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The use of data in education in recent years has grown rapidly. Different stakeholders have been asked to use data for different purposes—teachers to drive decisions about teaching, principals to make decisions about teacher quality, and school-districts to study the achievement gap. Most preparation programs for teachers do not include any training for these tasks. Our institution, a small liberal arts college, has a new core curriculum initiative that includes a Quantitative Literacy component for all students. I have designed a course, Numbers in Education, to fulfill this requirement for students completing a teaching option. The course is divided in three parts, each addressing one of aspect of the use of data in education. The first part focuses on studying data related to the achievement gap, the second on the use of quantitative research results in education, and the last on the use of data in classroom assessment. We use a variety of resource—ready available and up to date databases (NCES, NAEP), videos and podcast from the web, and scholarly journal articles and newspaper reports. The classroom activities focus on making sense of numbers, interpreting graphical representations of data, and connecting these to the implications for schools and, ultimate, for students. (Received September 16, 2014)