

Discussion Questions

Develop Your Data Mindset: Essentials of Educational Data Use

Module 1 - Introduction to Course and Theme, Need for Data Training, Data Types, and Methods of Inquiry

This document includes discussion questions relevant to Module 1 of *Develop Your Data Mindset: Essentials of Educational Data Use*. The questions may help guide individual reflections or group discussions with pre-service or in-service educators following completion of Module 1. Discussion questions for consideration are as follows:

- How important is it for teachers and other educators to measure student learning?
- Could students gain knowledge and skills through processes that do not include measurement of learning?
- How could teachers, students, parents, etc. know whether students are learning if learning is not measured?
- Could an effective education system exist without measurement?
- How could teachers, administrators, parents, community members, legislators, etc. know whether an education system is effective without measurement?
- Have you ever felt FRUSTRATED when using or thinking about data? If yes, describe a time you felt this way.
- Have you ever felt CONFUSED when using or thinking about data? If yes, describe a time you felt this way.
- Have you ever felt BORED when using or thinking about data? If yes, describe a time you felt this way.
- Have you ever felt EXCITED when using or thinking about data? If yes, describe a time you felt this way.
- Have you ever felt MOTIVATED when using or thinking about data? If yes, describe a time you felt this way.
- What attributes are important for students to develop in K12 education [these could be relevant to a student's intellectual, emotional, physical, spiritual, social, or other wellbeing]? Which of the identified attributes are important to measure in terms of whether they are being developed in students? Which of the identified attributes are not important to measure? Why are some student attributes that are intended to be developed in K12 education more important to measure than others? If it's not important to measure any of the identified academic or non-academic attributes, how else could we know whether they are being developed?
- What are examples of DEMOGRAPHIC data that are or could be collected at a school district? How would a school district use DEMOGRAPHIC data?
- What are examples of PERCEPTION data that are or could be collected at a school district? How would a school district use PERCEPTION data?
- What are examples of STUDENT LEARNING data that are or could be collected at a school district? How would a school district use STUDENT LEARNING data?
- What are examples of SCHOOL PROCESS data that are or could be collected at a school district? How would a school district use SCHOOL PROCESS data?
- What are examples of BEHAVIOR data that are or could be collected at a school district? How would a school district use BEHAVIOR data?
- What are examples of ASSESSMENT efforts that are or could be conducted in a school district?
- What are examples of EVALUATION efforts that are or could be conducted in a school district?
- What are examples of RESEARCH efforts that are or could be conducted in a school district?
- How much of what is being taught needs to be assessed? How much time is required to assess what is taught?
- How much of the programming being implemented in schools also needs to be evaluated? How much time is required to evaluate programs that are implemented?

