



Aporia Consulting Ltd.

Leading in A Data Rich World: Harnessing Data for School Improvement

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Overview of the Data-Use Series

- A year-long initiative designed to build capacity in evidence-informed decision-making for school improvement
- Process anchored by 3 sessions:
 - Focus is foremost (Nov. 1)
 - Interpretation is meaning-making (Feb. 7)
 - Accountability as conversation (Mar. 30)
- Between-session task completion
- Context-specific support

Leading **SCHOOLS** in a Data-Rich World



Harnessing Data for School Improvement

LORNA EARL
STEVEN KATZ

Foreword by Michael Fullan



3 Powerful Insights about How People Learn (National Research Council)

- **People come to learning with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information that are taught or may learn them superficially and revert to their preconceptions in real situations.**



3 Powerful Insights about How People Learn (National Research Council)

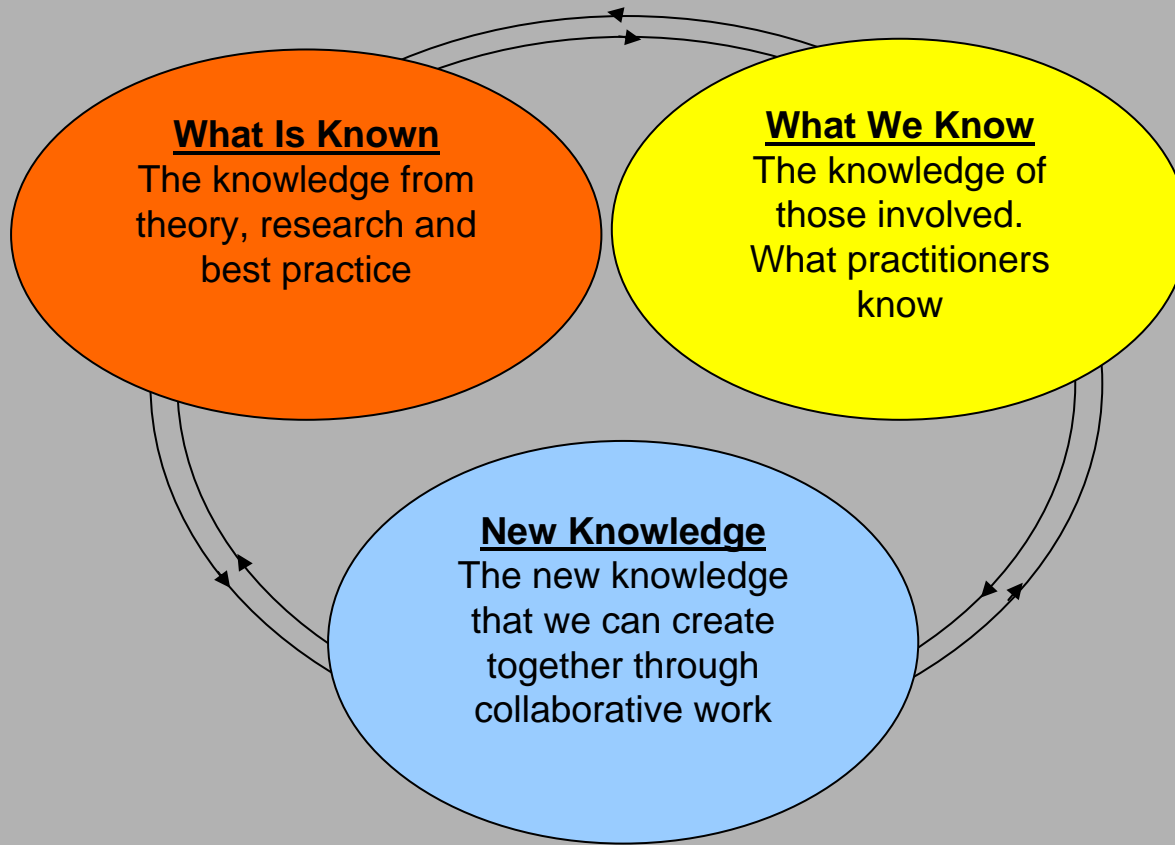
- **To develop competence in an area of inquiry, people must:**
 - **have a deep foundation of factual knowledge**
 - **understand facts and ideas in the context of a conceptual framework**
 - **organize knowledge in ways that facilitate retrieval and application**



3 Powerful Insights about How People Learn (National Research Council)

- A “metacognitive” approach to instruction can help people learn to take control of their own learning by defining learning goals and monitoring their own progress in achieving them.

Three Fields of Knowledge





Leading in a Data-rich World - Inquiry Habit of Mind

- Values Deep Understanding.
- Reserves Judgment and Has A Tolerance for Ambiguity
- Takes A Range Of Perspectives and Systematically Poses Increasingly Focused Questions



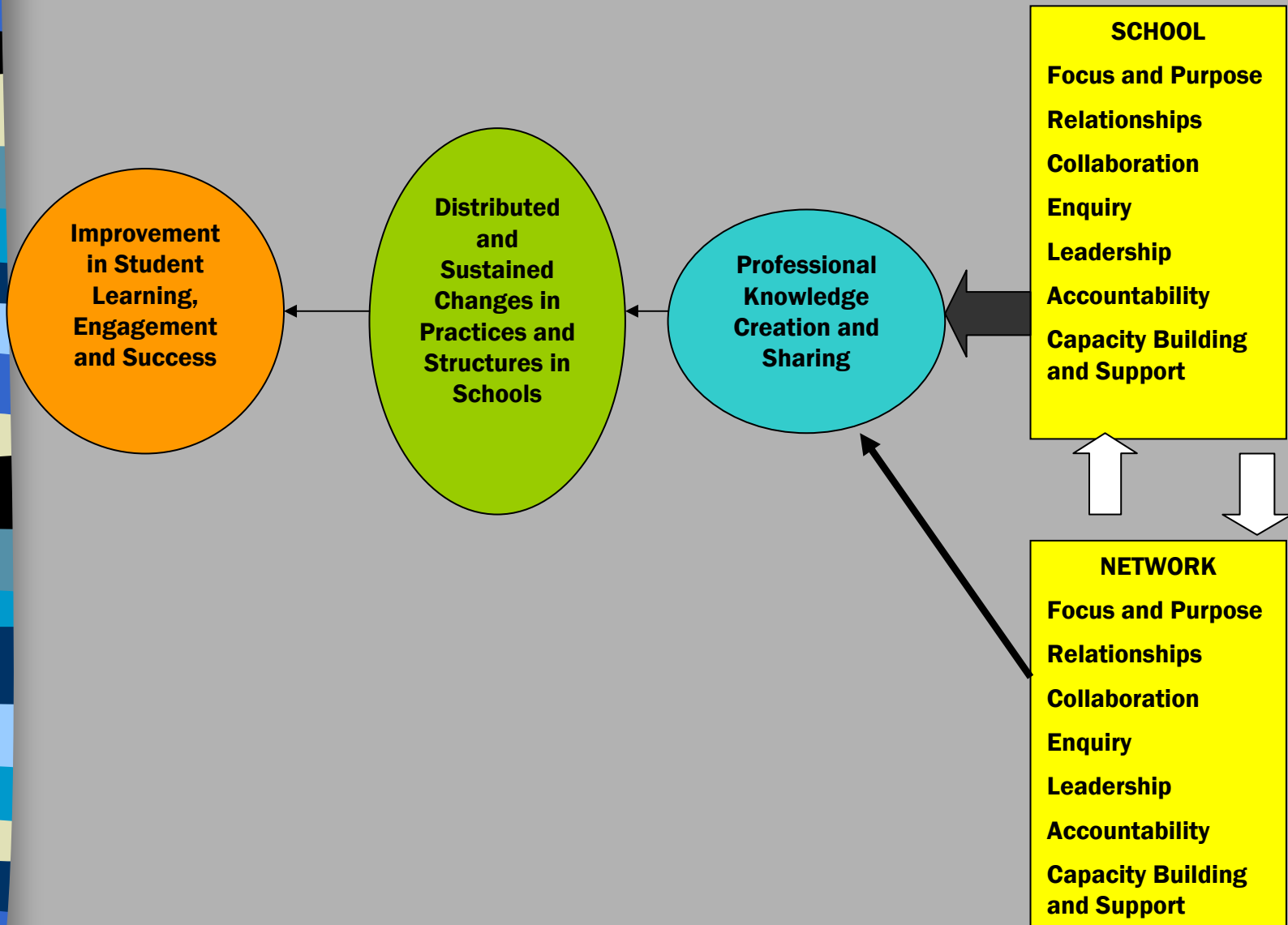
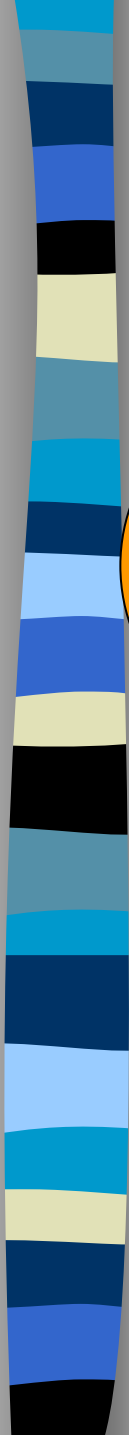
Leading in a Data-rich World – Data Literate

- Thinks About Purpose(s)
- Recognizes Sound and Unsound Data
- Is Knowledgeable about Statistical and Measurement Concepts
- Recognizes Other Kinds of Data
- Makes Interpretation Paramount
- Pays Attention to Reporting and to Audiences



Leading in a Data-rich World – Culture of Inquiry

- Involves others in interpreting and engaging with the data
- Stimulates an internal sense of “urgency”
- Makes time
- Uses “critical friends”



PAINTING PICTURES OF YOUR SCHOOL

Inquiry Habit of Mind... Data Literacy

Culture of Inquiry

Setting the Canvas

Planning This Picture

Blocking the Canvas

The First Strokes

The Image Grows

Displaying The Picture

- Why plan?
- What do we know?
- Where do we want to go?

•Establishing role, purpose, and audience

•Matching planning goals to indicator categories
•From indicator categories to data sources

•Examining, interpreting and displaying data
•Formulating key messages

What is included in this picture?
What will we do as a result of our new knowledge?

How will we engage the audiences?
How can we show what we have learned?



Homework

- Work with your school team to:
 - Explore the extent to which your school is an innovative knowledge community using the inventory
 - Refine and revise the focus in the school
 - Revisit the indicator categories and hypotheses
 - Locate data that matches the indicator categories relevant to the school's palette
- Bring your data to the next meeting



Homework

- With the school team:
 - For each hypothesis (in relation to your school improvement focus), consider the relevant data using the interpretation guide.
 - For the next anchor session, bring your interpretation summaries for each of the relevant data sources you considered (in relation to your school improvement focus)
- Continue to develop your school as an Innovative Knowledge Community



Images of Accountability as Conversation

- how schools cultivate the conditions for the data-driven conversation process
- what the conversations actually look like
- the substance of the conversations (e.g. what data did they consider in relation to what focus and hypothesis; what was the interpretation of it; who participated; what are the next steps, etc.)