

DATA COLLECTION

B

Build over time. Teachers are constantly “mining for gold” as they look for student strengths and preferences. It takes time to build the profile and to move students to self-recognition and self-reflection.

U

Use observation. “Clipboard cruising” throughout the day allows teachers to jot down something that they observe that helps them know the learner. It may be that the student likes to move around freely or tends to use rhythm or rhyme.

I

Inventories. Teachers can collect data from inventories that they ask students to fill in and reflect on. By constructing inventories carefully, teachers can discover many characteristics of the students and their learning preferences and needs.

L

Learner reflection and metacognition. Teachers can encourage and foster opportunities for student reflection in journals, on tickets out, and with quick writes to get feedback from students about what they have enjoyed, found challenging, or disliked.

D

Data from a variety of sources. Teachers collect information from as many sources as possible—other teachers, other students, parents, and the students themselves—through inventories, modeling and demonstrations.