



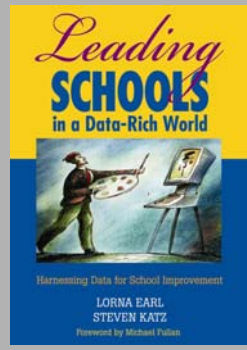
Leading in A Data Rich World: Harnessing Data for School Improvement


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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. 19)
 - Interpretation is meaning-making (Jan. 21)
 - Accountability as conversation (Mar. 19)
- Between-session task completion
- Context-specific support






Task -Your context

At your tables:

- Describe your school
 - demographics
 - as you think it is viewed by others
 - in terms of school improvement priorities



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.



Task – Explicating Preconceptions

- What tasks do you currently engage in that involve data?
- Give examples of valuable and successful uses.
- What are the challenges/issues that you are experiencing?

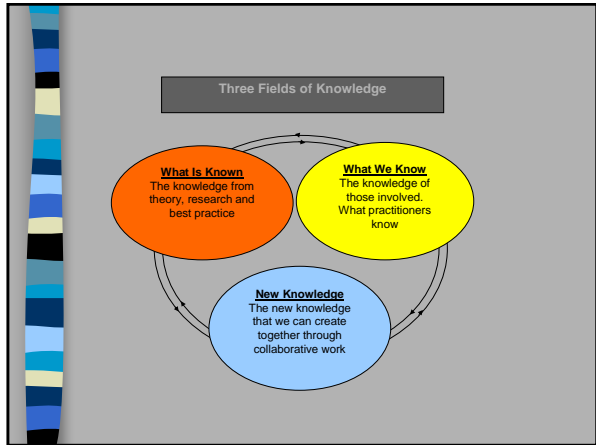


Why data; Why now?

- Awash with data
- Data as a policy lever


The Age of Accountability

■ Society	■ Practitioners
■ Naïve Trust	■ Intuition and gut feeling
■ The New Orthodoxy	■ Victims
■ Healthy Scepticism	■ Taking Charge
	■ Aporia




Accounting and Accountability

- Accounting - gathering, organizing and reporting information that describes performance
- Accountability - the conversation about what the information means and how it fits with everything else that we know and about how to use it to make positive changes




Accountability and Improvement

- Accountability without improvement is empty rhetoric
- Improvement without accountability is whimsical action without direction




Reasons of Head and Heart for Resistance to Using Data

- Cognitive: Know how, know what, know why
- Instrumental: Time, opportunity to learn
- Affective: Fear of evaluation, fear of exposure




Task - Self Assessment of Capacities

- Inquiry Habit of Mind
- Data Literacy
- Culture of Inquiry




**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



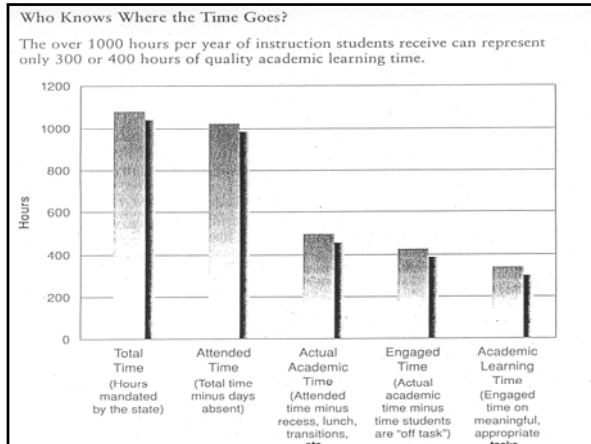
**Leading in a Data-rich World – Data
Literate**

- 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



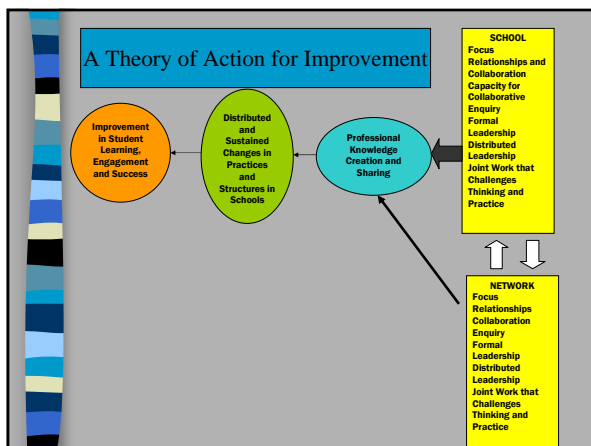
**Leading in a Data-rich World –
Culture of Inquiry**

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



Task – Innovative Knowledge Communities to Facilitate Knowledge Creation and Sharing

- Reading activity: The key enablers of knowledge creation based on the Education Canada article.



The Learning Focus for School Improvement

Levels of Learning





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 we do as a key messages

What is included in this picture?
What will result of our new knowledge?

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



Task – Refining the improvement focus

- What is your current school improvement focus?
- Use the Focus questions on the Innovative Knowledge Community inventory to think about your focus in school teams. Pay particular attention to the “How do you know?” question.
- Design a process for refining your school focus “back at the ranch”.



Futures

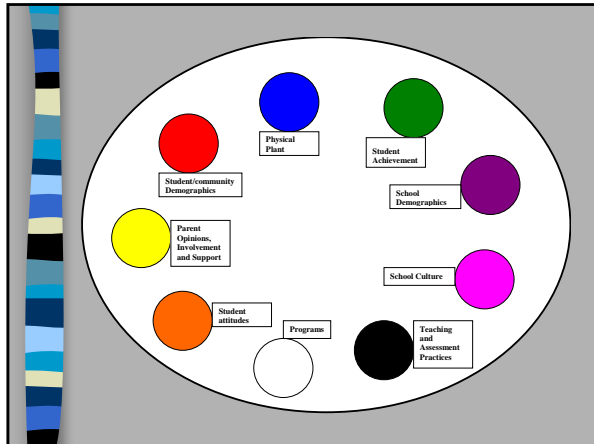
- *Possible futures* - things which could happen, although many are unlikely
- *Probable futures* - things which probably will happen, unless something is done to turn events around
- *Preferable futures* - things you prefer to have happen and/or what you would like to plan to happen

Beare (1996)



Task - Visioning the Future

- Write a paragraph about the current state and the preferred future for your focus.



Task - Selecting Indicator Categories and Hypotheses

- Read Pp. 49-51
- What indicator categories are related to your focus?
- How? What are your hypotheses?

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
