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| 1. | Record Nr. | UNINA9910826065203321 |
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| | Titolo | Leading schools in a data-rich world : harnessing data for school improvement / / Lorna M. Earl, Steven Katz ; foreword by Michael Fullan |
| | Pubbl/distr/stampa | Thousand Oaks, California : , : Corwin Press, a SAGE Publications Company, , [2006]<br>©2006 |
| | ISBN | 1-4833-0409-4<br>1-4522-0934-0 |
| | Descrizione fisica | 1 online resource (118 pages) |
| | Disciplina | 371.2011 |
| | Soggetti | School management and organization<br>School improvement programs<br>Educational planning - Statistical methods |
| | Lingua di pubblicazione | Inglese |
| | Formato | Materiale a stampa |
| | Livello bibliografico | Monografia |
| | Note generali | Description based upon print version of record. |
| | Nota di bibliografia | Includes biliographical references and index. |
| | Nota di contenuto | Putting data at the center of school improvement -- Awash with data -- Data as a policy lever -- Educators' skepticism about data -- Needing to know -- Thinking differently about data -- Accountability redefined -- Choosing accountability through informed professional judgment -- The role of data in informed professional judgment -- Using data to "take charge of change" -- Using data for informed decision making -- An inquiry habit of mind -- Data literacy -- A culture of inquiry -- Leading in a data-rich world -- Cultivating the qualities of data-driven leadership -- The painting metaphor -- Inquiry habit of mind -- Data literacy -- A culture of inquiry -- A gallery full of paintings -- Developing an inquiry habit of mind -- Setting the canvas -- Planning this picture -- Becoming data literate -- Blocking the canvas -- The first strokes -- Creating a culture of inquiry -- The image grows -- Displaying the picture -- Sustaining the process: the cycle of inquiry -- The next picture, and the next, and the next. |
| | Sommario/riassunto | Turn skepticism about data into knowledge for true educational reform! More versatile than mere number crunching and statistics, data can be an effective tool-or even a powerful catalyst-for change within a |

school. Lorna M. Earl and Steven Katz show educators how to become comfortable with data, and provide valuable tools that school leaders and school improvement teams can use in their work, including: Vignettes to support group discussion Activities to give readers a chance to practice ideas and concepts Task sheets Short case studies that show how the full process works.