



Transforming Teaching and Learning Through Data-Driven Decision Making (Classroom Insights from Educational Psychology)

By Ellen B. Mandinach, Sharnell S. Jackson

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Connect data and instruction to improve practice

Gathering data and using it to inform instruction is a requirement for many schools, yet educators are not necessarily formally trained in how to do it. This book helps bridge the gap between classroom practice and the principles of educational psychology. Teachers will find cutting-edge advances in research and theory on human learning and teaching in an easily understood and transferable format. The text's integrated model shows teachers, school leaders, and district administrators how to establish a data culture and transform quantitative and qualitative data into actionable knowledge based on:

- Assessment
- Statistics
- Instructional and differentiated psychology
- Classroom management

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Editorial Review

Review

"I recommend this book for practitioners as they embark on the journey of discovery about what educators need to do to prepare to develop a culture that supports data-driven decision-making." (Margarete Couture, Principal 2011-10-17)

"This book makes you think about education in a new way and shows teachers how to develop new skills to meet the demands of the 21st century. Instead of studying 'autopsy data,' the authors encourage teachers to gather data for learning rather than of learning." (Lauren Mittermann, Middle School Teacher 2011-10-17)

"The content flows easily from one topic to the next. The first chapter's step-by-step orientation to the construct of the literature, along with the culminating chapter's summarization and further clarification, provide consistency for while reinforcing the purpose of the book." (Cathy Patterson, Fifth-Grade Teacher 2011-10-17)

"Any teacher and many a classroom principal will find this a key title that pairs demonstrations of concepts in the classroom with keys to make the switch." (Midwest Book Review, September 2012)

About the Author

Ellen Mandinach is a Senior Research Scientist at WestEd. Dr. Mandinach has been a leading expert in the area of data-driven decision making at the classroom, district, and state levels. Her work over the past several years has focused on understanding how educators are using data to inform practice. She has written and spoken widely on the topic, and has served on a number of technical working groups and advisory boards on data use. Dr. Mandinach served as an expert panelist on the IES Practice Guide for data-driven decision making and on the technical working group commissioned by NCES to understand how researchers can better use the statewide longitudinal data systems. She has led discussions, funded by the Spencer Foundation, about how schools of education and provide courses around data-driven decision making to build human capacity.

Dr. Mandinach has served on the research staffs of Educational Testing Service, the Education Development Center's Center for Children and Technology, and CNA Education. Although trained in educational measurement, Dr. Mandinach's career has focused on aspects of educational technology.

Dr. Mandinach has authored a number of publications for academic journals, technical reports, and four books. She wrote *Data-Driven School Improvement: Linking Data and Learning*. She has regularly presented at international, national, and regional conferences on education and psychology. She has served as the President of the American Psychological Association's Division of Educational Psychology. She received an AB in psychology from Smith College and a Ph.D. in educational psychology from Stanford University.

Sharnell S. Jackson is a nationally recognized instructional leadership consultant, coach, and executive strategist for school districts, foundations, businesses, and corporations. She has more than thirty-five years of K-12 experience as a classroom teacher, teacher leader, assistant principal, state director, chief executive officer of enterprise information and e-Learning. She has worked in rural, suburban, urban school districts, state departments and regional educational laboratories nation-wide.

Sharnell is the Founder/CEO of her own company, Data-Driven Innovations Consulting, with a mission of implementing effective professional learning process and practices of formative assessment evidence to inform teachers' instructional planning, and by using multiple forms of data to improve student achievement of instructional outcomes.

Sharnell has served on a number of technical working groups, task forces, and advisory boards. She has served as a panelist on the U.S. Department of Education Institute of Education Sciences IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making, was a member of longitudinal data systems working groups commissioned by NCES, was as data model task force member for the National Forum on Education Statistics PK-12, and served on Regional Advisory Committee member to advise the U.S. Department of Education on technical assistance needs of educators. She has served as a governance board member for the Schools Interoperability Framework, CoSN board member, ISTE National Technology Standards Advisory Committee Member, Microsoft K-12 Advisory Committee Member, past president-elect of the Illinois Computing Educators, and serving as board member for the Professor Garfield Foundation.

She received her Masters in Curriculum and Instruction from National Louis University, Illinois; and a Master's in Science, Mathematics, and Instructional Technology from NASA Fellowship at Wheeling Jesuit University, Virginia; and a Master's in Educational Administration from Lewis Jesuit University, Illinois, and completed advanced studies in high school astronomy, biology, chemistry, and environmental studies at The University of Chicago.

Users Review

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