

Welcome...

In this package you will find DVDs and a facilitator's guide. The package is divided into two parts: Speakers with a Provincial Perspective and Content Experts. These tools and resources can be used to share the presentations from the Leading Student Achievement Symposia of 2005-2006, with groups such as principal learning teams, teachers and parents. The DVDs included in this resource package are indexed to provide quick access to the segments that meet your needs. Each session also has a facilitator's guide to help you explore key ideas.

We hope this resource package will support you as you offer instructional leadership to your school community and your principal colleagues. You may also access the Symposia material as well as other project details and resources on the Leading Student Achievement website, which can be accessed from your Principals' Association website. To order more copies of the DVDs, contact Curriculum Services Canada at csc@curriculum.org, 1-800-837-3048, or (416) 591-1576.

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Dr. Lorna Earl, Co-author

Dr. Steven Katz, Co-author

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Premier Dalton McGuinty – April 2005

The Honourable Dalton McGuinty, Premier of Ontario

In this address, Premier Dalton McGuinty reminds principals of the partnership that exists between government and school leaders. He talks about the need for the Ontario Government and school leaders to re-gain the trust of the Ontario Public in their public school systems. He shares some of the progress that has been made because of shifts in government funding, and also discusses the challenges that remain. He reminds the principals that testing is the only concrete way to show growth in the education system. He shares his deep commitment to public education and concludes by asking principals and government officials to make a pact to build momentum towards achieving the goal that 75% of students will reach the provincial standard in literacy and numeracy by 2008.

Contact:

For more information about the Premier of Ontario, visit www.premier.gov.on.ca

Segments:

- 1... Introduction
- 2... Partnerships with Leaders, Principals, and Teachers
- 3... The “Show Me” Province of Canada
- 4... Embracing the Challenge
- 5... Progress
- 6... Testing in a “Show Me” Province
- 7... A Commitment to Public Education
- 8... Conclusion: Pact to Build Momentum

1...Introduction

(Length: 3 minutes)

Synopsis:

The Premier introduces the team of people that are leading the current push in education. He shares a story about meeting an elderly lady in a grocery store.

2...Partnerships with Leaders, Principals, and Teachers (Length: 5 minutes)

Synopsis:

The premier talks about the importance of connecting plans for change to the leadership in schools. He maintains that the focus of all should be the education of the students. He shares his belief in Gerard Kennedy, Avis Glaze, Michael Fullan and Ben Levin. He believes that the principals are the people who make a difference in schools.

Look for the following:

- Introduction of Gerard Kennedy, Avis Glaze, Michael Fullan and Ben Levin

After viewing Segment 2:

- How does this team of people's commitment to education effect education?
- What is the single most important thing that the Province could do?
- What does "the transmission of civility" mean?

3...The "Show Me" Province of Canada

(Length: 5 minutes)

Synopsis:

The Premier recognizes that there are challenges to education. He encourages people to be aware of life every single minute. He discusses the need people have in the province to gain faith in public education. He suggests that now is the time to show the public that public schools are excellent.

Look for the following:

- Sir Winston Churchill's quotation "the price of greatness is responsibility"
- Statistics about Ontario's past
- Message sent by Ontarians

After viewing Segment 3:

- Why were many families choosing private schools over public schools in the past?
- Are there any statistics that surprised you?
- What is the message sent by Ontarians during the last election?

4...Embracing the Challenge

(Length: 2.5 minutes)

Synopsis:

The Premier discusses how the government was left with a deficit and how in the past it chose to take money from education and put it into health care. He shares how he has been able to invest more money into education.

Look for the following:

- 6% increase in investment into education

After viewing Segment 4:

- How have leaders in education remained hopeful about education?

5...Progress

(Length: 2.5 minutes)

Synopsis:

The Premier shares the many things that the government has done to make public education in Ontario better.

Look for the following:

- Gains made in Ontario education

After viewing Segment 5:

- What progress has been made in Ontario education?
- Have you felt the effects of the progress? If so, how?
- What still needs to be done?
- Are there any gains that surprise you?
- Which of these changes has had the most effect on students?

6...Testing in a “Show Me” Province

(Length: 4 minutes)

Synopsis:

The Premier explains why testing results are so important when it comes to showing the public that change is happening.

After viewing Segment 6:

- What alternate ways have you seen in your schools to show that the public education system is strong?

7...A Commitment to Public Education

(Length: 4 minutes)

Synopsis:

The Premier shares his deep passion and commitment to public education and invites principals and teachers to share successes and challenges with him.

After viewing Segment 7:

- What successes could you share with the Premier?
- What tough problems are you experiencing that you would also like to share?

8...Conclusion: Pact to Build Momentum

(Length: 4 minutes)

Synopsis:

The Premier asks the principals to make a pact with the government to continue to work towards the goal of 75%.

Look for the following:

- A story of how many students have signed up to be in Intel’s science fair in the USA and in China.

After viewing Segment 8:

- In your own words, explain why education of all children is important to the progress of Canada as a nation.

Dr. Ben Levin – April 2005

Dr. Ben Levin, Deputy Minister of Education, Ontario Ministry of Education

In this address, Dr. Ben Levin begins by talking about the importance of the Ontario educator's work. He moves on to highlight what has been done by the Ontario Ministry of Education and then discusses areas that continue to be a challenge. He ends with a refocus on the moral purpose of educators across Ontario.

Contact:

For more information about Dr. Ben Levin and the work that the Ministry is doing, visit www.edu.gov.on.ca/eng/general/biography/edu_dm.html

Segments:

- 1...Introduction
- 2...The Challenges
- 3...Resources and Supports
- 4...Labour and Workload Issues
- 5...Education in Ontario as a Model
- 6...Conclusion

1...Introduction

(Length: 2 minutes)

Synopsis:

Levin thanks the many people who have helped organize this event.

2...The Challenges

(Length: 5 minutes)

Synopsis:

Levin shares his ideas of the importance of the challenge that all educators are faced with.

Look for the following:

- Richard Elmore's ideas on reciprocity

After viewing segment 2:

- What are Elmore's ideas on reciprocity?
- How can you apply this principle to your practice?

3...Resources and Supports

(Length: 4.5 minutes)

Synopsis:

Levin highlights the many initiatives and improvements that the Ministry of Education is involved in.

Look for the following:

- Ministry of Education's initiatives

After viewing segment 3:

- The Deputy Minister outlines a number of initiatives the government has taken regarding Education. Do you support the plan?
- Is enough being done (or too much)?
- What would you add or subtract? Why?

4...Labour and Workload Issues

(Length: 2.5 minutes)

Synopsis:

Levin shares his optimism regarding labour issues and discusses the further work that needs to be done when it comes to policy.

Look for the following:

- 4 year collective agreement between government and labour

After viewing segment 4:

- Levin states that he is very optimistic regarding labour peace and stability in education. Do you share his optimism? Why or why not?

5...Education in Ontario as a Model

(Length: 2 minutes)

Synopsis:

Levin shares his belief that Ontario will be looked towards as a model for educational excellence.

6...Conclusion

(Length: 1.5 minutes)

Synopsis:

Levin thanks his audience.

Dr. Avis Glaze – April 2005

Dr. Avis Glaze, Chief Student Achievement Officer, Literacy and Numeracy Secretariat

In this address, Dr. Avis Glaze expresses gratitude for all of the work that principals are involved in. She defines the mission of the Secretariat and identifies the ultimate goal of educators. She goes on to outline the eight key strategies of the Literacy and Numeracy Secretariat that will enable Ontario educators to meet the goal that by the year 2008, 75% of all 12 year old students will reach the provincial standard in literacy and numeracy. She ends with a poem that highlights the importance of teachers.

Contact:

For more information on Dr. Avis Glaze and the work of the Literacy and Numeracy Secretariat, visit www.edu.gov.on.ca/eng/literacynumeracy/moreinfo.html

Segments:

- 1...Introduction
- 2...Stewardship, Citizenship and the Hallmarks of Leadership
- 3...The Educational Imperative: Literacy
- 4...LNS's Eight Key Strategies
- 5...Conclusion

1...Introduction

(Length: 2.5 minutes)

Synopsis:

Glaze expresses gratitude for the work that principals are doing.

2...Stewardship, Citizenship and the Hallmarks of Leadership

(Length: 4 minutes)

Synopsis:

Glaze shares Peter Block's definition of stewardship and its relationship to the mission of education.

Look for the following:

- Stewardship as defined by Peter Block

After viewing segment 2:

- How does Peter Block's definition of stewardship relate to your own view of why we teach?
- Glaze maintains that people change organizations. How do you think people change organizations?

Digging Deeper:

Block, P. (1993) *Stewardship: Choosing Service Over Self Interest*. San Francisco: Berrett Koehler.

Fullan, M. (1997) *What's Worth Fighting For in the Principalship?* New York: Teacher's College Press.

3...The Educational Imperative: Literacy

(Length: 3 minutes)

Synopsis:

Glaze discusses the importance of literacy and the importance of the role of educators in ensuring that students become literate.

Look for the following:

- A quotation by a UNESCO official
- The goal set by the Literacy and Numeracy Secretariat

After viewing segment 3:

- Do you agree or disagree with the quotation by a UNESCO official, that by not teaching some children to read and write we are denying people a chance to be fully human?
- What are some of the obstacles to the Secretariat's goal for 2008? Brainstorm a few strategies to overcome these obstacles.

4... LNS's Eight Key Strategies

(Length: 3 minutes)

Synopsis:

Glaze names the eight strategies used by the Secretariat to enable educators across Ontario to reach the 2008 goal of 75%.

Look for the following:

- Eight key strategies to help educators achieve 75% by 2008

After viewing segment 4:

- What are the eight key strategies?
- Which of these is the most difficult? Which will be the easiest?
- What causes some of these strategies to be difficult?
- What can you do to encourage people in your districts and schools to continue to focus on the most difficult strategies?

5...Conclusion

(Length: 1 minute)

Synopsis:

Glaze shares a poem that recognizes the importance of educators.

After viewing segment 5:

- What thoughts came into your mind as you listened to Glaze's poem?

Dr. Michael Fullan – April 2005

Dr. Michael Fullan, Author, Educator & Consultant, April 2004 appointed Special Advisor to the Premier and Minister of Education; Head of Leadership for Change; Former Dean of the Ontario Institute for Studies in Education of the University of Toronto

In this address, Dr. Michael Fullan begins by reviewing the ten guidelines in the book, *What's Worth Fighting For in the Principalship?*, and then he moves on to outline the six fundamental issues in education today. He next defines "school capacity" and uses a video of Montview School in Colorado to illustrate this definition.

Books by Dr. Michael Fullan:

Fullan, M. (1997) *What's Worth Fighting For in the Principalship?* New York: Teacher's College Press.

Fullan, M. (2001) *Leading in a Culture of Change*. San Francisco: Jossey-Bass.

Fullan, M. (2003) *The Moral Imperative of School Leadership*. Thousand Oaks: Corwin Press.

Fullan, M. (2004) *Leadership and Sustainability: System Thinkers in Action*. Thousand Oaks: Sage Publications.

Fullan, M., Hill, P., & Crévola, C. (2006) *Breakthrough*. Thousand Oaks: Sage Publications.

Contact:

For more information on Dr. Michael Fullan and a complete bibliography of his work, visit www.michaelfullan.ca

Segments:

- 1...What's Worth Fighting For in the Principalship?
- 2...The Six Fundamental Issues Today
- 3...School Capacity Defined
- 4...Conclusion

1...What's Worth Fighting For in the Principalship?

(Length: 7 minutes)

Synopsis:

Fullan reviews the ten guidelines presented in his book, *What's Worth Fighting For in the Principalship?* and speaks to their relevance today.

Look for the following:

- The ten guidelines

After viewing Segment 1:

- Select three of these guidelines that impact most strongly on your professional practice as a principal today.
- Determine the actions you can take to follow these three selected guidelines.

2...The Six Fundamental Issues Today

(Length: 7 minutes)

Synopsis:

Fullan describes the six major issues facing leaders in education today.

Look for the following:

- Moral purpose
- Team work
- Role of the Principal
- Capacity building
- Distracters
- Not “what” but “how”

After viewing Segment 2:

- How important is the principal to transformation in a school?
- What will build the capacity of the teachers in your school?
- Fullan says that you must reduce the ‘distracters’ in your school in order to focus on teaching and learning. List the ‘distracters’ that have the potential of reducing your school’s focus on teaching and learning.

3...School Capacity Defined

(Length: 18 minutes)

Synopsis:

Fullan states that good schools display strength in school capacity, student achievement, and instructional quality. He uses a video of Montview School in Colorado to demonstrate what these characteristics look and sound like in a school environment.

Look for the following:

- A definition of school capacity
- A caution regarding professional development
- The meaning of ‘learning in context’
- The characteristics of a ‘professional learning community’ demonstrated by the staff of Montview School

After viewing Segment 3:

- What is ‘school capacity’ and how is it achieved?
- Define “learning in context”.
- Review characteristics of a ‘professional learning community’.
- Play the video portion of the segment again, this time listing each characteristic of a PLC demonstrated by the staff.
- Next to each characteristic, put a check mark if this same characteristic is evident in your school. Note those that are missing in your school culture.
- Make a PLC chart of your school that has two parts. Part 1 has a Column A that contains the list of evident characteristics and a Column B which shows how each characteristic is seen and heard. Part 2 of the chart also has two columns. Column C lists the characteristics missing in your school culture, while Column D includes the suggestions of how to develop each PLC characteristic. The next step is to prioritize the items in Part 2 and decide on which one or ones to focus.

Sample Chart:

Part 1		Part 2	
Column A	Column B	Column C	Column D
Evident Characteristics	How it is Seen and Heard	Missing Characteristics	Suggestions for Developing

4...Conclusion

(Length: 10 minutes)

Synopsis:

Fullan discusses targets for improved student performance and the reasons for the degree of improvement leveling off at a certain point rather than continuing to increase. He then proposes two methods for avoiding this “plateau effect”.

Look for the following:

- England’s targets and results
- The reason for these results
- Two lenses for focusing on improvement in Ontario schools

After viewing Segment 4:

- Summarize the two main points that Fullan presents as routes to a continuing improvement in student achievement.
- Assess how well your system (school and board) is doing at following his advice.

Dr. Avis Glaze – August 2005

Dr. Avis Glaze, Chief Student Achievement Officer, Literacy and Numeracy Secretariat

In this address, Dr. Avis Glaze expresses her gratitude for the partnership that has developed between the Principals' Associations, the Literacy and Numeracy Secretariat and other organizations. She goes on to stress the importance of emotional intelligence and its role in developing strong leaders. She also describes the focused work that leads to concrete improvements in education and uses examples within the issue of equity to highlight that. She invites questions and comments, touches briefly on the issue of EQAO and ends with a refocus on the important nature of the work of Principals.

Contact:

For more information on Dr. Avis Glaze and the Literacy and Numeracy Secretariat, visit www.edu.gov.on.ca/eng/literacynumeracy/moreinfo.html

Segments:

- 1...Introduction
- 2...The Importance of Emotional Intelligence
- 3...Leadership Research
- 4...Focused Work
- 5...Equity
- 6...Comments and Questions
- 7...Testing
- 8...The Role of the Principal

1...Introduction

(Length: 4 minutes)

Synopsis:

Glaze expresses gratitude for the work that is being done by the OPC, ADFO, and CPCO.

2...The Importance of Emotional Intelligence

(Length: 2.5 minutes)

Synopsis:

Glaze stresses the importance of emotional intelligence and reminds the audience of Ken Leithwood's work. She highlights four types of leaders identified by Ken Leithwood and she states her belief that EQ must be used to achieve concrete goals.

Look for the Following:

- Ken Leithwood's four types of leaders
- Successful principals mobilize change

After viewing Segment 2:

- What are the four types of leaders mentioned by Glaze?
- How would you describe yourself as a leader?
- Name three specific things that you could do to be a stronger leader.

Digging Deeper:

Leithwood, K., Aitken, R., & Jantzi, D. (2005). *Making Schools Smarter: A System for Monitoring School and District Progress*. Thousand Oaks: Corwin Press.

3...Leadership Research

(Length: 2.5 minutes)

Synopsis:

Glaze briefly sketches the history of leadership thinking since the 1950's. She stresses the importance of a leader's ability to work towards a goal.

Look for the Following:

- Trends in leadership research since the 1950's

After viewing Segment 3:

- How would you describe the current thinking about leadership?

4...Focused Work

(Length: 1 minute)

Synopsis:

Glaze uses the example of tutoring to highlight how focused work brings about results.

Look for the Following:

- A description of an after school program that encourages trained volunteers

After viewing Segment 4:

- What are some of the programs in your school that are examples of focused work?
- How have these efforts created a change in student outcome?

5...Equity

(Length: 4.5 minutes)

Synopsis:

Glaze expresses her belief that all students can learn, and urges the audience to challenge the thinking of teachers who do not believe this. She shares a story of one principal's approach that improved student learning in a lower income area and stresses the urgency of the work.

Look for the Following:

- Summary of Carl Glickman's article

After viewing Segment 5:

- What are some specific things that could be done intentionally in your school to improve student success?

Digging Deeper:

Glickman, Carl. "Pretending Not to Know What We Know." *Educational Leadership* (May, 1991): 4-10.

6...Comments and Questions

(Length: 5.5 minutes)

Synopsis:

Glaze invites leaders from the Secretariat to speak to the audience. They discuss appreciation for all of the work that is being done and remind the audience to be brave, to continue to reflect and to share as they work.

After viewing Segment 6:

- What are some questions that you have for the Literacy and Numeracy Secretariat?

7...Testing

(Length: 3 minutes)

Synopsis:

Glaze reminds the audience of the importance of testing when it comes to showing what students are learning. She suggests that a discussion about whether to test or not would be unhelpful.

After viewing Segment 7:

- Summarize, in your own words, why you feel testing and EQAO results are an important part of increasing student learning.

8...The Role of the Principal

(Length: 2 minutes)

Synopsis:

Glaze shares her image of principals and their role in shaping the education of every child in Ontario.

Look for the Following:

- Key words used to describe the role of principals

After viewing Segment 8:

In what ways has your role as principal shifted since the beginning of the Leading Student Achievement initiative?

Dr. Ben Levin – January 2006

Dr. Ben Levin, Deputy Minister of Education, Ontario Ministry of Education

In this address, Dr. Ben Levin expresses appreciation for and the importance of the work that principals in Ontario are engaged in. He discusses the successes and challenges experienced by all involved in education. He then encourages questions and comments from principals in the audience. Levin ends with his thoughts about collective agreement and professional development.

Contact:

For more information about Dr. Ben Levin and the work that the Ministry is doing, visit www.edu.gov.on.ca/eng/general/biography/edu_dm.html

Segments:

- 1...Introduction
- 2...Importance of the Principal's Role
- 3...Comments and Questions
- 4...Collective Agreement and PD Issues

1...Introduction

(Length: 1 minute)

Synopsis:

Levin thanks the audience for the work that they are doing.

Look for the following:

- The focus of Ontario's educators

After viewing Segment 1:

- What, according to Levin, is the broad focus of education in Ontario today?
- Would you add anything else to Levin's comments?

2...Importance of the Principal's Role

(Length: 5 minutes)

Synopsis:

Levin highlights the successful implementation of several initiatives across Ontario and some of the challenges that are still being faced.

Look for the following:

- Initiatives by the government to promote an open climate, develop partnerships, and increase resources

After viewing Segment 2:

- How has the present government attempted to develop respect for partners in the system?
- Levin notes a number of challenges facing education in Ontario today. Do you agree that these are the most significant challenges? What challenges would you identify? How is your school board handling these challenges?

3...Comments and Questions

(Length: 9 minutes)

Synopsis:

Levin answers questions posed by the audience. He focuses his responses on labour issues and professional development.

Look for the following:

- The importance of accountability when it comes to the principalship

After viewing Segment 3:

- Levin talks about how a board can have 96 schools doing well, but 4 with issues and how this creates problems for the entire board. Do you agree with this statement? Why or why not?

4...Collective Agreement and PD Issues

(Length: 4 minutes)

Synopsis:

Levin discusses the impact professional learning communities can have on student learning.

Look for the following:

- Professional Respect and its impact on leadership

After viewing Segment 4:

- Levin asks principals how Principal Learning Teams have made a difference to their lives and the lives of their students. How would you answer this question?
- Share a story that shows the impact that these teams have made on student learning?
- Should more funding be invested in these kinds of initiatives? Why or why not?
- What questions do you have for Levin and the Ministry of Education?

Dr. Avis Glaze – January 2006

Dr. Avis Glaze, Chief Student Achievement Officer, Literacy and Numeracy Secretariat

In this address, Dr. Avis Glaze expresses her appreciation for the deep commitment on the part of the principals. She celebrates the gains that have been achieved and urges the group to continue with the work, because the work is not done. She highlights several areas that still need to improve. She suggests that successful leaders are aware of the future and encourages the audience heighten their own, as well as other's awareness of the changing nature of the world. She stresses the importance of public relations and influencing public attitude about education. She lists many skills that being a principal involves, and ends with a story that highlights the importance of teaching.

Contact:

For more information on Dr. Avis Glaze and the Literacy and Numeracy Secretariat, visit www.edu.gov.on.ca/eng/literacynumeracy/moreinfo.html

Segments:

- 1...Introduction
- 2...Improving Professional Learning Communities
- 3...Areas of Improvement
- 4...The Costs of Inadequate Education
- 5...Influencing Public Attitudes about Education
- 6...The Role of the Principal
- 7...Conclusion

1...Introduction

(Length: 3.5 minutes)

Synopsis:

Glaze expresses gratitude to the principal councils, superintendents and principals for the work they have been doing. She recognizes their collaboration, enthusiasm and commitment.

2...Improving Professional Learning Communities

(Length: 3 minutes)

Synopsis:

Glaze maintains the urgency around improving education. She suggests that a lot has been done, but there is still more work to be done. She encourages schools to believe that they can meet the goal of 75% and also begin to surpass it.

Look for the Following:

- Congeniality vs. collegiality

After viewing Segment 2:

- What is the distinction between congeniality and collegiality?
- What can you do to promote collegiality in your schools?

3...Areas of Improvement

(Length: 4 minutes)

Synopsis:

Glaze mentions several areas where improvement is being seen, and uses data about illiteracy to show the importance of education.

Look for the Following:

- Illiteracy rates in Canada

After viewing Segment 3:

- Does anything that Glaze says shock you? Why or why not?

4...The Costs of Inadequate Education

(Length: 12 minutes)

Synopsis:

Glaze highlights several results of an inadequate education. She names specific shifts in focus at the Literacy and Numeracy Secretariat. She discusses shifts in Special Education. She shares ten “world flatners” listed in Thomas Friedman’s *The World is Flat*. She shares three levels of convergence as cited by Thomas Friedman.

Look for the Following:

- 10 world flatners
- Three levels of convergence
- Downsides to globalization

After viewing Segment 4:

- What are the implications for education?
- What are the implications for education leaders?
- How can you in your roles help your colleagues help teachers to be aware of the world and be prepared in their knowledge and attitudes?
- Do you know what your sub populations are doing?
- What are you doing to help them?

Digging deeper:

Friedman, T. (2005) *The World is Flat: A Brief History of the Twenty-First Century*. New York: Farrar, Straus & Giroux.

5...Influencing Public Attitudes About Education

(Length: 4 minutes)

Synopsis:

Glaze highlights the importance of public relations in education. She names three components of a good public relations campaign and she encourages leaders to develop public relation skills in others.

Look for the Following:

- Three components of a public relations campaign

After viewing Segment 5:

- How are you encouraging others to be good at public relations?
- What are the components of a public relations campaign?
- Why should we be aware of public relations?

6...The Role of the Principal

(Length: 2 minutes)

Synopsis:

Glaze shares ten metaphors for principalship reminding the audience of the importance and challenge of the job. She encourages people in education to care for themselves by finding people to support and nourish them.

Look for the Following:

- 10 metaphors of principalship

After viewing Segment 6:

- Glaze shares ten metaphors she has for principalship. Would you add any others?
- Highlight three of her metaphors that you believe are challenging for you?
- What can you do to increase your ability to take on that role?

Digging Deeper:

Fullan, M. (1997) *What's Worth Fighting For in the Principalship?* New York: Teacher's College Press.

7...Conclusion

(Length: 2.5 minutes)

Synopsis:

Glaze shares an anecdote that highlights the importance of teaching.

After viewing Segment 7:

- Have you been in a similar situation to the teacher in her story?
- What can we do to shift the thinking about teaching?

Dr. Ben Levin – June 2006

Dr. Ben Levin, Deputy Minister of Education, Ontario Ministry of Education

In this address, Dr. Ben Levin sets the context for what has happened over the past year in Ontario. He assures people that the new Minister of Education is going to continue with the current initiatives in education. He then invites questions and comments from the audience.

Contact:

For more information about Dr. Ben Levin and the work that the Ministry is doing, visit www.edu.gov.on.ca/eng/general/biography/edu_dm.html

Segments:

- 1...Introduction
- 2...Setting the Context
- 3...Comments and Questions
- 4...Role of the Principal
- 5...Comments and Questions Continued
- 6...Conclusion

1...Introduction

(Length: 1.5 Minutes)

Synopsis:

Levin thanks the principal groups for all of the work that they've been doing and reassures them that the new Minister of Education is committed to continuing with the current initiatives in education.

After viewing segment 1:

- Did you have any concerns about the change in Minister? If so, what were those concerns? Do you still have these concerns?

2...Setting the Context

(Length: 6.5 Minutes)

Synopsis:

Levin begins by sharing the different ways that he keeps his knowledge of the education system current. He recognizes the critical importance that leaders play in schools, and he talks about how the changes are being made.

Look for the following:

- Things the government has done to show their continued support

After viewing segment 2:

- How are common practices changing your practice and the practice of the teacher's you're working with?
- Does your school have any similar stories to the story about creating common colour schemes for verbs and noun? If so, what are those stories?

3...Comments and Questions

(Length: 10 Minutes)

Synopsis:

Levin invites questions and comments from the audience. One comment encourages the government to stay the course to the current change. Another question asks if the minister is planning to think about including professional learning communities into the school day. A few success stories are shared.

After viewing segment 3:

- Do you have any success stories from the past year that you would like to share?
- Do you agree or disagree with the comments made about Ontario's education as being a leader in the international arena?

4...Role of the Principal

(Length: 5 Minutes)

Synopsis:

One participant asks a question about what is being done to attract principals. Levin responds by describing many of the things that are outlined in the Role of the Principal Strategy and mentions that these ideas are going ahead.

Look for the following:

- Things that are happening as a result of the Role of the Principal Strategy

After viewing segment 4:

- Were you aware of the Role of the Principal Strategy?
- Have you been involved in any of the current initiatives that are mentioned in the Role of the Principal Strategy?
- Are you experiencing changes in your daily work that are affecting you in a positive way? What are these changes?

5...Comments and Questions Continued

(Length: 6 Minutes)

Synopsis:

Participants share other positive stories about the past year including comments about the teacher induction program. Levin states that we've gone from a policy that says, "Let's test them," towards a policy that helps support all the people in the system.

After viewing segment 5:

- What questions do you have for Levin?

6...Conclusion

(Length: 0.5 Minutes)

Synopsis:

Levin concludes his time by thanking the audience for their support and hard work.

Ruth Mattingley – June 2006

Ruth Mattingley, Senior Executive Officer, Literacy and Numeracy Secretariat

In this address, Ruth Mattingley restates and reaffirms the goal of the initiative, “Leading Student Achievement: Our Principal Purpose”. In turn, she explains the roles of the ‘Professional Learning Community’ and the Literacy and Numeracy Secretariat in working towards the achievement of this goal. To conclude, she invites questions and suggestions for the Secretariat.

Contact:

For more information on the Literacy and Numeracy Secretariat, visit www.edu.gov.on.ca/eng/literacynumeracy/

Segments:

- 1...Introduction
- 2...Achieving the Literacy and Numeracy Initiative
- 3...Comments and Questions

1...Introduction

(Length: 15 minutes)

Synopsis:

Mattingley restates the case for the development of the Literacy and Numeracy initiative and reaffirms its goal to raise the bar on student achievement and lower the gap between lower and higher performers. She outlines how Professional learning communities have contributed to the movement toward achieving this goal.

Look for the following:

- Reasons for the initiative
- Goal of the initiative
- Attributes of a ‘Professional Learning Community’
- Importance of ‘equity’ in the initiative
- Culture created by an effective ‘Professional Learning Community’
- Percentage of improvement in student achievement by Ontario boards
- Questions to ask to assess progress and guide practice

After viewing Segment 1:

- What is the goal of the provincial Literacy and Numeracy initiative?
- Of the attributes associated with professional learning communities, which two are most crucial to achieving this goal? Explain.
- List the three most relevant questions that you should consider in order to reflect on your school’s progress towards achieving the goal of improvement in student Literacy and Numeracy. Then brainstorm responses to these three questions to determine an initial assessment of present practice. From here, determine future action required to build school capacity.

Sample Chart:

Relevant Questions	Possible Responses	Future Action
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Digging Deeper:

DuFour, R. & Eaker, R. (1998) *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Bloomington: National Education Service.

2...Achieving the Literacy and Numeracy Initiative

(Length: 10 minutes)

Synopsis:

Mattingley focuses on the role of the Literacy and Numeracy Secretariat in moving schools forward toward raising the bar on student achievement and narrowing the gap between lower and higher achieving performers. She outlines the practices common in schools that have shown improvement in student achievement or that have demonstrated a high level of student achievement.

Look for the following:

- Priorities of the Secretariat
- The three phases of the work of the Secretariat
- 'Ontario Focus Intervention Partnership'
- Practices common in schools where improvement and/or high student achievement is evident
- Characteristics of effective leadership (applicable to both administrators and teachers)
- The reason underlying the urgency of maximizing student achievement

After viewing Segment 2:

- Of the practices common to schools which have demonstrated improvement and/or high student achievement, Mattingley emphasizes the importance of there being a common belief that all students can learn and that success is celebrated. Determine the extent to which your school demonstrates these two characteristics by providing specific examples to support your assessment. Next, outline steps your school can take to move forward in these two areas.

Sample Chart:

Demonstration of Common Belief that All Students Can Learn	Demonstration that Success is Celebrated	Steps to Move Forward
--	--	-----------------------

- Research what resources the Literacy and Numeracy Secretariat provide that your school could access for assistance when improving practice.

Digging Deeper:

For more information visit the Literacy and Numeracy Secretariat's online journal at www.inspirelearning.ca or Curriculum Services Canada at www.curriculum.org.

3...Comments and Questions

(Length: 9 minutes)

Synopsis:

This segment of Mattingley's presentation consists of her audience's response to her request for questions and suggestions for the Literacy and Numeracy Secretariat. This segment provides some interesting clarification of information presented earlier in her address, and highlights the needs felt by those who have been involved in the initiative during 2005 – 2006.

Look for the following:

- Clarification of the 'Ontario Focus Intervention Partnership'
- Year 2 of the initiative
- Administrators' suggestions

After viewing Segment 3:

- Having listened to administrators from around Ontario, which of their comments had the most impact on you?
- What advice/suggestions/questions do you have to offer at this stage?

Section II: Content Experts

Literacy Fundamentals – August 2005..... page 27

Sue Jackson, Learning Coordinator, Thames Valley DSB

Judy Speirs, Student Achievement Officer, Literacy and Numeracy Secretariat

Numeracy Fundamentals – August 2005..... page 30

Dan Peter, K-8 Mathematics Consultant,

Dufferin Peel Catholic District School Board

Conducting Action Research – January 2006..... page 33

Dr. Richard Sagor, Founder of the Institute for the

Study of Inquiry in Education

Leading Schools in a Data-Rich World Workshop Highlights – June 2006 page 39

Dr. Lorna Earl, Co-author

Dr. Steven Katz, Co-author

Literacy Fundamentals – August 2005

Sue Jackson, Learning Coordinator, Thames Valley DSB

Judy Speirs, Student Achievement Officer, Literacy and Numeracy Secretariat

In this address, Sue Jackson and Judy Speirs look at literacy fundamentals and discuss strategies that work. Literacy is defined and effective classroom practices that principals should be seeing in their classrooms are discussed. Highlights from the *Literacy for Learning* document are emphasized. The session concludes with what principals need to do to promote literacy and professional learning communities within their schools.

Contact:

For more information on literacy, visit the Literacy and Numeracy Secretariat website at www.edu.gov.on.ca/eng/literacynumeracy/

Resources:

Document: *Literacy for Learning* - available on the Ministry of Education's website, at www.edu.gov.on.ca

Segments:

- 1...Introduction
- 2...UNESCO's Definition of Literacy
- 3...Effective Classroom Practices
- 4...Literacy for Learning
- 5...A Comprehensive Literacy Program
- 6...Shared Reading Technique and "Look Fors"
- 7...Conclusion

1...Introduction

(Length: 2 minutes)

Synopsis:

Jackson outlines the purpose of the presentation.

2...UNESCO's Definition of Literacy

(Length: 1 minute)

Synopsis:

Jackson reviews the UNESCO definition of literacy and emphasizes that literacy is an essential tool for personal growth and for active participation in society.

Look for the following:

- Literacy involves more than reading and writing

After viewing Segment 2:

- What are you doing to stress the importance of literacy within your community?
- Visit the UNESCO website at www.unesco.org/education/ and focus on what is being done globally to address the problem of illiteracy.

3...Effective Classroom Practices

(Length: 11 minutes)

Synopsis:

Jackson describes classroom practices that enhance literacy development.

Look for the following:

- The importance of planned, purposeful and scaffolded lessons
- The role of “accountable talk” in establishing classrooms as conversational communities
- Read aloud as a necessary classroom practice
- Making connections
- Think, Pair, Share strategy

After viewing Segment 3:

- How important is the role of talk in the classroom?
- How should teachers establish “accountable talk” in their classrooms?
- Why is making connections an important comprehension strategy?
- Make a list of “non-negotiable” literacy activities that your PLC would insist on having in each classroom in your family of schools.

4...Literacy for Learning

(Length: 10 minutes)

Synopsis:

Speirs highlights the information in the document, *Literacy for Learning*, with a particular focus on critical thinking skills.

Look for the following:

- Importance of critical literacy skills
- Definition of texts
- Role of the classroom teacher to address varying stages of student development
- Importance of principals to review student data with staff
- IF...THEN strategy

After viewing Segment 4:

- List the types of texts to which students in the 21st century are exposed.
- Why are critical literacy skills so important? What are good ways to teach them?
- What do effective literacy teachers do and how will you develop these characteristics?

5...A Comprehensive Literacy Program

(Length: 3 minutes)

Synopsis:

Speirs describes Vygotsky's theory of learning and its application to classroom practice.

Look for the following:

- A description of Vygotsky's theory of learning
- Gradual release of support
- Zone of Actual Development
- Zone of Proximal Development
- New Zone of Actual Development

After viewing Segment 5:

- With your PLC and staff, describe how a comprehensive literacy program would fit Vygotsky's theory of learning.

6...Shared Reading Technique and "Look Fors"

(Length: 10 minutes)

Synopsis:

Jackson describes one technique that should occur in all classrooms from JK to grade 8, i.e., shared reading, as this is where the bulk of explicit instruction occurs. A video clip is used so participants can see shared reading in action.

Look for the following:

- Importance of shared reading
- What shared reading looks like in the classroom

After viewing Segment 6:

- With your group, develop your own list of shared reading "Look Fors".

7...Conclusion

(Length: 5 minutes)

Synopsis:

Speirs outlines what role principals play in promoting effective literacy programs.

Look for the following:

- Importance of shared reading
- Necessity of blocks of uninterrupted time in the timetable
- Data collection
- Collaboration amongst teachers

After viewing Segment 7:

- Joyce and Showers say that, "Training is only effective when it involves peer coaching in the classroom." What will you do to develop a plan to ensure effective literacy instruction will occur at your school?

Numeracy Fundamentals – August 2005

Dan Peter, K-8 Mathematics Consultant, Dufferin Peel Catholic District School Board

In this address, Dan Peter looks at the information contained in the *Expert Panel Report* and the layout of the revised Ontario Curriculum. He talks about the importance of problem solving being the mainstay of mathematical instruction. He also discusses the critical elements of the learning environment. Assessment in mathematics is highlighted and appropriate resources are identified. The session concludes with Peter applying many of these ideas in mathematical activities.

Contact:

For more information on numeracy, visit the Literacy and Numeracy Secretariat website at www.edu.gov.on.ca/eng/literacynumeracy/

Segments:

- 1...Introduction
- 2...Teaching Through Problem Solving
- 3...The Learning Environment
- 4...Assessing Effectively
- 5...Resources
- 6...Math Activities

1...Introduction

(Length: 3 minutes)

Synopsis:

Peter outlines the topics to be addressed during his presentation.

2...Teaching Through Problem Solving

(Length: 3 minutes)

Synopsis:

Peter highlights the importance of teaching through problem solving and the stages through which a typical lesson would progress.

Look for the following:

- Importance of teaching through problem solving
- Stages of a lesson
- Layout of the revised curriculum

After viewing Segment 2:

- How will you ensure the problem solving instructional technique is occurring in the classroom?

3...The Learning Environment

(Length: 9 minutes)

Synopsis:

Peter addresses the importance of talk in the classroom environment, how to read a math problem and big ideas in mathematics.

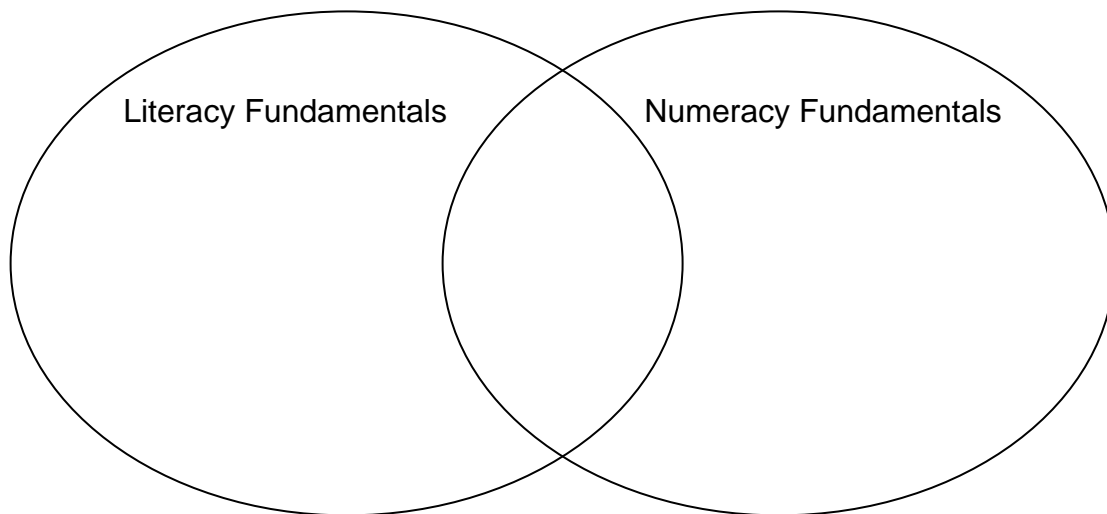
Look for the following:

- Mistakes are opportunities
- Equity
- The importance of talk
- Reading a math problem
- Using manipulatives
- Big ideas

After viewing Segment 3:

- Use a graphic organizer to illustrate the similarities and differences between literacy fundamentals and numeracy fundamentals in an effective classroom environment.

Sample Graphic Organizer:



4...Assessing Effectively

(Length: 2 minutes)

Synopsis:

Peter highlights that the purpose of assessment is to create learning.

Look for the following:

- Focused observation
- Anecdotal notes
- Feedback

After viewing Segment 4:

- Generate a list of the types of assessment that should be occurring in the classroom.
- Why is focused observation so important?
- What techniques can be employed to record focused observations?

5...Resources

(Length: 1 minute)

Synopsis:

Peter identifies the resources that your teachers should possess.

Look for the following:

- Guide for Effective Instruction
- Early Math Strategies
- Teaching and Learning Mathematics
- Leading Math Success
- Think Literacy – Cross-curricular approaches
- TIPs documents

6...Math Activities

(Length: 35 minutes)

Synopsis:

Peter takes participants through a variety of math activities that demonstrate the techniques he introduced in the previous segments.

Look for the following:

- Think, Pair, Share activity
- A variety of strategies for adding a number
- Teaching through problem solving
- Models of early primary lessons
- Early diagnostic activity – the number 5
- Estimation strategies
- Use of ten frames in addition and subtraction
- Hundreds charts and hundreds carpets
- Debriefing
- Long division and a better algorithm

After viewing Segment 6:

Brainstorm various ways that you can implement and use these methods and activities in the classroom.

Conducting Action Research – January 2006

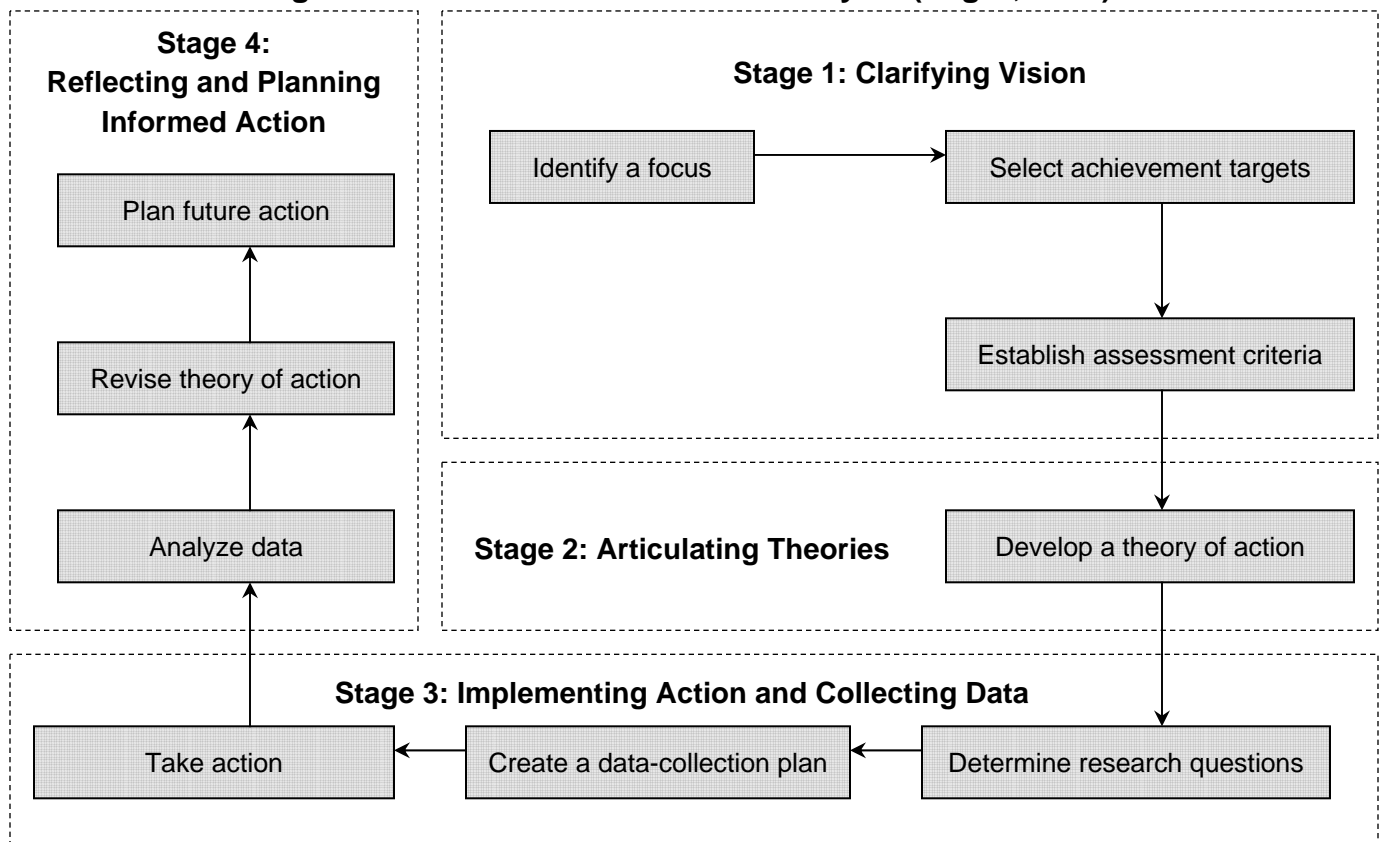
Dr. Richard Sagor, Educational Consultant, Author; Educational Leadership Program Director and Professor, Lewis and Clark College in Portland, Oregon, USA; Founder of the Institute for the Study of Inquiry in Education

Dr. Richard Sagor's presentation provides a specific and detailed process for implementing an action research project in a school. He defines action research as "Investigations conducted *by* and *for* the people taking the *action*, on their *own action* to inform their future *actions*." Sagor addresses both the value of the principal as facilitator of teacher action research and the principal as action researcher. Principals participating in this workshop presentation found the step-by-step process and templates for each stage very relevant and applicable to the tasks they are expected to perform as part of the project.

Sagor's action research process consists of four stages:

1. Clarifying Your Vision/Targets (determining what you want to see – precise outcomes);
2. Articulating Your Theory (planning the best way to achieve or get to the outcomes);
3. Implementing Your Theory (acting out the plan and collecting data);
4. Reflecting on Results (examining the data to see what it tells and deciding how to act on it).

Sagor's Model: The Action Research Cycle (Sagor, 2005)



Contact:

For more information on Dr. Richard Sagor and his work, visit www.lclark.edu/faculty/sagor/

Resources:

Book: *Sagor, R. (2005). The Action Research Guidebook: A Four-Step Process for Educators and School Teams.* Thousand Oaks: Corwin Press.

PowerPoint: A copy of Sagor's PowerPoint for the presentation is available. Go to the home page of your Principals' Association, click on the Leading Student Achievement button to access the website. Click on Symposia 2006 and then the Sagor PP icon.
References to Sagor's PowerPoint slides: PP# 1-3, etc.

Segments:

- 1...Introduction
- 2...Definition of Action Research
- 3...Types of Action Research
- 4...Stage 1: Clarify Your Vision/Targets
- 5...Stage 2: Articulate Your Theory(s)
- 6...Stage 3: Implementation/Data Collection
- 7...Stage 4: Reflect on Results

1...Introduction

(Length: 13 minutes)

Synopsis:

Sagor introduces the topic of action research by recounting a humorous story of his flight to Toronto and the pilot's use of action research.

Look for the following:

- How Sagor's travel story illustrates the connection between theory and action
- Every teacher in every lesson is working on a theory and responding with action-but efficacy can be high or low
- Effective use of action research improves teacher efficacy
- When principals model the action research process, they take the risk out of action research for their teachers

After viewing Segment 1:

- Brainstorm examples of action research in the school and/or home.

2...Definition of Action Research

(Length: 15 minutes)

Synopsis:

Sagor defines action research, presents Glickman's *Compact for Continuous Improvement* model, and outlines three primary functions of action research.

Look for the following:

- Sagor's definition of action research
- Glickman's triangle model, *Compact for Continuous Improvement*, where his concept of "critical study" equates to action research
- Primary functions - Action research for: teacher development, school development, and personal development

After viewing Segment 2:

- Review the definition of action research, considering the value of the process.
- Discuss the value of action research as a source of professional development on a teacher level, school level and the personal level of the principal.

Digging Deeper:

- Sagor 2005, pages 1-5
- PP# 1-2

3...Types of Action Research

(Length: 8 minutes)

Synopsis:

Sagor describes two types of action research (AR) and introduces the four stages of action research.

Look for the following:

- Type 1 AR: descriptive studies-understanding what is
- Type 2 AR: quasi-experimental studies-testing theories
- 4 sequential stages of the action research process
- Leadership Mantra-what principals ask of teachers and themselves when engaged in action research

After viewing Segment 3

- Use Sagor's model, on the first page of this guide, from *The Action Research Guidebook* on page 7, to introduce the four stages of action research.
- Create a personalized template of the Leadership Mantra in the language you would use with yourself and your teachers.

Digging Deeper:

- Sagor 2005, pages 5-8
- PP# 3-5

4...Stage 1: Clarify Your Vision/Targets

(Length: 25 minutes)

Synopsis:

Sagor facilitates several activities that mirror Stage 1 of the action research process. This stage answers the question: What improvements in student or school performance would you like to see? The vision/target of implementing a professional learning community in a school is supplied and steps to clarify this vision/target are modeled.

Look for the following:

- Characteristics of a professional learning community as presented in the LSA project
- Instructions on how to select a target-participant activity
- Explanation of variables: dependent and independent
- Explanation of types of targets: achievement, process, and program
- Instructions on how to develop a rating scale-participant activity

After viewing Segment 4:

- Use Sagor's strategy with your colleagues to clarify your vision of your school as a PLC and develop a target(s). Choose 1 of the attributes of a PLC as a target.
- List other examples of the 3 types of targets: achievement, process, and program.
- Use Sagor's template for developing a rating scale on the PLC attribute chosen above or a target of your choice.

Digging Deeper;

- Sagor 2005, pages 11-48
- PP# 6-18

5...Stage 2: Articulate Your Theory(s)

(Length: 28 minutes)

Synopsis:

Sagor shares information on how to develop and use a theory of action. He leads participants through a series of activities that answer the question: What actions do you think would/could produce the desired results?

Look for the following:

- Visual depiction of relationship of vision/targets and theory-graphic
- Priority Pie Activity: Identifying the factors that must be addressed if one is to succeed with the identified target
- Graphic reconstruction: Road map for implementation of intended actions to reach the target-your theoretical perspective
- Sagors' example-Columbus' hypothesis
- Post-it Note activity to create graphic reconstruction
- Sagor's three generic research questions

After viewing Segment 5:

Use Sagor's interactive workshop process to develop a theory of action in implementing professional learning communities in a school. Sagor's graphics are available in his PowerPoint and *The Action Research Guidebook* or create your own. The following activities can be used with PLC targets:

- View the *Visual Depiction of Relationship of Vision/Targets and Theory* graphic.
- Using the rating scale you developed with your group in Segment 4, use the *Identifying the Variables* graphic to list the most significant factors that you will need to attend to if you are to succeed with this target, and then give a percentage to the importance of each factor.
- Then draw a *Priority Pie* graph to represent these percentages.
- Share the *Priority Pie* graph with your group, comparing the perspectives of each of you. Make changes in response to discussion. This pie graph is the beginning of your theory of what it would take to get your staff to outstanding performance on your target. It identifies what you need to focus on and helps you decide where to start.
- The next step is a process: *Graphic Reconstruction: Your Implementation Roadmap*. This activity will answer the question: What are the steps we need to take, the things we need to do, the places we need to go, and the actions we need to take to get from the current situation to the place we want to be?
- How to build your graphic reconstruction: *Post-it Note Activity*: Take one of the slices from your *Priority Pie*. On separate Post-it Notes, jot down every activity, action, problem, issue, factor, or variable that could come into play as you work to make your vision/target reality. Then take a large sheet of paper and arrange the Post-its in a manner that illustrates a detailed route to your desired destination. This is your implementation map.

Digging Deeper:

- Sagor 2005, pages 49-74
- PP# 19-39

6...Stage 3: Implementation/Data Collection

(Length: 8 minutes)

Synopsis:

This segment answers the question: How will you know if your actions are producing the desired results? Sagor leads participants through a data collection activity, outlines some sources of data and makes the connection between actions and student performance.

Look for the following:

- Data collection plan
- Some sources of data
- Trend analysis

After viewing Segment 6:

- *Data Collection Plan*: Think about the target that you worked with in segments 4 and 5, the attribute of a professional learning community that you used to construct a rating scale, a priority pie and the graphic reconstruction. Ask yourself the question: If we were doing this in our school, what data could we collect? Use Sagor's *Data Collection Plan* template to answer the research questions: What did we actually do? What improvement occurred on our targets? How did our actions influence these changes?
- Consider Sagor's list of data sources and add to the list from your own experience.

Digging Deeper:

- Sagor 2005, pages 90-108
- PP# 40-54

7...Stage 4: Reflect on Results

(Length: 8 minutes)

Synopsis:

Sagor outlines a strategy to answer the question: In what ways did your "theory of action" prove correct and/or how should it be modified, in light of your findings?

Look for the following:

- Revisit your graphic reconstruction
- Problems with Columbus' theory and world maps over 500 years
- Sample school policy for action research proposals

After viewing Segment 7:

- Put a plan in place to return to your graphic reconstruction after completing your plan of action and data collection. Then you will ask yourself: Is this still an accurate picture of reality as we currently understand it? Are there any factors, variables, or significant issues which should be added, deleted or modified?
- Plan to create a second graphic reconstruction of where you are after you've collected your data. Put the two graphics side by side for a BEFORE and AFTER picture.
- Reflect and revise your theory of action to plan your future action.
- Consider putting in place Sagor's *Sample School Policy*. Given adequate funding, it is our desire to approve all reasonable proposals for program initiatives. Approval will be based upon the presentation of credible data on effectiveness. If data is unavailable, approval will be based upon the presentation of a defensible theory accompanied by a workable data collection plan.

Digging Deeper:

- Sagor 2005, pages 109-154
- PP# 55-63

Leading Schools in a Data-Rich World Workshop Highlights – June 2006

Dr. Lorna Earl, Educational Consultant, Author, Director of Aporia Consulting Ltd.; Recently retired Associate Professor in the Theory and Policy Studies Department and Head of the International Centre for Educational Change at the Ontario Institute for Studies in Education of the University of Toronto

Dr. Steven Katz, Educational Consultant, Author, Director of Aporia Consulting Ltd.; Faculty member in Human Development and Applied Psychology at the Ontario Institute for Studies in Education of the University of Toronto

In the DVD segments, Dr. Lorna Earl and Dr. Steven Katz introduce the themes explained in their book, *Leading Schools in a Data-Rich World: Harnessing Data for School Improvement*, and in their in-depth training sessions. They talk about the role of data in constructing knowledge that will be useful in improving schools to result in improved outcomes for students. Look for the opportunity to attend an in-depth training session. For further information, refer to www.aporia.ca

Contact:

To find out more information on *Leading Schools in a Data-Rich World: Harnessing Data for School Improvement*, visit www.corwinpress.com

Resources:

Book: Earl, L.M., & Katz, S. (2006) *Leading Schools in a Data-Rich World: Harnessing Data for School Improvement*. Thousand Oaks: Corwin Press.
References to pages in Earl and Katz's book: Earl & Katz 2006, pages 1-2, etc.

Segments:

- 1...Introduction
- 2...Accounting and Accountability
- 3...Inquiry Habit of Mind
- 4...Inquiry Habit of Mind Continued
- 5...Becoming Data Literate
- 6...Becoming Data Literate Continued

1...Introduction

(Length: 1 minute)

Synopsis:

Earl, introduces *Leading Schools in a Data-Rich World*.

Look for the following:

- Discussion of the transformation of data to information to knowledge to wisdom

Digging Deeper:

- Earl & Katz 2006, pages 1-2

2...Accounting and Accountability

(Length: 4 minutes)

Synopsis:

Earl makes a distinction between accounting and accountability, and highlights the importance of improvement.

Look for the following:

- Accounting vs. accountability
- Accountability and improvement

After viewing Segment 2:

- What does Earl mean when she says, “Accountability without improvement is empty rhetoric?”

Digging Deeper:

- Earl & Katz 2006, pages 9-12

3...Inquiry Habit of Mind

(Length: 3 minutes)

Synopsis:

Katz introduces the first step in the six stage process for using data with school staffs for school improvement.

Look for the following:

- Three types of futures: possible futures, probable futures, preferable futures

After viewing Segment 3:

- What is the priority in the school, board, or department improvement plan?
- Where will you likely end up if nothing changes? (Probable future)
- In relation to the priority in the improvement plan, where would you like to go? (Preferable future)

Digging Deeper:

- Earl & Katz 2006, pages 36-44 & 115-117

4...Inquiry Habit of Mind Continued

(Length: 1 minute)

Synopsis:

Earl introduces the second step in the six stage process.

Look for the following:

- Purpose and context
- Roles
- Audience

After viewing Segment 4:

- Define what your role is.
- Outline what your purpose is.
- Determine who your audience is. Include those who are currently involved in the process as well as those that need to be involved in the future.

Digging Deeper:

- Earl & Katz 2006, pages 31-36 & 114-115

5...Becoming Data Literate

(Length: 2.5 minutes)

Synopsis:

Earl discusses generating a set of hypotheses to determine what is going on in your school, board, or department.

Look for the following:

- Generating hypotheses

After viewing Segment 5:

- What is going on in your school, board, or department in relation to the priority?
- How would you explain what is going on? (Generate hypothesis)
- Consider the indicator categories and determine what you already know? You will need to refer to Earl & Katz 2006, page 49.
- What additional information would be useful to you?

Digging Deeper:

- Earl & Katz 2006, pages 45-63 & 118-121

6...Becoming Data Literate Continued

(Length: 3.5 minutes)

Synopsis:

Earl states several considerations for interpreting your data.

Look for the following:

- Data provides tools for thinking
- Interpretation requires time, thoughtfulness, and reservations from judgment

After viewing Segment 6:

- Besides what Earl had mentioned, do you take anything else into consideration when interpreting data?

Digging Deeper:

- Earl & Katz 2006, pages 63-86 & 122-123