

## Leading Schools in a Data-Rich World

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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.

### 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:

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:

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

### Segment 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

## **Segment 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

## **Segment 3: Inquiry Habit of Mind**

(Length: 3 minutes)

### **Synopsis:**

Katz introduces the first step in the six stage process for using data with school staff 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

## **Segment 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

**Segment 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

**Segment 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