

Putting Faces on the Data

WHAT GREAT LEADERS DO!

Executive Book Summary
Greg Farrell, October, 2015



Lynn Sharatt and Michael Fullan, Corwin Publishing 2012

Forward: Sir M. Barber

- * Good data and good teaching go together
- * Collective capacity involves teachers engaging in reflecting on how good teaching is achieved
- * Good data sources are essential and assessment and instructional improvement go hand in hand
- * Numbers represent real children and young people

Inside this issue:

Topic Evaluation	2
Purpose	2
Perspective	2
Key Messages	3
Organization	4
Content	5
Personal Relevance	6

Evaluating Topic

This topic is very timely and relevant for educators, administrators and Superintendent Officers.. A board that I intensively support is using this work intensively to help support both teacher growth and student achievement.

It is a reminder to look beyond traditional data sources and recognize that students are in fact complex people.. It is a topic that reminds us to use data as focused information and that with the use of a common language for discussion and sharing as a catalyst for the

Purpose

The purpose of this book is to demystify the perceptions that data is impersonal. It draws explicit connections between data, assessment and instructional practices

teaching and learning cycle which includes the use of assessment to inform practice and explicit instruction.. This controversial and timely topic includes solutions organized into the areas of assessment,, instruction, leadership and ownership.. The topic addresses ways in which when we become interpreters of data that also includes personalizing the data you can achieve both improved students achievement and a positive impact on school culture.



from Canada, the United States, Australia and the United Kingdom. It also highlights the 14 parameters which are known as the 14 drivers of reform (p.14) and draws con-

nections to possibilities combining these clusters. The purpose of this resources is also to share specific board case studies that may assist leaders in making change. In



Perspective

The book address Leadership on a variety of levels. From the perspective of a Systems Leader we can see ways at which we can track change from a systems approach. For principals we are given case studies that accurately guide and direct the leaders into how we can move their teams. From the perspective of a teachers it invites you into conversation of knowing your learners and then using progressive assessment and combing instructional strategies based on assessment for , of and as learning.

Assessment drives instruction. Com-

bine this with a case management or a collaborative management approach which is connected to the cycle of intervention for students and we should see educational gains. In this text they compare putting the faces on the data to a slab of marble that become a unique piece of sculpture. It speaks of creating a lovely apparition. This image resonates with me as a leader because it is with specific teaching, learning and precise interventions that we can move students to success or create a lovely statue..

From the perspective of the Literate

Graduate the goal is to create or sculpt students who can write with purpose and clarity, communicate effectively using a variety of text forms, read for purpose and please, think critically, locate and access information from a variety of sources, communicate orally, read , articulate a point of view, respond using higher order thinking skills from and be problem solvers. The outstanding element of this book is that it has multiples perspectives woven into the fabric of the text to support various leadership perspectives.

Key Messages

There are key messages woven into this well written and compact text. It gives suggestions on how to manage and interpret data in the age of a data deluge. In putting faces to the data our students needs become well known. The 14 parameters are guidelines for implementing change. The many case studies prove to you that this

change is indeed possible and is happening around the globe. Having worked through the Case Management approach I know that it is a tool that digs deeper to determine the precise next steps for student learning. In DDSB they are focussing on Guided Practice as an intervention tool to move students. This book also advocates for early interventions. Just this week I

was working with Principals on the concepts of Know-ability, Mobilize-ability and Sustain-ability. The case studies in the book inspire people into action by sharing examples of success from across the globe. When school communities take ownership of all of the faces on the data significant shifts can occur.

Organization

This book has a very clear organized approach to sharing its narrative. The foreword it presented form Sir Michael barber who highly recommends this book to any educator who wants to master using the data to drive up performance. The acknowledgment section is honouring the work of those who have helped to create the book. I have had the pleasure of

working with both Lynn and Michelle Carat as well as Jill Maar while being a Principal in the YRDSB. The 6 chapters remind me of how as teachers we try to use the gradual release of responsibility with our students. The figures are clear and relatable and highlight real research. The narratives from the field are compelling and relatable. Many will have these concerns. The

deliberate pause boxes refine or thinking and help to push us deeper. The 14 Parameters are structured early within the text and guide all of the future work. The data presented from the specific case studies is organized in a highly manageable way. Examples from exemplary classrooms highlight strategies that have been used. The 4cs diagram invites us to see a process

Content

The content in this resource is both highly relevant and timely. This book helps to act as a starting point to reform strategies and look at specific changes that we can make within a school to build on success with teacher buy-in. Within this process face on the data encourages in-depth analysis and next steps. Reflection processes within our schools help to guide our success. This book also dehumanizes the data collection process and makes it real by putting faces, real live students to the data that we have collected. The fourteen parameters are the

foundational beliefs that help to guide teachers within the teaching and learning cycle. The content of this book is based on research and shows historical perspectives of teacher reform throughout the globe. It also includes vignettes from a secondary level which is often our slowest and most challenging area of charge. This book shares evidence of success stories and how schools worked to triage situations and students when the data that was presented illustrated that a change needed to occur.



Personal Relevance

This book has great personal relevance for me and as a principal and vice-principal in the York District School Board. I have had the pleasure and honour of working with Lynn and Michelle Sharratt as well as Jill Maar in becoming a more precise and reflective instructional leader who used data to inform my decisions. As a new principal, data can be overwhelming however, in using strategies from

"Putting Faces on the Data" and the systemic structure for case management or the collaborative analysis for student learning, I became skilled in mastering data instead of being overwhelmed by multiple data sources. There are deep connections to Lynn Sharratt's latest book, "Good to Great to Innovate" and we are now getting more refined in the collection of data process. The five questions that we

are encouraged to ask for students which can lead to the collection of personalized data are the following:

1. what are you learning?
2. How are you doing?
3. How do you know?
4. How can you improve?
5. Where do you go for help?

In Conclusion

In closing, "Putting Faces on the Data" written by Lynn Sharratt and Michael Fullan, is a must read for any educator who is trying to be more precise and personalized in their work leading toward student achievement. This resource demystifies the collection of data and how we can drill down and use the data with precise instructional ways that meet the needs of all students. They assert that this is an action that great leaders do to be

catalysts for change and school improvement. They also advise us on ways to create sustainability within our schools. The final three nuggets that resonate with me are the following:

1. walking the talk that models our shared beliefs and understandings, even when things are chaotic and budgets are pressed
2. Remaining focused and staying

the course on supporting evidence proven classroom practices

3. Having a laser-like focus on targeted high achievement levels

In my new Role as an SAD supporting DDSB we will be working closely this year with Lynn Sharratt and her team to move from good to great by putting faces on the data.