

Using
Statistics
to Make
**Educational
Decisions**

David Tanner



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Using Statistics To Make Educational Decisions:

Using Statistics to Make Educational Decisions David Tanner, 2011-09-07 Government scrutiny and intensified oversight have dramatically changed the landscape of education in recent years. Observers want to know how schools compare which district is best which states are spending the most per student on education whether reforms are making a difference and why so many students are failing. Some of these questions require technical answers that educators historically redirected to outside experts but the questions leveled at all educators have become so acute and persistent that they can no longer be outsourced. This text helps educators develop the tools and the conceptual understanding needed to provide definitive answers to difficult statistical questions facing education today.

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David Tanner, 2012 Government scrutiny and intensified oversight have dramatically changed the landscape of education in recent years. Observers want to know how schools compare which district is best which states are spending the most per student on education whether reforms are making a difference and why so many students are failing. Some of these questions require technical answers that educators historically redirected to outside experts but the questions leveled at all educators have become so acute and persistent that they can no longer be outsourced. This text helps educators develop the tools and the conceptual understanding needed to provide definitive answers to difficult statistical questions facing education today.

Action Research S. Michael Putnam, Tracy Rock, 2016-12-29 Action Research Using Strategic Inquiry to Improve Teaching and Learning is a core text for the Action Research course in Education. The proposed text seeks to address the needs of practitioners as it will be primarily written for use within a graduate level action research class. It will be oriented towards proactive planning as part of an organized efficient process for developing and conducting an action research study. The book will be organized around implementation of the action research process using self-regulatory principles which is characterized by four phases: task definition, goal setting and planning, enacting and adapting. These four phases will be addressed as the learner considers what action research encompasses and a topic to be studied then proceeds to establish a plan and enact it. This overall process is organized as can be seen in the Table of Contents. Michael Putnam and Tracy Rock will highlight methods and processes that incorporate formative data that is readily available to teachers facilitating associations between classroom instruction and the action research process. The text will also reinforce how action research can improve the teaching and learning process by reinforcing or changing perceptions about the use of informal data including anecdotal notes or observations in the research process.

10-Step Evaluation for Training and Performance Improvement Seung Youn (Yonnie) Chyung, 2018-09-27 Written with a learning by doing approach in mind Yonnie Chyung's 10 Step Evaluation for Training and Performance Improvement gives students actionable instruction for identifying, planning and implementing a client-based program evaluation. The book introduces readers to multiple evaluation frameworks and uses problem-based learning to guide them through a 10-step evaluation process. As students read the chapters they produce

specific deliverables that culminate in a completed evaluation project

The Disquisition Jess Weiler, Emily Virtue, 2024-08-19 The Disquisition An Equity Driven Capstone for Leadership Preparation Programs provides a thoughtful detailed example of a capstone process and paper The Disquisition that employs improvement science critical theory and critical praxis to prepare educational leaders to disrupt inequity within their organizations The chapters in this book represent 12 years of collaborative learning among experienced respected and award winning leadership preparation faculty presently at or formerly from Western Carolina University WCU It integrates multiple sources of data from research student feedback faculty experiences capstone committee member input learnings from the Carnegie Project on the Education Doctorate CPED and program evaluation data examining the achievement of student learning outcomes Following foundational chapters that describe the origin and evolution of the disquisition at WCU and its focus on social justice faculty present six chapters each one clearly detailing a primary component of the disquisition process and paper including the problem of practice a causal analysis identifying the improvement initiative designing the improvement initiative evaluating the improvement initiative and reporting results and implications recommendations and leadership lessons learned Each of these chapters includes a brief introduction to the component expectations for students as practitioners leading the work expectations for students as scholars evaluating and writing about the work an excerpt from the disquisition paper outline relevant to the component example figures tables or text from completed disquisition papers and scholarly resources for scholar practitioners The final chapter of the book presents the process for convening a disquisition committee a description of the IRB process and the expectations for defending the disquisition at both the proposal defense and the final defense meeting Although this book is written as a guide for students engaging in the disquisition process and writing the disquisition paper it serves as a strong model for leadership preparation programs and university administrators who seek to build or refine their capstone and program in ways that ensure students are prepared to lead justice driven transformation across their organizations Perfect for courses such as Dissertation in Practice Writing Academic Writing for the Scholar Practitioner Capstone Independent Study Capstone Student Learning Community Improvement Science Data Collection Analysis Improvement Science Data Presentation The Role of the Scholar Practitioner as Educational Leader

Action Research in Education Sara Efrat Efron, Ruth Ravid, 2019-12-11 Introduction to action research Choosing and learning about your research topic Approaches to action research Developing a plan of action Data collection tools Using assessment data in action research Data analysis and interpretation Writing implementing and sharing the research findings

Leading Schools in a Data-Rich World Lorna M. Earl, Steven Katz, 2006-02-01 Turn skepticism about data into knowledge for true educational reform More versatile than mere number crunching and statistics data can be an effective tool or even a powerful catalyst for change within a school By replacing cynicism with conviction learning to harness data's power and becoming good users of data to positively impact student achievement school leaders can develop three crucial capacities an

inquiry habit of mind data literacy and a culture of inquiry Lorna M Earl and Steven Katz show educators how to become comfortable with data and provide valuable tools for school improvement teams to use in their work including Vignettes to support group discussion Activities for practicing the ideas and concepts in the book Task sheets Short case studies with actual school data that show how the full process works in a school To improve schools data can and should be a vital force in the change process Using this essential resource school leaders school teams study groups and students of education can all make sense of data to plan and reform for maximum benefit

Data-Enhanced Leadership Alan M. Blankstein, Paul D. Houston, Robert W. Cole, 2010-01-26 Use the power of data and the insights it provides to enhance your leadership practice Offering key concepts about how the informed use of data can translate into highly effective school leadership this seventh volume in The Soul of Educational Leadership series demonstrates how educational leaders can apply data strategically to strengthen school leadership and significantly improve professional learning students learning experiences and schoolwide performance Copublished with the HOPE Foundation and the American Association of School Administrators and featuring state of the art contributions from Jesse Rodriguez Lorna M Earl Steven Katz Eileen Depka Kay Burke and other experts this compact book combines research practice and innovative thinking to help readers determine what kind of data they need and how to use their findings to Create a culture of professional inquiry that drives staff development Redefine curriculum instruction and assessment in standards based classrooms Raise student achievement Determine best uses for technology to benefit administrators teachers and students Regularly fine tune the decision making process

Using Data to Make Better Educational Decisions Philip Streifer, 2002-02-11 Most of the business world has been using what is known as data driven decision making for quite some time now From retail to medicine to travel the ability to access data from any point and crosscheck it is commonplace except in the educational sector Strieffer builds a case arguing that the correct use of data and the relationship between different types of data can be used to help answer the most complex questions in education today This process of analyzing evidence can help school administrators go to the public with the best and most accurate information they can quickly bring together

Professional Learning Conversations Lorna M. Earl, Helen Timperley, 2008-02-29 This the first book in the series Professional Learning and Development in Schools and Higher Education is edited by two experienced committed and skilled educationists from different parts of the world but with converging values and viewpoints The result is a rich m lange of authors from the USA Australia South Africa Canada and New Zealand all of whom focus on the use of evidence informed decision making in schools and classrooms This focus makes for an unusual collection which acts as an antidote to change agendas which are entirely results driven The book provides evidence from a variety of countries of how s tem leaders teachers in schools and higher education must now manage as part of their endeavours to provide the best possible learning and achievement opportu ties for all students What makes this book unique is its engagement with the rea ties of the challenge of evidence informed conversations which all too quickly become

activity traps as teachers are steered away from evidence towards adopting short term pragmatic or ideological solutions which suit the policy agendas of reformists from outside schools and more often than not fail to result in real changes in teaching and learning

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