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Autore	Schweitzer, Albert
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Autore	Kallick Bena
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Nota di contenuto

""Cover""; ""Contents""; ""Foreword""; ""Preface""; ""Acknowledgments""; ""About the Authors""; ""Chapter 1 - Transforming to a Data-Informed Culture""; ""Creating a Vision""; ""Curriculum Mapping as a Data Source""; ""Assessment Results as a Data Source""; ""Using an Action Plan to Monitor Process""; ""Technology as a Resource""; ""Summary""; ""Chapter 2 - Transforming the Culture through Incentives""; ""Time as an Incentive""; ""New Roles for Teachers as Incentive""; ""Teaching and Learning Councils in a Building""; ""Subject Area Coaches""; ""Data Miners""; ""Data-Informed Facilitators""
""Mapping Coaches""""Summary""; ""Chapter 3 - The Intersection of Curriculum and Assessment""; ""Creating the Standards-Based School System""; ""Assessment Data: Individual Classroom""; ""Assessment Data: Benchmarks Across Grades or Courses""; ""Assessment Data: State Results""; ""Curriculum Data: Individual Classroom Level""; ""Curriculum Data: Across and within Course or Grade Level""; ""The Intersection of Curriculum Mapping and Assessment""; ""Summary""; ""Chapter 4 - Leading with Data""; ""Using State Assessment Data""; ""A Protocol for Studying State Assessment Data""
""Comparing State Results and Curriculum Mapping Data""""Areas of Strength""; ""Areas of Possible Concern""; ""Performance Data from Local Benchmark Assessments""; ""Protocol for Analyzing Benchmark Assessments and Maps""; ""Classroom Data""; ""Protocol for Analyzing Student Work in Relation to Their Maps""; ""Curriculum Mapping Data""; ""Protocol for Checking the Quality of the Map""; ""Curriculum Dialogue""; ""Protocol for Curriculum Dialogue""; ""Consensus Mapping Process""; ""Summary""; ""Introduction to Case Studies""; ""Chapter 5 - Case Study 1: West Seneca Central School District""
""Overcoming Roadblocks to Success: Persevering to Make Curriculum Mapping Work""""West Seneca Central School District""; ""Curriculum and New Teachers""; ""Curriculum in West Seneca""; ""The Prologue to Curriculum Mapping""; ""Leadership""; ""Zooming in on Two Schools""; ""Professional Learning Communities""; ""Addressing Obstacles That Can Impede Progress""; ""Time""; ""Training to Develop Necessary Skills""; ""Technology""; ""Personalities""; ""Empty Chair Concept""; ""Shared Input and Decision Making""; ""Curriculum Cabinet/Councils""; ""Resources and Incentives""
""Examining Data and Curriculum Maps""""Summary""; ""Chapter 6 - Case Study 2: Colonial Elementary School""; ""Above and Beyond: A Story of School Improvement""; ""Colonial Elementary School: Using a Zoom Lens""; ""Building Principal as the Model for Data Analysis""; ""First Faculty Meeting of the Year: Reflect on the Past and Plan for the Future""; ""Getting Ready for the New School Year: The Data Pipeline""; ""The Use of Reflection to Foster Learning""; ""Creating Time for Data Analysis: Buddy Schedule""; ""Colonial School District: Using a Wide Angle Lens""
""Chapter 7 - Case Study 3: West Chester East High School""

Sommario/riassunto

Data experts provide detailed guidelines on analyzing information from curriculum maps and assessments, making decisions based on data, and changing school culture to enhance learning outcomes.