

# USING DATA

To Focus  
Instructional  
Improvement

Cheryl James-Ward  
Douglas Fisher  
Nancy Frey  
Diane Lapp

# Using Data To Focus Instructional Improvement

**L Darling-Hammond**



## **Using Data To Focus Instructional Improvement:**

**Using Data to Focus Instructional Improvement** Cheryl James-Ward,Douglas Fisher,Nancy Frey,Diane Lapp,2013-02-06 Data Does the word make you cringe Does it evoke feelings of guilt Are you unsure how to distill it and use it effectively Grab this book and learn how to empower yourself and your school community with information gleaned from your school s data Experienced educators and authors offer simple instructions that can help focus school improvement efforts and result in increasing teacher expertise a factor that positively affects the quality of life for students long after they have left the classroom Accepting responsibility for such far reaching influence requires educators to adopt instructional improvement as a standard by which a school needs to operate and as a means to collaborate and interact with one another More than that though instructional improvement is an important component of successful schools Using Data to Focus Instructional Improvement

Cheryl James-Ward,Douglas Fisher,Dr Nancy Frey,Diane Lapp, Edd,2014-06-12 Overcome uncertainty and concerns as you and your colleagues learn how to analyze and use data to get better at teaching students

Using Data to Focus Instructional Improvement Cheryl James-Ward,Douglas Fisher,Nancy Frey,Diane Lapp,2013-02-06 Data Does the word make you cringe Does it evoke feelings of guilt Are you unsure how to distill it and use it effectively Grab this book and learn how to empower yourself and your school community with information gleaned from your school s data Experienced educators and authors offer simple instructions that can help focus school improvement efforts and result in increasing teacher expertise a factor that positively affects the quality of life for students long after they have left the classroom Accepting responsibility for such far reaching influence requires educators to adopt instructional improvement as a standard by which a school needs to operate and as a means to collaborate and interact with one another More than that though instructional improvement is an important component of successful schools Learn how to improve instruction by Collecting the right data the right way Incorporating relevant data into everyone s daily life Resisting the impulse to set brand new goals every year Never settling for good enough Anticipating changes big and small local and federal Collaborating and avoiding privatized practice Involving all stakeholders in identifying problems setting goals and analyzing data Agreeing on what constitutes high quality instruction and feedback The challenge is to understand that data not intuition or anecdotal reports are tools to be used in getting better at teaching students And teaching students effectively is what schools are all about Following the guidance in this book overcome uncertainty and concerns about data as you learn to collect and analyze both soft and hard data and use their secrets for instructional improvement in your school **Data Wise in Action** Kathryn Parker Boudett,Jennifer L. Steele,2007 What does it look like when a school uses data wisely Data Wise in Action a new companion and sequel to our bestselling Data Wise tells the stories of eight very different schools following the Data Wise process of using assessment results to improve teaching and learning Data Wise in Action highlights the leadership challenges schools face in each phase of the eight step Data Wise cycle and illustrates how staff members use

creativity and collaboration to overcome those challenges Data Wise in Action builds on the work of leading faculty and graduate students at the Harvard Graduate School of Education who joined with exemplary practitioners in 2005 to produce Data Wise A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning Since its publication Data Wise has been read by thousands of school leaders many of whom have shared the book with colleagues and staff The success of the original book has generated a new demand among school leaders to hear real stories from schools that are implementing the Data Wise process Data Wise in Action answers that need It offers both inspiration and practical guidance for school leaders

ERS Focus on Curriculum-based Measurement Suzanne Clarke,2009      Using Data in Schools to Inform Leadership and Decision Making Alex J. Bowers,Alan R. Shoho,Bruce G. Barnett,2014-11-18 This book explores the use of data in schools for leadership and decision making It examines how leaders use data the most useful types of data the impact on instructional practice continuous improvement and the challenges faced in data driven decision making

*Using Data to Improve Learning for All* Nancy Love,2009 This book will take you along paths forged by data trailblazers toward deeper understandings of the needs of students The lessons learned will help you blaze your own trail Page Keeley President National Science Teachers Association Collaborative inquiry effective use of data significant leaps in learning and achievement Closing the achievement gap reducing the failure rate of underserved students and meeting accountability requirements are primary goals for educational leaders This valuable handbook arms leaders with the tools to use data to work for students benefit with an emphasis on promoting equity within a culturally proficient school environment Presenting a conceptual framework and practical methods this resource combines a powerful collaborative inquiry process reflective dialogue and rigorous use of data to improve outcomes for all students The book includes detailed examples of schools that have demonstrated dramatic gains by building collaborative cultures nurturing ongoing inquiry and using data systematically The editor and chapter contributors show school and district leaders how to Implement collaborative inquiry to meet accountability mandates Build and support a high performing data culture Establish a school climate characterized by collective responsibility for student learning and a respect for students cultures The user friendly overview and step by step guidelines help educators develop and refine the skills knowledge and dispositions needed to use data effectively and significantly improve teaching and learning

*ERS Focus on Using Data for Instructional Improvement* ,2003      **Scaling Up Instructional Improvement Through Teacher Professional Development** ,2006      A Practical Guide to School Improvement Nancy Protheroe,Elizabeth Shellard,Jennifer Turner,2003      **Middle School Journal** ,2004      **Leadership for Highly Successful Middle Level Schools** Jerry W. Valentine,2004      Handbook of Research on Improving Student Achievement Gordon Cawelti,2004 This updated report is an essential tool for school leaders and practitioners alike and is the single most authoritative source for effective K 12 teaching and learning practices across the content areas This one volume brings together in readable concise language the authoritative research on effective classroom practices in all major

disciplines currently taught in elementary and secondary schools the arts foreign language health language arts physical education mathematics social studies and science as well as generic practices that apply across all disciplines This third edition includes over 100 research based classroom strategies and features a new chapter that synthesises the research on high performing school districts and discusses ways school districts can support instructional improvement **Using Data Analysis to Improve Student Learning** Ovid K. Wong, Ming-Long Lam, 2007 This book offers a unique blend of presenting the variables of student and school improvement systematically and systemically to include the research and the data analysis to make students successful *Putting the Pieces Together*, 2004 **Distributed Instructional Leadership and Teachers' Perceptions of and Motivation for Instructional Improvement** James E. Taylor, 2004 **The Case for District-based Reform** Jonathan A. Supovitz, 2006 In 1999 the Duval County Fla school system set out to improve every school in the district *ERS Spectrum*, 2007 **Constructing and Using a Measure of Teaching for Mathematical Proficiency** Douglas Lyman Corey, 2007 *Managing School Districts for High Performance* Stacey Childress, 2007

*Managing School Districts for High Performance* brings together more than twenty case studies and other readings that offer a powerful and transformative approach to advancing and sustaining the work of school improvement At the center of this work is the concept of organizational coherence aligning organizational design human capital management resource allocation and accountability and performance improvement systems to support an overarching strategy This central idea provides a valuable conceptual framework for current and future school leaders The case studies presented in *Managing School Districts for High Performance* grow out of the Public Education Leadership Project PELP a unique partnership between the Harvard Business School the Harvard Graduate School of Education and a network of urban school districts This rich array of cases explores the managerial challenges districts face as they seek to ensure rich learning opportunities and high achievement for all students across a system of schools This book of insightful case studies fills a void long felt by educational administrators in search of practical real world training tools It will serve as a catalyst for the tough conversations district leaders need to have about achieving high quality outcomes for all students The Broad Center for the Management of School Systems has used many of these cases with great success and we are excited that they are now compiled into a single collection Dan Katzir Managing Director The Broad Foundation This volume is not a treatise about how schools and districts should work Rather it provides a deep immersion in the real dilemmas involved in advancing school district reform Anyone who works through these cases cannot help but come away with a more informed vision for change a more reflective orientation about the interrelationships among the multiple tasks involved and a more prudent grasp of what it takes to educate all children to high academic standards The course of study presented by *Managing School Districts for High Performance* should be required professional education for anyone charged with advancing a coherent agenda of school improvement in our diverse demanding and rapidly changing society Anthony S Bryk Spencer Professor of Organizational

Studies Stanford University This set of case studies offers practitioners policymakers and scholars the opportunity to learn from the collective wisdom and real life experiences of educational leaders involved in systemic transformation Implementing coherent reform strategies designed to improve and sustain student performance often takes place in a vacuum As a former urban superintendent I believe that these selected educational case studies provide a compelling forum for shared experiential teaching and learning Arlene Ackerman Christian A Johnson Professor of Outstanding Educational Practice Teachers College Columbia University This collaboration between the Harvard Business School and the Harvard Graduate School of Education provides a set of analytical tools to address the most complex and challenging issues facing urban public schools The contemporary case studies document actual choices and constraints and point to patterns and similarities across organizations from urban schools to corporate environments Carol Johnson Superintendent Boston Public Schools Stacy Childress is a lecturer at Harvard Business School Richard F Elmore is the Gregory R Anrig Professor of Educational Leadership at the Harvard Graduate School of Education Allen S Grossman is the MBA Class of 1957 Professor of Management Practice at Harvard Business School Susan Moore Johnson is the Pforzheimer Professor of Teaching and Learning at the Harvard Graduate School of Education

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