

practice, the present study aimed to examine MTs' reasoning and decision process on intervening during STs' lessons. Fenstermacher's practical argument, consisting of situational, value, empirical and stipulative premises, and an intended or actual action (Fenstermacher & Richardson, 1993), was used to describe teachers' reasoning process. The research question was: What are mentor teachers' practical arguments for their intervening during student teachers' lessons in primary education? Eighteen MTs in primary education were interviewed about combining the mentor and teacher roles during STs' lessons. The interviews were analyzed on practical arguments and their premises (situational, value, empirical/stipulative) and actions. Results showed that all teachers mentioned a basic practical argument, that is, all MTs want their STs to practice, and MTs have the intention not to intervene during STs' teaching. However, when MTs experience serious situation breakdowns, teacher values and specific knowledge overrule the mentor values and their general knowledge that caused MTs first intend not to intervene. We conclude that eventually teacher values are stronger than mentor values. MTs are, in the end, more concerned about pupils' well-being than STs' learning, and therefore they intervene. The double role as mentor and teacher seemed to be a more complicating factor than was reported in previous research (e.g., Post, 2007; Wang, 2010).

### **Effects of an intervention for data-based decision making on teacher professional development**

Case studies, Mixed-method research, School effectiveness, Teacher professional development

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Schools are increasingly expected to use data for school improvement. However, educators struggle with the use of data (e.g. data-based decision making). Professional development in this area is needed. Therefore, we designed and implemented a professional development program for data use: the data team procedure. This study focuses on the effects of the data team procedure in ten schools. We studied the effects with regard to (1) the satisfaction of teachers with the procedure, (2) attitude, knowledge and skills with regard to data use, (3) use of knowledge and skills, and (4) improved student achievement. A mixed-methods study, using questionnaires, data literacy assessments, and interviews, showed that the participants are satisfied about the professional development program. Also, we found that teachers scored significantly higher on the data literacy assessment compared to the pre-test. The results for using knowledge and skills and improved student achievement were mixed. Some teachers reported using data in their own practice, but several teachers indicated that they did not use data in their own practice (yet). In the paper and presentation we will further discuss the content of the data team procedure, the methodology used to study the effects of the data team procedure, as well as the effects found. The data team procedure is a promising type of support.

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29 August 2015 11:00 - 12:30

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