Discussion Questions

Develop Your Data Mindset: Essentials of Educational Data Use
Module 7 - Student-Level Goal Setting

This document includes discussion questions relevant to Module 7 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 7. Discussion questions for consideration are as follows:

- How could setting an individual level goal with a student be beneficial to the student?
- How could setting an individual level goal with a student be beneficial to a teacher?
- What are some cautions to consider when setting an individual level goal with a student?
- What are examples of metrics that could be used when setting an academic goal with an individual student?
- What are examples of metrics that could be used when setting a non-academic goal with an individual student?
- What is an example of an individual-level goal that meets SMART criteria?
  - How is it Specific?
  - How is it Measurable?
  - How is it Appropriate?
  - How is it Realistic?
  - How is it Time-Bound?
- What is an example of how a teacher could use an individual-level goal setting process with a student?
- What is an academic or non-academic area that would be appropriate for an individual-level goal? (Use the area identified here when responding to the questions that follow.)
  - In order to set a goal, it's helpful to know the baseline value, middle-of-year expected value, and end-of-year expected value representing the overall area of the goal, as well as highest and lowest values within subcategories of the overall goal area. What are questions you could pose that, if answered, could reveal these values?
  - Which data are required to answer the questions you posed? Has the data already been collected? If it has not yet been collected, where, from whom, and how will the data be collected?
  - Where will the data be retrieved after it has been collected?
  - How will data be analyzed to ensure an answer is revealed to each question posed in the Ask stage?
  - What are potential answers to the questions posed in the Ask stage based on data analysis?
  - What are potential limitations of the answers to the questions you posed in the Ask stage?
  - Which stakeholders would be appropriate to inform about the answers that were revealed through data analysis?
  - What types of actions could be taken based on data analysis results and conversations that may have occurred when communicating the results to stakeholders?
- Would it be beneficial to have additional information before making a decision or taking action based on the individual-level goal setting results revealed through data analysis? If no, why not? If yes, describe an A+ Inquiry data use scenario (quantitative and/or qualitative) that could generate the information that would be beneficial. Use the following questions as a guide:
  - What is a general description of the information that is missing?
  - What general and operational questions could, if answered, reveal the missing information?
  - Which data have been or need to be collected in order to answer the questions?
  - Where will the data be retrieved after it has been collected?
  - How will the data be analyzed in such a way that reveals answers to the questions?
  - What are potential answers revealed through data analysis that could respond to the questions posed in the Ask stage?
  - Which stakeholders would be appropriate to inform about the answers?
  - What types of actions could be taken with the answers revealed through this data analysis process that were not possible with findings in the initial individual-level goal setting scenario described?
- Is it possible to set student-level goals without data? If yes, how? If no, why not?