

Discussion Questions

Develop Your Data Mindset: Essentials of Educational Data Use Module 2 - Data Standards and A+ Inquiry Framework

This document includes discussion questions relevant to Module 2 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 2. Discussion questions for consideration are as follows:

- What types of KNOWLEDGE does an educator need to have in order to be an effective data user? What are some areas of KNOWLEDGE you would like to gain to improve your effectiveness as a data user?
- What types of SKILLS does an educator need to have in order to be an effective data user? What are some SKILLS you would like to gain or enhance to improve your effectiveness as a data user?
- What types of PROFESSIONAL BEHAVIORS does an educator need to have in order to be an effective data user? What are some PROFESSIONAL BEHAVIORS you would like to gain or enhance to improve your effectiveness as a data user?
- In the Absorb stage, you identify a knowledge gap (i.e., a need to gain more knowledge about something). What could a teacher gain knowledge about through accumulation and analysis of data?
- In the Ask stage, you pose a set of questions that, if answered, will provide you with knowledge identified as missing in the Absorb stage. What types of questions could a teacher pose that would be answerable through accumulation and analysis of data?
- In the Accumulate stage, you determine if data required to answer questions posed in the Ask stage have already been collected or specify and implement methods to collect new data if needed. What are examples of data collected at a school? How often are the data collected? Who is responsible for collecting the data?
- In the Access stage, you retrieve collected data from a data source. Where would a teacher be able to retrieve various types of data that were already collected? What are examples of data that are accessible to teachers? What are examples of data that are not accessible to teachers?
- In the Analyze stage, you conduct analysis of the retrieved data. What are examples of how data may be analyzed? What are examples of tools that may be helpful for analyzing data? What is an example of when data could be analyzed within its point of access? What is an example of when data may need to be exported from its point of access and analyzed using a different tool, such as a spreadsheet or statistical software package?
- In the Answer stage, you respond to the set of questions posed in the Ask stage based on data analysis conducted in the Analyze stage. Think back to examples of questions that could be posed in the Ask stage; What are examples of how the questions could potentially be answered? What are examples of potential limitations of answers? What are examples of potential implications of answers?
- In the Announce stage, you communicate answers revealed through data analysis to appropriate stakeholders. What are examples of stakeholders who should be informed of analysis findings? How could each stakeholder be informed of the findings? Who would be responsible for informing each stakeholder of the findings?
- In the Apply stage, you make decisions and take action, if needed, based on data analysis findings identified in the Answer stage and relevant discussions that occurred during the Announce stage. What are examples of decisions that could be made, or actions that could be taken, based on data analysis findings and relevant discussions?
- Which stages in the A+ Inquiry framework seem to get the MOST attention in educational settings? Why does there tend to be more focus on these stages?
- Which stages in the A+ Inquiry framework seem to get the LEAST attention in educational settings? Why does there tend to be less focus on these stages?

