READ DATA DRIVEN DECISIONS AND SCHOOL LEADERSHIP BEST PRACTICES FOR SCHOOL IMPROVEMENT

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Data Driven Decisions And School Leadership Best Practices For School Improvement Introduction

Data-driven Decisions and School Leadership

This book integrates theory and practice in decision-making, with a specific focus on data-driven decision making. Applications are demonstrated in the contexts of administration, supervision, and teaching. The book provides a unique contribution to the literature in this field in that the studies of decision theory and data-based decision making are integrated. Focusing on educators assuming leadership roles in school improvement, the book's content is equally relevant for administrators, supervisors, and teachers. The book, however, is centered on data-driven decision making, both as a requirement of the No Child Left Behind Act and as a normative professional standard. Issues related to accumulating, storing, and protecting data in districts and schools also are covered. Applications in administration, supervision, and teaching are demonstrated.

Using Data in Schools to Inform Leadership and Decision Making

Our fifth book in the International Research on School Leadership series focuses on the use of data in schools and districts as useful information for leadership and decision making. Schools are awash in data and information, from test scores, to grades, to discipline reports, and attendance as just a short list of student information sources, while additional streams of data feed into schools and districts from teachers and parents as well as local, regional and national policy levels. To deal with the data, schools have implemented a variety of data practices, from data rooms, to data days, data walks, and data protocols. However, despite the flood of data, successful school leaders are leveraging an analysis of their school's data as a means to bring about continuous improvement in an effort to improve instruction for all students. Nevertheless, some drown, some swim, while others find success. Our goal in this book volume is to bring together a set of chapters by authors who examine successful data use as it relates to leadership and school improvement. In particular, the chapters in this volume consider important issues in this domain, including: • How educational leaders use data to inform their practice. • What types of data and data analysis are most useful to successful school leaders. • To what extent are data driven and data informed practices helping school leaders positively change instructional practice? • In what ways does good data collection and analysis feed into successful continuous improvement and holistic systems thinking? • How have school leadership practices changed as more data and data analysis techniques have become available? • What are the major obstacles facing school leaders when using data for decision making and how do they overcome them?

A Guide to Data-Driven Leadership in Modern Schools

The purpose of this publication is to provide school leaders and other educators with insight into practical uses of data and how to create school cultures conducive to effective data use. Practicing school leaders can

benefit from this publication as well as teachers who use data in their classrooms to drive instruction. Another use of this book is for graduate schools that prepare K-12 school leaders. Because of accountability and the importance of data use in schools, data driven decisions and the effective use of data are critical. In A Guide to Data-Driven Leadership in Modern Schools, the use of data as aligned to educational reform is discussed. Accountability and standardized testing are vital elements of reform. The culture must be created in schools to address multi- facets of data use which is presented in Chapter 2 of the publication. The use of data should guide/inform decisions linked to both management and instruction in schools. In Chapter 3, the use of data to inform management is discussed; and the use of data to inform instruction is presented in Chapter 4. Practices of effective management and instructional leadership are obsolete without effective personnel in schools. The use of data in personnel evaluations is explored in Chapter 5.

Data-Driven School Improvement

The first comprehensive examination of the field, this book brings together stakeholders representing a variety of perspectives to explore how educators actually use data and technology tools to achieve lasting improvement in student performance. Contributors: David V. Abbott, Carrie Amon, Jonathan Bertfield, Cornelia Brunner, Fred Carrigg, Jere Confrey, Katherine Conoly, Valerie M. Crawford, Chris Dede, John Gasko, Greg Gunn, Juliette Heinze, Naomi Hupert, Sherry P. King, Mary Jane Kurabinski, Daniel Light, Lisa Long, Michael Merrill, Liane Moody, William R. Penuel, Luz M. Rivas, Mark S. Schlager, John Stewart, Sam Stringfield, Ronald Thorpe, Yukie Toyama, Jeffrey C. Wayman, and Viki M. Young. \u0093If you want to understand usable knowledge, read Data-Driven School Improvement.\u0094 \u0097Ellen Condliffe Lagemann, Harvard University \u0093It is reassuring to know that at least some of the data being generated in our data-driven age are being used to make wiser decisions. We can all learn from these illustrative accounts.\u0094 \u0097David C. Berliner, Mary Lou Fulton College of Education, Arizona State University \u0093Replete with examples from real schools and districts, this volume provides a multi-layered portrait of what it takes to establish a culture of data use. Readers will come away with an appreciation of the systemic changes needed to reap the full potential of data-driven decision making.\u0094 \u0097Barbara Means, Center for Technology in Learning, SRI International

Data-Driven Decision Making

This workbook will serve as your guide to incorporating the data-driven decision making process into your organization's culture and behavior. O'Neal leads you through setting up teams; warehousing, accessing, and examining data; and finally reflecting on your process. Understand what's happening in your school environment and how you can make better decisions that will keep you on a path to success.

Data-driven Decision Making for Effective School Leadership

Brief ContentsPrefacePrologue Concepts and Foundations of Data-Driven Decision Making Introduction to Data-Driven Decision Making Planning and Developing Information Resources Hardware, Software, and People Educational Research Methods and Tools Teachers and Administrators as Researchers Basic Applications Student Data, Demographics, and Enrollments School and the Community Financial Management and Budgeting Supporting Teaching and Learning Supporting Teachers and Their Professional Development Technical Support Review of Statistical Routines Used in this Book Introduction to Spreadsheet Software Introduction to the Statistical Package for the Social Sciences (SPSS) Database Management Terms and Sample Outline Internet Resources for Data-Driven Decision MakingGlossaryIndex Contents PrefacePrologue Concepts and Foundations of Data-Driven Decision Making Introduction to Data-Driven Decision Making Rationale for Adopting Data-Driven Decision Making Purpose of This Book Defining Data-Driven Decision Making An Old Idea: Knowledge Is Power Need for Planning The Systems Approach Organization of This Book SummaryReferences Planning and Developing Information Resources School Districts Take the Lead Defining Information Needs Database Management Systems Long-Term and Short-Term Data Resources SummaryCase StudyReferences Hardware, Software, and People A Brief Look

at Infrastructure Hardware for Effective Data Management and Access Client-Server Architecture Software for Data Analysis Developing People Resources The Data Analyst SummaryCase StudyReferences Educational Research Methods and Tools The Scientific Method and Educational Research Educational Research Methods Ethnographic Research Historical Research Descriptive Research Correlational Research Causal Comparative Research Experimental Research Action Research Data Collection Tools Direct Observation Structured Interviews Document Analysis Surveys Test Instruments SummaryCase StudyReferences Teachers and Administrators as Researchers Learning Communities Action Research in Action Trial Testing a Peer Tutoring Program Multiple Intelligences in a Foreign Language Program Advancing to an Inclusion Program SummaryActivitiesReferences Basic Applications Student Data, Demographics, and Enrollments Student Data Enrollment Projections at the District Level Attendance Zones and Individual Schools Taking a Census Special Student Populations SummaryActivitiesReferences School and the Community Partnering with the Community: Broad-Based Surveys Anatomy of a Survey Who Will Participate in the Survey? What Data Will Be Collected? Data Analysis Is the Sample Representative of the High School Population? Do Students Have Access to the Internet? The Committee's Next Steps SummaryActivitiesReferences Financial Management and Budgeting Basic Terminology School District Budget School Budget The Canton Alternative School Budget Emergency SummaryActivitiesReferences Supporting Teaching and Learning States, Cities, Districts, Schools, Classes, Teachers, Students Improving Teaching and Learning Jefferson Middle School Developing a Plan Information Overload: A Caution SummaryActivitiesReferences Supporting Teachers and Their Professional Development Summative and Formative Evaluation Collecting Personnel Data Kingsland School District Case Study Keeping Track of Professional Development SummaryActivitiesReferences Technical Support Review of Statistical Routines Used in this Book Key Terms Descriptive Statistical Procedures Frequency Distributions Contingency Tables (Crosstabulations) Measures of Central Tendency Measures of Dispersion Measures of Relationship Correlational Coefficient Linear Regression Caution Introduction to Spreadsheet Software Overview and Key Terms Spreadsheet Structure Data Types and Data Manipulation Charts and Graphics Introduction to the Statistical Package for the Social Sciences (SPSS) Overview The Data Editor Creating a Data Set Defining Variables Transforming Data Options Data Analysis Procedures and the Output Viewer Graphs and Charts Database Management Terms and Sample Outline Internet Resources for Data-Driven Decision MakingGlossaryIndex.

Participatory Action Research for Educational Leadership

While written for mastersÆ students in any Educational Leadership concentration, this is a core text for departments that teach action research as a primary research methodology or a supplemental text for those that place it in a range of research methods. The book provides a readable overview of the PAR process similar to professional learning communities in schools. Its design reaches out to visual learners as graphic elements guide graduate students through the research methods they need to successfully complete rigorous projects. The results of the original PAR study and continued work with educational leaders lead us to believe that this approach ultimately produces the results school leaders seek and appreciate. Key Features: o Clear process through both the PAR steps employing a research logic model throughout. This benefits the graduate student or educational leader by leading them to data driven outcomes that are valid, credible and reliableGraphic elements guide the reader through the process and aid the visual learner in keeping track of the concepts behind the theory. o Reflective questions precede each section. This increases the reflective practices and routines of the reader as appropriate to the PAR process. o Tasks, written for both groups and individuals, aid participatory teams in working towards consensus and strong research designs o Practitioner stories make the lessons real and ease the emotional unease that come from tackling research practices the first time. Intended Audience: This book represents the evolution of PAR from a soft science to a process appropriate for educators in todayÆs data driven environments or for graduate students whose thesis needs to pass the recommendations of professors steeped in positivist traditions.

Data-based Decision Making in Education

In a context where schools are held more and more accountable for the education they provide, data-based decision making has become increasingly important. This book brings together scholars from several countries to examine data-based decision making. Data-based decision making in this book refers to making decisions based on a broad range of evidence, such as scores on students' assessments, classroom observations etc. This book supports policy-makers, people working with schools, researchers and school leaders and teachers in the use of data, by bringing together the current research conducted on data use across multiple countries into a single volume. Some of these studies are 'best practice' studies, where effective data use has led to improvements in student learning. Others provide insight into challenges in both policy and practice environments. Each of them draws on research and literature in the field.

The Principal as Data-Driven Leader

This concise guide helps principals introduce a data-driven school improvement planning cycle, create a team to gather relevant data, and embed data practices into a school's culture.

Transforming Teaching and Learning Through Data-Driven Decision Making

Gathering data and using it to inform instruction is a requirement for many schools, yet educators are not necessarily formally trained in how to do it. This book helps bridge the gap between classroom practice and the principles of educational psychology. Teachers will find cutting-edge advances in research and theory on human learning and teaching in an easily understood and transferable format. The text's integrated model shows teachers, school leaders, and district administrators how to establish a data culture and transform quantitative and qualitative data into actionable knowledge based on: assessment; statistics; instructional and differentiated psychology; classroom management. --Publisher description.

Handbook of Data-Based Decision Making in Education

Education has fought long and hard to gain acceptance as a profession and, since professionals by definition use data to shape the decisions they make, education has little choice but to continue moving in this direction. This 3-part handbook represents a major contribution to the literature of education. It is a unique compendium of the most original work currently available on how, when and why evidence should be used to ground practice. It is a comprehensive, cross-disciplinary, research-based, and practice-based resource that all educators can turn to as a guide to data-based decision making. The Handbook of Data-Based Decision Making in Education is a must read for researchers who are just beginning to explore the scientifically based nature of educational practice. It is also appropriate for policy makers and practitioners who are confronted with young people who need to be in classrooms where \"best practices\" are the norm and not the exception.

Data-Driven Leadership

Tools and techniques from the trailblazers in data-basededucation reform Over a period of several years, Amanda Datnow and Vicki Parkvisited public schools with a reputation for being ahead of thepack in data-driven decision making. The results of this pioneeringstudy reveal how education leaders can make data work for studentsand teachers, rather than against them. This book is an essential guide to meeting the challenges ofhigh-stakes accountability, building performance-based schools, andimproving student outcomes. By following the advice in this book,you'll be able to transform data overload into adata-positive school culture. You'll learn the differencebetween "data-driven leadership" and"data-informed leadership," and how to use distributedleadership to inspire collaboration and guided analysis. Incorporating narrative reflections drawn from real educatorsand administrators, the authors refine their observations andinterviews into practical conclusions that leaders can put to useimmediately. This book empowers leaders to support inquiry, buildtrust in data-based initiatives, establish goals for evidence use,and provide educators with the skills they need to mobilize datafor the good of all stakeholders. "Datnow and Park's ideas are easily accessible andgrounded in clear examples, and their seven 'calls'about what needs to be done nail the problem and the

solutions. Usethis book as your action guide and you'll be rewarded withbetter results in student learning."
—Michael Fullan, professor emeritus,University of Toronto "Datnow and Park uncover, at last, what it
means to usedata to inform leadership. Documenting the four P's (people,policies, practices, and patterns) in
schools, we learn about theorganization and dynamics of reform informed by data. A mustread!" —Ann
Lieberman, senior scholar,Stanford University

Transforming Teaching and Learning Through Data-Driven Decision Making

Connect data and instruction to improve practice Gathering data and using it to inform instruction is a
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administrators how to establish a data culture and transform quantitative and qualitative data into actionable
knowledge based on: Assessment Statistics Instructional and differentiated psychology Classroom
management

Decision Making in Educational Leadership

The increased focus on raising standards in education requires leaders to engage in complex decision making
about teacher assessment, mandated accountability measures, and the collection and use of large amounts of
data. Showcasing exemplary practices of school and district administrators, Decision Making in Educational
Leadership covers issues concerning the role of emotion, ethical and legal ramifications, the use of data, and
complexity in decision making. Chapter authors in this research-based volume explore what administrators
and school leaders actually know about educational problems, how they draw upon and revise theories of
action for responding to problems, and which theories are tenable in educational decision making. This
important resource provides a broad and international perspective on effective models and methods of
educational decision making and shares valuable knowledge about how theory can be translated into practice
in a variety of school settings.

Evidence-based Initiatives for Organizational Change and Development

Without change, there can be no progress. To influence change, organizations attempt to harmonize
internally and become accustomed to dealing with a variety of situations that may require a number of
solutions. Evidence-Based Initiatives for Organizational Change and Development discusses what helps or
hinders the organizational-change-and-development-related agency and provides practical insights and
lessons to be learned from many reflections on evidence-based OCD practice. Featuring research on topics
such as human resource development, organizational behavior, and management consultancy, this book is
ideally designed for business academics, organizational change leaders, line managers, HRD professionals,
OD/management consultants, and executive coaches seeking coverage on the implementation of OCD
intervention strategies and the associated changes in management processes.

The Data-Driven School

This indispensable practitioner's guide helps to build the capacity of school psychologists, administrators, and
teachers to use data in collaborative decision making. It presents an applied, step-by-step approach for
creating and running effective data teams within a problem-solving framework. The authors describe
innovative ways to improve academic and behavioral outcomes at the individual, class, grade, school, and
district levels. Applications of readily available technology tools are highlighted. In a large-size format for
easy photocopying, the book includes learning activities and helpful reproducible forms. The companion
website provides downloadable copies of the reproducible forms as well as Excel spreadsheets, PowerPoint
slides, and an online-only chapter on characteristics of effective teams. This book is in The Guilford Practical

Intervention in the Schools Series, edited by Sandra M. Chafouleas.

Data-driven school improvement series

The monitoring of data within educational institutions is essential to ensure the success of its students and faculty. By continually analyzing data, educational leaders can increase quality and productivity in their institutions. Data Leadership for K-12 Schools in a Time of Accountability explores techniques and processes of educational data analysis and its application in developing solutions and systems for instructional concerns and next-generation learning. Providing extensive research covering areas such as data-driven culture, student accountability, and data dissemination, this unique reference is essential for principals, administrators, practitioners, academicians, students, and educational consultants looking to maximize their institution's performance.

Data-Driven School Improvement Series

Technology Leadership for School Improvement is a practical textbook that prepares primary and secondary educational leaders with the skills and knowledge to manage and administer technology in their school settings. The text focuses on helping educational leaders learn what they need to know about technology standards, data-driven decision making, and creative leadership in this digital environment. To effectively cover the many facets of technology each chapter is written by a specialist following a similar structure and pedagogy for ease of use by the learner.

Data Leadership for K-12 Schools in a Time of Accountability

Education has fought long and hard to gain acceptance as a profession and, since professionals by definition use data to shape the decisions they make, education has little choice but to continue moving in this direction. This 3-part handbook represents a major contribution to the literature of education. It is a unique compendium of the most original work currently available on how, when and why evidence should be used to ground practice. It is a comprehensive, cross-disciplinary, research-based, and practice-based resource that all educators can turn to as a guide to data-based decision making. The Handbook of Data-Based Decision Making in Education is a must read for researchers who are just beginning to explore the scientifically based nature of educational practice. It is also appropriate for policy makers and practitioners who are confronted with young people who need to be in classrooms where \"best practices\" are the norm and not the exception.

Technology Leadership for School Improvement

The delivery of quality education to students relies heavily on the actions of an institution's administrative staff. Effective leadership strategies allow for the continued progress of modern educational initiatives. It is crucial to investigate how effective administrators lead their organizations in challenging and difficult times and promote the accomplishments of their organization. Research Anthology on Preparing School Administrators to Lead Quality Education Programs is a vital reference source that offers theoretical and pedagogical research concerning the management of educational systems on both the national and international scale. It also explores academic administration as well as administrative effectiveness in achieving organizational goals. Highlighting a range of topics such as strategic planning, human resources, and school culture, this multi-volume book is ideally designed for educators, administrators, principals, superintendents, board members, researchers, academicians, policymakers, and students.

Handbook of Data-Based Decision Making in Education

The chief executive officer of a corporation is not much different from a public school administrator. While CEOs base many of their decisions on data, for school administrators, this type of research may conjure up

miserable memories of searching for information to meet a graduate school requirement. However, the value of data-based decision making will continue to escalate and the school community—students, teachers, parents and the general public—expect this information to come from their administrators. Administrators are called on to be accountable, but few are capable of presenting the mountain of data that they collect in a cohesive and strategic manner. Most statistical books are focused on statistical theory versus application, but Statistics Made Simple for School Leaders presents statistics in a simple, practical, conceptual, and immediately applicable manner. It enables administrators to take their data and manage it into strategic information so the results can be used for action plans that benefit the school system. The approach is 'user friendly' and leaves the reader with a confident can-do attitude to communicate results and plans to staff and the community.

Research Anthology on Preparing School Administrators to Lead Quality Education Programs

Offers a practical guide for improving schools dramatically that will enable all students from all backgrounds to achieve at high levels. Includes assessment forms, an index, and a DVD.

Statistics Made Simple for School Leaders

The School Leadership Program (SLP) is a federal grant sponsored by the United States Department of Education. A hallmark of the grant is the connectivity between various agencies to provide quality leadership preparation and development programs for aspiring and current school leaders. These collaborative efforts involve community and educational stakeholders including districts, universities, city agencies, not-for-profit entities, foundations, private academic organizations, and others involved in the development of school leaders. Since its inception in 2002, over one hundred grants have been funded. This edited book's purpose is to share innovative, research-based practices from the federally funded grants that are sustainable after the life of the grant and are able to be used throughout the field for preparing and developing aspiring and current school leaders. This book features the work of current and past grantees around their innovative practices and lessons learned about school leadership preparation and development, especially around the issue of sustainability of these practices upon completion of the grant. SLP Grantees share practical, usable lessons learned from their experiences with the grants, based on their research, project data, and practical experience.

Driven by Data

To commemorate the 10-year anniversary of the International School Leadership Development Network (ISLDN), this book is a compilation of the work conducted by network scholars. This volume is the first comprehensive overview of the studies conducted by ISLDN members engaged in examining how social justice leaders and leaders of high-needs schools address the social conditions, learning experiences, and performance of their students. Other international school leadership research consortia have emerged in the 21st century; however, the ISLDN is the second longest operating project, after the International Successful School Principalship Project (ISSPP). Since its creation in 2010, ISLDN scholars have delivered papers at a variety of international conferences and shared findings in research publications, including books and special issues of journals. Until now, ISLDN research findings have been disseminated separately for the project's two strands: (a) social justice leadership and (b) leadership in underperforming high-needs schools. Therefore, the purpose of the book is to document the history and evolution of the ISLDN and to provide descriptions and reflections of the project's research findings, methodologies, and collaborative processes across the two strands. This volume captures studies of school leaders from 19 countries representing six continents - Africa, Asia, Australia and Oceania, Europe, North America, and South America. The authors examine important external and internal contextual factors influencing schools in different cultural settings and provide insights about the values and practices of social justice leaders working in high-needs school settings. Numerous practical strategies are provided for school leaders working in schools with similar conditions. The concluding chapter by the co-editors synthesizes the structural factors, personal beliefs and

values, and contextualized change management strategies that shape school leaders' actions aimed at ensuring the best learning outcomes for their students. Besides capturing the range of findings emerging from various ISLDN studies conducted over the past decade, several chapters critically examine the project's current contributions to the field. Authors suggest broadening the dissemination of our findings to increase the visibility of the project, expanding the research methods beyond qualitative interviews, incorporating studies from non-Anglophone countries, and augmenting the scope of our analyses and research focus. These researchers' journeys also reveal the obstacles to and benefits of engaging in these types of international collaborative research ventures.

From Policy to Practice

People providing services to schools, teachers, and students want to know whether these services are effective. With that knowledge, a project director can expand services that work well and adjust implementation of activities that are not working as expected. When finding that an innovative strategy benefits students, a project director might want to share that information with other service providers who could build upon that strategy. Some organizations that fund programs for students will want a report demonstrating the program's success. Determining whether a program is effective requires expertise in data collection, study design, and analysis. Not all project directors have this expertise—they tend to be primarily focused on working with schools, teachers, and students to undertake program activities. Collecting and obtaining student-level data may not be a routine part of the program. This book provides an overview of the process for evaluating a program. It is not a detailed methodological text but focuses on awareness of the process. What do program directors need to know about data and data analysis to plan an evaluation or to communicate with an evaluator? Examples focus on supporting college and career readiness programs. Readers can apply these processes to other studies that include a data collection component.

Educational Leadership for Social Justice and Improving High-Needs Schools

Over the past two decades, efforts to improve schools have significantly modified role expectations for principals. Today, school-level administrators are expected to be both visionary leaders and competent managers. Based on the conviction that administration is an amalgam of leadership and management, The School Principal emphasizes the need for practitioners to apply conceptual skills to make \"what to do\" decisions, to apply technical skills to make \"how to do\" decisions, and to apply relational skills to engage in democratic decision making. Kowalski frames the book with a discussion of the nature of schools, the roles of principals, and their need to improve schools. The book then provides a balanced treatment of leadership and management, covering issues of personal behavior, instructional leadership, relationship building issues, finances, facilities, personnel management, pupil services, and maintaining safe schools. The text closes with discussion of the vital aspects of practice for contemporary principals, addressing problem solving, collaborative change strategies, and personal commitment to being a principal. Special Features: Vignettes introduce the subject matter in the context of common challenges faced by practitioners. Knowledge-Based Questions and Skill-Based Activities prompt readers to engage with and reflect on the chapter content. The School Principal aligns with the Educational Leadership Consortium Council (ELCC) Standards. Treating principals as concurrently visionary leaders and competent managers, this excellent text addresses the needs of aspiring and practicing principals, providing the tools to build effective and efficient schools.

Leveraging Data for Student Success

Rural Turnaround Leadership Development: The Power of Partnerships focuses on a three- year rural turnaround leadership project sponsored by the U.S. Department of Education. The project was designed to foster the development of a cohort of aspiring school leaders in rural high poverty/low performing K-12 school districts. The Alabama Project was selected by the U.S. Department of Education, in part, because it was the only submission which emphasized partnership between higher education institutions, school districts and the Alabama State Department of Education (ALSDE). Facets of the book include a treatment of

the structures and processes each university created to develop their unique program, the distinctive turnaround curriculum used at each university, the role of mentoring in developing aspiring rural school leaders and the internship experiences and practices which supported aspiring leader development. One of the most powerful changes witnessed during the project was the development of aspiring leaders by the major and ancillary partners. The cross-connections between K-12 districts, the ALSDE, and the three university educational leadership programs was a multifaceted and multi-layered collaborative approach. The partnerships not only strengthened within each master's program, but across agencies as a result of this project. The book will describe the value of partnership and leadership development through the eyes of the major contributors. The contributors or authors of the book will include the Alabama State Department of Education, the three educational leadership higher education institutions i.e. Auburn University, University of Alabama and Samford University, partner school district representatives and graduates of the program.

The School Principal

The quality of school leadership has a big impact on improvement and inspection outcomes. Good school leaders ensure that their teachers have the resources they need to be successful. They also create a positive culture where teachers feel supported and appreciated. This leads to better morale and higher retention rates. Additionally, good school leaders can effectively communicate the school's vision to all stakeholders. This ensures that everyone is on the same page and working towards the same goals. Restructuring Leadership for School Improvement and Reform investigates cooperation, staff development, resource supply, vision transparency, workplace stress management, and professional development for school leaders as methods for creating a healthy school culture. This premier reference source is ideal for administrators, instructional designers, researchers, academicians, scholars, practitioners, instructors, and students.

Rural Turnaround Leadership Development

This book prepares educational leaders with the knowledge needed to critically evaluate, select, and use technological tools to be effective school leaders. Authors Jones and Kennedy explore the technology tools needed to support the full range of responsibilities of a school leader, including management and administration, personnel and evaluation, security and safety, instructional leadership, organizational culture and climate, external relationships, and action research. Each chapter unpacks advantages and pitfalls of various technological tools and includes case scenarios that contextualize these ideas for readers. Chapter content is also aligned with The Professional Standards for Educational Leaders (PSEL), the National Educational Leadership Preparation Standards (NELP), and the International Society of Technology Standard in Education (ISTE) standards. This timely and important book adds to the toolbox for educators preparing to become effective and cutting-edge school leaders.

Restructuring Leadership for School Improvement and Reform

The authors provide ten easy-to-use data analysis tools that facilitate problem-solving at school and district levels. Included are instructions, sample scenarios, reproducible, and case studies.

Effective Technology Tools for School Leadership

The School Superintendent: Theory, Practice, and Cases is the essential guide to succeeding as a superintendent or as an administrator in another district-level position. Comprehensive in both theory and practice, this textbook and reference guide examines the role and responsibilities of school district administration in professional, social, philosophical, and political frames, while balancing perspectives of rewards and challenges commonly expressed by school superintendents. Important topics covered include the emerging role of superintendent as communicator, the changing conditions in districts and schools, inadequate funding for public schools, and the treatment of policy administration, leadership roles, and community involvement. Fully updated, the Third Edition provides: greater emphasis on the challenges

facing novice superintendents; new material on strategic planning and visioning; new and expanded coverage of contemporary issues such as inadequate district funding and social challenges; additional figures, tables, key terms, and other helpful learning tools; and more.

The Data Toolkit

A comprehensive, practical guide to using data effectively for school improvement! This hands-on guidebook explains essential statistical and assessment information to help principals make critical and sustainable choices to promote student learning. Broad-based strategies include collecting and analyzing various types of data about student achievement, professional development, allocation of resources, family involvement, and community standards. Part of theLeadership for Learning series, this resource: Supports school leaders in developing and sustaining continuous improvement Links data-based decision making with issues of accountability and shared mission and goals Includes numerous examples and cases, a glossary, school improvement template, sample forms, and data tools

The School Superintendent

Chapter 1 presents a summary of literature on the need for more data-driven planning and decision making in schools and districts. The chapter begins with an explanation of how changes in Federal legislation have created a heightened need for data-driven decision-making and have led to increased use of data in education. The second part of Chapter 1 draws on research literature and explains the role of Data Management Systems (DMS) in supporting data-driven decision making (DDM) and positive outcomes for instruction and learning. The last part of Chapter 1 identifies school-level challenges that compromise educators' ability to utilize data. Chapter 2 provides information about the Red Clay Consolidated School District. The chapter begins with a description of Red Clay's student population, schools, budget, and organizational structure. The relationship between Red Clay's performance on State and local assessments and the district's School Improvement Plan (SIP) model is presented. Chapter 2 also describes the DMS currently available in Red Clay and provides an overview of the district's 2006 Strategic Plan and professional development strategies. Chapter 3 focuses on the problem addressed in this Executive Position Paper. The chapter begins with evidence that DMS and DDM are underutilized among Red Clay's School Level Administrators (SLAs) and School Level Educators (SLEs). Next, the purpose of this study and the organizational improvement goals are outlined. The chapter concludes with a description of the sample used in this study and an overview of the data collection strategies employed. Chapter 4 presents recommendations for increasing the use of DMS and DDM among SLAs and SLEs. The recommendations presented in this chapter are focused around three main ideas: increasing access to data, promoting greater use of data, and modifying the district's professional development offerings to support greater use of DMS and DDM. Each recommendation presented in this chapter is supported by data collected in this study. The chapter concludes with a plan for implementing these recommendations. Input from Red Clay staff was used to determine the viability of the proposed plan. Chapter 5 provides a framework for evaluating the recommendations proposed in Chapter 4. Short-term indicators of effectiveness will include increased rates of accessing and analyzing data and greater interest in professional development opportunities related to DMS tools and DDM practices. Long-term indicators of effectiveness will include improved instructional leadership among SLAs, improved instructional practices among SLEs, and greater capacity among all Red Clay educators to use DMS and engage in DDM practices.

Leading With Data

Like the bestselling first edition, this introductory textbook succinctly presents concepts and theories of educational leadership and organizational behavior and immediately applies them to problems of practice. The second edition includes a new chapter on organizational culture, expanded overage of organizational structure, systems, and leadership, and additional case studies and scenarios representing real problems of practice.

Use of Data Management Systems and Data-driven Decision Making Among School-level Administrators and Educators

The nexus between best practices and student achievement is demonstrated from the GRASP Project, discovering how some California charter schools with higher academic achievement showed evidence of a greater number of best practices as measured by performance, governance, education program, human resources, business practices, and facilitiesthe education program infrastructure. Surprisingly, technology did not show a correlation for reasons explained in the nexus. Moreover, the nexus is bolstered by administrative, innovation, and competition theory serving as foundations for The Nexus. The Nexus also introduces strategies to implement best practices and process improvements through Lean Six Sigma methods and strategic and action planning. The search for the next practice designed to improve education programs is perpetual. The significance to accreditation is profound as student achievement measures will require metrics paced to reform movements such as Common Core Standards derived from international settings. By the same token, quality education will become clearer as edification through international benchmarks such as ISO 9000 will promote higher standards of excellence. The Nexus conclusions have relevance to all school systems since implementing best practices can elevate student achievement. The reason is clear: the more a school system operates efficiently through best practices and process improvements, the more time is available to the school leadership to devote attention to academic achievement as the ultimate product of education. And for those invested in school improvement, a higher value-added education with a higher return on investment.

Introduction to Educational Leadership & Organizational Behavior

This indispensable practitioner's guide helps to build the capacity of school psychologists, administrators, and teachers to use data in collaborative decision making. It presents an applied, step-by-step approach for creating and running effective data teams within a problem-solving framework. The authors describe innovative ways to improve academic and behavioral outcomes at the individual, class, grade, school, and district levels. Applications of readily available technology tools are highlighted. In a large-size format for easy photocopying, the book includes learning activities and helpful reproducible forms. The companion website provides downloadable copies of the reproducible forms as well as Excel spreadsheets, PowerPoint slides, and an online-only chapter on characteristics of effective teams. This book is in The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas.

The Nexus

Long overdue, Beyond the Numbers is one of the first books to really examine the process of data analysis for practitioners. Educators facing the implementation of No Child Left Behind will find Dr. White's insights to be a practical approach.

The Data-Driven School

This comprehensive toolkit prepares educators for the future of RTI. Included are strategies, techniques, and online resources for evaluating existing programs and implementing RTI effectively.

Beyond the Numbers

The Complete Guide to RTI
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