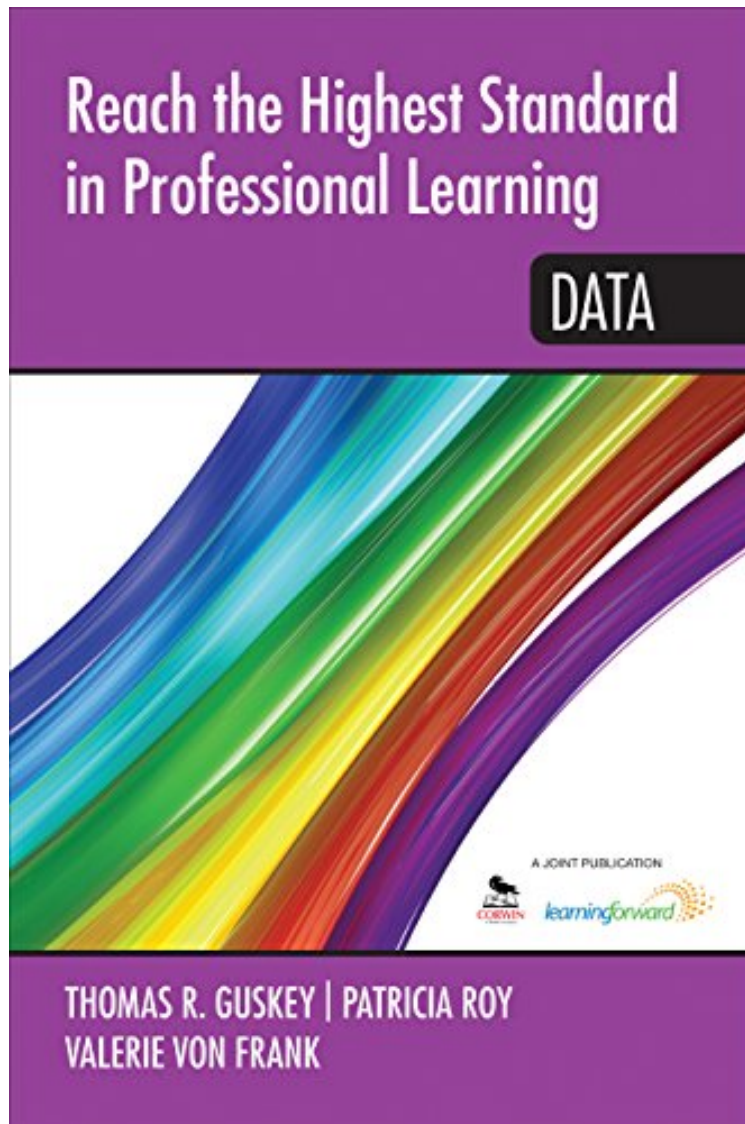


(Mobile ebook) Reach the Highest Standard in Professional Learning: Data

## Reach the Highest Standard in Professional Learning: Data

*From Corwin*

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**From Corwin : Reach the Highest Standard in Professional Learning: Data** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Reach the Highest Standard in Professional Learning: Data:

When teachers use data effectively, students see results. Part of a series on Learning Forward's seven Standards for Professional Learning, this volume guides teachers and school leaders toward successful data-based decision making—an essential component of effective professional learning and school development. The book's features include: An original "think piece" by Thomas Guskey on using data in deliberate and thoughtful

ways Specific implementation strategies that focus on analyzing student, educator, and system data and assessing progress A detailed case study of one district's journey to successful use of data and how it led to measurable improvement in student achievement

"Learning Forward's Standards for Professional Learning define the essential elements of and conditions for professional learning that leads to changed educator practices and improved student results. They are grounded in the understanding that the ultimate purpose of professional learning is increasing student success. Educator effectiveness — and this includes all educators working in and with school systems, not just teachers — is linked closely to student learning. Therefore increasing the effectiveness of educators is a key lever to school improvement. Reach the Highest Standard is created to be an essential set of tools to help school and system leaders take those steps toward educator effectiveness." (Stephanie Hirsh, Executive Director)

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About the Author Thomas R. Guskey, Ph.D., is Professor of Educational Psychology in the College of Education at the University of Kentucky. A graduate of the University of Chicago, he began his career in education as a middle school teacher, served as an administrator in Chicago Public Schools, and was the first Director of the Center for the Improvement of Teaching and Learning, a national educational research center. He is the author/editor of 18 books and over 200 articles published in prominent research journals as well as *Educational Leadership*, *Kappan*, and *School Administrator*. Dr. Guskey served on the Policy Research Team of the National Commission on Teaching America's Future, on the Task Force to develop the National Standards for Staff Development, and recently was named a Fellow in the American Educational Research Association, which also honored him in 2006 for his outstanding contribution relating research to practice. His most recent books include *Developing Standards-Based Report Cards* (2010), *Practical Solutions for Serious Problems in Standards-Based Grading* (Ed.) (2009), *The Principal as Assessment Leader* (Ed.) (2009), *The Teacher as Assessment Leader* (Ed.) (2009), and *Benjamin S. Bloom: Portraits of an Educator* (Ed.) (2006).

Dr. Patricia Roy is a Senior Consultant with Learning Forward's Center for Results. She works with state departments of education, districts, and schools across the United States as well as internationally. Most recently, she developed briefings and a resource guide to help schools use results from the revised Standards Assessment Inventory (SAI2) to improve professional learning. She has authored many articles and chapters on effective professional development, school improvement, innovation configuration maps, and cooperative learning. In her work with Learning Forward, Pat developed professional learning resource toolkits for Georgia, Arkansas, and Rochester, NY. She co-authored with Joellen Killion, *Becoming a Learning School* and with Stephanie Hirsh, Joellen Killion, and Shirley Hord *Standards into Practice: Innovation Configurations for School-Based Roles* (2012). For five years, she wrote columns about implementing the Standards for Professional Development for *The Learning Principal* and *The Learning System*, two Learning Forward newsletters. She has also served as faculty for Professional Development Leadership Academy through the Arizona Department of Education. This 3-year program developed the knowledge and skills of school and district teams to plan, implement, and evaluate professional learning. She has also served as the Founding Director of the Delaware Professional Development Center in Dover, DE. The Center, developed by the Delaware State Education Association, focused on school improvement for student achievement and effective professional learning. She also served as the Director of the Center for School Change in connection with a National Science Foundation SSI grant, a district coordinator of staff development, and an administrator in a regional educational consortium in Minnesota. Creating and improving professional learning so that it impacts student achievement is one of Pat's passions.

Valerie von Frank has written extensively about education over several decades as a daily newspaper reporter in multiple states covering public schools and, over the last decade, for NSDC publications, including *JSD*, *Tools for Schools*, *The Learning System*, *The Learning Principal*, and *T3*. She is a former editor of *JSD*, worked as a daily newspaper editor, served as communications director in an urban public school district, and was communications director for a Michigan nonprofit school reform organization. She is co-author with Ann Delehant of *Making Meetings Work: How to Get Started, Get Going, and Get It Done* (Corwin Press, 2007). She is currently NSDC's book editor and a freelance writer and editor.