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Passion and principle ground effective data use.

The meaningful use of data for school improvement requires much more than skill with numbers. Educators also need a strong moral purpose to improve school for all students. The authors share six critical assumptions that guide their work in helping schools develop collaborative inquiry processes for using data.

By Nancy Love, Katherine E. Stiles, Susan Mundry, and Kathryn DiRanna

Data dialogue: *Focused conversations put evidence to work in the classroom.*

Discussions about data can take many forms across districts, schools, and teams. Each type of discussion serves a different purpose, uses different data, and requires specific support and participants. School-based examples illustrate the various data conversations.

By Cindy Harrison and Chris Bryan

Mix it up: *Variety is key to a well-rounded data-analysis plan.*

Test scores and benchmarks are not the only sources of evidence. Professional learning strategies that give educators another lens on student learning and school process data include tuning protocols, accessing student voices, and classroom walk-throughs.

By Lois Brown Easton

Tools of engagement: *Sharing evidence of student engagement sparks changes in teacher practice.*

At the J. Erik Jonsson School in Dallas, Texas, student engagement is part of the formula for success. Teachers and researchers collected data on particular teacher actions and student behaviors to determine which practices contribute to improved learning and productive relationships. This research resulted in changes in teaching and student learning.

By Ann Minnett, Mike Murphy, Sandy Nobles, and Trina Taylor



Empowerment zone: *Texas school beats the odds with a shared commitment to student learning.*

Teachers and leaders at the newly opened Velasquez Elementary School in Richmond, Texas, use collaborative planning and continuous learning to put student learning first. Through a series of strategic interventions, this school team improved student performance and brightened schoolwide morale.

By Timothy Berkey and Elizabeth Dow

It's not just any day: *When the sun rises on D-Day at one rural district, educators meet to disaggregate the data.*

After establishing a foundation of knowledge among all educators, leaders in Boone County Schools in rural West Virginia offered staff the option to participate in a day of examining data in teams. As a result, teacher practices changed and student test scores rose.

By Lisa D. Beck

A lesson in teaching, starring you.

Participants in a project-based learning project for professional development in science used video to record, discuss, and reflect on their teaching practices. With the evidence on the screen in front of them, teachers had a detailed perspective on specific actions and used the evidence to change their actions, with positive results for students.

By Tom J. McConnell, Meilan Zhang, Matt J. Koehler, Mary A. Lundeberg, Mark Urban-Lurain, Joyce M. Parker, and Jan Eberhardt



Striking a balance: *Georgia district adds assessments and transforms classroom practice.*

When Forsyth County Schools (Ga.) added benchmarking to their assessment repertoire, ongoing reflection and dialogue across teams and schools became the norm. The benchmark assessments are just one facet of a balanced plan that emphasizes both summative and formative measures.

By Lissa Pijanowski

features

Courage, confidence, clarity mark the pathway to change: *An interview with Joellen Killion.*

In two of her major professional emphases, NSDC’s deputy executive director pushes for effective implementation of professional learning. Through coaches, schools provide the support that practitioners need to put new strategies into practice. Ongoing evaluation of professional learning ensures that schools and districts create a plan and measure their progress frequently.

By Tracy Crow

4 practices serve as pillars for adult learning.

Adult learners can be categorized by their different ways of knowing: instrumental, socializing, and self-authoring. The author outlines professional learning practices that support all learners and describes the supports that make these practices effective in a variety of contexts.

By Ellie Drago-Severson

coming up

In Winter 2008 *JSD*: **What works in professional development**