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Analysis and Interpretation: Discuss Alternative Perspectives

Training Course Curriculum
Draft, september 2013




★ In what ways do this picture with the elephant illustrate DELECA important perspectives when it comes to analysing data?






★	★	★	★	★	DELECA
What do I see?	What do I not see?	What has happened?			



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Theoretical input



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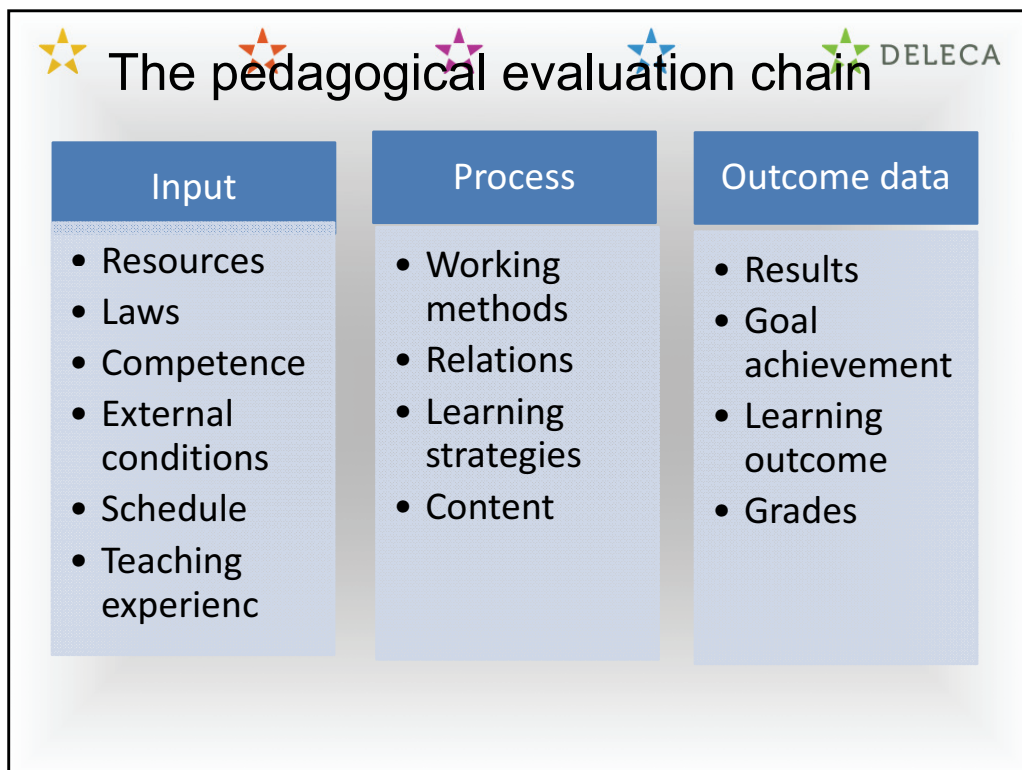
Four perspectives in using data






- (1) from a *accountability perspective* with a focus on results of students;
- (2) from a *accountability perspective* with a focus on the function of the school;
- (3) from a *improvement and development perspective* with a focus on results of students
- (4) from a *improvement and development perspective* with a focus on the school

	Accountability	Improvement and development
Results of students	1	3
School	2	4

★ What do we know? – What do we need to know

	What we have knowledge about	What we have little knowledge about
We have data	<i>Known field</i>	<i>Blind field</i>
We have no data	<i>Private field</i>	<i>Black hole</i>












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Framing questions for inquiries

(Earl & Katz 2006)

Category	Definition	Inquiries
Teaching and learning	What educators do in classrooms in instruction and assessment.	What teaching and assessment strategies are we using? How mightdo we change our teaching and assessment practices to achieve the desired results?
Parent Opinion	How parents feel about and interact with school.	How well are we connecting with the parent community?
School culture	The assumptions, beliefs, and relationships that define the organisation ´s view of itself and its environment.	What does the staff of this school believe about student learning? What is the nature of the professional relationships?





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What can I learn about the process and implementations of peer coaching from two experienced teachers? What role can a principal play in supporting this work? (Fictman Dana, 2009)

Information that would help me answering my questions:

- Knowing what the teachers discuss in their pre- and post observation conferences
- Knowing what the teachers think about the peer coaching process
- Knowing what changes the teachers make in their practice based on engaging in peer coaching process
- Knowing what the teachers expect from the principal to help facilitate peer coaching



Example

A principal wants to find out whether parents understand the new school report cards could use following data: (Schildkamp & Lai, 2013)

- Data on parent characteristics such as home language (input data).
- Analysis of parent understanding of the reports through discussions and surveys with parents (outcome data).
- Examination of the report cards to see if there are features of the report that aid or hinder parent understanding (context data).



Leading school development by using data

(Earl & Katz, 2006)

- Data can be used as a tool for improvement
- Scepticism about data or a tool for improvement?
- Data is nothing "out there". Data can be an important part in ongoing process in analysis, insights, learning and improvements of the practice.







School improvement and learning by using data

- How do I create a culture of responsibility outside the teacher's classroom?
- How do I create good conditions for teachers' learning?
- How do we create curiosity about what's happening in the colleagues classrooms?
- How do we create a culture where teacher trust each other and encourage reflection on own practice by using data?



- An inquiry habit of mind
- Data literacy
- Creating a culture of inquiry





(Earl & Katz, 2006)



A swedish example

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Results from the National Exams in school year 5 – two schools in different areas within the same community

	Year 5	Swedish	Maths	English
Low socio-economical background	5a	66,7%	71,4%	85,7%
	5B	91,3%	87,0%	82,6%
	5C	38,9%	66,7%	72,2%
	Total	67,7%	75,8%	80,6%
High socio-economical background	5a	73,9%	78,3%	91,3%
	5b	68,2%	77,3%	72,7%
	5c	82,6%	87,0%	82,6%
	Total	75,0%	80,9%	82,4%

1. Describe what you see?
2. What are the possible implications?
3. What possibilities of learning can these data lead into?



Workshop

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(Fictman Dana, 2009)

- What sorts of things are happening in my data?
- What do I notice?
- How might different pieces of my data fit together?
- What pieces of my data stand out from the rest?

Workshop

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**PROBLEMATIZ
E**



**DESCRIBE (categorize,
patterns)**

**INTERPRETATIO
N**

POSSIBLE WAYS OF EXPLANATIONS/UNDERSTANDING

LEVEL	STRUCTURE	PROCESS	OUTCOMES
SCHOOL			
GROUP (teacher team, class)			
STUDENT			
TEACHER			

★ These units can serve as helpful prompts for beginning your analysis
(Fictman Dana, 2009)

chronology	Key events	Various settings
people	processes	behaviors
issues	relationships	groups
styles	changes	meanings
practices	strategies	episodes
encounters	roles	feelings

★ ★ ★ Interpretation ★ ★ ★ DELECA
(Fictman Dana, 2009)

- What was my initial wondering, and how do these patterns inform it?
- What is happening in each pattern and across patterns?
- How are these happenings connected to
 - what I do as an administrator?
 - the teachers in my building?
 - the students in my building?
 - the curriculum we teach?
 - our school context?



Questions for the workshop

- How do we make sense of these data?
- What help do we need to analyze and interpret the data?
- How much confidence do we have in these data?
- What are the limitations of the data?
- What can we learn from the data?
- What other data do we need?



Questions for the workshop

- What is your initial interpretation of these data?
What patterns seem to be meaningful? Why?
- What is confusing or not clear?
- What other information might help you in your interpretation?
- How might your interpretations change with additional information?
- What messages do you have to share from consideration of these data?