




a few threads ...

Geoff N Masters




**Professionals require good
information about the situation
confronting them.**




We know from research that...

the most important influence on student learning is the quality of classroom teaching.




Teachers require good information
about the learning circumstances of
individual students.




“There is a good deal of evidence that learning is enhanced when teachers pay attention to the knowledge and beliefs that learners bring to the learning task, use this knowledge as a starting point for new instruction, and monitor students’ changing conceptions as instruction proceeds.”


Bransford, Brown and Cocking (2000)



A wide variety of *data* can be collected about learning, learning experiences and the contexts in which learning takes place.



Data (x-rays, test scores, responses to survey questions) need to be interpreted (turned into *information*).



The interpretation of data requires
expertise ("a whole new set of
skills").

Data provide the basis for a professional *conversation*.

What are we dealing with?

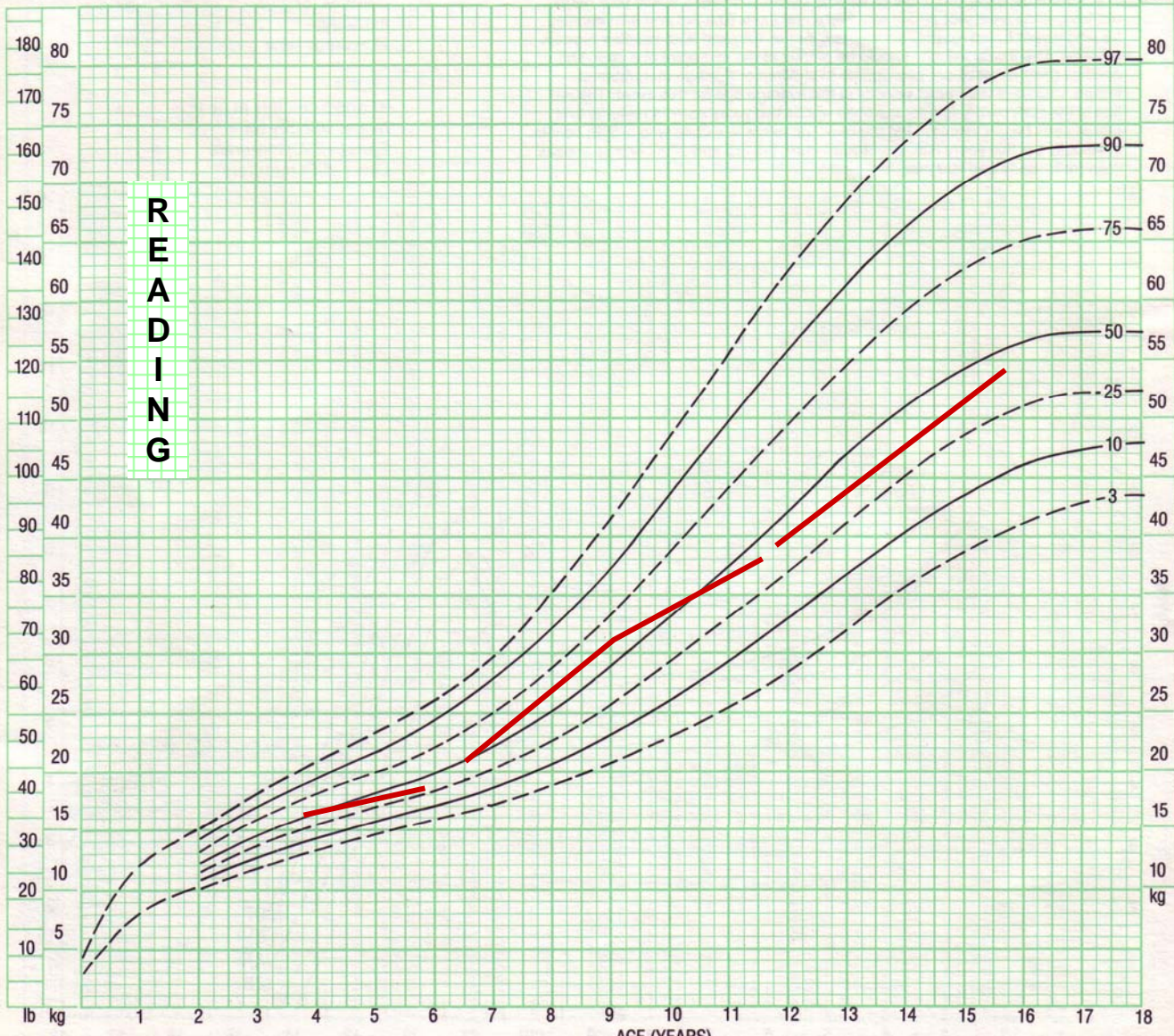




As educators, we must be able to monitor *growth* (reporting against benchmarks is not enough)


Jessica H

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Good data are essential to decision making at *all levels* of education...



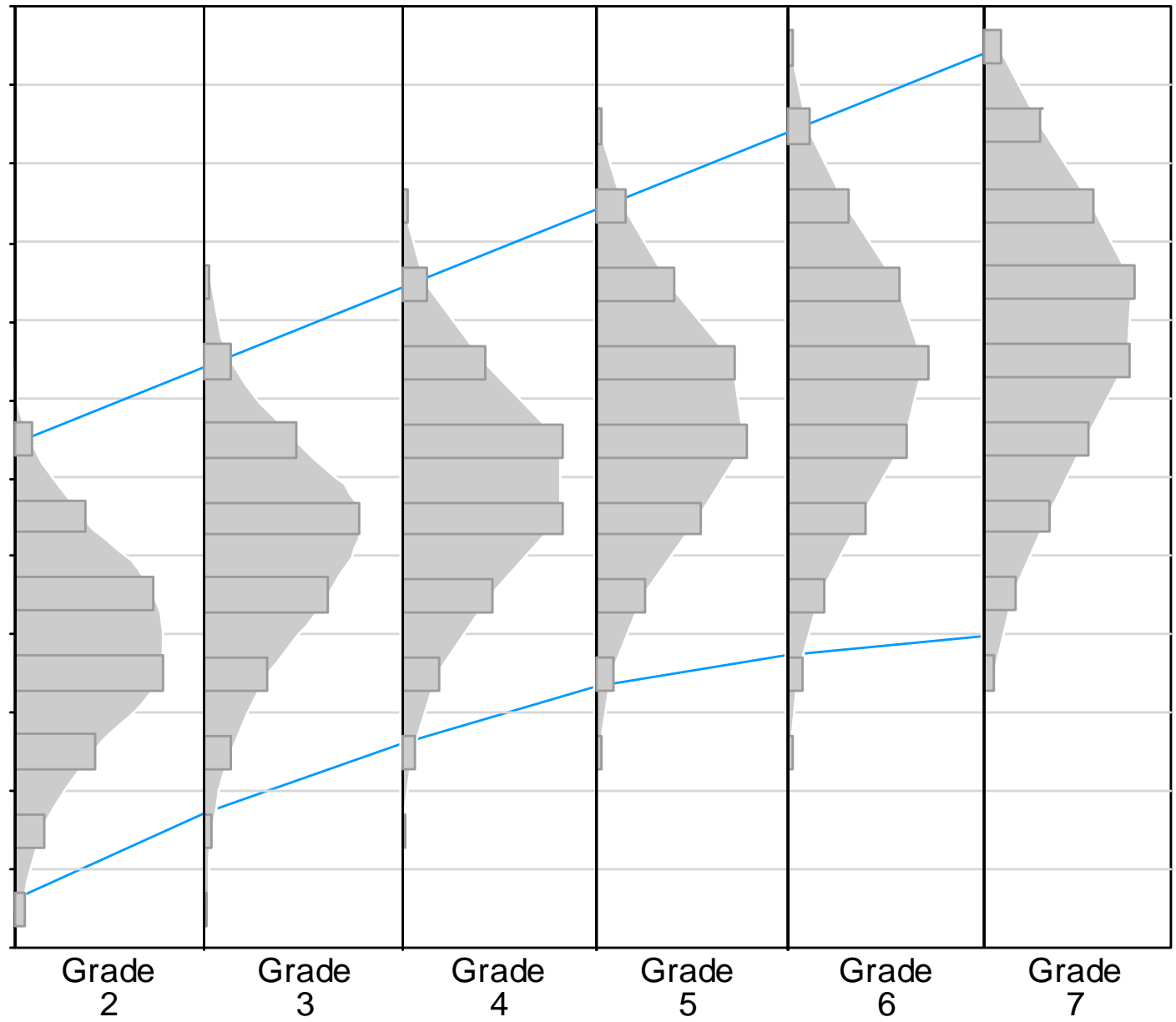
not only for decision making at the level of the individual student, classroom and school, but also at the level of *the profession itself*.



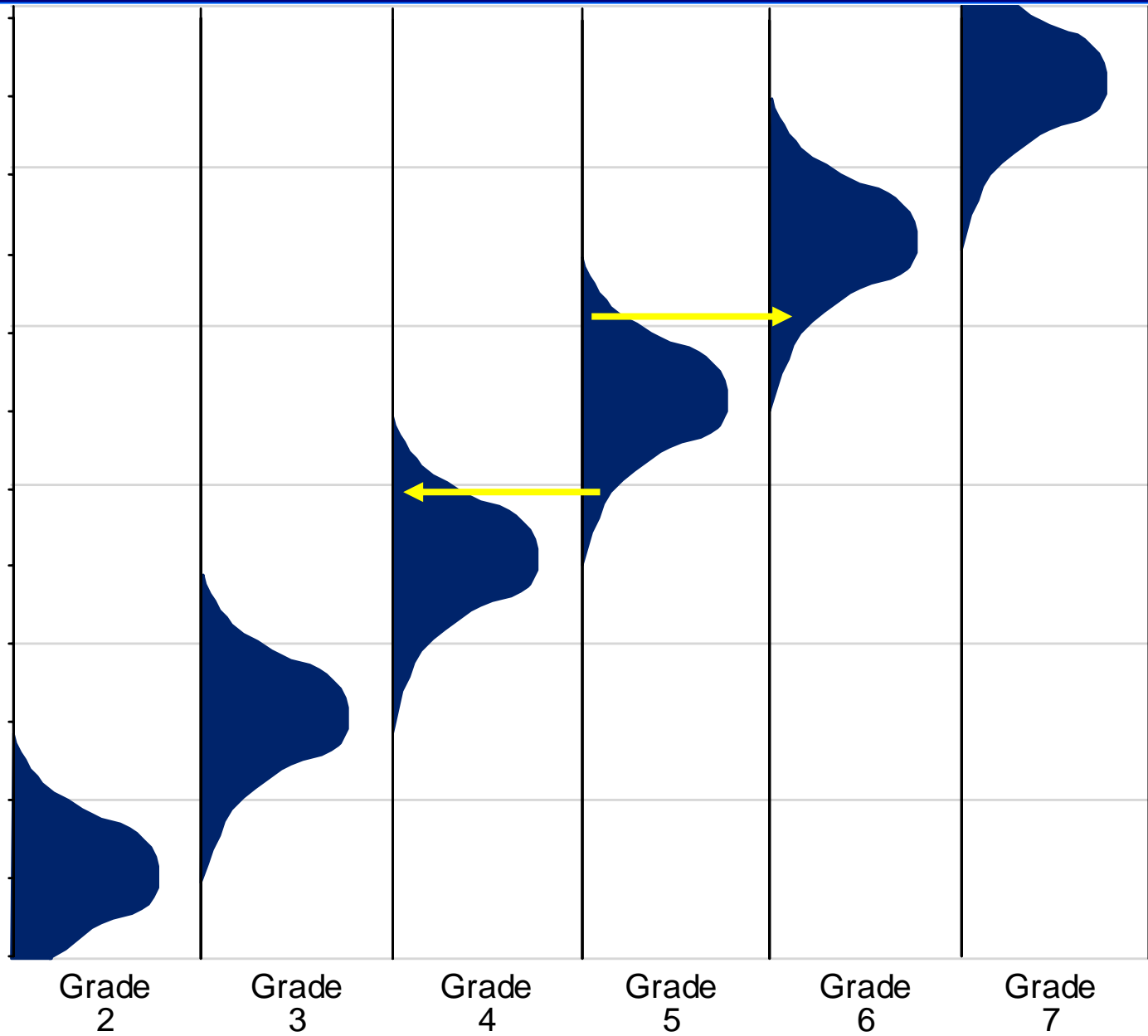
“What is the situation confronting us?”


“What are we dealing with?”

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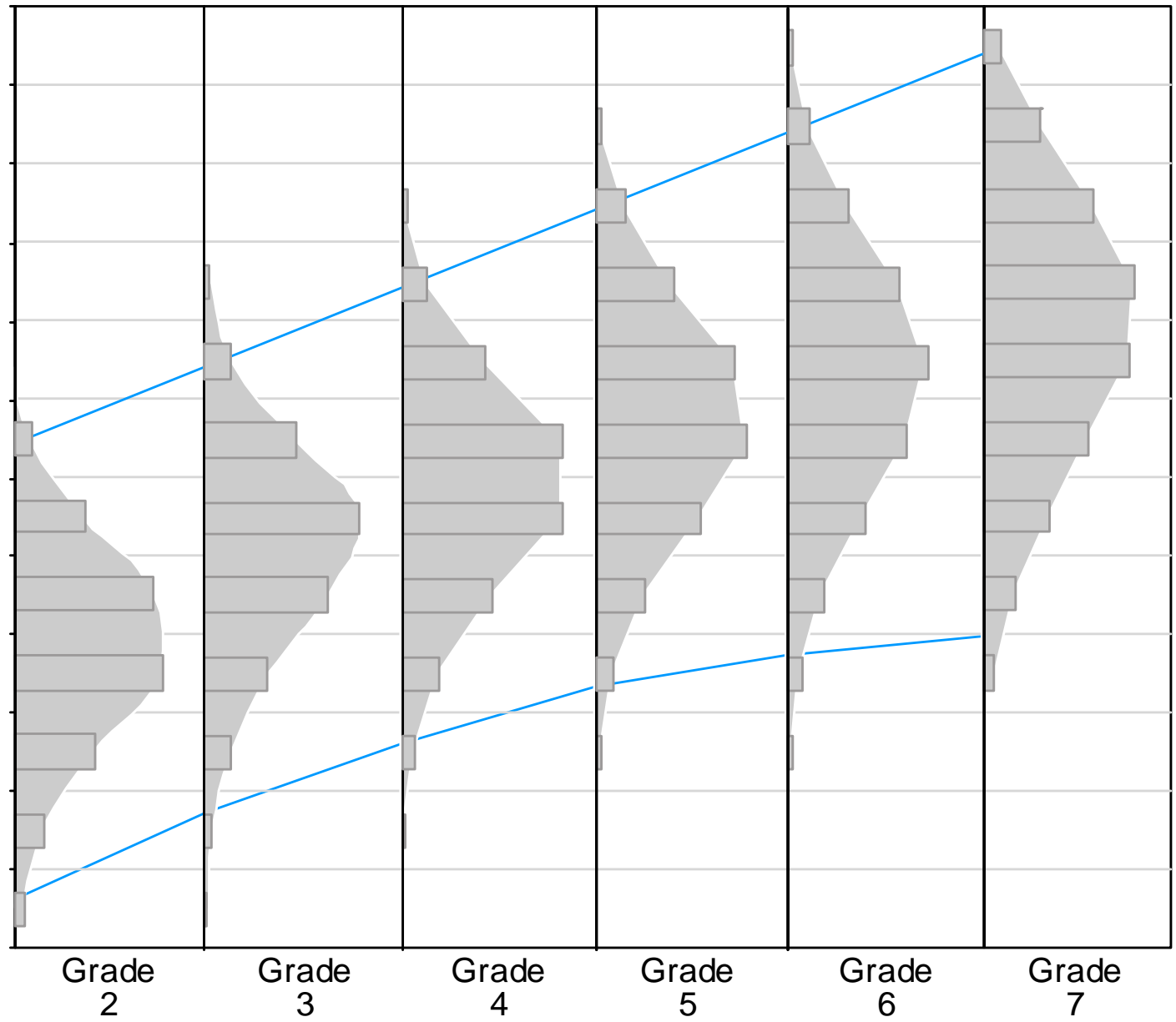




“In elementary schools, children move from one teacher to the next every year. Every year we trash a year's worth of relationships built between children and their teacher, and we throw away all the knowledge the teacher has gained about what each child needs and can do. Each year, we tell every child and teacher to start over again.”

(Marshak, 2003)

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a professional conversation?



**“Data are what you use to do
your thinking.”**

**Good data are crucial to informed
professional practice.**