

Supporting Evidence-Use in Networked Professional Learning

The Purpose

This study investigated the role of the middle leader in supporting teachers' use of research- and classroom-based evidence within the context of collaborative professional learning.



Conclusions

Four themes across system facilitators and teachers were identified:

- realizing the need for data literacy in the construction of classroom evidence
- recognize challenges in evidence use
- middle leaders are pivotal in supporting evidence use
- middle leaders help support changing mindsets about evidence use.

The Study

30

middle leaders

72

teachers

Data were collected from 30 middle leaders (i.e., system facilitators) and 54 teachers (36 Primary/Junior school teachers and 18 Intermediate/Senior school teachers across the nine school districts).



CART
Classroom Assessment
Research Team

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Full article at cdeluca.com