■ **Education Leadership Data Analytics: How Data Visualization, AI, Pattern Analytics, and Data Science Can Inform Evidence-Based Improvement Cycles**

by: **Alex J. Bowers, Ph.D.**

Director, ELDA Research Group
Professor of Education Leadership
Teachers College, Columbia University

Time: 9:15–9:45 am (EST)

Location: Milbank Chapel, Teachers College



Coffee Break

Time: 9:45–10:00 am (EST)

Location: Milbank Chapel, Teachers College

■ **Analytics for Liberation: Measuring Counternarratives and Operationalizing Justice**

by: **Brandi Hinnant-Crawford, Ph.D.**

Associate Professor of Education Leadership
Clemson University

Time: 10:00–10:45 am (EST)

Location: Milbank Chapel, Teachers College



Coffee Break

Time: 9:45–10:00 am (EST)

Location: Milbank Chapel, Teachers College

■ **Linking Systems to Practice for Effective and Equitable Data Use**

by: **Elizabeth N. Farley-Ripple, Ph.D.**

Director, Partnership for Public Education
Associate Professor of Education
University of Delaware

Time: 11:00–11:45 am (EST)

Location: Milbank Chapel, Teachers College



Lunch Break

Time: 12:00pm–2:00pm (EST)

Location: Grace Dodge Hall 177&179, Teachers College

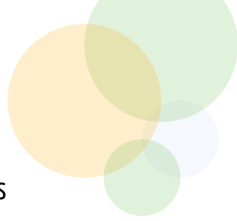
Lunch provided by the Conference with vegan, vegetarian, and gluten-free options available. Additional seating can also be found in the Courtyard.

■ **Data Visualization & Dashboard Expo**

Time: 12:00–4:00 pm (EST)

Location: Smith Learning Theater, Fourth Floor Gottesman Libraries
Representatives from field-leading organizations will be set up in the futuristic Smith Learning Theater to display cutting-edge demos and presentations. Drinks and snacks are available inside the Learning Theatre. A complete list of the participating organizations can be found as follows:





■ **Concurrent Paper Sessions**

Time: 1:15pm–2:30pm (EST)

Please limit each paper to 15 minutes per session, with at least 10 minutes reserved for Q&A.

■ **Session 01**

Location: Grace Dodge Hall 359, Teachers College

Time: 1:15pm–2:30pm (EST)

Facilitator/Timekeeper: Zhenyang Yu

Identifying and Evaluating Accuracy of Key Predictors of Israeli Students' Educational Outcome with Tree-Based Algorithms and ROC AUC Analysis

Zhenyang Yu

Teachers College, Columbia University

Abstract: In previous educational research, conventional linear models such as hierarchical linear model (HLM) have been widely used to analyze large-scale assessment data. However, HLM has several limitations related to underlying assumptions, model misspecification, multicollinearity, and low generalizability (overfitting) issues. To address these limitations, this study employs supervised tree-based machine learning algorithms (Decision Tree and Random Forest algorithms) to select features from 96 variables that are associated with mathematical outcomes in the Israel 2019 TIMSS data. The Receiver Operating Characteristic Area Under the Curve (ROC AUC), borrowed from medical diagnosis, is used to measure predictor accuracy and test for significant differences among variables. This study successfully identifies student's education aspiration and frequency of absence as the most important and accurate predictors of students' mathematical achievement. Through the 3-step analysis that combines tree-based models and ROC AUC, the study aims to encourage future researchers to adopt these methodologies in conducting secondary analyses of large-scale educational data and inform future decision-making in policies and interventional programs to improve math performance in the Israeli secondary educational sector.

A Machine Learning framework to predict college readiness using early dropout

Yiwang Li

University of California Riverside

Abstract: Despite significant efforts from states, school districts, and research institutions to establish standards for college readiness, align curricula and assessments, and create intervention programs, college readiness remains an ongoing issue. Identifying and prioritizing students who are not college-ready is challenging due to weak proxies, unobservable characteristics, and indirect effects that are difficult to capture. To address this, this study proposes using early college dropout as an indicator of college readiness and develops a machine learning framework to predict students at risk of dropping out while in high school. The study explores feature extraction using administrative data, evaluates the performance of popular learning algorithms, and informs the design of an early warning system.

Methods for Intersectional Measurement Invariance Testing

Dakota Cintron

Postdoctoral Associate, Cornell University

Co-Author: **Betsy McCoach**

Professor, University of Connecticut

Abstract: Intersectional measurement invariance testing requires evaluating the psychometric properties of a scale across potentially many social and political identities (e.g., gender x race x educational attainment). This paper covers three methods for intersectional measurement invariance testing: 1) the alignment method, 2) mixture multiple group factor analysis, and 3) moderated nonlinear factor analysis. The paper demonstrates the use of the three methods with an empirical analysis of the PHQ-8 depression instrument from the 2019 National Health Interview Survey. A discussion of the pros and cons of each method for intersectional measurement invariance testing is provided.



Session 02

Location: Grace Dodge Hall 361, Teachers College

Time: 1:15pm–2:30pm (EST)

Facilitator/Timekeeper: Zhuqian Zhou

Ceci n'est pas une école: Discourses of artificial intelligence in education through the lens of semiotic analytics

Zhuqian Zhou

Doctoral Candidate at Teachers College, Columbia University

Co-Authors: **Paulo Blikstein** & **Yipu Zheng**

Teachers College, Columbia University

Abstract: New ideas and technologies enable new ways of doing as well as new forms of language. The rise of Artificial Intelligence (AI) is no exception. The implications of changing activity and language take on new gravity in certain fields to which AI is applied, such as education (AIEd). Terms like smart, intelligence, and learning, which had certain meanings when describing human cognition, take on new meanings in the context of computational systems, with the potential for polysemy when the human and computational meanings meet. This article unpacks what AIEd companies mean when they use these terms. Drawing on findings from a mixed-methods study, we first describe how AIEd companies used these terms on two websites. Then, using Natural Language Processing techniques, we quantitatively analyse a corpus of over 65,000 words scraped from 26 AIEd company websites. Our analyses suggest that commonly promoted narratives around student learning and 21st Century skill-building are not supported by the language on AIEd company websites, which focus instead on mass customization, efficiency, and monitoring—all tasks at which computers excel. Also, notably scarce in the corpus were extensive articulations on ethics. Given these findings we propose that although AIEd companies create powerful new technical possibilities, they must also be evaluated for the powerful ways in which they shape narratives around the use of technology in education and the behaviours and capabilities that constitute education.

Interoperability and data standards in the K-12 education sector: Intersections with data justice

Molly Stewart

Director, INsite Consortium

Co-Authors: **Libby Pier**, Education Analytics; **Dan Ralyea**, South Carolina Department of Education; **Andrew Rice**, Education Analytics

Abstract: This paper examines the concept of open-source data interoperability in the United States' K-12 education domain, specifically addressing the implications of interoperability for data justice. The term 'data justice' is a relatively recent coinage; the framing and meaning of this term are still evolving, and it has not yet been applied in the educational domain. Building on the nascent research and theorizing in the fields of both data justice and interoperability in educational contexts, this paper provides an overview of the current state of this intersection. Additionally, the authors draw on their direct experiences implementing interoperability initiatives in several U.S. states in order to build a foundational understanding of the risks and opportunities for data justice in the realm of interoperability and data standards in education. The paper concludes with a call for more research to be completed on this complex sociotechnical topic.

Illinois' Equity Report Card Metrics: Harnessing Multiple Data Systems to Advance Equity in Education

Heather Price

Associate Director of Research, Loyola University of Chicago

Co-Authors: **Malik S. Henfield**, **Eilene Edejer**, & **Ken Fujimoto**

Loyola University of Chicago

Abstract: The Illinois State Board of Education's new Equity Journey Continuum metrics on the statewide district report cards bring together disjointed data reporting systems: assessment data systems, school climate, civil rights, human resources, and discipline reporting data systems. Together, these metrics tell a fuller picture to the public about equity in areas of students' learning, learning conditions, and educators' qualifications. In addition, leaders also can view the metrics disaggregated by special education, racial, and language learner statuses. This case demonstrates how equity initiatives can harness piles of existing data to answer questions in efforts to shape district improvement plans and improve children's the educational

opportunities and do so in collaboration with school leaders and researchers in efforts to democratize accountability processes.

Building School Data Equity, Infrastructure, and Capacity Through FAIR Data Standards: Findable, Accessible, Interoperable, Reusable

Yeonsoo Choi

Teachers College, Columbia University

Abstract: Despite increasing calls to build equitable data infrastructures, the education field has yet to have a shared guideline around equitable education data management and stewardship. To address this gap, we propose one framework from the data governance literature: the FAIR (i.e., Findable, Accessible, Interoperable, Reusable) data management principles complemented by the CARE (i.e., Collective benefits, Authority to control, Responsibility, Ethics) principles. We argue that making education data Findable, Accessible, Interoperable, and Reusable (FAIR) is an issue of equity and as such, is central to equity-focused data reuse. We illustrate the importance of FAIR education data by synthesizing our research experience and literature at the intersection of data governance and equity-focused data use.

Session 03

Location: Grace Dodge Hall 363, Teachers College

Time: 1:15pm–2:30pm (EST)

Facilitator/Timekeeper: Jordan Grant

From a Prediction Model to Meaningful Reports in School

Ryan Baker

Professor, University of Pennsylvania

Director, Penn Center for Learning Analytics

Co-Authors: **Lief Esbenschade** & **Jonathan Vitale**

Google

Abstract: The prediction of whether a student will drop out has emerged as one of the largest applications of data analytics in education, with direct value for educational leaders. In this paper and presentation, we present reports from BrightBytes Student Success, a widely-used platform providing information on which students are at risk of dropout and why. The system

provides aggregated summary reports that can be useful in tracking overall progress towards targets. It also provides reports on individual students that integrate into a comprehensive intervention management system. The integration with intervention management is designed to help district leaders, principals, and teachers move from knowing which students are at risk to taking the optimal actions to reduce student risk and improve outcomes.

From PISA to Schools: an introduction to the PISA for Schools project

OECD - PISA for Schools

Tse Chi Sum

Education Analyst

Abstract: The PISA for Schools project aims to support school leaders by providing them with actionable data for school improvement and connecting them with their international counterparts through the PISA for Schools Community. Since its transition to digital testing in 2019, a new component has been added each year to respond to educators' evolving data needs. These have included a Social and Emotional Skills component in 2019/20, the PISA Global Crisis Module in 2020/21, and a Global Competence Module in 2022/23. Additionally, the project is currently exploring the potential for AI to support coding and rating operations. The presentation will provide an overview of the project with a focus on its international peer-learning community and some preliminary results of its work on AI.

How School Leaders Support Teacher Data Use: A Case Study of How School Leaders in New York State Support Teachers' Use of State, School, and Classroom Data

Jordan Grant

NWEA-MAP

Doctoral Candidate, Teachers College, Columbia University

Dawn Essig

Manager of Strategic Accounts, NWEA-MAP

Abstract: This case study examines the critical role school leaders play in teacher data use. We administered a survey on data use, conducted interviews and observed Professional Learning Communities (PLCs) meetings. Aligned with the previous literature, we find that principals and teachers perceive high levels of support for data use and prefer to use formative data to inform their

practice; however, during observations their data use method differs from previously described inquiry cycles. In data team meetings teachers identified a student problem and then leveraged teacher expertise to select a solution for immediate implementation. From these findings we propose a new data use model, Do Know Now (DKN), that aligns with how teachers use data given the realities of school life.

Leveraging Student Learning Data from ASSISTments in Teacher Coaching

Britt Neuhaus

Vice President of Program & Partnerships, ASSISTments Foundation

Erik Reitinger

Program Director, Teaching Lab

Abstract: Often, teacher coaching begins with classroom observation. What if coaching improvement cycles started with data on student learning? ASSISTments has developed two math formative data solutions - ASSISTments Teacher and Insights Hub - that when used together, paint a powerful picture of teacher instruction and student learning. Through an \$8M federal grant, we have partnered with Teaching Lab to integrate these tools into a high-impact coaching and professional learning model in order to create a more data-driven approach to teacher improvement. Join us to learn early lessons from this partnership, and see the power of this model in action.

Session 04

Location: Grace Dodge Hall 365, Teachers College

Time: 1:15pm–2:30pm (EST)

Facilitator/Timekeeper: Tisha Henderson

Schools of Activism: Social Predictors of Students' Participation in Climate Action

Oren Pizmony-Levy

Associate Professor, Teachers College, Columbia University

Co-Author: **Erika Kessler**

Teachers College, Columbia University

Abstract: In 2018, a resurgence of youth activism burst forth calling for widespread climate action. The contemporary youth climate movement is a cogent case to unpack how political participation of youth is shaped by

schools. In this study we use administrative data from public schools in New York City (n=1,313) to examine two measures of youth participation in climate action in September 2019 (i.e., report from school Sustainability Coordinators and absent rate on the day of a global climate protest). Our findings show school-level disparities in student climate activism are associated with school and community characteristics, including patterns of persistent inequality by race/ethnicity, geography, and socio-economic status. We discuss the implications of our findings for advancing equity through climate change education.

The Complexity of Teacher Interactions with At-Risk Students

Kimberly A. Levin

Director of Secondary Education, Stroudsburg Area School District

Abstract: The true purpose of this study is to contribute to researchers' and practitioners' understanding of the power of Teacher-Student Relationships (TSRs) relative to at-risk students' graduation status. Much of the research surrounding dropouts focuses on root causes like attendance, retention, and families' economic status. However, minimal research looks at whether researchers and practitioners can use building-level data to predict, intervene, and prevent student dropout at the high school level through the lens of TSRs. Using quantitative methods, this study replicated Allensworth and Easton's (2007) study of Chicago Public Schools' at-risk student population to identify potential dropouts in three graduation cohorts of a single, medium-sized, suburban, public high school. After determining the students' ultimate graduation status compared to the prediction, the students whose graduation status was incorrect according to the data in the replication became the focus of the second half of the study. Additionally, the study aimed to determine whether teacher years of experience had a significant influence on the students' graduation outcomes. Finally, the study utilized the resultant group of incorrectly predicted dropouts (push outs) and graduates (pull ins) to evaluate their teacher networks using social network analysis and t-tests to determine the significance of centrality measures on their ultimate graduation status. This study found that by utilizing the students' attendance and academic metrics outlined in Allensworth and Easton's (2007) study, students' graduation outcomes were correct 91.34% of the time. Utilizing this process in a single setting is a valuable way for practitioners to identify their at-risk population of students to intervene before students drop out of high

school. Teacher experience was not significant relative to students' ultimate graduation result except in two cases, nor was degree centrality. However, the social networks of pull in at-risk students for all three cohorts showed that they had more and regular access to a wider variety of adults during their time in school compared to push out at-risk students.

Implementing Gamified Learning Experiences into Core Content Areas to Drive Student-Driven Engagement

Tisha Henderson

Doctoral Candidate, Baylor University

Abstract: Student engagement is a chronic issue that has only worsened since the COVID-19 pandemic forced learning to go online because of quarantines and social distancing. Student engagement has been a long-studied topic due to the significant correlation engagement has with academic achievement and high school completion rates. Effective implementation of technology into learning, and one-to-one access to a personal computing device, such as a laptop or tablet, also has a significant impact on student engagement. Technology-based gamified learning experiences can be an answer to the engagement gap, motivating students and increasing academic performance. Teachers can leverage technology to drive student engagement when they understand how to identify, plan for, and implement appropriate elements of gamification for desired learning outcomes.

Stability and Change in School Improvement Capacity in New York City: A Latent Transition Analysis

Megan Duff

Postdoctoral Researcher, Peabody College, Vanderbilt University

Abstract: The purpose of this study is to extend our understanding of school change processes utilizing Bryk's essential elements of school improvement. We identify a typology of school improvement capacities using teacher perceptions of New York City (NYC) schools serving students in grades 3-8 (n=1225), providing a means of diagnosing school improvement needs. We reveal patterns of stability and change in teachers' perceptions of their schools' capacity from 2017-2019, displaying the range of change trajectories in NYC. Finally, we explore how these trajectories are related to student, school, and teacher characteristics, and ultimately, student outcomes. To reach

these aims, we address the following research questions: 1. To what extent do teachers have differing perceptions of school improvement capacity? 2. What are the major patterns of stability and change in school improvement capacity?

Session 05

Location: Grace Dodge Hall 369, Teachers College

Time: 1:15pm–2:30pm (EST)

Facilitator/Timekeeper: Meador Pratt

Data Conversations – Where do we start?

Meador Pratt

Regional Information Center Director, Nassau BOCES

Wanda Toledo

Data Specialist, Nassau BOCES

Abstract: In this presentation we will discuss effective strategies for having meaningful conversations about educational data. Good communication and relationship building are critical to the success of schools in utilizing educational data to make informed decisions for the benefit of students. How do report developers know what school leaders need? How do school leaders work with their teachers to embed a data culture into the school environment? How do teachers use data to positively impact their students? We will explore these questions as we frame the many types of data conversations, including the Data Wise approach, that emerge on multiple levels.



Coffee Break

Time: 2:30–2:45 pm (EST)

Location: Smith Learning Theatre, Fourth Floor Gottesman Libraries

■ **Panel Discussion: AI, Machine Learning, and Equity in Education Research, Policy, and Practice. LIVE Recording of the ‘DatabasED’ Podcast by INsight - Indiana University School of Education**

Time: 2:45–4:00 pm (EST)

Location: Milbank Chapel, Teachers College

Today’s educators work in data rich environments. They interact with multiple systems in any given day, and often have questions about how this data can be used or moved but lack the time to delve into the details. DatabasED distills the complexities of data processes and analysis into terms and concepts that educators are familiar with and can connect with their day to day practice (and will occasionally provide a venue for data nerds to nerd out over related topics). Find new episodes on [Spotify](#) or [Apple](#) Podcast!



Panelist:

Sabriya K. Jubilee, Ph.D.

Chief, Office of Diversity, Equity, Inclusion
School District of Philadelphia
<https://www.philasd.org/dei/>

Brandi Hinnant-Crawford, Ph.D.

Associate Professor of Education Leadership
Clemson University
<https://www.brandihinnantcrawford.com/>

Ryan S. Baker, Ph.D.

Professor in Teaching, Learning, and Leadership Division
Department of Computer and Information Science
University of Pennsylvania
Director, Penn Center for Learning Analytics
<https://learninganalytics.upenn.edu/ryanbaker/index.html>

Podcast Hosts:

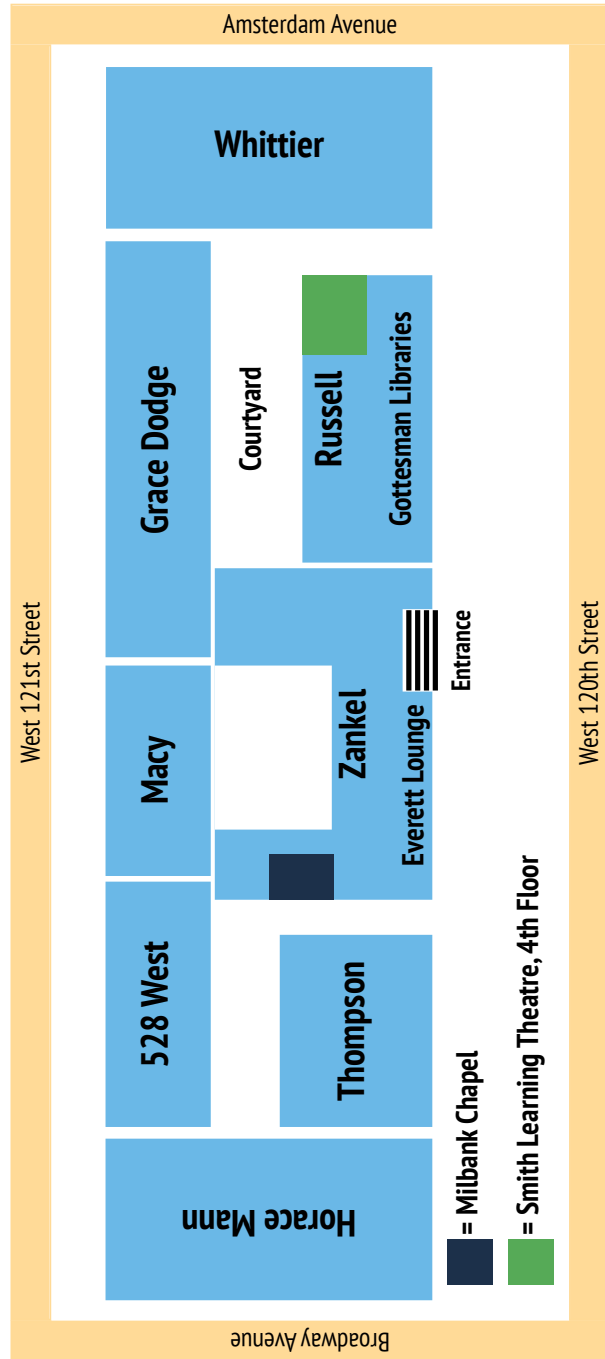
Molly Stewart, Ph.D.

Director and Assistant Research Scientist
INsite (Indiana Student Information to Empower)
Indiana University School of Education
Host of the DatabasED podcast
<https://education.indiana.edu/community/insite/>

Rosh Dhanawade

Data Architect
Director of Cloud Engineering and Interoperability
Indiana University School of Education
Co-host of the DatabasED podcast
<https://education.indiana.edu/community/insite/>

Teachers College Map



Special Thanks!

This conference only came to fruition following the efforts of everyone in Education Leadership; its faculty and staff, student workers, and research assistants who rallied together to turn a fantasy into reality. Without their help, intuition, and determination this conference would have failed to clear the runway. Despite setbacks and disappointments each member of this team solved problem after problem, continuously did the next right thing, and because of these efforts we gather here today.

This gratitude extends to Teachers College’s President, Dr. Thomas Bailey, and Provost, Dr. William Baldwin, whose assistance and oversight aided in our navigation of hosting a conference of this size. Their resources and wisdom ripples throughout, not only the college, but the University’s ability to host, fund, and staff this incredible event.

Thanks is undoubtedly reserved for our Data Visualization & Dashboard Expo partners: ASSISTments, CALL, Digital Futures Institute, IBM, Indiana University School of Education INsite, Microsoft, Nassau Boces, NWEA-MAP, and OECD. Their innovative tools and expertise provides an all-important unveiling and transference of knowledge that allows us, in the field, to convey and instigate change. The Digital Futures Institute and their state of the art facilities, specifically the Smith Learning Theatre, which acted as the unparalleled backdrop of the Data Visualization & Dashboard Expo highlights everything this conference has to offer and more.

The infusion of pioneering research by all ELDA 2023 presenters pinpoints the importance that collaboration and conversation have in academia, research, and development. As advancements in technology and education pulse louder and louder, the curiosity and exchange of knowledge by those in and around the field instigates vital development. Furthermore, and often overlooked, due to their “behind the scenes” involvement are the multitude of Campus Safety Officers, facilities crew members, and catering staffers whose very presence guarantees and ensures the conference’s existence. If you find yourself passing someone who made this day possible, you have the power to make their day, the way they made ours.

Thank you to everyone who made this event possible!

