Transforming Messy Data: Tough Decisions, A New Vision, and Effective Processes

April 10, 2019

(Messy Data, Visual Scaling, and Effective Processes)

Twitter - #messydata

WELCOME (R)

Institutions collect data on students through a variety of strategies, for a variety of needs. We over collect data, seldom taking the time to consider programmatic implications. Educators need multiple supports to assist them in revisiting the purpose of assessment and evaluation through quality assurance processes.

WELCOME (R)

There are many tough questions & difficult decisions to be made. The answers to these require a cohesive and collaborative approach to create actionable information related to accreditation and quality assurance systems. This session explores tools and strategies to clean up #messydata to transform processes that guide organizations as they create and implement effective structures.

Overview (R)

- What is "Messy Data"? (5 min)
- How do You Know if Your Data is Messy? (15 min)
- IER – Reflection for Action (overview – 7 min, importance – 8)
- PIG and Knowledge Management (10 min)
- Ways to Fix Messy Data (10 minutes)
- Questions (5 mins)

PRESENTERS (R & M)

- Dr. Ray Francis
- franc1rw@cmich.edu
- Tenured Graduate Faculty
- Department of Teacher Education and Professional Development
- Long history in assessment, evaluation, and accreditation (NCATE, TEAC, CAEP, AAQEP) .

- Dr. Mark Deschaine
- Tenured Graduate Faculty
- Department of Educational Leadership
- Member of Department and University Assessment and Academic Senate Committees

This is about your students!

This is about your program!

This is about you!

WHAT ARE YOUR TOUGH QUESTIONS? (M)

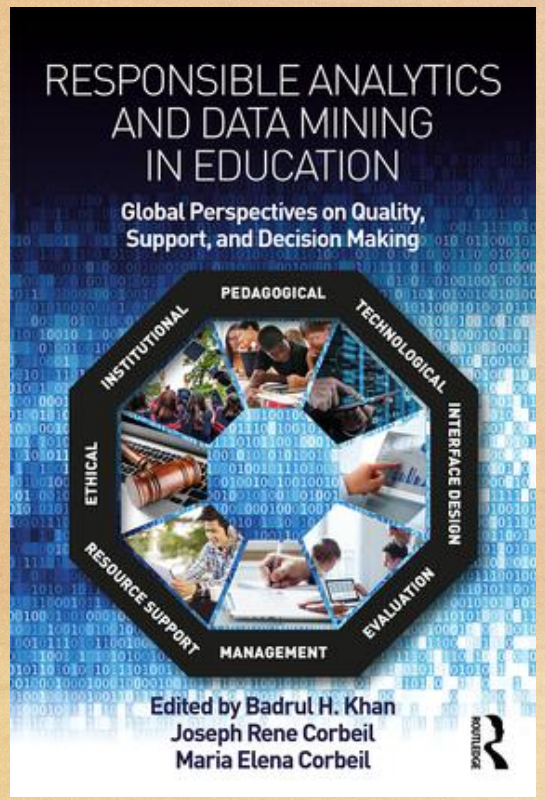
We are all working with assessment, evaluation, and accreditation issues. And we are all facing tough questions in our programs.

What are YOUR tough questions ???

Tough Questions, Difficult Decisions (M)

- Compliance or Improvement
- Standards
- Leadership and Structure
- Sensemaking
- Voice, Agency and Action
- Whose story is being told?
- How much is too much? How little is too little?

Resources to Consider (M)



IAP

New Book Information

The Contemporary Superintendent: (R)Evolutionary Leadership in an Era of Reform

Editors: **Meredith Mountford**, *Florida Atlantic University* and **Leigh E. Wallace**, *University of Wisconsin-Milwaukee*

A volume in **Research on the Superintendency**
Series Editors: **Meredith Mountford**, *Florida Atlantic University and* **Leigh E. Wallace**, *University of Wisconsin-Milwaukee*

What is (R)Evolutionary Leadership? Why Does it Matter?

How can contemporary school district administrators, specifically superintendents, contend with so many difficult, and almost impossible competing commitments? Building on the definitions of revolution, revolutionary, evolution, and evolutionary, the notion of (R)Evolutionary Leadership emerged while discussing the need for school district leaders to push back against the status quo while improving teacher and leadership practices, improving student learning outcomes, engaging with the community, and ensuring decision making processes that include check and balance systems that are just, fair, and equitable for all.

The chapters in this book introduce superintendents or research on superintendents in which these tenants were practiced; both in their ability to enact radical change by "overthrowing" the status quo – as well as evolutionary in their deliberate approach to viewing change as a process they can control over time. These leaders were willing to confront and defy practices and policies that were counter to student well-being and achievement while concurrently knowing how to reach their desired results. The chapters chosen for inclusion in this volume are those that offered a glimpse of these revolutionary tenants in practice.

Publication Date: 2019

ISBNs:
Paperback: 9781641135245
Hardcover: 9781641135252
E-Book: 9781641135238

Paperback: $45.99
Hardcover: $85.99

Trim Size: 6.14 X 9.21

Page Count: TBD

Subject: Superintendent, Executive Leadership, School Boards, Policy Makers, Justice

BIC Code: JNK

BISAC Codes:
EDU001000
EDU001040
EDU032000

We ask that you consider this emerging concept as you explore the chapters of our book. You will find the (R)evolutionary Leaders you meet in the chapters know how to evolve, not just to stay alive, but to ensure the organization (school) remains relevant and vital to society. These leaders use their positional power, social capital, and expertise to advocate for policies and practices that are in the best interest of the school community and they innovate in ways that challenge the status quo. You will also find practices that are (R)Evolutionary and provide ways for leaders to innovate, collaborate, and simply take care of themselves and those around them. Our description does not seek to support or define or delineate the characteristics of a (R)Evolutionary Leader or how one might enact (R)Evolutionary Leadership–but serves as a way to (re)think the way we view the vastly complex work of school district administrators, specifically the superintendent. (R)Evolutionary leadership may change our ways of thinking about the significant advocacy role a superintendent can play in influencing both practice and policy to enact the change necessary to move forward issues of justice, equity, and quality in PK-12 schools and further to improve educational and social outcomes for those served.

CONTENTS: (R)Evolutionary Leadership: An Innovative Response to Rapid and Complex Change, *Meredith Mountford and Leigh Ellen Wallace.* Colorado School Superintendents: Meeting the Challenges of Leadership, *Wendy A. Clouse, Al Ramirez, Dallas Strawn, Patrick Radigan, William Dallas, Kevin Brooks, and Pat Green.* Systems' Leadership in a Rapidly Changing English Education Landscape: Lessons for U.S. Superintendents, *Robin Precey and Terry Bennett.* Superintendents Who Lead for Optimum Learning: Nine Insights, *Jim Brandon, Paulette Hanna, Kent Donley, and Dennis Parsons.* Succession Planning for Administrative Positions: Supporting Order During Tumultuous Transitions, *Mark E. Deschaine and Raymond W. Francis.* Ethics and the Superintendency, *Denver J. Fowler.* Inclusive Leadership: Breaking Down Isolated Practice and Developing a Culture of Inquiry to Increase Student and Adult Learning, *Deborah M. Telfer, Aimee Howley, and Martha L. Thurlow.* Leading for Learning: District Leaders as Networked Change Agents, *Catherine McGregor, Judy Halbert, and Linda Kaser.* Some "Central" issues in Creating Professional Learning Communities: A Superintendent's Perspective, *Jesus "Chuy" Abrego and Jaime Lopez.* X Chromosome in a Y Dominant World: What Could Possibly Go Wrong? *Barbara Qualls.* Like Father, Like Son: Superintendents Mentoring for Success Through Pictive Kinship Community, *Rhonda Baynes Jeffries and J. R. Falor Green.* The Cost of Making a Difference: The Personal Toll, *Dennis Parsons, Jim Brandon, Sharon Friesen, and Michele Jacobsen.* Evolving Practices for Dealing with Superintendent Stress: Mindfulness, Compassion, and Self-Compassion, *Caryn M. Wells.*

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Phone: 704-752-9125 Fax: 704-752-9113 www.infoagepub.com

What are your tough questions/ problems – Column A

(R)

		Tough Problems A		

WHAT ARE THE MESSY DATA AROUND THESE DECISIONS? (R)

What are the MESSY DATA you are working with - B & D

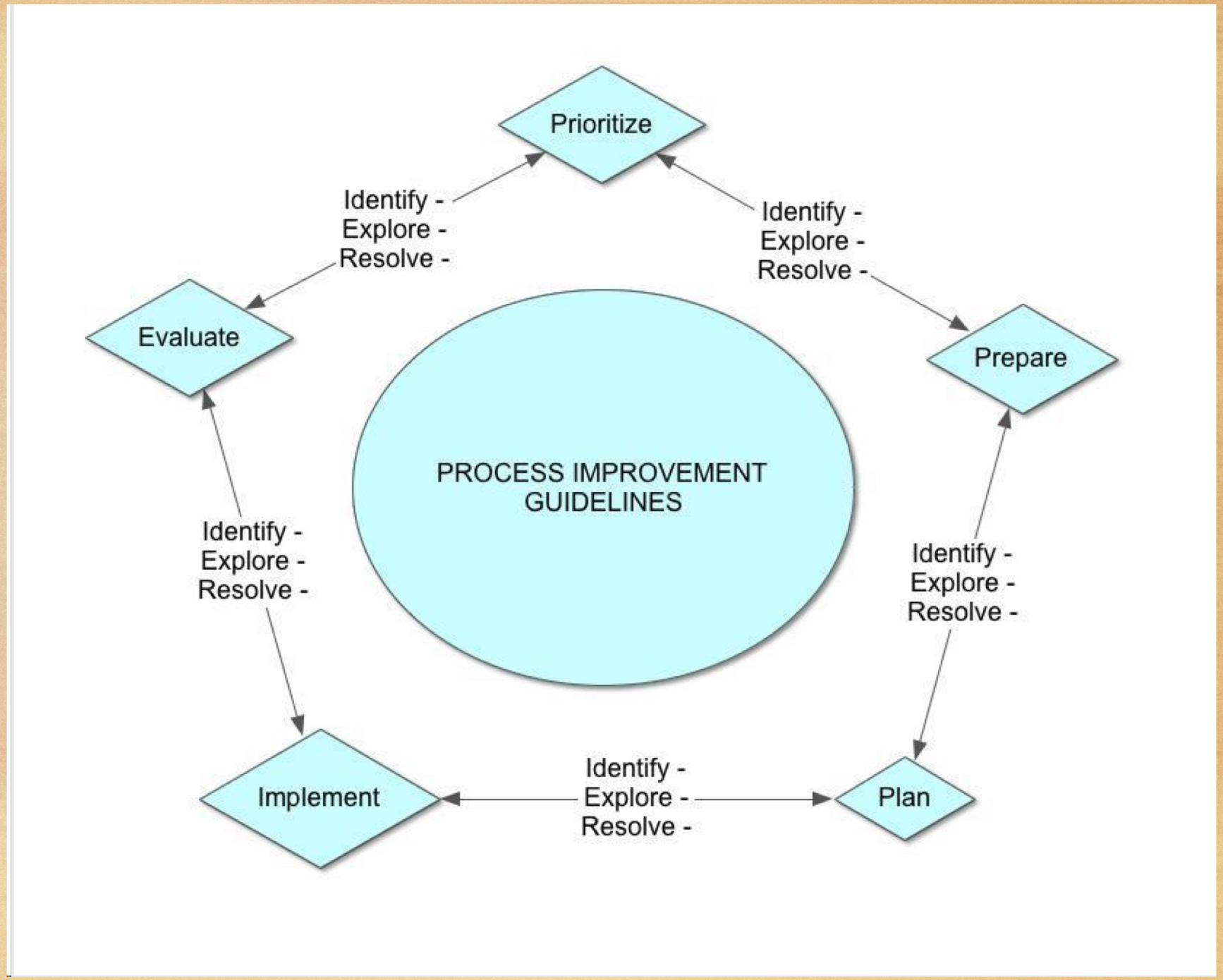
(R)

Professional Judgement, Reflection & Action

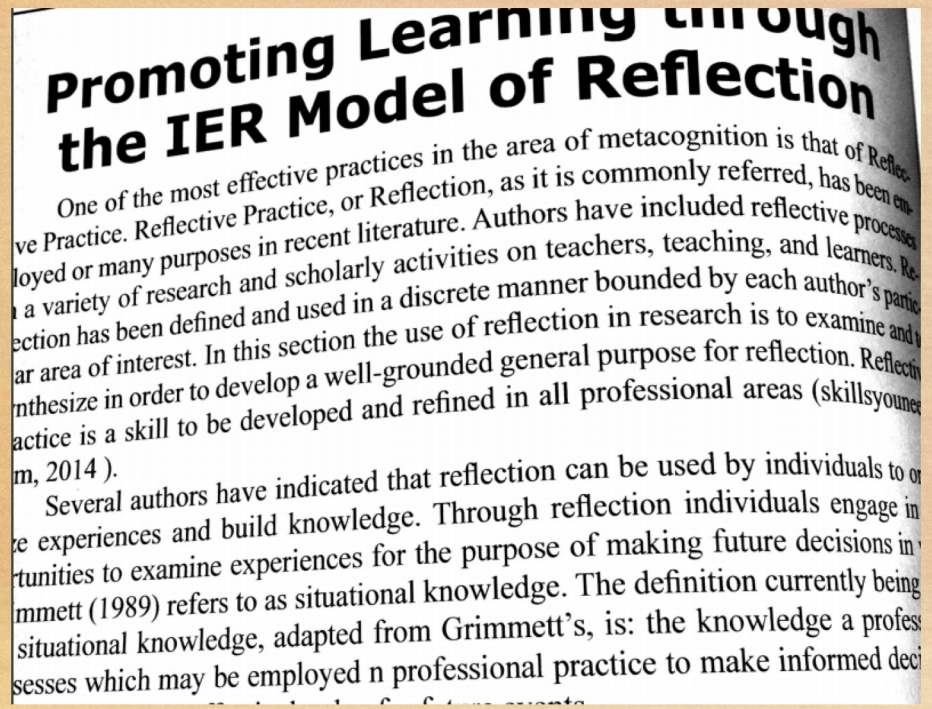
I – Identify

E – Explore

R – Resolve



IER (Identify/Explore/Resolve) Process



Promoting Learning through the IER Model of Reflection

One of the most effective practices in the area of metacognition is that of Reflec-
ve Practice. Reflective Practice, or Reflection, as it is commonly referred, has been em-
loyed or many purposes in recent literature. Authors have included reflective processes
a variety of research and scholarly activities on teachers, teaching, and learners. Re-
ection has been defined and used in a discrete manner bounded by each author's partic-
ar area of interest. In this section the use of reflection in research is to examine and
nthesize in order to develop a well-grounded general purpose for reflection. Reflecti
actice is a skill to be developed and refined in all professional areas (skillsyounee
m, 2014).

Several authors have indicated that reflection can be used by individuals to or
e experiences and build knowledge. Through reflection individuals engage in
tunities to examine experiences for the purpose of making future decisions in
mmett (1989) refers to as situational knowledge. The definition currently being
situational knowledge, adapted from Grimmett's, is: the knowledge a profes
sesses which may be employed n professional practice to make informed deci

- IER (Identify/Explore/Resolve) Process -
- https://centralmichigan-my.sharepoint.com/:w:/g/personal/franc1rw_cmich_edu/EWHLSDaoGGtBocF0NxgqyLABS35P216Brg_NGSYqxvj3tQ?e=meg93d

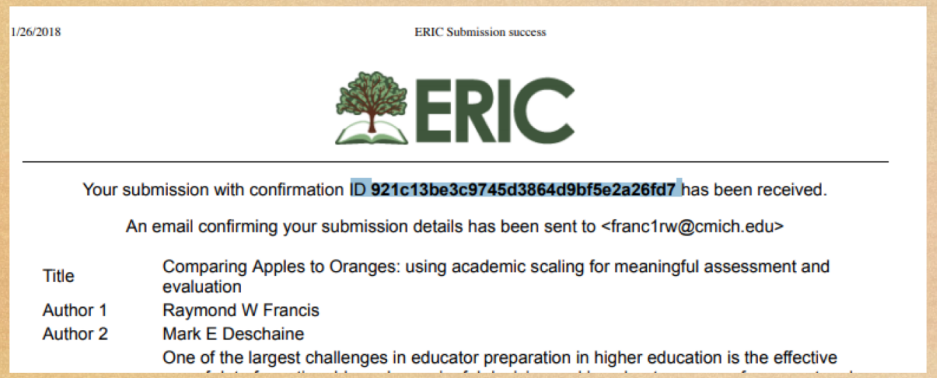
WHY IS YOUR DATA MESSY? (M)

- Qualitative vs Quantitative
- Demographic Trends vs Demographic Labels
- Forward Indicator vs Lagging Indicator
- Standardized vs Localized
- Locus of Control (Internal vs External)
- Rigorous vs "Low Hanging Fruit"
- Professional vs Individual
- Your data is not binary … Is it complimentary

WHAT PROCESSES DO YOU HAVE / UTILIZE TO DEAL WITH YOUR TOUGH DECISIONS AND #MESSYDATA?

Visual Scaling

- https://centralmichigan-my.sharepoint.com/personal/franc1rw_cmich_edu/Documents/Research/Visual%20Scaling%20Research/ERIC%20info%20ATE%20VS%20Francis%20Deschaine%202018.pdf?CT=1550321044054&OR=DocLib



1/26/2018 ERIC Submission success

ERIC

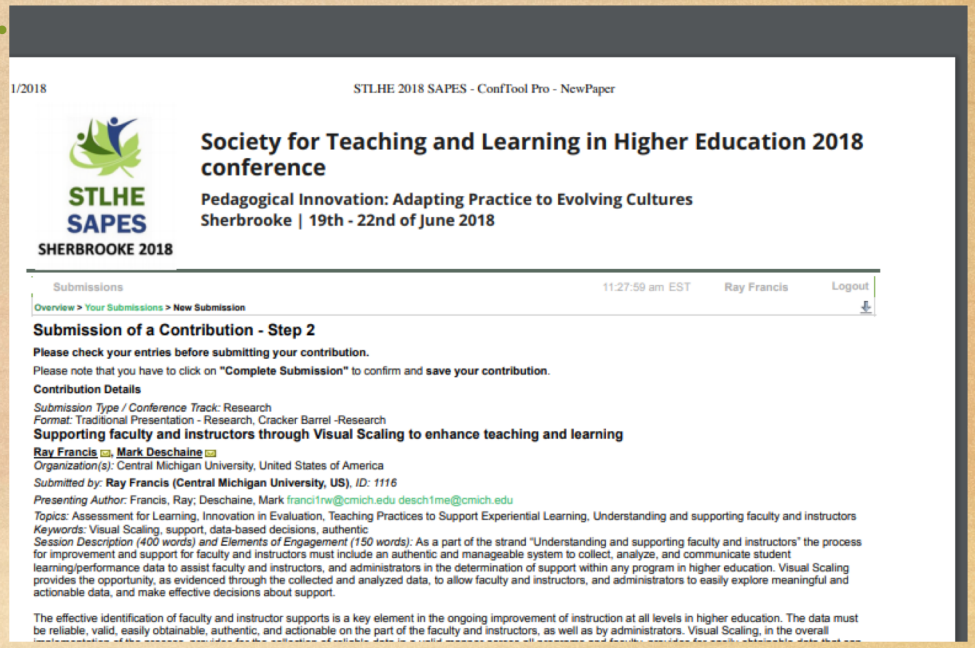
Your submission with confirmation ID **921c13be3c9745d3864d9bf5e2a26fd7** has been received.

An email confirming your submission details has been sent to <franc1rw@cmich.edu>

Title	Comparing Apples to Oranges: using academic scaling for meaningful assessment and evaluation
Author 1	Raymond W Francis
Author 2	Mark E Deschaine

One of the largest challenges in educator preparation in higher education is the effective

- STLHE - SAPES



1/2018 STLHE 2018 SAPES - ConfTool Pro - NewPaper

STLHE SAPES SHERBROOKE 2018

Society for Teaching and Learning in Higher Education 2018 conference

Pedagogical Innovation: Adapting Practice to Evolving Cultures
Sherbrooke | 19th - 22nd of June 2018

Submissions 11:27:59 am EST Ray Francis Logout

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Contribution Details

Submission Type / Conference Track: Research
Format: Traditional Presentation - Research, Cracker Barrel -Research

Supporting faculty and instructors through Visual Scaling to enhance teaching and learning

Ray Francis, Mark Deschaine
Organization(s): Central Michigan University, United States of America

Submitted by: **Ray Francis (Central Michigan University, US)**. *ID: 1116*

Presenting Author: Francis, Ray; Deschaine, Mark franci1rw@cmich.edu desch1me@cmich.edu

Topics: Assessment for Learning, Innovation in Evaluation, Teaching Practices to Support Experiential Learning, Understanding and supporting faculty and instructors
Keywords: Visual Scaling, support, data-based decisions, authentic
Session Description (400 words) and Elements of Engagement (150 words): As a part of the strand "Understanding and supporting faculty and instructors" the process for improvement and support for faculty and instructors must include an authentic and manageable system to collect, analyze, and communicate student learning/performance data to assist faculty and instructors, and administrators in the determination of support within any program in higher education. Visual Scaling provides the opportunity, as evidenced through the collected and analyzed data, to allow faculty and instructors, and administrators to easily explore meaningful and actionable data, and make effective decisions about support.

The effective identification of faculty and instructor supports is a key element in the ongoing improvement of instruction at all levels in higher education. The data must be reliable, valid, easily obtainable, authentic, and actionable on the part of the faculty and instructors, as well as by administrators. Visual Scaling, in the overall

The Visual Scaling (VS) Process (M)

- Establishing a quantitative strategy for comparing data that are often times qualitative, subjective, or performance based in nature.

The Visual Scaling (VS) Process (R)

- Setting the zero-base. Yes, zero is a good thing.
- Set the performance ranges (-3, -2, -1, 0, 1, 2, 3) – no more than that.
- Collect, process, score, analyze your data

A sample scale (R)

- +3 = 98 – 100
- +2 = 95 – 97
- +1 = 87 – 94
- 0 Zero-base = 64 – 86
- -1 = 48 – 63
- -2 = 18 – 47
- -3 = 0 – 17

- Not equal across the ranges
-
- Not linear
-
- Irregular based on professional knowledge, etc.

Sample of 4 Administrations Data for Heterogeneous Group over Time (R)

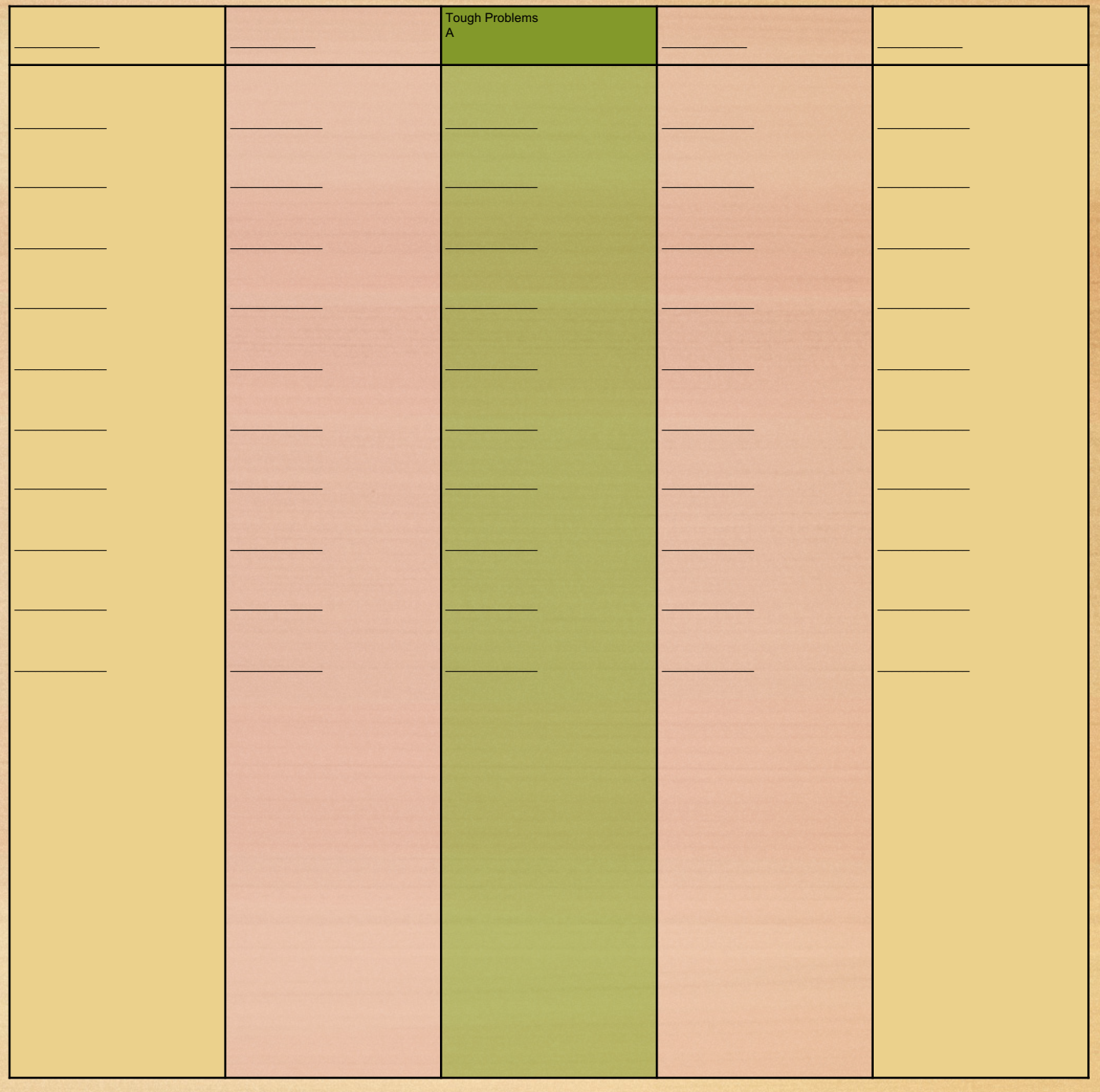
	Admin 1	Admin 2	Admin 3	Admin 4
Group A	68	74	83	88
Group B	69	77	77	85
Group C	68	61	77	86
Group D	68	77	88	90
Overall	68.25	72.25	81.25	87.25

VS Results for 4 administration of Data for Heterogeneous Group over time (R)

	Admin 1	Admin 2	Admin 3	Admin 4
Group A	0	0	0	0
Group B	0	0	0	0
Group C	0	-1	0	0
Group D	0	0	+1	+1
Overall	0	0	0	+1

WHAT POCESSES DO YOU HAVE / UTILIZE to DEAL WITH YOUR TOUGH DECISIONS AND MESSY DATA? - A & E

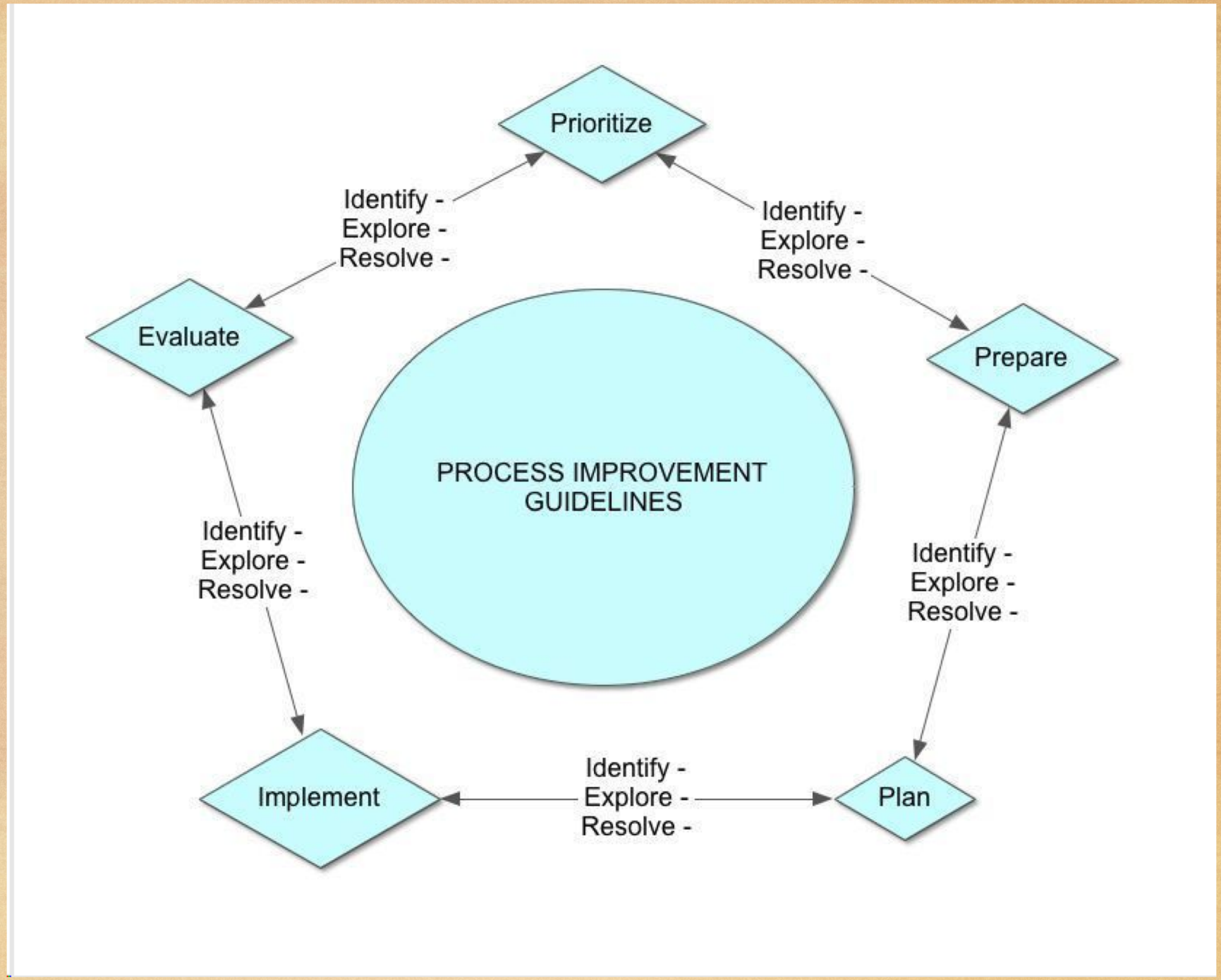
(R)



PIG

Process Improvement Guidelines

Plan
Prepare
Prioritize
Evaluate
Implement



Some available resources

- https://docs.google.com/document/d/1JTa791HYqJ7KaCSncv3kNPJ389kUdadVVSzhquGRFhs/edit?usp=sharing

QUESTIONS????

Twitter - #messydata