Data-based decision making in primary education: assessing the capacity of implementation

**CONTEXT**

Data-based decision making (DBDM) is growing in importance in primary education, but it requires practice changes from every stakeholder. Assessing the capacity of DBDM implementation can be crucial for its adoption and proper use, because attitudes and skills influence how DBDM can be accepted and operated. Such an assessment can open up to a personalized DBDM implementation process, based on the school readiness results.

**METHOD**

Start with a Delphi method to better build (1) the interview schedule, and (2) the survey.

As used to assess personal learning environments implementation readiness, the Delphi method can be used to identify the foundation of a measurement tool in a more culturally sensitive way, in a recent research field.

A first broad question will be submitted to 4 teachers, 4 parents, 4 administratives, and 4 specialists (e.g. school psychologists) selected in the DBDM implementation region: “Why professionals would accept or refuse DBDM?”. This question will be supported by a definition and examples.

Then, an iterative process of anonymous communication (consensus) will lead to what items to use for DBDM readiness assessment in primary schools.

**QUESTION?**

How to assess the capacity of DBDM implementation?

- A priori, is the Delphi method appropriate in this case?
- Is it appropriate to target 16 participants (4 * 4)?
- When to consider that consensus is reached?

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