

THE NATIONAL ASSOCIATION OF BLACK SCHOOL EDUCATORS
2008 Annual Conference
RESEARCH ROUNDTABLES PRESENTATION
Session #3

GEORGIA WORLD CONGRESS CENTER

ATLANTA, GA

Friday, November 21, 2008

2:15 p.m. – 3:45 p.m.

Room B-314

Session Title: The Impact of a Statewide Systemic Reform Initiative to Improve the Public School Principal's Capacity to Improve Student Achievement

Presenters:

Walter L. Burt, Ph.D., Assistant Professor, Department of Educational Leadership, Research and Technology, Western Michigan University, Kalamazoo, Michigan, walter.burt@wmich.edu

Van E. Cooley, Ed.D., Chair and Professor, Department of Educational Leadership, Research and Technology, Western Michigan University, Kalamazoo, Michigan. van.cooley@wmich.edu

Discussant: Lavinia T. Dickerson, Coordinator of Student Achievement, Fairfax County Public Schools, lavinia.dickerson@fcps.edu

Facilitator: Phillis Nichols Anderson, Ed.D., Assistant Principal, Pulaski County Public School System, Arkansas, panderson@pcssd.org

Abstract

The *No Child Left Behind Act* has had a tremendous impact on the public school community. With this increased demand for improved student performance, it has become increasingly clear that the majority of principals are now overwhelmed with data. Some of the most challenging questions that principals face are (1) what data elements are most important; and (2) once I get the data, what do I do with it? This qualitative study was designed to investigate the type and manner principals use data to support their school improvement efforts. Specifically, the purpose of this study was to determine the following: (1) what type of data do principals use to improve student achievement? and (2) how do principals use these data to improve student achievement? Most importantly, this presentation will provide participants with a review of policy and programmatic efforts developed by the Michigan Department of Education, professional leadership organizations, and selected universities to systemically enhance principals' knowledge and understanding about how to use data for instructional decision-making.

Target Audience: Principals, teacher leaders, leadership development specialists, central office administrators, superintendents, board of education members, educational administration and leadership faculty