



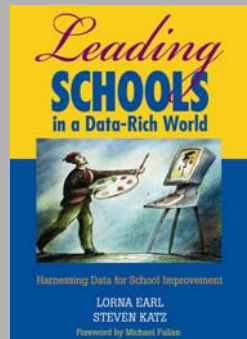
Leading in A Data Rich World: Harnessing Data for School Improvement


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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:
 - Purpose is paramount
 - Interpretation is meaning-making
 - **Accountability as conversation**
- Between-session task completion
- Context-specific support






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



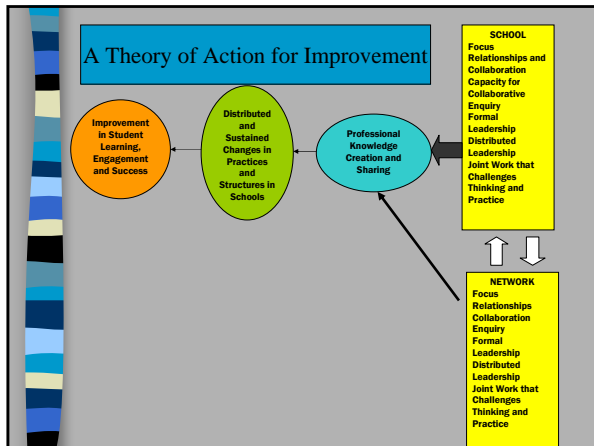
Remember the Capacities

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



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”




Collaborative Inquiry

- regularly challenge one another's assumptions about teaching and learning...
- regularly discuss past activities or projects to determine what made them work well or not so well...
- engage in systematic analysis of data...
- share and discuss research on effective teaching methods...
- learn from failed initiatives...
- learn from successful initiatives...
- monitor initiatives to make sure they are working...
- regularly draw on research and/or outside expertise to improve practice...
- have had professional learning opportunities in relation to inquiry...


Homework Review 1 — Cultivating the Conditions for Collaborative Inquiry

- Share with another school in your district:**
 - What process did you use to engage the rest of the school in looking at your data in relation to your school improvement process?
 - What would you change, add, omit, keep the same?



Homework Review 2 – Gallery Walk

- Attach your poster to the wall and stand beside it as a team
- Identify someone in your group to stay and describe your work to others
- The rest of the team should travel as a group to the right asking questions and making observations
- When the bell rings, move on to the next poster
- Continue until your team has visited 5 different posters
- Return to your table and debrief your learning by completing the 3-2-1 graphic organizer from the Gallery Walk and bring the person who stayed with the poster up to date



What We Learned about Interpretation: 3-2-1 Graphic Organizer

3 Key Ideas


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-
-

2 Questions

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-

1 Challenge you can relate to


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Images of Interpretation Conversations


Consider in relation to the thinking stems:

– Halton Catholic DSB (St. Francis) Video




Thinking Stems:

1. An idea that matches with my own thinking is... because...
2. An idea that I want to consider further is... because...
3. An idea that causes me concern is... because...
4. A question I would like to pose to the school team is... because...



Sustainability: Networking Schools for Learning

- *Networked Learning Communities are Complex*
- *Schools are the Locus of Changes in Thinking and Practice*
- *Relationships and Collaboration are the Beginning ... Not Ends in Themselves*
- *Joint Work that Challenges Thinking and Practices is the Critical Core of Collaboration*
- *Collaborative Enquiry is an Important New Skill*
- *The School and Network Foci Need to be Right, Shared and Understood*
- *Formal Leadership Matters*
- *Leadership is Distributed Across Schools and Networks*



Towards Collaborative Inquiry

- Read the Elmore paper
- Identify and discuss the main ideas
- Which of these might you implement in your context?



Homework

Decide how your accountability conversation will proceed:

- Who are the audiences for your work?
- Who will you begin with?
- How will you invite them into the data-driven improvement conversation?
- What key messages from your consideration of the data will you start with?
- What form(s) will this communication take?
- How will you ensure that the conversation is bidirectional (2-way)?
- What action might you anticipate?
