

## Leading Schools in a Data-Rich World Workshop Highlights

**Dr. Lorna Earl**, Educational Consultant, Author, Director of Aporia Consulting Ltd.; Recently retired Associate Professor in the Theory and Policy Studies Department and Head of the International Centre for Educational Change at the Ontario Institute for Studies in Education of the University of Toronto

**Dr. Steven Katz**, Educational Consultant, Author, Director of Aporia Consulting Ltd.; Faculty member in Human Development and Applied Psychology at the Ontario Institute for Studies in Education of the University of Toronto

In the DVD segments, Dr. Lorna Earl and Dr. Steven Katz introduce the themes explained in their book, *Leading Schools in a Data-Rich World: Harnessing Data for School Improvement*, and in their in-depth training sessions. They talk about the role of data in constructing knowledge that will be useful in improving schools to result in improved outcomes for students. Look for the opportunity to attend an in-depth training session. For further information, refer to [www.aporia.ca](http://www.aporia.ca)

### Contact:

To find out more information on *Leading Schools in a Data-Rich World: Harnessing Data for School Improvement*, visit [www.corwinpress.com](http://www.corwinpress.com)

### Resources:

Book: Earl, L.M., & Katz, S. (2006) *Leading Schools in a Data-Rich World: Harnessing Data for School Improvement*. Thousand Oaks: Corwin Press.  
References to pages in Earl and Katz's book: Earl & Katz 2006, pages 1-2, etc.

### Segments (Disc 4):

- 1...Introduction
- 2...Accounting and Accountability
- 3...Inquiry Habit of Mind
- 4...Inquiry Habit of Mind Continued
- 5...Becoming Data Literate
- 6...Becoming Data Literate Continued

### 1...Introduction

(Length: 1 minute)

#### Synopsis:

Earl, introduces *Leading Schools in a Data-Rich World*.

#### Look for the following:

- Discussion of the transformation of data to information to knowledge to wisdom

#### Digging Deeper:

- Earl & Katz 2006, pages 1-2

## 2...Accounting and Accountability

(Length: 4 minutes)

### **Synopsis:**

Earl makes a distinction between accounting and accountability, and highlights the importance of improvement.

### **Look for the following:**

- Accounting vs. accountability
- Accountability and improvement

### **After viewing Segment 2:**

- What does Earl mean when she says, "Accountability without improvement is empty rhetoric?"

### **Digging Deeper:**

- Earl & Katz 2006, pages 9-12

## 3...Inquiry Habit of Mind

(Length: 3 minutes)

### **Synopsis:**

Katz introduces the first step in the six stage process for using data with school staffs for school improvement.

### **Look for the following:**

- Three types of futures: possible futures, probable futures, preferable futures

### **After viewing Segment 3:**

- What is the priority in the school, board, or department improvement plan?
- Where will you likely end up if nothing changes? (Probable future)
- In relation to the priority in the improvement plan, where would you like to go? (Preferable future)

### **Digging Deeper:**

- Earl & Katz 2006, pages 36-44 & 115-117

## 4...Inquiry Habit of Mind Continued

(Length: 1 minute)

### **Synopsis:**

Earl introduces the second step in the six stage process.

### **Look for the following:**

- Purpose and context
- Roles
- Audience

**After viewing Segment 4:**

- Define what your role is.
- Outline what your purpose is.
- Determine who your audience is. Include those who are currently involved in the process as well as those that need to be involved in the future.

**Digging Deeper:**

- Earl & Katz 2006, pages 31-36 & 114-115

**5...Becoming Data Literate**

(Length: 2.5 minutes)

**Synopsis:**

Earl discusses generating a set of hypotheses to determine what is going on in your school, board, or department.

**Look for the following:**

- Generating hypotheses

**After viewing Segment 5:**

- What is going on in your school, board, or department in relation to the priority?
- How would you explain what is going on? (Generate hypothesis)
- Consider the indicator categories and determine what you already know? You will need to refer to Earl & Katz 2006, page 49.
- What additional information would be useful to you?

**Digging Deeper:**

- Earl & Katz 2006, pages 45-63 & 118-121

**6...Becoming Data Literate Continued**

(Length: 3.5 minutes)

**Synopsis:**

Earl states several considerations for interpreting your data.

**Look for the following:**

- Data provides tools for thinking
- Interpretation requires time, thoughtfulness, and reservations from judgment

**After viewing Segment 6:**

- Besides what Earl had mentioned, do you take anything else into consideration when interpreting data?

**Digging Deeper:**

- Earl & Katz 2006, pages 63-86 & 122-123