

American Educational Research Association (AERA)

Strategies for Sharing Your Research




Jenny Grant Rankin, Ph.D.

#AERA2017 @OTCData

Image Credit: Black Urban Street


Linear Regression Analyses Applied to Research Question Variables

Abbreviated Research Question	Relationship	Explanation of Relationship
Q1. Supporter's impact on analysis accuracy	A = α - β S	A (Analysis Accuracy) is a function of S (Supporter)
Q2a. Foster's impact on analysis accuracy	A = α - β F	A (Analysis Accuracy) is a function of F (Foster)
Q2b. Foster framing's impact on analysis accuracy	A = α - β FF	A (Analysis Accuracy) is a function of FF (Foster's Framing)
Q3a. Abstract's impact on analysis accuracy	A = α - β B	A (Analysis Accuracy) is a function of B (Abstract)
Q3b. Abstract framing's impact on analysis accuracy	A = α - β BF	A (Analysis Accuracy) is a function of BF (Abstract's Framing)
Q4a. Interpretation guide's impact on analysis accuracy	A = α - β I	A (Analysis Accuracy) is a function of I (Interpretation Guide)
Q4b. Interpretation guide framing's impact on analysis accuracy	A = α - β IF	A (Analysis Accuracy) is a function of IF (Interpretation Guide's Framing)



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Linear Regression Relation


Just kidding!

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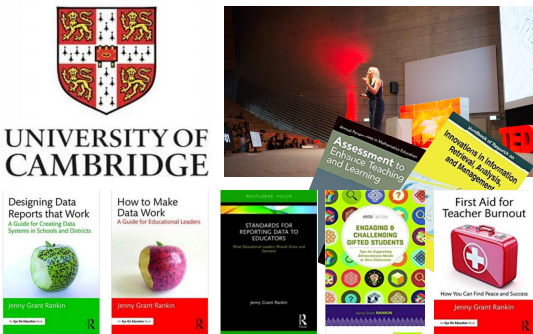
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Objectives



Branding




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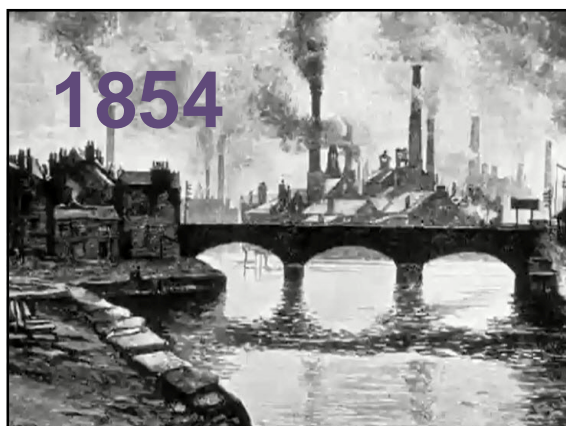
April 28, 2017 AERA Annual Meeting
Strategies for Sharing Your Research
Jerry Grant Rankin, Ph.D.
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@OTCData_AERA17

TED
Talk on Data VisualizationEd
This remarkable but often-overlooked research should be used to help guide the design of "Over the Counter" by Dr. Jerry Grant Rankin at TEDxUMD.

Branding: 4-6 words or short phrases to associate with your name:

1. What (generally) is your message?
2. What is so special about your message?
3. Why should people care about your message?
4. How will people be able to apply what you share?















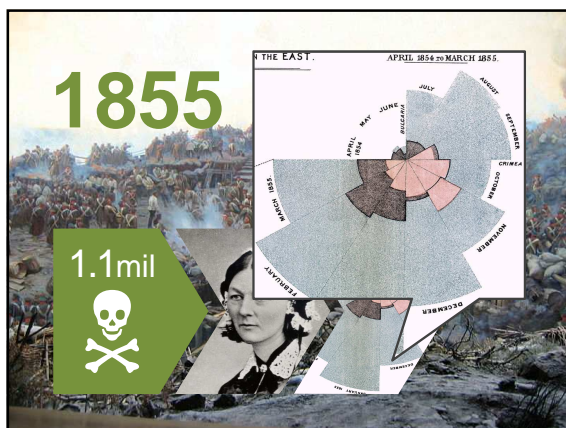










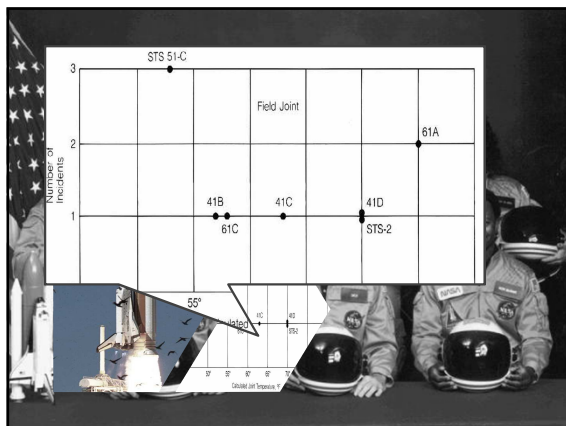


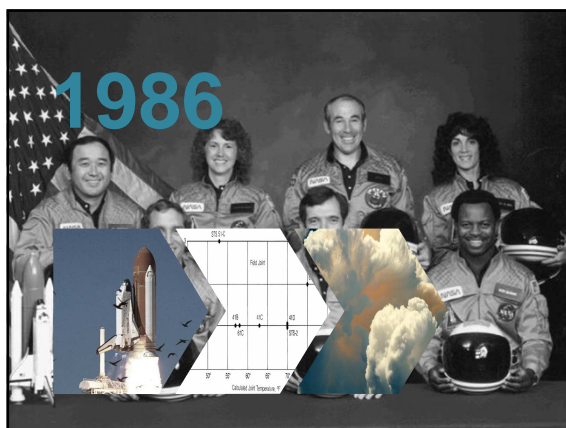




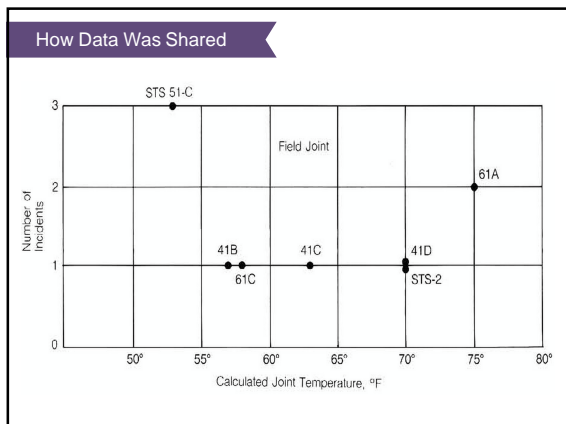


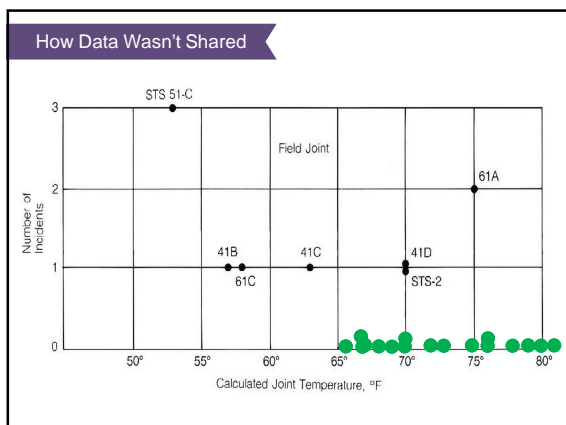


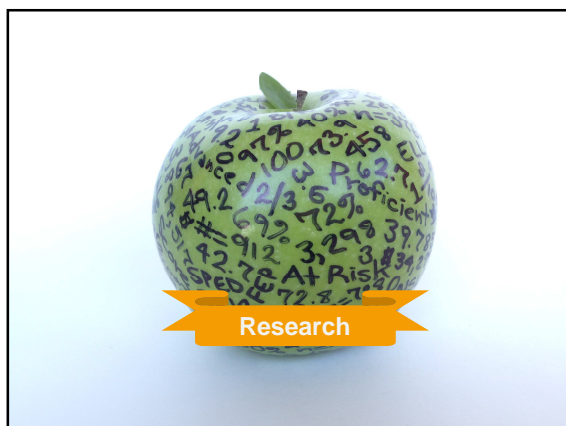


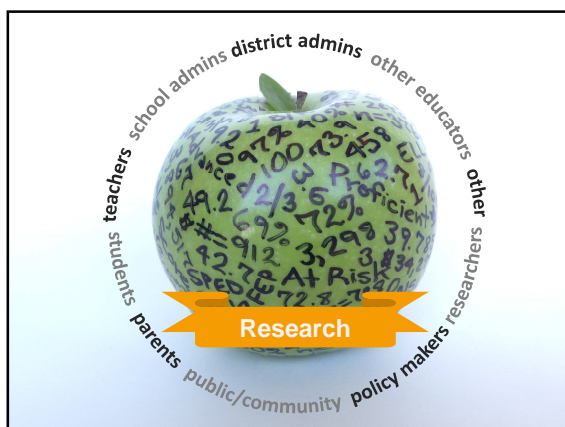


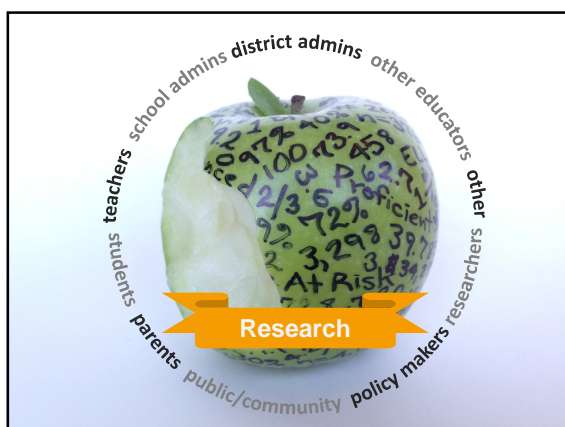














60 Minutes



Goldfarb told us that he was amazed at how many people went online to watch the meeting at which the discovery was announced.

Lesley Stahl



Goldfarb told us that he was amazed at how many people went online to watch the meeting at which the discovery was announced.

Lesley Stahl

You know, one billion people by the end of that week had seen video from that webcast. So a significant portion of our planet was interested enough to watch something which was a very technical seminar.

Steve Goldfarb



Goldfarb told us that he was amazed at how many people went online to watch the meeting at which the discovery was announced.


Lesley Stahl

You know, one billion people by the end of that week had seen video from that webcast. So a significant portion of our planet was interested enough to watch something which was a very technical seminar.

Steve Goldfarb

Lesley Stahl

Why do you think it's ignited so much public interest?



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You know, one billion people by the end of that week had seen video from that webcast. So a significant portion of our planet was interested enough to watch something which was a very technical seminar.


Steve Goldfarb

Lesley Stahl


Why do you think it's ignited so much public interest?

I think ultimately what we're doing has a lot of philosophical motivations. We're interested in understanding how things work, and I think everybody connects to that idea. And everybody is interested when science pushes the boundary of our understanding.


Laura Jeanty




Steve Goldfarb, Ph.D.



Steve Goldfarb, Ph.D.

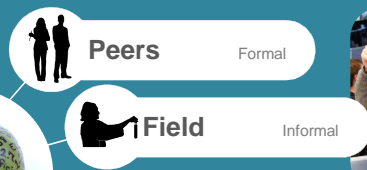


Peers Formal



Dissemination

Steve Goldfarb, Ph.D.




Peers Formal

Field Informal



Dissemination


Steve Goldfarb, Ph.D.



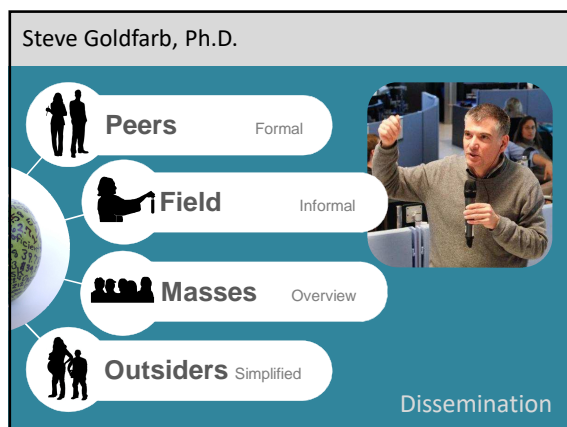
Peers Formal

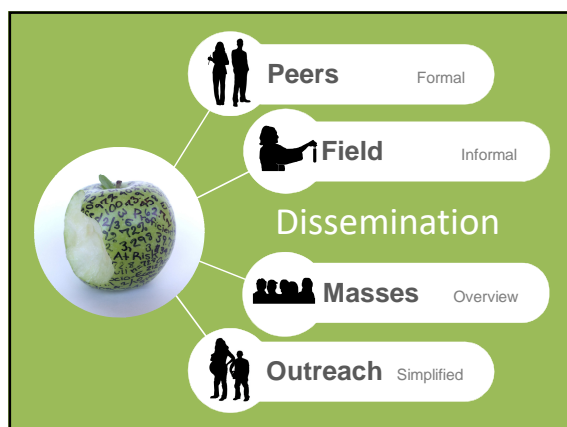
Field Informal

Masses Overview



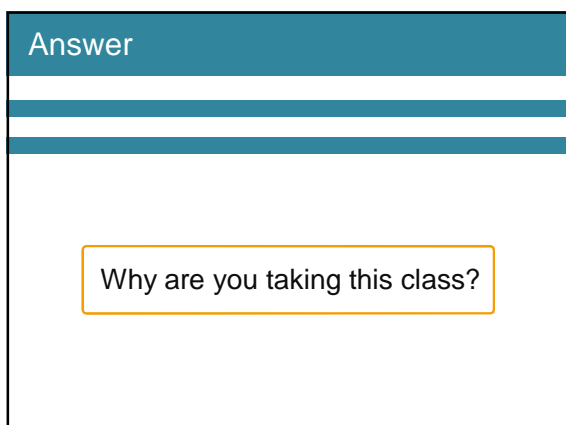
Dissemination







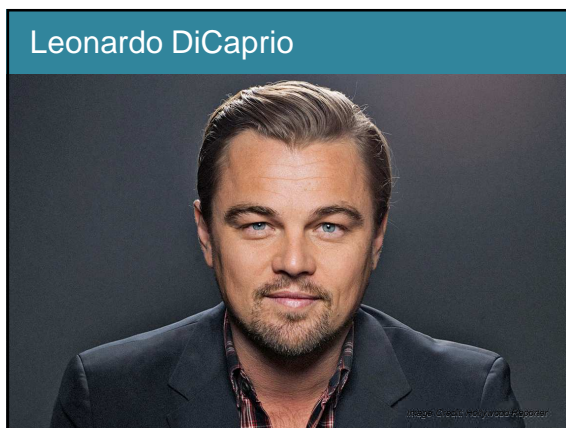




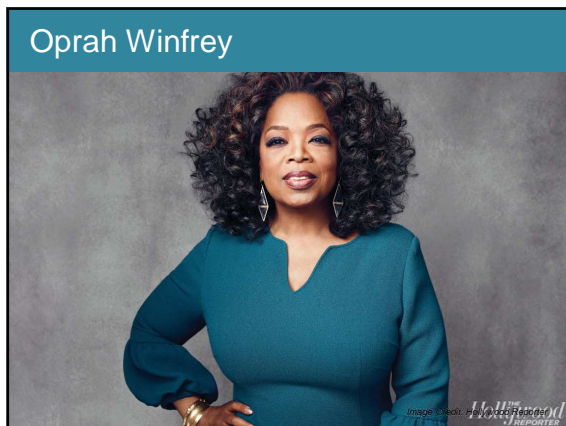








Oprah Winfrey



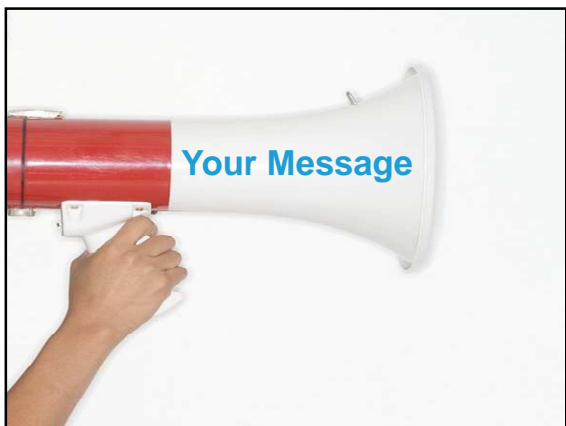
Malala Yousafzai





Answer

What are 4-6 words or short phrases you want people in the field to associate with your name?



American Educational Research Association

100th Anniversary 1916-2016

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2017 Annual Meeting

KNOWLEDGE TO ACTION
Achieving the Promise of Equal Educational Opportunity

2017 AERA ANNUAL MEETING
April 27-May 1, 2017 | San Antonio, Texas
#AERA17

Registration and housing for the 2017 Annual Meeting are open! Register here.
To view the online program, click on the guest access link.

Quick Links

AERA HIGHLIGHTS

2017 AERA ANNUAL MEETING

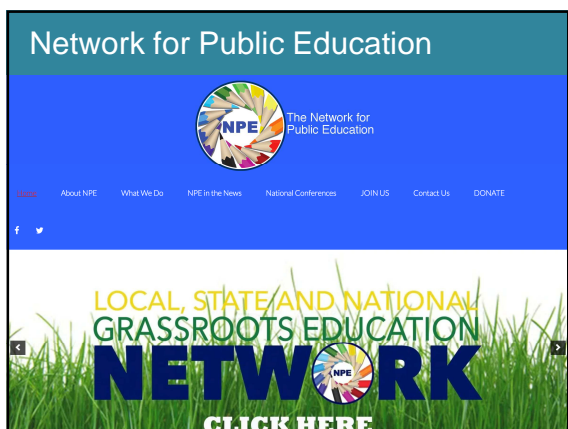
CENTENNIAL
100 Years of
Dedicated Colleagues

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RENEWAL

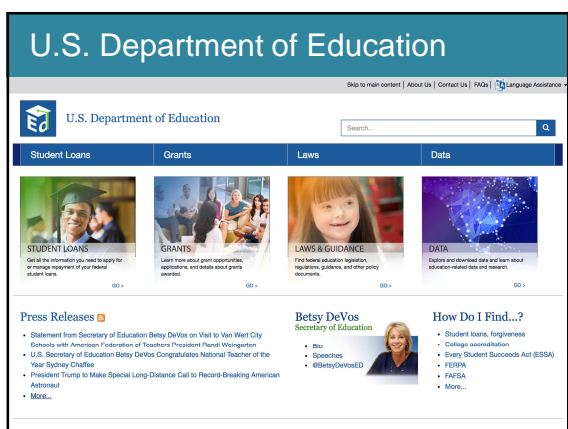
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JOB BOARD

WATCH: "The Limits of Schooling, the Power of Poverty"

WATCH: "The Opportunities and Challenges of Early Child Care and Education"







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Branding (continued)

Registation

- A powerful strategy or solution you employ in a classroom, school, university, organization, or school district (like a way you offer help to English learners, or how you've partnered with a principal to get the community actively involved in the school)
- A major accomplishment (like winning Dissertation of the Year or cutting a district's suspensions by 50%)
- A new movement you are a part of (like the makerspace movement)
- A new technology or tool you incorporate into your practice
- A unique perspective you have (like if you're a new faculty member or have just moved from focusing on the secondary level to the elementary level)
- A problem you're trying to solve (like minorities being underrepresented in gifted programs)
- A cause about which you're passionate (like getting more girls involved in computer programming)
- Research findings from a study you conducted or were part of
 - A special collaboration you're a part of
 - A unique population you work with

Elevator pitch (summarize work & its merits)

Web Hosting Software

Joomla (www.joomla.com)
 Squarespace (www.squarespace.com)
 Weebly (www.weebly.com)
 Wix (www.wix.com)
 WordPress (www.wordpress.com)
 Yola (www.yola.com)

Social Media

Facebook (www.facebook.com): add a group for your brand to your personal website
 Google+ (plus.google.com)
 LinkedIn (www.linkedin.com): create group for your brand or topic of interest
 Pinterest (www.pinterest)
 Twitter (www.twitter.com)

Stop

Answer

1. What (generally) is your **message**?
2. What is so **special** about your message?
3. Why should people **care** about your message?
4. How will people be able to **apply** what you share?

Answer

1. What (generally) is your **message**?

Example: Pairing collaborative teacher teams with student teachers (for added support) boosts teacher morale.

2. What is so **special** about your message?

3. Why should people **care** about your message?

4. How will people be able to **apply** what you share?

Answer

1. What (generally) is your **message**?

2. What is so **special** about your message?

3. Why should people **care** about your message?

4. How will people be able to **apply** what you share?

Answer

My work is unique because... is your **message**?

2. What is so **special** about your message?

3. Why should people **care** about your message?

4. How will people be able to **apply** what you share?

Answer

My work is unique because... is your message:

2. What is so **special** about your message?

My work addresses something traditionally overlooked. Would people **care** about your message? How will people be able to **apply** what you share?

Answer

1. What (generally) is your **message**?

2. What is so **special** about your message?

→ 3. Why should people **care** about your message?

4. How will people be able to **apply** what you share?

Answer

My message can have a massive impact... so **special** about your message?

3. Why should people **care** about your message?

4. How will people be able to **apply** what you share?

Answer

1. What (generally) is your **message**?
2. What is so **special** about your message?
3. Why should people **care** about your message?
4. How will people be able to **apply** what you share?

My message can have a massive impact...

My work offers important benefits...

Answer

1. What (generally) is your **message**?
2. What is so **special** about your message?
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4. How will people be able to **apply** what you share?

Answer

Most messages become more powerful when benefits can be replicated.

3. Why should people **care** about your message?
4. How will people be able to **apply** what you share?

Answer

1. What (generally) is your **message**?
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American Educational Research Association

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About AERA

Our Mission

The American Educational Research Association (AERA), a national research society, exists to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good.

Who We Are

The American Educational Research Association (AERA), founded in 1916, is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results. Read more.

Network for Public Education

About The Network for Public Education

124 SHARES

The Network for Public Education was founded in 2013 by Diane Ravitch and Anthony Cody. We are an advocacy group whose mission is to preserve, promote, improve and strengthen public schools for both current and future generations of students.

The goal of NPE is to connect all those who are passionate about our schools – students, parents, teachers and citizens. We share information and research on vital issues that concern the future of public education at a time when it is under attack.

You can read about our founders [here](#).

Mailing Address:
Network for Public Education
PO BOX 150266
Kew Gardens, NY 11415-0266

Data Quality Campaign

Why Education Data? | Action Issues | Resources | Who We Are

Who We Are

The Data Quality Campaign (DQC) is the nation's leading voice on **education data** policy and use.

Remarkable progress has been made in states over the last decade to ensure that useful data is collected, thanks to dedicated policymakers and advocates. But we know that in too many communities, those who most need information to help the students they care about do not have it. That needs to change. More than any other organization, DQC understands the challenges and opportunities around using data to improve outcomes for all students.

Our mission: We advocate to change the role of data in education so that every student is not only counted, but counts.

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Student Loans | Grants | Laws | Data

About ED

Overview and Mission Statement

ED's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

ED was created in 1980 by combining offices from several federal agencies. ED's 4,400 employees and \$68 billion budget are dedicated to:

- Establishing policies on federal financial aid for education, and distributing as well as monitoring those funds.
- Collecting data on America's schools and disseminating research.
- Focusing national attention on key educational issues.
- Prohibiting discrimination and ensuring equal access to education.

Contacts

- General Contacts
- State Contacts

Organization

- Structure
- ED Offices
- Boards and Commissions
- Senior Staff Roles
- Political Appointees

What We Do

- The Federal Role in Education

How Do I Find...

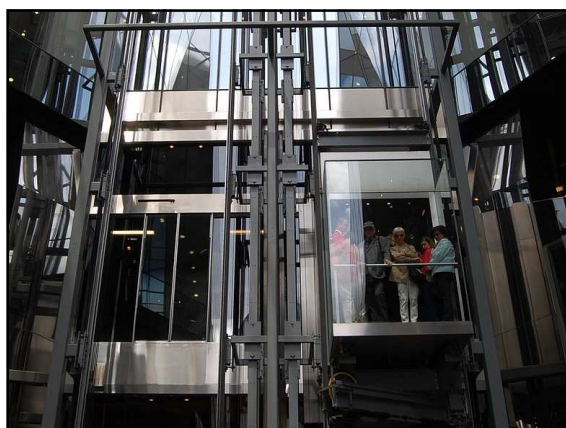
- Student loans, forgiveness
- College accreditation
- Every Student Succeeds Act (ESSA)
- IPEDS
- FAFSA

Information About...

- Transforming Teaching
- Family and Community Engagement
- Early Learning

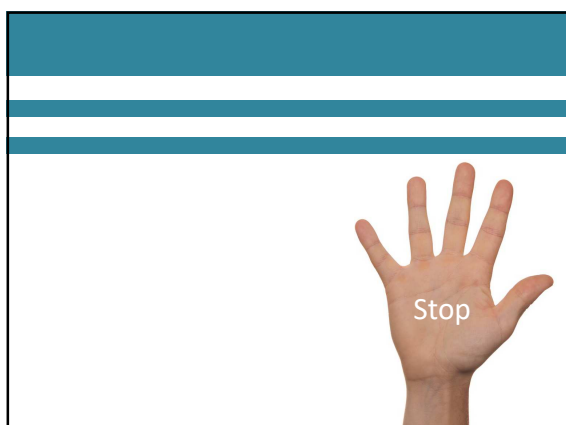
Information Centers

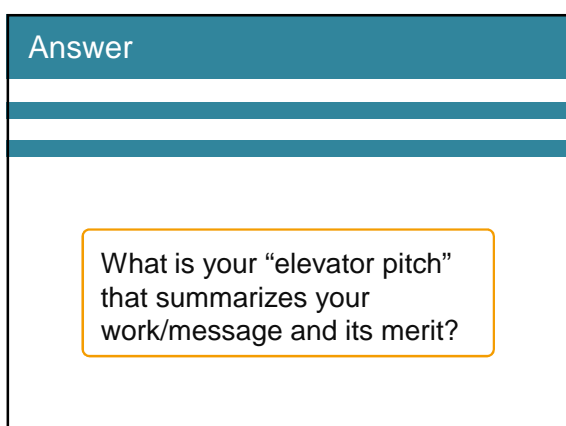
- Grants & Contracts
- Student Financial Aid
- Research & Statistics
- Policy & Guidance



Example: 55% of teachers report their morale is low, yet this dropped to 2% in our school after we paired collaborative teacher teams with student teachers for added support.







Give

What is your "elevator pitch" that summarizes your work/message and its merit?

The pitch

- is special,
- is something to care about, &/or
- has value that can be replicated



Kathy Cassidy

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Ms. Cassidy's Classroom Blog

A CLASS OF SIX YEAR OLDS INVITING THE WORLD INTO THEIR CLASSROOM

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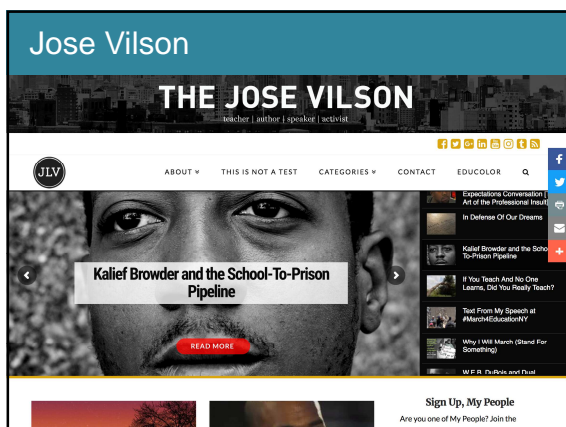
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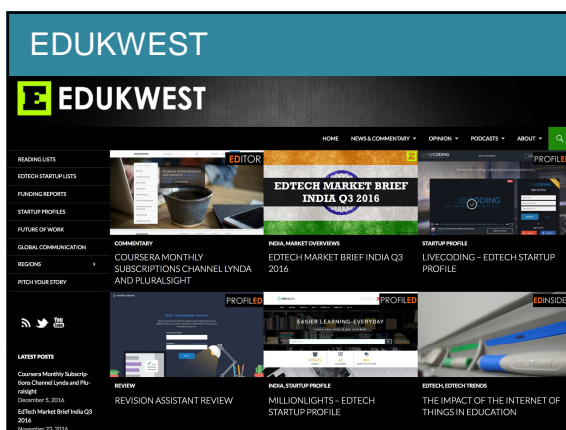
Making Easter Nests
The students loved making these edible Easter nests. Just look at the smiles!

WELCOME TO OUR BLOG
We're a class of students in Moose Jaw, Saskatchewan, Canada. We hope you're here to help us learn!

CLASS BLOGS

- Ms. Cassidy's Classroom Blog








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RESEARCH AND RESOURCES FROM DR. JENNY GRANT RANKIN TO IMPROVE DATA USE AND EDUCATION

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Jenny Rankin
Lecturer/Educator/Author/Educator/Owner
University of Cambridge (for the PostDoc Masterclass)
Lecturer/Teacher/Classroom Teacher

Award-winning educator Dr. Jenny Grant Rankin, who teaches the PostDoc Masterclass at University of Cambridge, is a Meritaw with a Ph.D. in Education. Dr. Rankin served as teacher, school administrator, district administrator, and chief education & research officer. Her papers have appeared in a range of publications. Dr. Rankin delivered a TED Talk at TEDxUVA, presents annually for the US Dept. of Ed. at "OTCD" and other education forums, and serves on multiple research committees.

Subjects
Communication Studies, Education, Information Science, Other

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Award-winning educator Dr. Jenny Grant Rankin, who teaches the PostDoc Masterclass at University of Cambridge, has a Ph.D. in Education featuring a specialization in School Improvement Leadership. She is an active member of Mensa and many educational organizations, particularly within the areas of...

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Author Updates

Dr. Jenny Grant Rankin, who teaches the PostDoc Masterclass at University of Cambridge, has a Ph.D. in Education with a specialization in School Improvement Leadership. Dr. Rankin served as an award-winning teacher, school site administrator, school district administrator (overseeing assessment and data for a 35,000-student district),...

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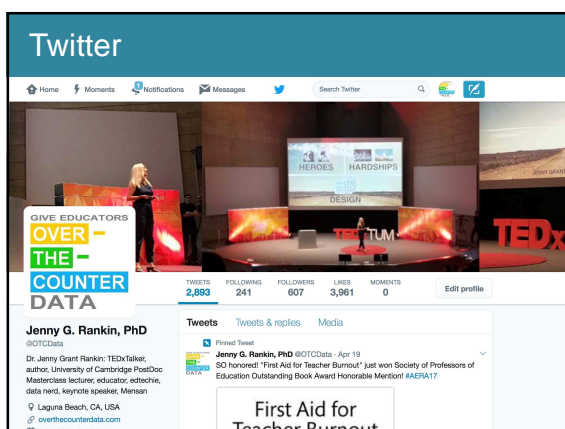


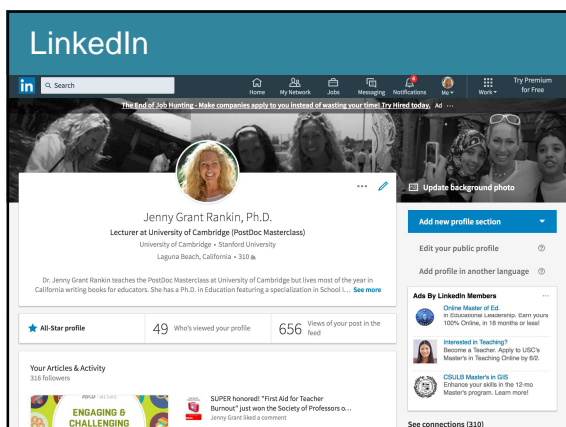


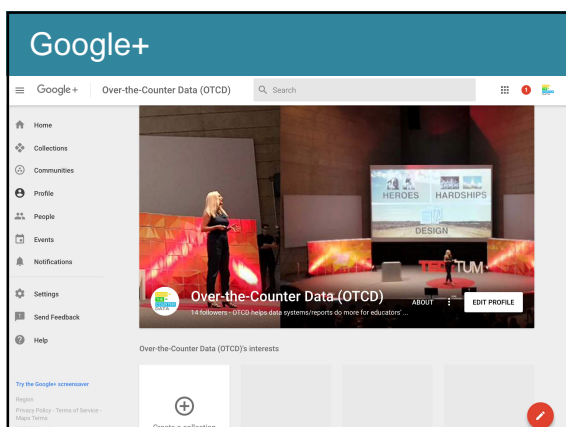


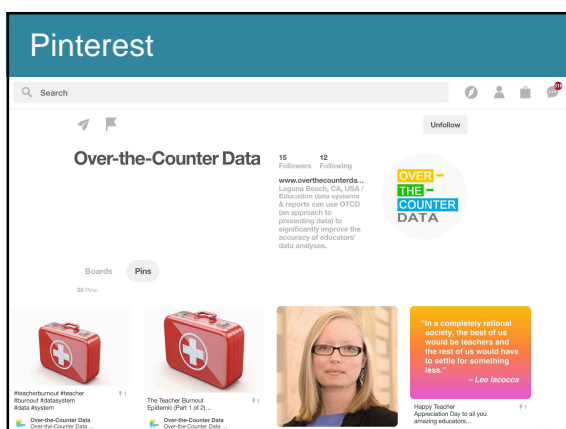


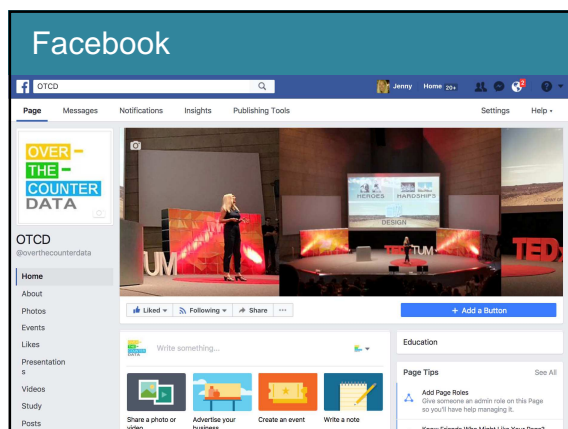




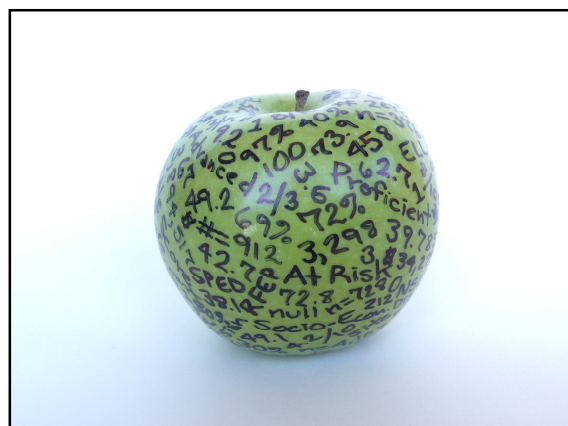


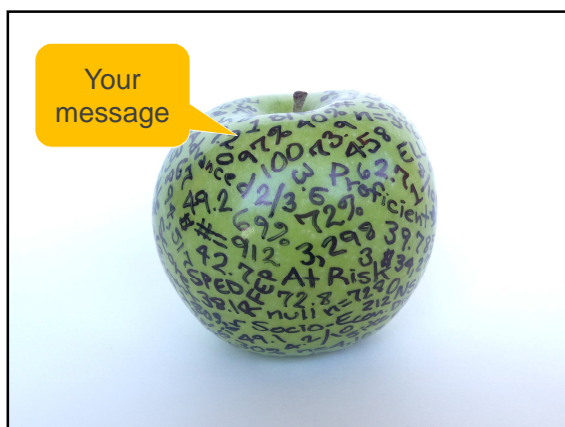




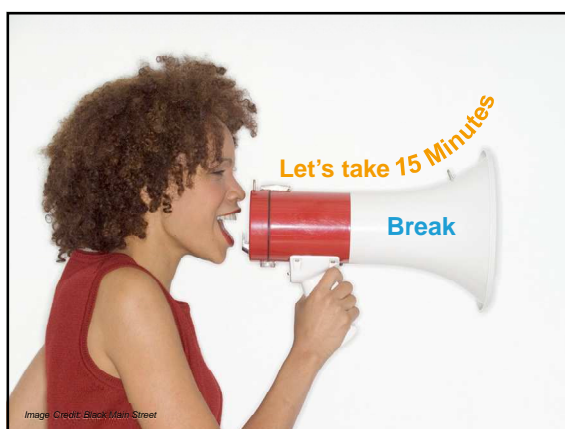










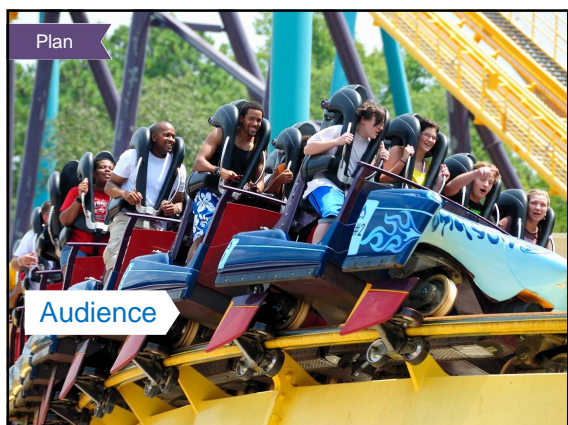


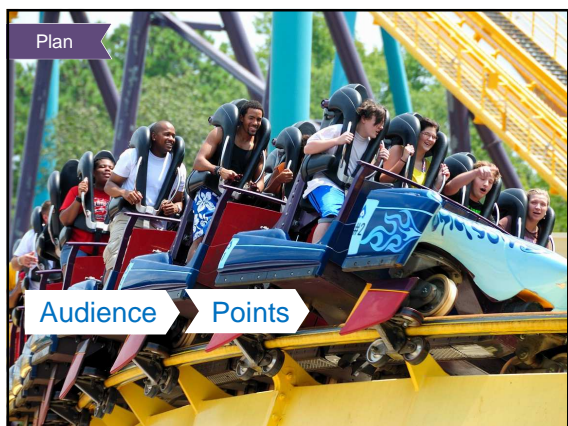


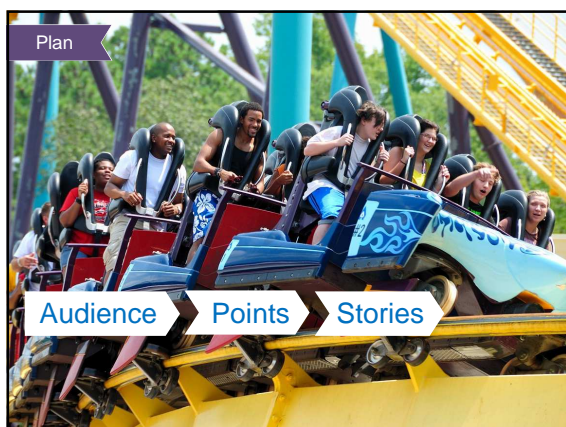


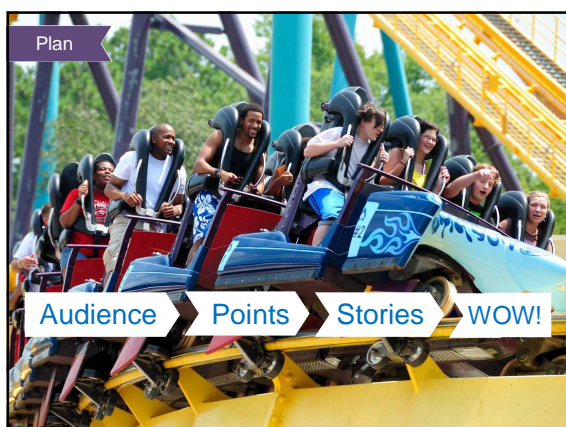




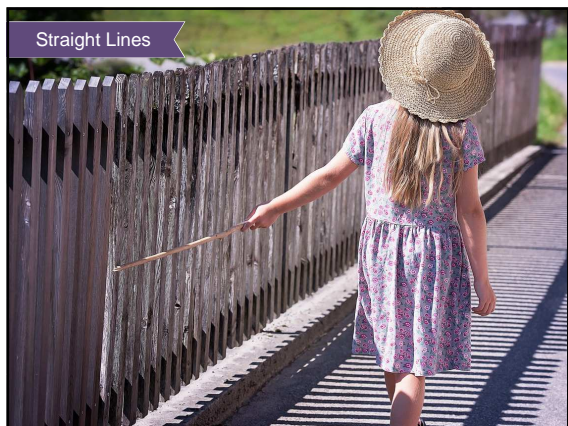






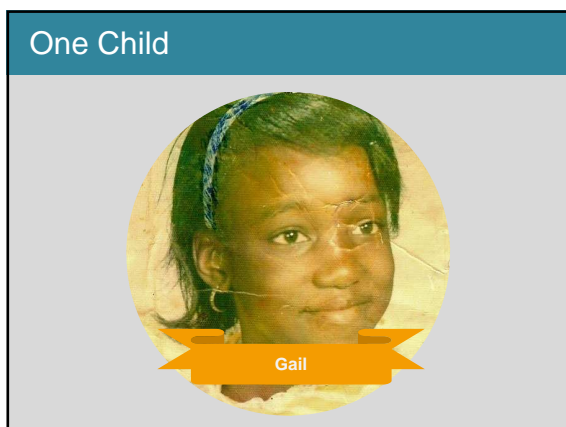


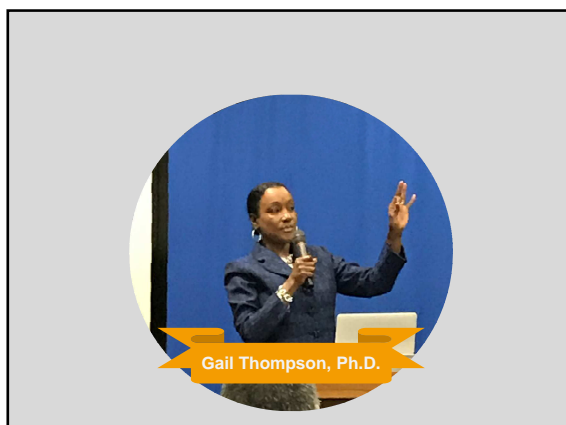


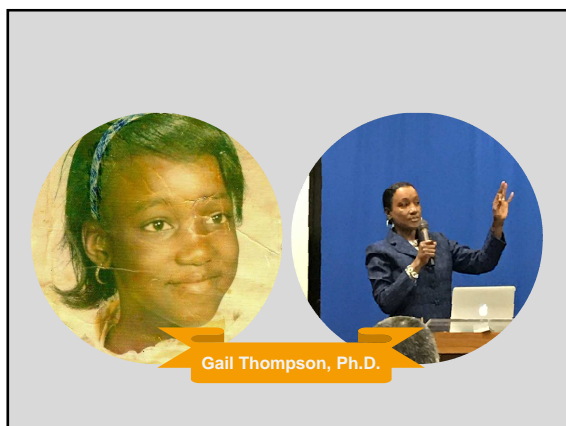


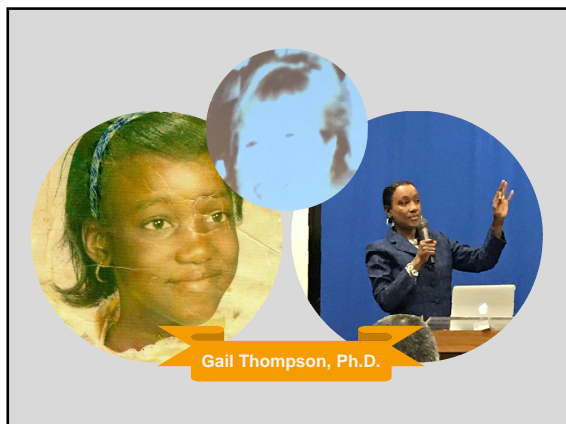








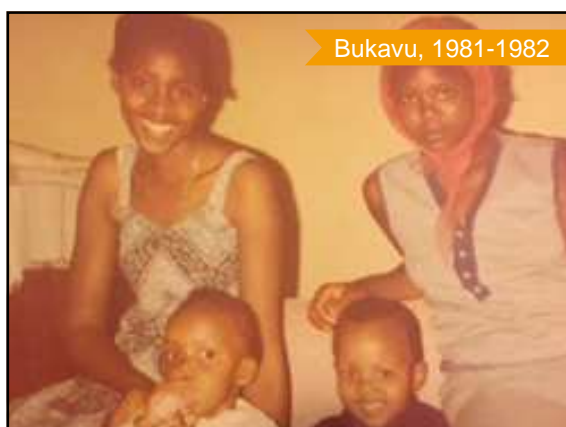


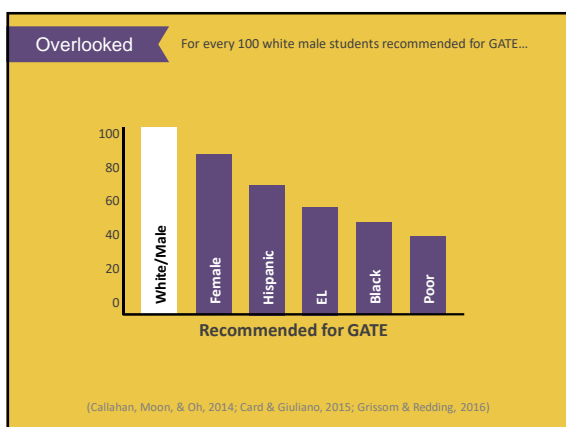


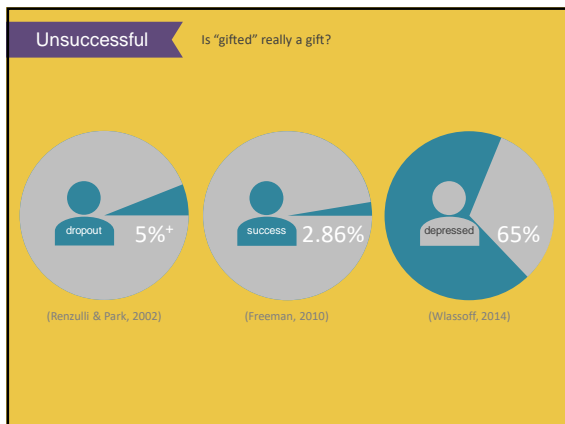


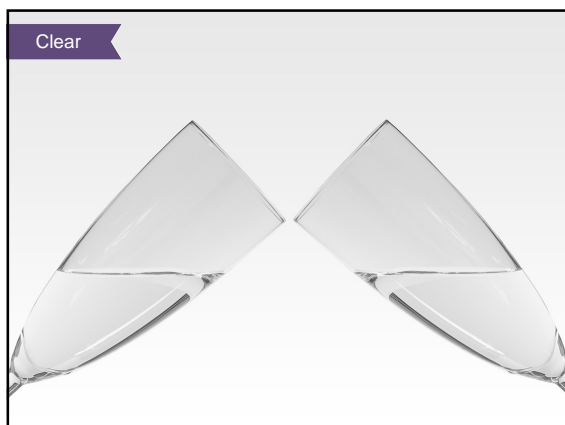


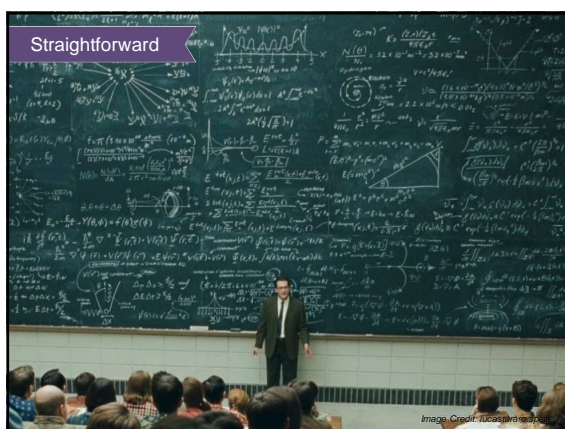


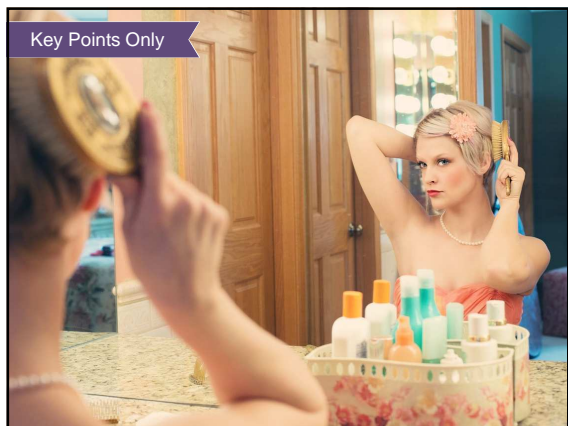








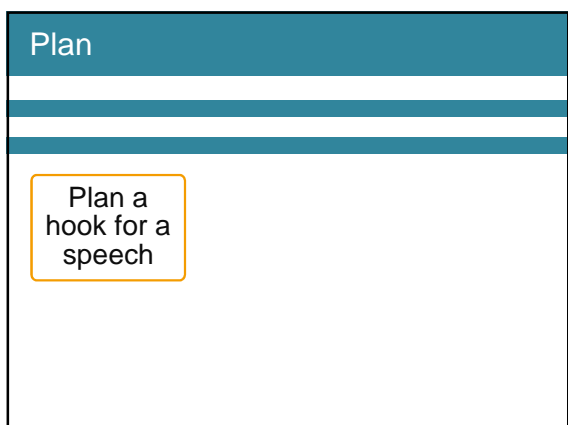


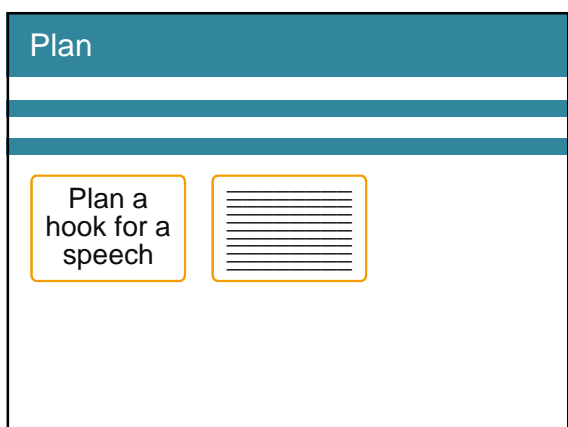













Plan

Plan a hook for a speech

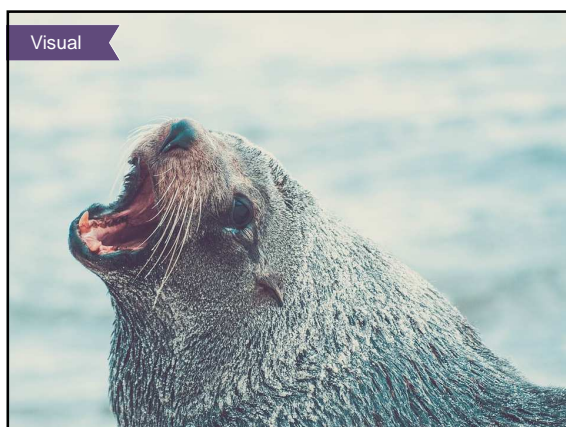


Describe

Describe a hook for a speech

- The hook is interesting
- makes you want more
- is delivered well





Clutter-Free *Uses Applied to Research Question Variables*

Question	Relationship	Explanation of Relationship
Q1. Supporter's impact on analysis accuracy	A = α -RS	A (Analysis Accuracy) is a function of S (Supporter)
Q2a. Foster's impact on analysis accuracy	A = α -RF	A (Analysis Accuracy) is a function of F (Foster)
Q2b. Foster framing's impact on analysis accuracy	A = α -RF	A (Analysis Accuracy) is a function of F (Foster's Framing)
Q3a. Abstract's impact on analysis accuracy	A = α -RB	A (Analysis Accuracy) is a function of B (Abstract)
Q3b. Abstract framing's impact on analysis accuracy	A = α -RBF	A (Analysis Accuracy) is a function of BF (Abstract's Framing)
Q4a. Interpretation guide's impact on analysis accuracy	A = α -RI	A (Analysis Accuracy) is a function of I (Interpretation Guide)
Q4b. Interpretation guide framing's impact on analysis accuracy	A = α -RIF	A (Analysis Accuracy) is a function of IF (Interpretation Guide's Framing)

Linear Regression Relationship Applied to Research Question Variables

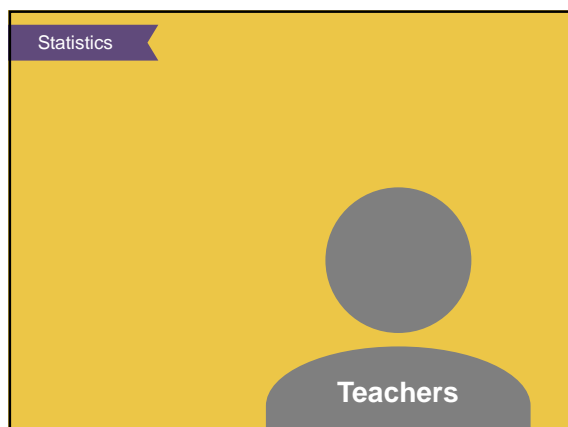
Abbreviated Research Question	Relationship	Explanation of Relationship
Q1. Supporter's impact on analysis accuracy	A = α - β S	A (Analysis Accuracy) with unknown parameters (α and β) holding for the education population is a function of S (Supporter) with unknown parameters (α and β) holding for the education population
Q2a. Foster's impact on analysis accuracy	A = α - β F	A (Analysis Accuracy) with unknown parameters (α and β) holding for the education population is a function of F (Foster) with unknown parameters (α and β) holding for the education population
Q2b. Foster framing's impact on analysis accuracy	A = α - β FF	A (Analysis Accuracy) with unknown parameters (α and β) holding for the education population is a function of FF (Foster's Framing) with unknown parameters (α and β) holding for the education population
Q3a. Abstract's impact on analysis accuracy	A = α - β B	A (Analysis Accuracy) with unknown parameters (α and β) holding for the education population is a function of B (Abstract) with unknown parameters (α and β) holding for the education population
Q3b. Abstract framing's impact on analysis accuracy	A = α - β BF	A (Analysis Accuracy) with unknown parameters (α and β) holding for the education population is a function of BF (Abstract's Framing) with unknown parameters (α and β) holding for the education population
Q4a. Interpretation guide's impact on analysis accuracy	A = α - β I	A (Analysis Accuracy) with unknown parameters (α and β) holding for the education population is a function of I (Interpretation Guide) with unknown parameters (α and β) holding for the education population
Q4b. Interpretation guide framing's impact on analysis accuracy	A = α - β IF	A (Analysis Accuracy) with unknown parameters (α and β) holding for the education population is a function of IF (Interpretation Guide's Framing) with unknown parameters (α and β) holding for the education population

No Needless Images

Study Findings on Teacher Burnout

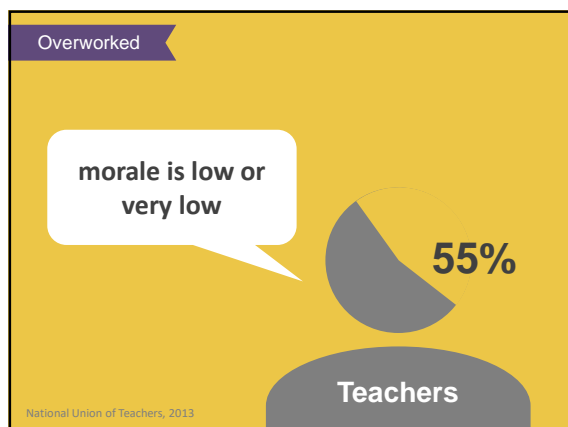
- Only 39% of U.S. teachers report they are very satisfied (the lowest in 25 years), and 48% of teachers report they are regularly under great stress (Metropolitan Life Insurance Company, 2013).
- 55% of U.S. teachers report their morale is low or very low, and 69% of teachers report their morale has declined (National Union of Teachers, 2013).
- 15% of U.S. teachers (about half a million) leave the profession every year, and the rate is 50% higher (affecting 20% of teachers) at high-poverty schools than at schools in financially secure areas (Seidel, 2014).
- More than 41% of teachers leave the profession within five years of starting, and teacher attrition has risen by 41% over the last two decades (Ingersoll, Merrill, and Stuckey, 2014). This provides clarification to Ingersoll's (2012) famous estimate that 40%-50% of new teachers leave within their first five years on the job.

Image Credit: Freeppt

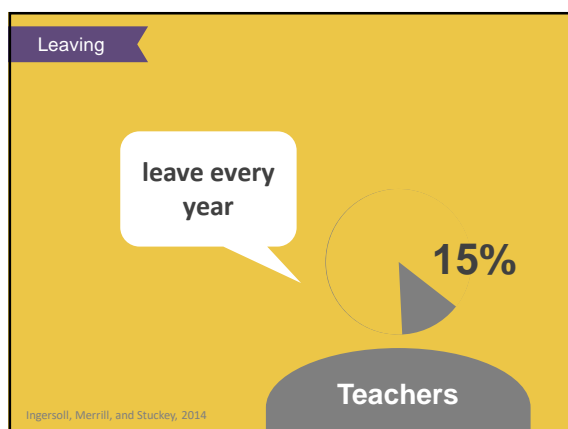


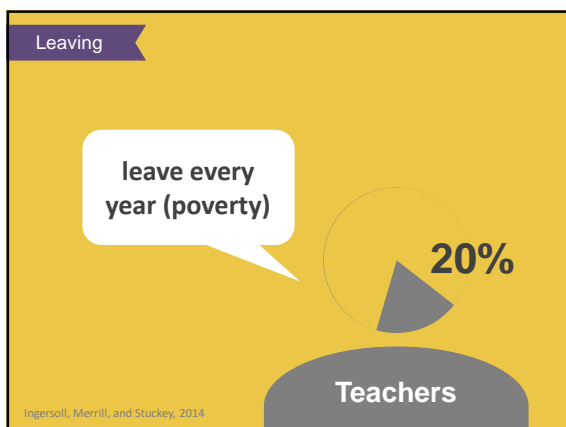


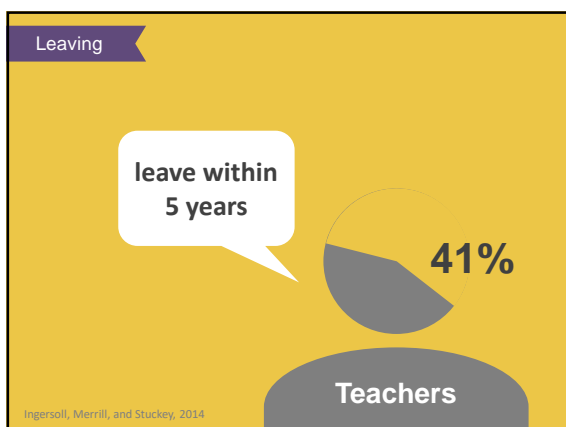




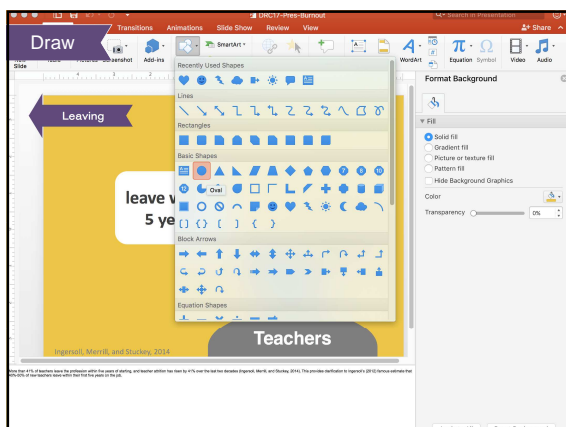


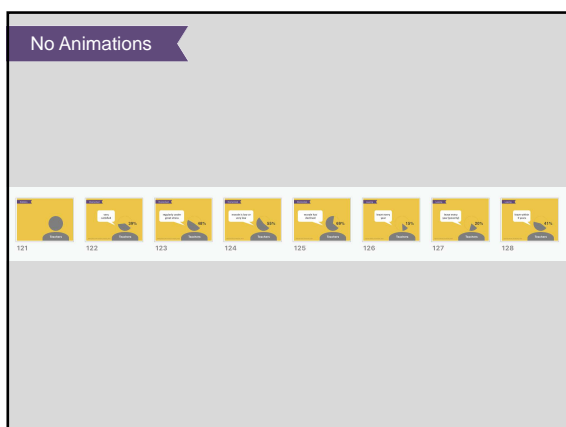


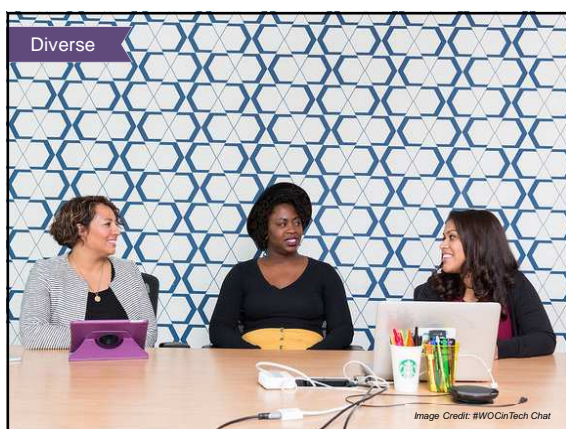


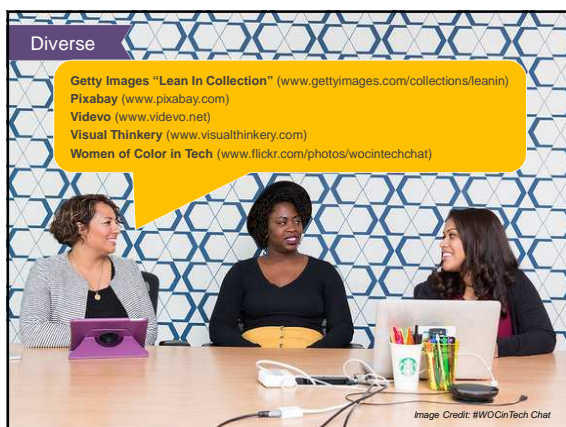


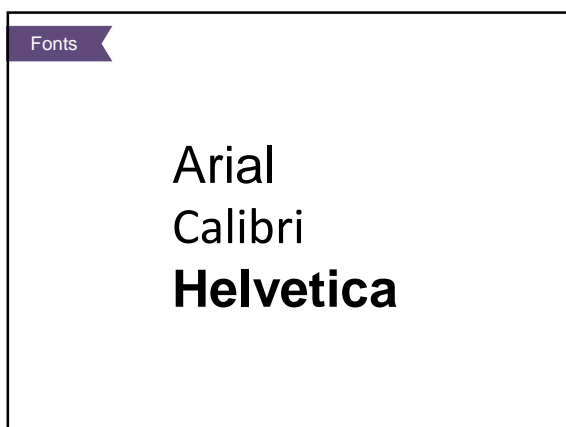


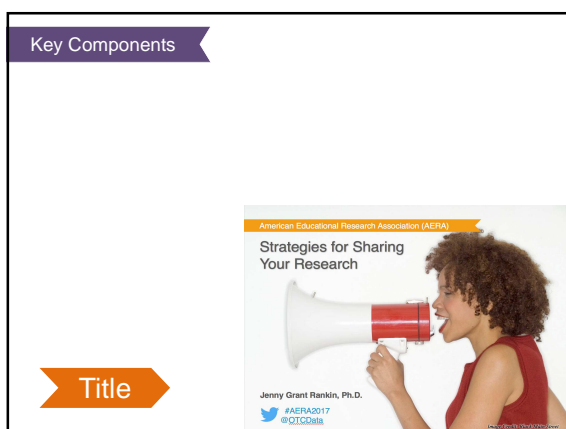


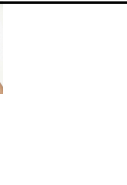
















Who Is Here?




Crowd

- K-12 Ed
- Higher Ed
- Researcher
- Gov/Org
- Vendor
- Other




Who Is Here?






You

- Lecturer at University of Cambridge
- Author
- Volunteer (Mensa)
- Chief Education & Research Officer
- District Administrator
- Assistant Principal
- Teacher on Special Assignment
- English Teacher
- Program Coordinator (Higher Ed)
- Jenny Grant Rankin, Ph.D.



Content Covered



Agenda

Strategies for Sharing Your Research | Who is Here?

- Chief Academic Officer
- Chief Information Officer
- Chief Research Officer
- Dean of the Graduate School
- Dean of the School of Education
- Dean of the School of Business
- Dean of the School of Law
- Dean of the School of Medicine
- Dean of the School of Nursing
- Dean of the School of Public Health
- Dean of the School of Social Work
- Dean of the School of Theology
- Dean of the School of Visual Arts
- Dean of the School of Writing
- Dean of the School of Architecture
- Dean of the School of Music
- Dean of the School of Art
- Dean of the School of Design
- Dean of the School of Architecture
- Dean of the School of Music
- Dean of the School of Art
- Dean of the School of Design

Content Covered

Objectives

Branding Speaking Writing

Objectives

Strategies for Sharing Your Research | Who is Here?

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- Dean of the School of Design

Content Covered

Objectives

Branding Speaking Writing

Segments

Branding

Strategies for Sharing Your Research | Who is Here?

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Content Covered

Objectives

Branding Speaking Writing

Content

Strategies for Sharing Your Research

Who is Here?

Content Covered

Objectives

Deliver

Deliver a hook for a speech

- The hook is interesting
- The hook makes you want more
- The hook is delivered well

Activities

Strategies for Sharing Your Research

Who is Here?

Content Covered

Objectives

Deliver

Deliver a hook for a speech

Conclusion

Questions

Contact

Questions & Evals

American Educational Research Association (AERA)

Jenny Grant Rankin, Ph.D.

Amazon Author Page:
<http://www.amazon.com/auth/or/jennygrant>

Google+:
plus.google.com/+OvertheCourtdata

LinkedIn:
www.linkedin.com/in/jennygrantrankin

Twitter: @OTCData
(<https://twitter.com/OTCData>)

Website (Blog, etc.):
www.overthecourtdata.com

Guidelines

2017 Annual Meeting Call for Paper and Session Submissions

KNOWLEDGE TO ACTION
Achieving the Promise of Equal Educational Opportunity

2017 AERA ANNUAL MEETING
April 27-May 1, 2017 | San Antonio, TX

Submissions Accepted June 1 - July 22

Vivian L. Gadsden Discusses the 2017 AM Theme

AERA President Vivian L. Gadsden Discusses the 2017 Annual Meeting Theme

20 MOST POPULAR

1. Do schools kill creativity?
2. Your body language shapes who you are
3. How great leaders inspire action
4. The power of vulnerability
5. My stroke of insight
6. The thrilling potential of SixthSense technology
7. 10 things you didn't know about orgasm
8. Why we do what we do
9. The puzzle of motivation
10. Underwater astonishments
11. The surprising science of happiness
12. The power of introverts
13. Meet the SixthSense interaction
14. Your elusive creative genius
15. The best stats you've ever seen
16. How to spot a liar
17. The happy secret to better work
18. How I held my breath for 17 minutes
19. Brain magic
20. Looks aren't everything. Believe me, I'm a model.

words
2 ————— 8
7 average ↑

characters (with spaces)
11 ————— 49
39 average ↑

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words
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5 ————— 7 average ↑

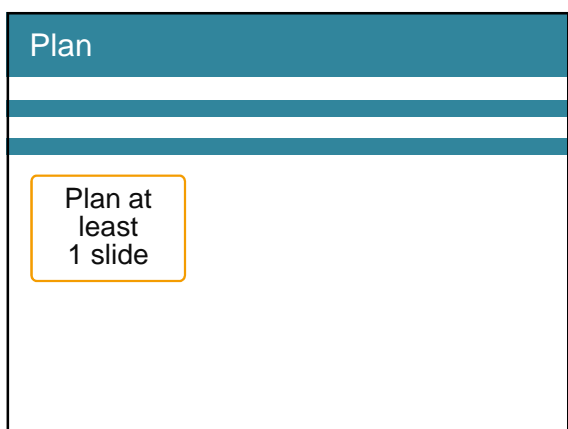
characters (with spaces)
11 ————— 49
35 ————— 39 average ↑

Why Data Should Be Over-the-Counter
Jonny Grant Rankin, Ph.D.

1. Do schools kill creativity?
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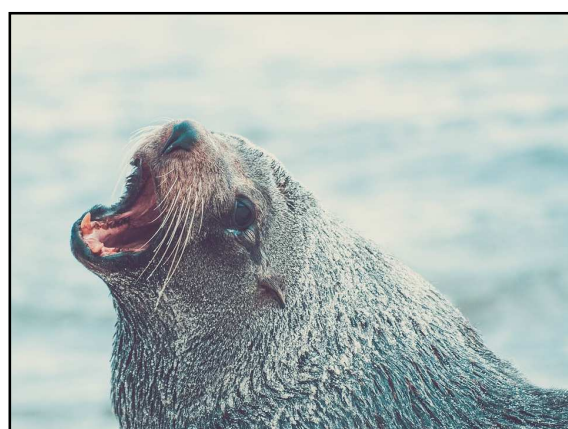


Plan

Plan at least 1 slide









Page
4

Speaking (continued)

Date			

Mild Activities

- "Take your hand off..."
- "Stand up!"
- "Turn to your neighbor and say..."
- "Shout out your biggest challenge concerning..."
- "Ask for one high quality..."
- "Tell me..."
- "You have to call on someone; if you are greeted as they arrive, you will have to have some notes."
- "Write down one quality that..."
- "Pick one of those three categories and think of ways it applies to your..."
- "I'll have this to you..."

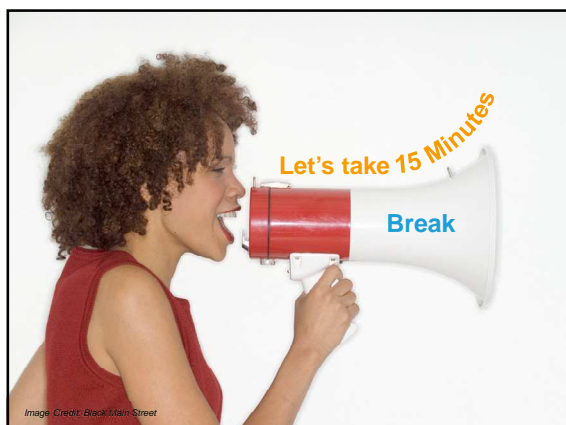
Involved Activities

- "Run to your neighbor and share..."
- "Get into groups of 3 or 4 and discuss..."
- "I'm going to throw the stuffed animal, and if you catch it tell us... and then throw it to someone across the room."
- "Use your handouts to..."
- "Write down the reason you..."
- "Notice the eight posters arranged around the room, each having a topic. Go to the one that pertains to you and discuss... with the group that gathers there."
- "Get up and collect a sticky note from one person for every category on the slide."
- "Form a group of four to six in which teachers, school administrators, and district administrators are all represented. Then discuss..."
- "Meet the posters around the room and add a sticky note to each in which you have written different..."
- "Grab a colored sticky note based on the color assigned to your role (e.g., blue for researchers) and add to the 'Yes' or 'No' poster based on whether you agree with the statement..."
- "You can instead use polling software."
- "Each side of the room will be a different team as well..."
- "Grab the sticky notes back to the bottom of your chair. Each one is different..."



Answer

What is 1 activity you'll incorporate *in a specific presentation* and why?

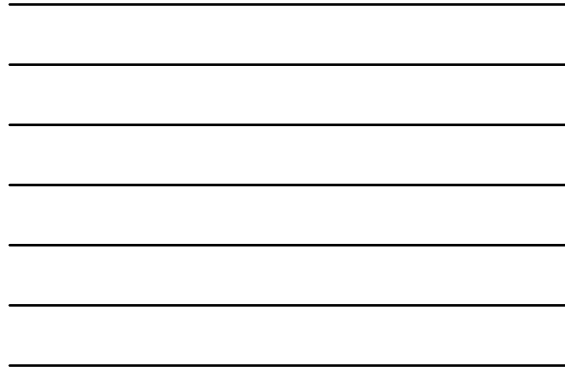






A	B	C	D	E
Status (Enter Name)	Publication (When region-specific or organization-specific, list the equivalent for your area or institution)	Category	Info if live or longer works, by dropping the link's extension to .e	Work Submitted (Enter Date & Title)
	Annual Perspectives in Mathematics Education (APME)	Book	http://www.math.uga.edu/~apme/	
	ASCD: Educational Leadership	Magazine	http://www.ascd.org/leadership	
	ASCD: Educational Leadership "Tell Me About It" Column	Short Article	http://www.ascd.org/leadership/tell-me-about-it	
	Association for the Advancement of Computing in Education (AACE) & Society for Information Technology & Teaching (SIT)	Journal	http://www.aace.org/	
	Association for the Advancement of Computing in Education (AACE) & Society for Information Technology & Teaching (SIT)	Journal	http://www.aace.org/	
	Association for the Advancement of Computing in Education (AACE) & Society for Information Technology & Teaching (SIT)	Journal	http://www.aace.org/	
	Association of California School Administrators (ACSA) Leadership Magazine (other publication: EAR)	Magazine	http://www.acsa.org/leadership	
	Association of School and College Leaders	Magazine	http://www.ascd.org/leadership	
	Australian Journal of Educational Technology	Journal	http://www.ausetech.com.au/	
	Australian Journal of Educational Technology	Journal	http://www.ausetech.com.au/	
	Beyond American Educational Research	LIST (Call for Papers)	http://www.beyondaer.org/	
	Big Data & Society	Journal	http://www.bdsociety.org/	
	Bill & Melinda Gates Foundation Newsletter	Newsletter	http://www.gatesnotes.com/	
	British Educational Research Association	Journal	http://www.bera.ac.uk/	
	California Council on Teacher Education	Newsletter	http://www.ccte.org/	
	California Educational Research Association	Newsletter	http://www.cera.org/	
	California Educational Technology Professionals Association (CETPA) EdTech Journal	Journal	http://www.cetpa.org/	
	California Educational Technology Professionals Association (CETPA) DataBus Magazine	Journal	http://www.cetpa.org/	
	California Teachers Association (CTA): CA Educator	Magazine	http://www.cta.org/	
	Canadian Journal of Learning and Technology	Journal	http://www.cjlt.ca/	
	Center for Mentoring and Learning	LIST (Call for Papers)	http://www.cml.org/	
	Computer-Using Educators (CUE): OnCUE Journal	Journal	http://www.oncue.org/	
	Connected Administrators: EdTechTeacher: EdTechTeacher Monthly Newsletter	Newsletter	http://www.edtechteacher.com/	
	Connected Educators Month	Newsletter	http://www.connectededucators.com/	

Open "Opportunities" Excel File



A	B	C	D	E
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	ASCD: Educational Leadership	Magazine	http://www.ascd.org/leadership	
	ASCD: Educational Leadership "Tell Me About It" Column	Short Article	http://www.ascd.org/leadership/tell-me-about-it	
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	Association of California School Administrators (ACSA) Leadership Magazine (other publication: EAR)	Magazine	http://www.acsa.org/leadership	
	Association of School and College Leaders: Leader: The Education Leader Magazine	Magazine	http://www.ascd.org/leadership	
	Australian Journal of Educational Technology (AJET)	Journal	http://www.ausetech.com.au/	
	Australian Journal of Educational Technology (AJET)	Journal	http://www.ausetech.com.au/	
	Beyond American Educational Research Association (AERA)	LIST (Call for Papers)	http://www.beyondaer.org/	
	Big Data & Society	Journal	http://www.bdsociety.org/	
	Bill & Melinda Gates Foundation Newsletter	Newsletter	http://www.gatesnotes.com/	
	British Educational Research Association: British Journal of Educational Technology	Journal	http://www.bera.ac.uk/	
	California Council on Teacher Education (CCTE): CCTE News	Newsletter	http://www.ccte.org/	
	California Educational Research Association (CERA): Assessment Matters	Newsletter	http://www.cera.org/	
	California Educational Technology Professionals Association (CETPA) EdTech Journal	Journal	http://www.cetpa.org/	
	California Educational Technology Professionals Association (CETPA) DataBus Magazine	Journal	http://www.cetpa.org/	
	California Teachers Association	Magazine	http://www.cta.org/	
	Canadian Journal of Learning and Technology	Journal	http://www.cjlt.ca/	
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	Computer-Using Educators (CUE)	Journal	http://www.oncue.org/	
	Connected Administrators: EdTechTeacher: EdTechTeacher Monthly Newsletter	Newsletter	http://www.edtechteacher.com/	
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Articles & Papers



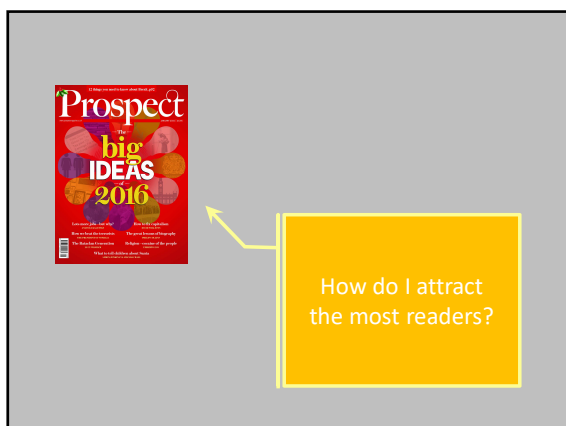
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	Australasian Journal of Educational Technology (AJET)	Journal	http://www.ajet.net.au	
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	Beyond American Educational Research Association (AERA)	List (Call for Papers)	http://www.aera.net/2016-2017	
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	California Council on Teacher Education (CCTE): CCTE News	Newsletter	http://www.ccte.org/news	
	California Educational Research Association (CERA): Assessment Matters	Newsletter	http://www.cera.org/assessment-matters	
	California Educational Technology Professionals Association (CETPA) EdTech Journal	Journal	http://www.cetpa.org/edtech-journal	
	California Educational Technology Professionals Association (CETPA): Databus Magazine	Journal	http://www.cetpa.org/databus	
	California Teachers Association (CTA): CA Educator	Magazine	http://www.cta.org/education	
	Canadian Journal of Learning and Technology	Journal	http://www.cjlt.ca	
	Center for Mentoring and Learning	List (Call for Papers)	http://www.mentoring.org	
	Computer-Using Educators (CUE): OnCUE Journal	Journal	http://www.oncue.org	
	Connected Administrators: EdTechTeacher: EdTechTeacher Monthly Newsletter	Newsletter	http://www.edtechteacher.com	
	Connected Educators Month	Newsletter	http://www.connectededucators.com	

Status (Enter Access)	Publication (When region-specific or organization-specific, list the equivalent for your area or institution)	Category	Info (If link no longer works, try dropping the link's extension (e.g. ".com")	Work Submitted (Enter Date & Title)
	Annual Perspectives in Mathematics Education (APME)	Book	http://www.mcm.org/2016/06/2016-annual-perspectives-in-mathematics-education-apme/	
	ASCD: Educational Leadership	Magazine	http://www.ascd.org/leadership	
	ASCD: Educational Leadership "Tell Me About It" Column	Short Answer	http://www.ascd.org/leadership/tell-me-about-it	
	Association for the Advancement of Computing in Education (AACE) & Society for Information Technology & Teacher Education (SITE)	Journal	http://www.aace.org/journals	
	Association for the Advancement of Computing in Education (AACE) & Society for Information Technology & Teacher Education (SITE)	Journal	http://www.aace.org/journals	
	Association for the Advancement of Computing in Education (AACE) & Society for Information Technology & Teacher Education (SITE)	Journal	http://www.aace.org/journals	
	Association of California School Administrators (ACSAs) Leadership Magazine (other publication: EdJ)	Magazine	http://www.acsasa.org/leadership-magazine	
	Association of School and College Leaders: Leader: The Education Leader Magazine	Magazine	http://www.ascl.org/leader	
	Australasian Journal of Educational Technology (AJET)	Journal	http://www.ajet.net.au	
	Australasian Journal of Educational Technology (AJET)	Journal	http://www.ajet.net.au	
	Beyond American Educational Research Association (AERA)	List (Call for Papers)	http://www.aera.net/2016-2017	
	Big Data & Society	Journal	http://www.bigdatasociety.net	
	Bill & Melinda Gates Foundation Newsletter	Newsletter	http://www.gatesfoundation.org/education	
	British Educational Research Association: British Journal of Educational Technology	Journal	http://www.bj-etc.org.uk	
	California Council on Teacher Education (CCTE): CCTE News	Newsletter	http://www.ccte.org/news	
	California Educational Research Association (CERA): Assessment Matters	Newsletter	http://www.cera.org/assessment-matters	
	California Educational Technology Professionals Association (CETPA) EdTech Journal	Journal	http://www.cetpa.org/edtech-journal	
	California Educational Technology Professionals Association (CETPA): Databus Magazine	Journal	http://www.cetpa.org/databus	
	California Teachers Association (CTA): CA Educator	Magazine	http://www.cta.org/education	
	Canadian Journal of Learning and Technology	Journal	http://www.cjlt.ca	
	Center for Mentoring and Learning	List (Call for Papers)	http://www.mentoring.org	
	Computer-Using Educators (CUE): OnCUE Journal	Journal	http://www.oncue.org	
	Connected Administrators: EdTechTeacher: EdTechTeacher Monthly Newsletter	Newsletter	http://www.edtechteacher.com	
	Connected Educators Month	Newsletter	http://www.connectededucators.com	

Chapters

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	ASCD: Educational Leadership	Magazine	http://www.ascd.org/leadership	
	ASCD: Educational Leadership "Tell Me About It" Column	Short Answer	http://www.ascd.org/leadership/tell-me-about-it	
	Association for the Advancement of Computing in Education (AACE) & Society for Information Technology & Teacher Education (SITE)	Journal	http://www.aace.org/journals	
	Association for the Advancement of Computing in Education (AACE) & Society for Information Technology & Teacher Education (SITE)	Journal	http://www.aace.org/journals	
	Association for the Advancement of Computing in Education (AACE) & Society for Information Technology & Teacher Education (SITE)	Journal	http://www.aace.org/journals	
	Association of California School Administrators (ACSAs) Leadership Magazine (other publication: EdJ)	Magazine	http://www.acsasa.org/leadership-magazine	
	Association of School and College Leaders: Leader: The Education Leader Magazine	Magazine	http://www.ascl.org/leader	
	Australasian Journal of Educational Technology (AJET)	Journal	http://www.ajet.net.au	
	Australasian Journal of Educational Technology (AJET)	Journal	http://www.ajet.net.au	
	Beyond American Educational Research Association (AERA)	List (Call for Papers)	http://www.aera.net/2016-2017	
	Big Data & Society	Journal	http://www.bigdatasociety.net	
	Bill & Melinda Gates Foundation Newsletter	Newsletter	http://www.gatesfoundation.org/education	
	British Educational Research Association: British Journal of Educational Technology	Journal	http://www.bj-etc.org.uk	
	California Council on Teacher Education (CCTE): CCTE News	Newsletter	http://www.ccte.org/news	
	California Educational Research Association (CERA): Assessment Matters	Newsletter	http://www.cera.org/assessment-matters	
	California Educational Technology Professionals Association (CETPA) EdTech Journal	Journal	http://www.cetpa.org/edtech-journal	
	California Educational Technology Professionals Association (CETPA): Databus Magazine	Journal	http://www.cetpa.org/databus	
	California Teachers Association (CTA): CA Educator	Magazine	http://www.cta.org/education	
	Canadian Journal of Learning and Technology	Journal	http://www.cjlt.ca	
	Center for Mentoring and Learning	List (Call for Papers)	http://www.mentoring.org	
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Short Answer



How do I attract the most readers?



Most Read Articles of 2015

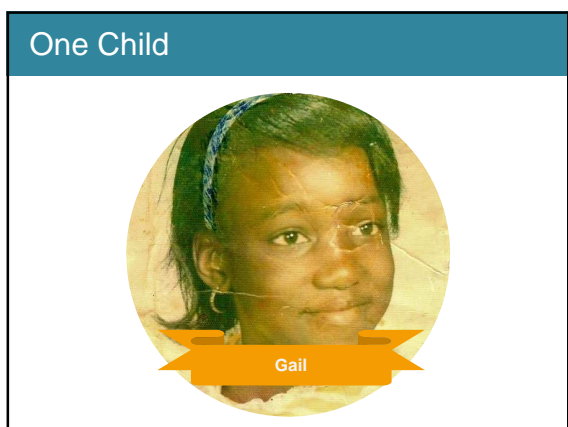
1. The SNP has failed Scotland
2. Joseph Conrad: anticipating terrorism
3. Paul Mason's guide to a post-capitalist future
4. Breaking the enlightenment spell
5. Does Islam really forbid images of the Prophet?
6. The Spinster Wars
7. A conversation with Edward Mendelson
8. The SNP has a right wing, and here she is
9. Daniel Patrick Moynihan's tough lessons for liberals
10. The truth about Islamic State

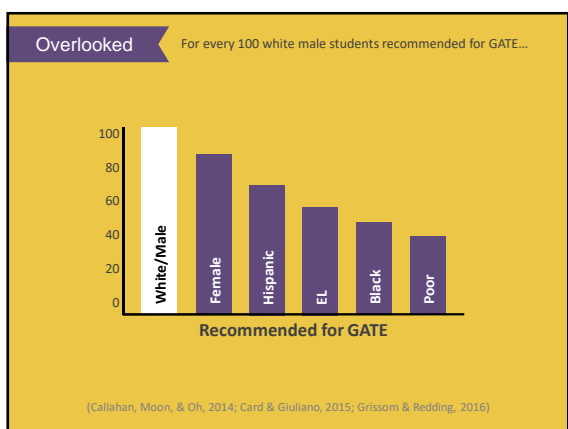
words 3 — 7 17 — 52
6 average | 36 average

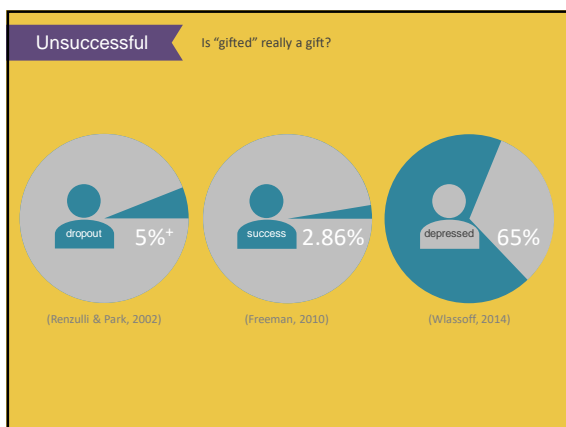
Hook

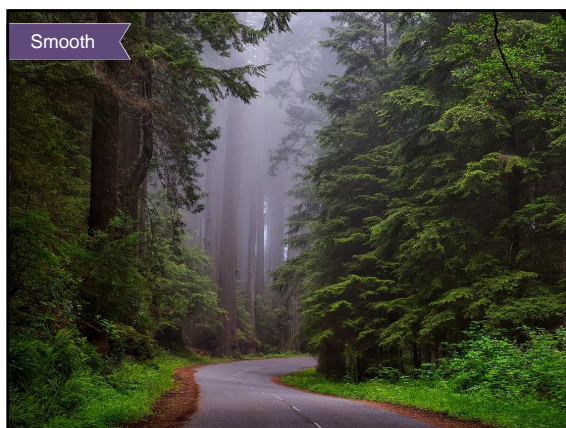




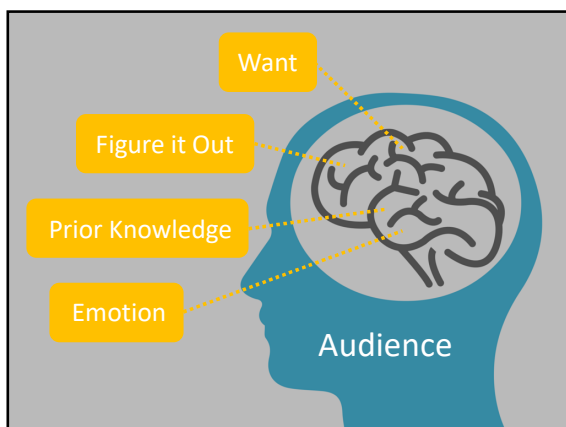


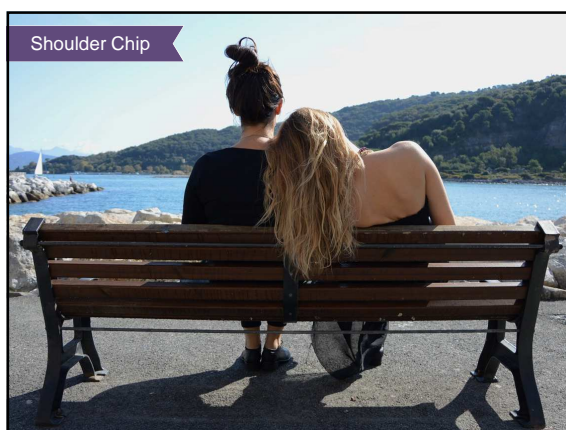












Page
5

Activity you'll incorporate: _____

Why: _____

Writing

If You Hate Writing

- Co-write with a colleague.
- Use an interview format for a piece in which you interview you about your work.
- Interview someone else about work that pertains to yours.
- Get the piece posted in an infographic.
- Write a chapter in a book, rather than an entire book.
- Submit your work for others to write about (e.g., submit your projects to www.irc.org or other non-academic news outlets).
- Write your own report for the 6th-10th grade (e.g., www.nrc.gov).

Beware the Shoulder Chip

Misunderstanding | **Ways to Prevent Misunderstanding**

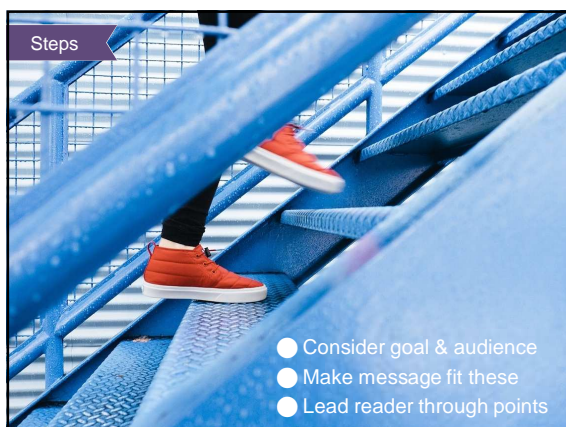
You are learning or telling teachers.

- Beginning in your introduction, use language that alerts teachers and acknowledges the different mindsets of the work.
- If appropriate, mention early on your own teaching experience.
- Detail how you arrived at a conclusion.
- Detail how you accounted for secondary variables (e.g., how you know it wasn't simply because that accounted for students' added support).
- If space doesn't allow for these details, provide a link or URL; readers can follow to get them.
- If there is common confusion surrounding a term, define the term early.
- As an alternative, provide a footnote with explanation. For example, when using "total", commonly used a footnote explaining how that can be used as a singular or plural noun (otherwise I'll have readers who mistake this for me tense as grammatically incorrect).

Your findings aren't backed up by sound research, or you're jumping to conclusions. (e.g., you claim leadership when there is only correlation).

You are implying leadership (e.g., academically know more about teaching) than teachers.

- Detail how teacher input was an integral part of your process (including acknowledgment on specific variables. E.g., if you recommend teachers give each student personalized feedback, give examples of how a teacher with 224 students uses this





Guidelines for Understanding the Teacher Burnout Epidemic

If you look up the term *burnout* in the dictionary, you will see examples demonstrating how the term applies to teachers. As the statistics below support, many teachers suffer from burnout. After all, teaching constitutes the hardest job of all in our society (Glasser's, 1992).

How Prevalent Is Teacher Burnout?

Though working conditions and demands can vary from country to country, it seems that if a country has an established educational system then many of its teachers are experiencing burnout. The U.S. is no exception:

- About half a million (15% of) U.S. teachers leave the profession every year (Seidel, 2014).
- More than 41% of teachers leave the profession within five years of starting, and teacher attrition has risen significantly over the last two decades (Ingersoll, Merrill, and Stuckey, 2014). This provides clarification to Ingersoll's (2012) oft-cited estimate that 40%-50% of new teachers leave within their first five years on the job.

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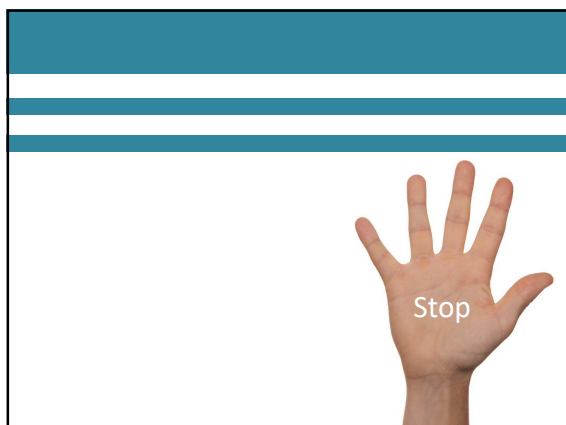
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Even the dictionary seems to know burnout afflicts teachers. Considering that burnout means to tire or suffer due to a demanding job, you can probably understand why teachers suffer from burnout. Being a good teacher is considered by many to be exceptionally hard, and over the years many have referred to Glasser's (1992) conclusion that teaching constitutes the hardest job of all in our society.

How Prevalent Is Teacher Burnout?



Write



Pick a publication

Write



Consider your goal.

Write



Consider your audience.

Write



How will you make your message fit your audience?

@

@

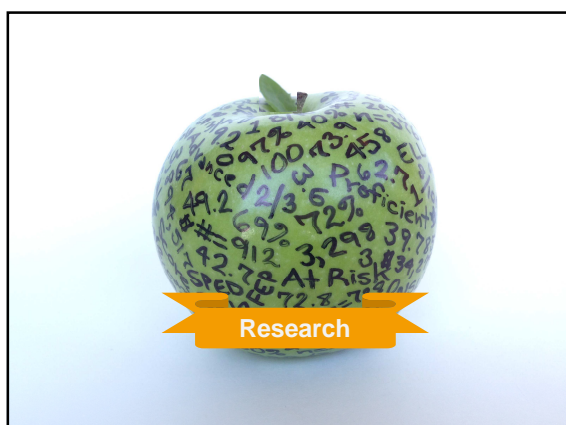
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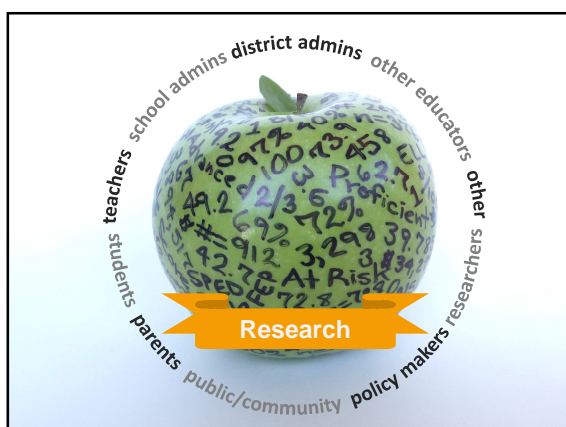
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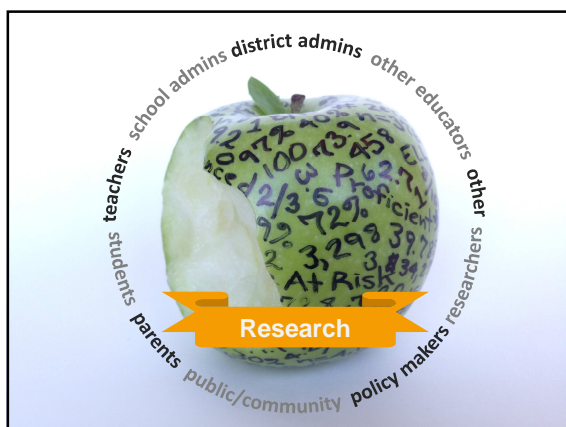
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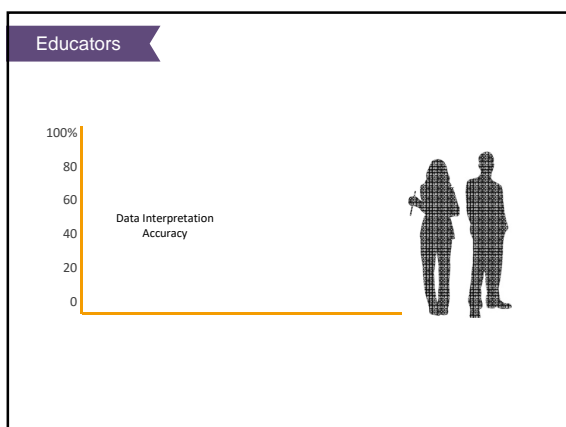
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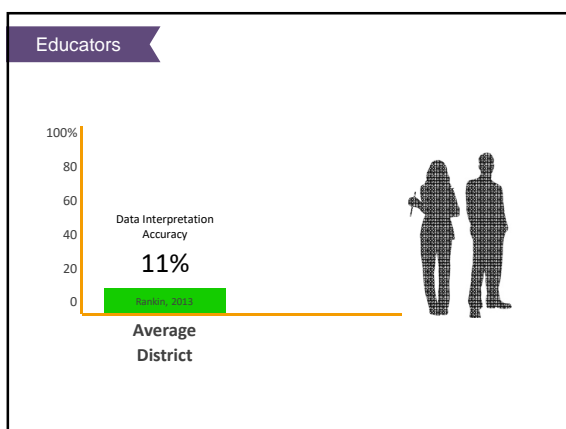


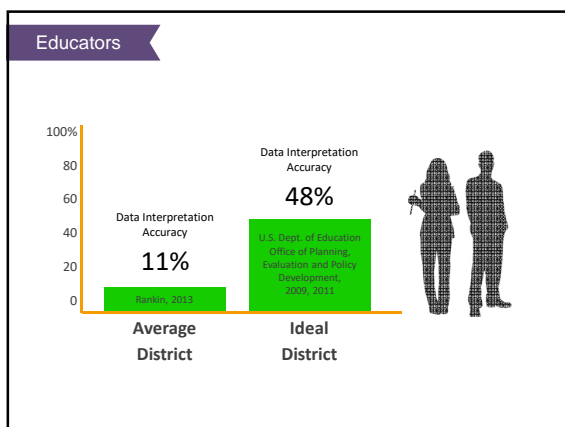


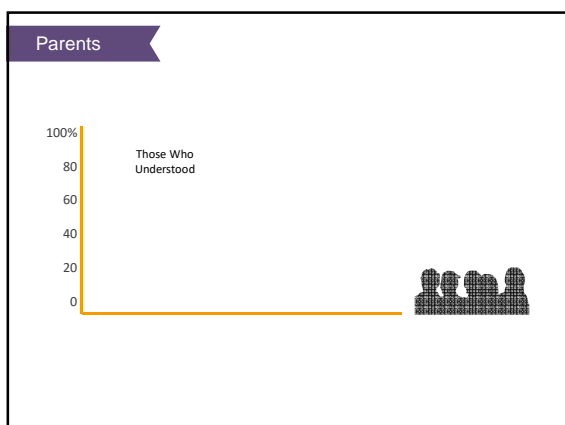


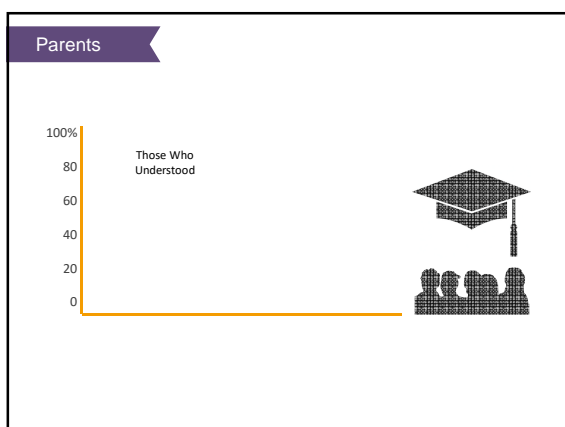


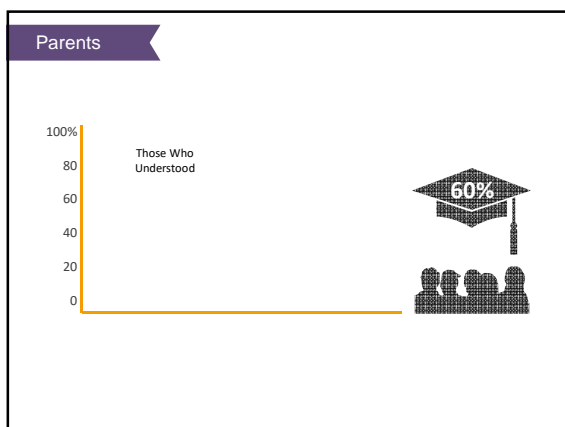


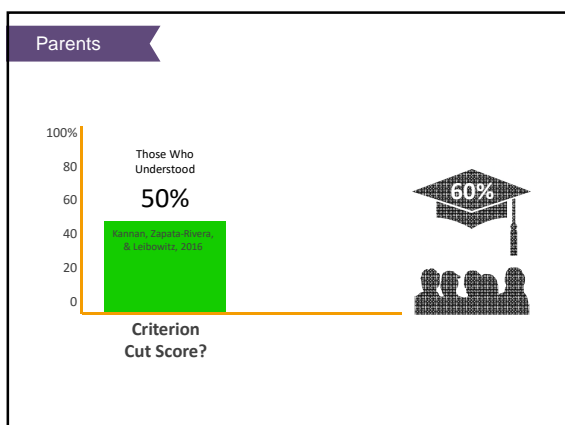


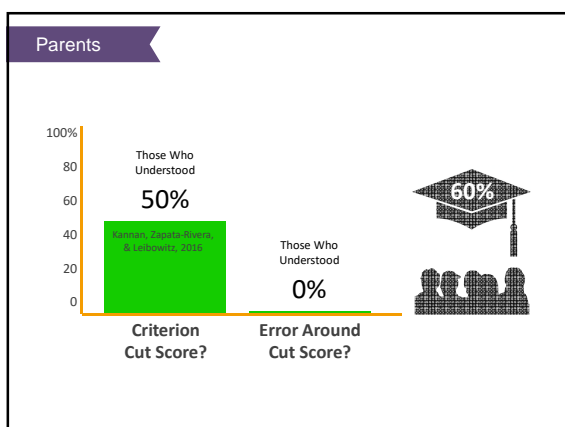


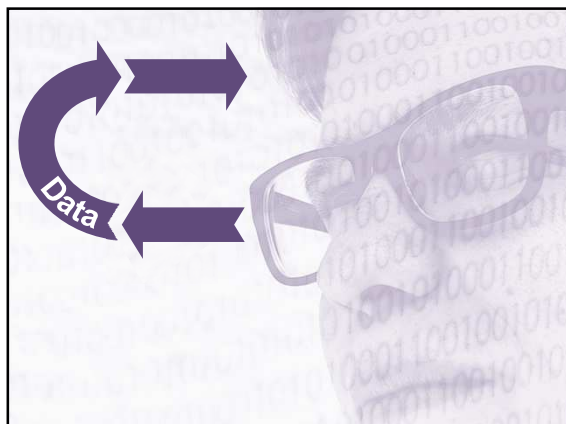


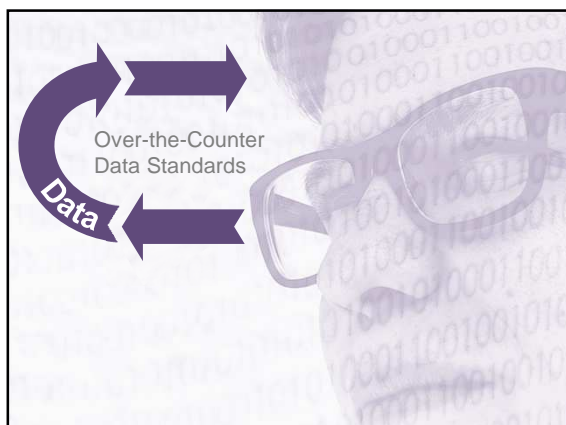






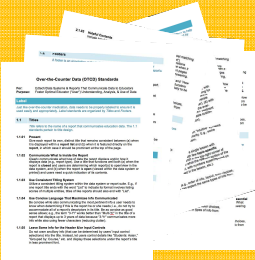






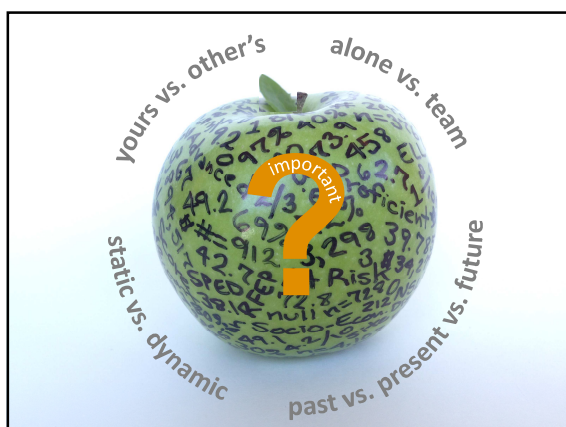
Over-the-Counter Data Standards

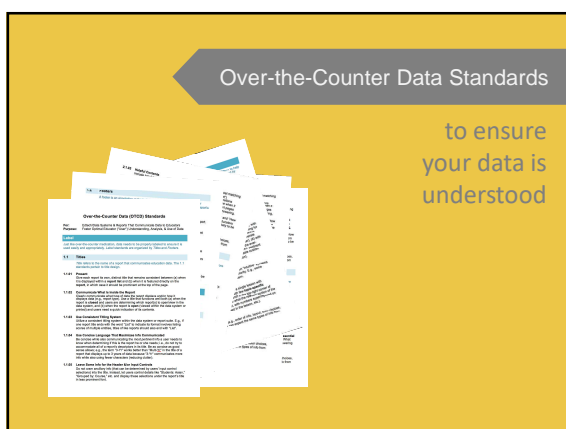
to ensure your data is understood

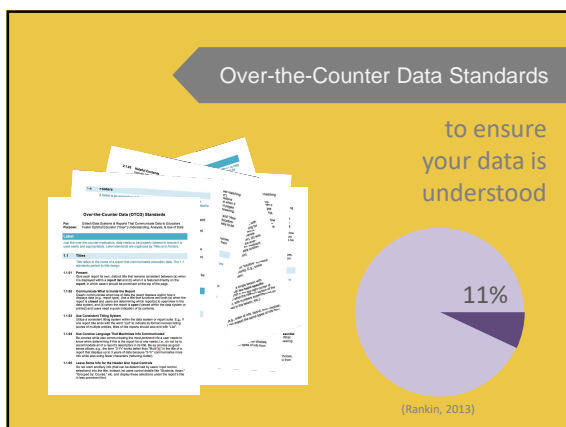


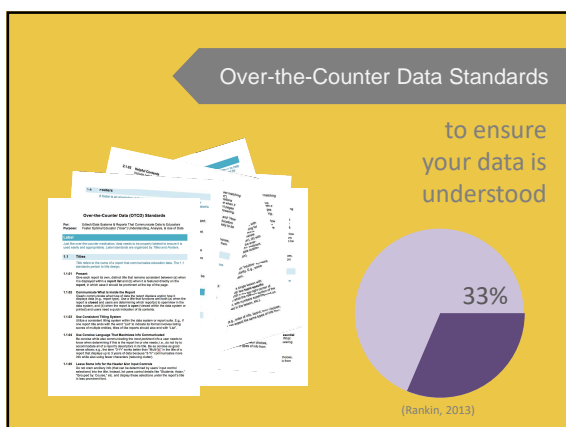
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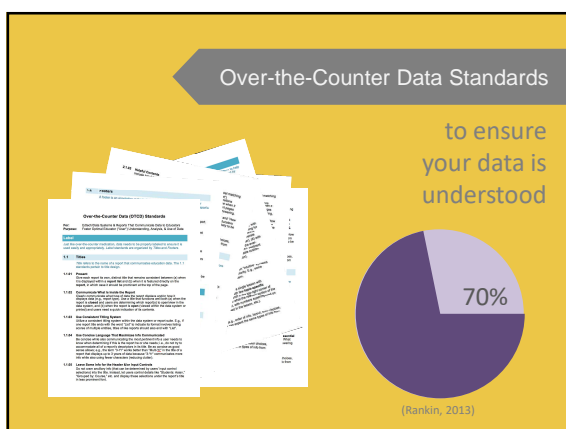












Over-the-Counter Data Standards

to ensure your data is understood

100%

(Rankin, 2013)

Page 7

Data

- OTCD Standards
 - www.othrc.org/otcd-standards
 - www.othrc.org/otcd-standards
 - www.othrc.org/otcd-standards
- OTCD Templates
 - www.othrc.org/otcd-standards
 - www.othrc.org/otcd-standards
 - www.othrc.org/otcd-standards

Data Analytics

- www.ibm.com/cognitive/visual-analytics
- <http://www.kaggle.com>
- www.drems.io
- <http://www.commu.it>
- <https://www.index.php?lang=en&location=US>

Infographics

- <http://www.visme.co>
- www.dash.com
- <http://www.pikbest.com>
- <http://www.vengag.com>

Other

- www.harry.co
- <https://www.knightlab.com>
- www.comfml.com
- www.epixing.com/pages/otcd

How would you improve the display?

Further Learning

Speaking

- Student Developer at Harvard Graduate School of Education's Computer Science
- TEDEd Lesson: The Basics of the Hedge Boston
- TEDEd Lesson: The Basics of the Hedge Boston
- TEDEd Lesson: The Basics of the Hedge Boston
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Writing

- Tip for Writing Like a Pro, from Top Content Producer Amy Hatcher
- 8 Classic Storytelling Techniques for Engaging Presentations

Data

- When Data Systems Actively Support Data Analysis

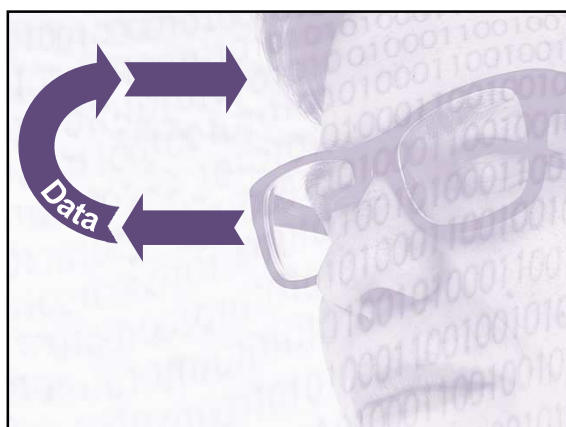
yours vs. other's

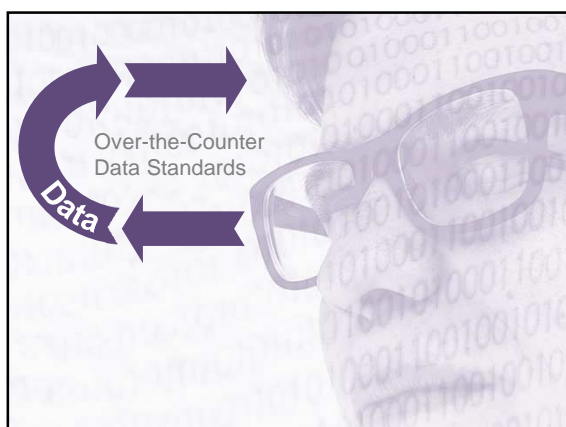
alone vs. team

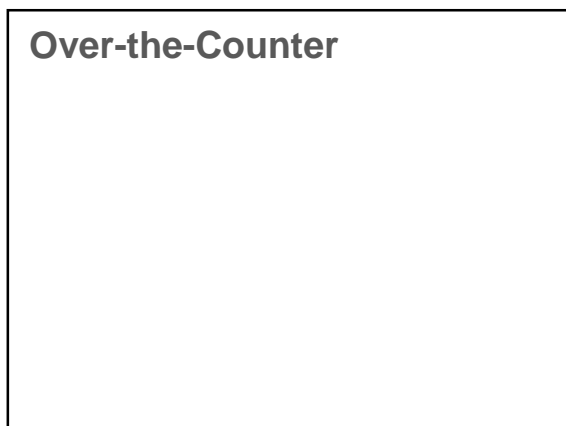
static vs. dynamic

past vs. present vs. future

Your Data







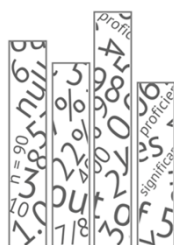
Over-the-Counter



Over-the-Counter Medicine

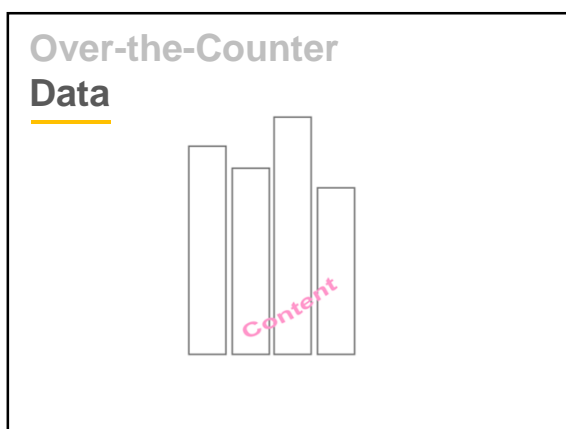


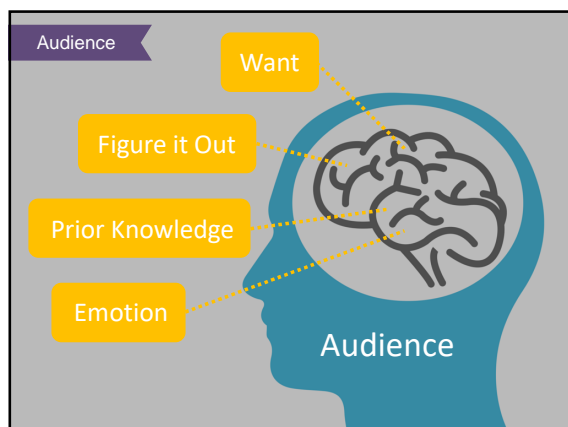
Over-the-Counter Data











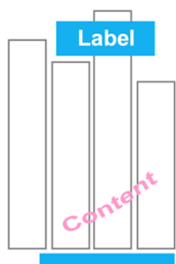


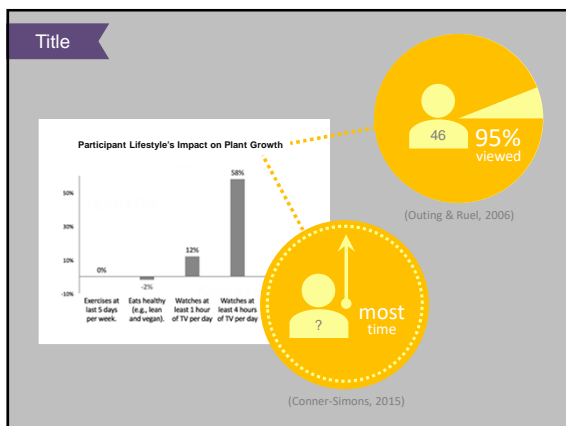


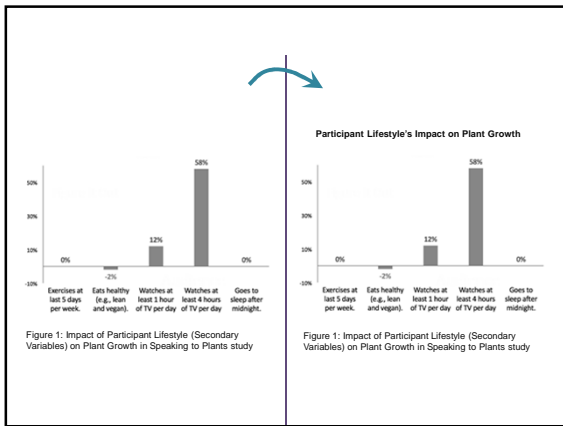
Over-the-Counter Medicine

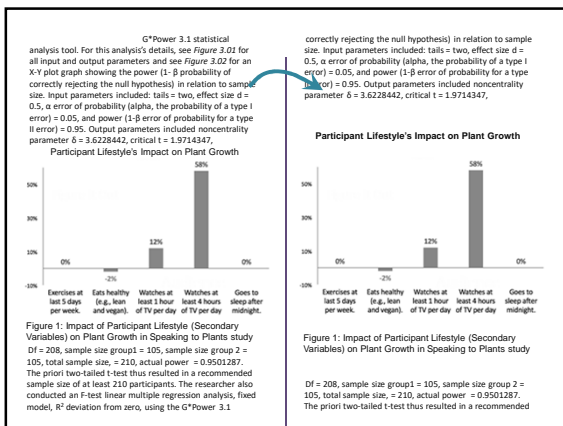


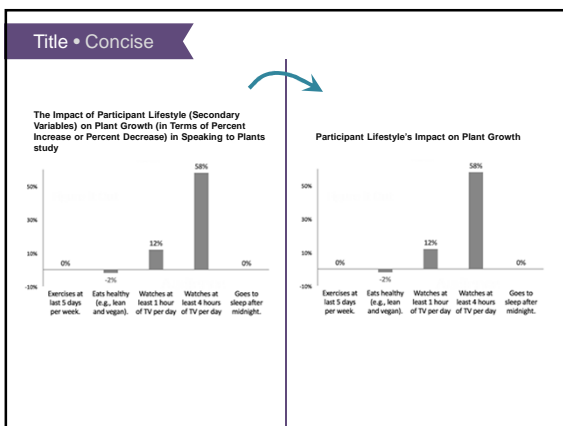
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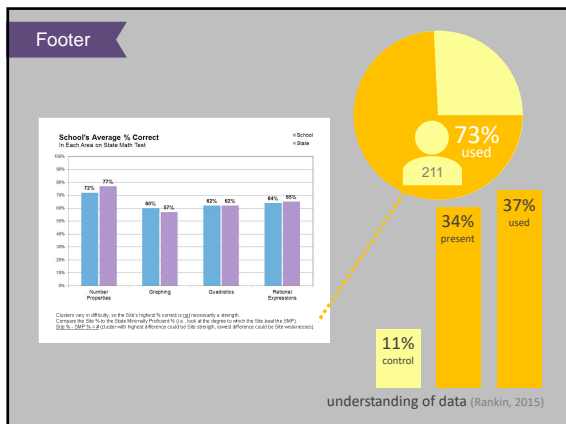


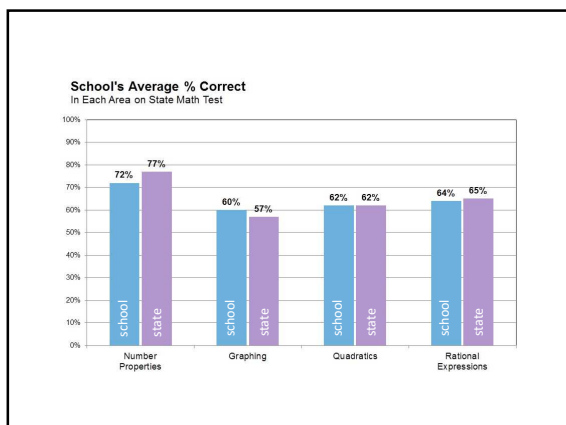


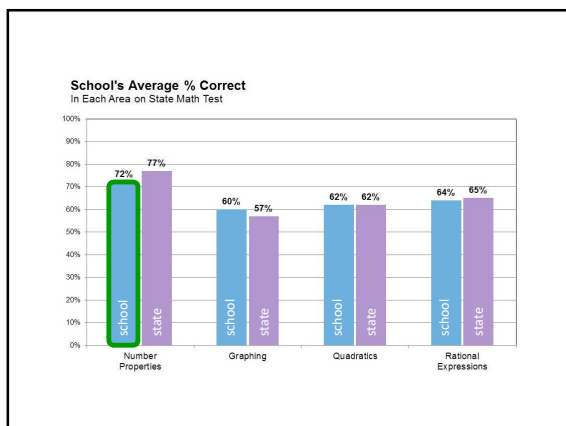


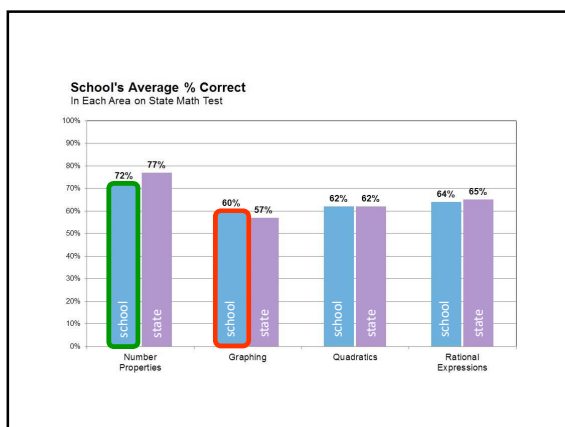


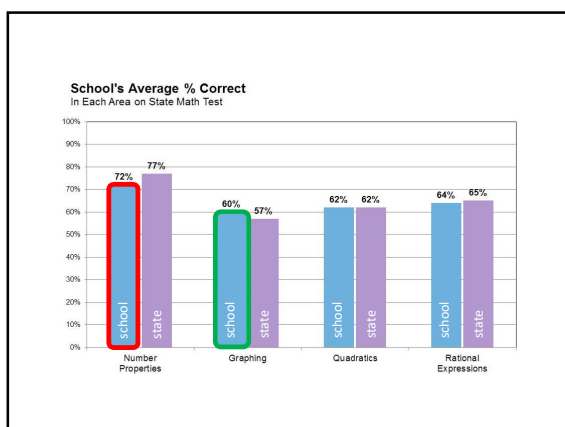


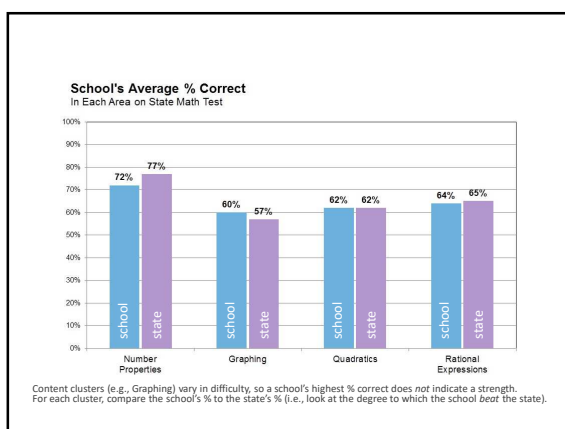












Concise

School's Average % Correct in Each Area on State Math Test

Subject	2007	2008	2009	2010	2011
Language	85%	88%	85%	85%	85%
Reading	80%	82%	80%	80%	80%
Civics	80%	82%	80%	80%	80%
Science	80%	82%	80%	80%	80%
Social Studies	80%	82%	80%	80%	80%

Content standards in language arts, reading, and civics are administered in a school's high school. In content areas not necessarily addressed in a high school course, such as science, the state's high school assessment is administered. For each subject, the state's high school assessment is administered in the school year for which the data is reported. The state's high school assessment is administered in the school year for which the data is reported. The state's high school assessment is administered in the school year for which the data is reported.

Selective

School's Average % Correct in Each Area on State Math Test

Subject	2007	2008	2009	2010	2011
Language	85%	88%	85%	85%	85%
Reading	80%	82%	80%	80%	80%
Civics	80%	82%	80%	80%	80%
Science	80%	82%	80%	80%	80%
Social Studies	80%	82%	80%	80%	80%

- body of text
- supplemental documentation
- help system
- more information
- spoken

...Cognitive Load Theory (Sweller, 1988)

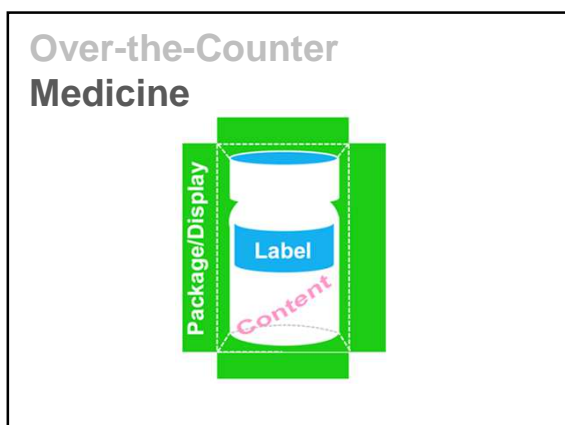
Sizeable

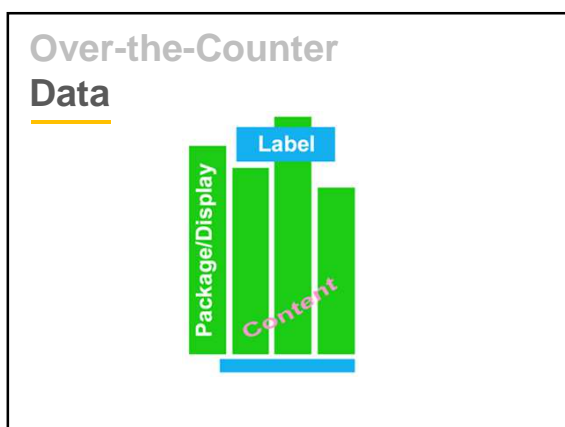
School's Average % Correct in Each Area on State Math Test

Subject	2007	2008	2009	2010	2011
Language	85%	88%	85%	85%	85%
Reading	80%	82%	80%	80%	80%
Civics	80%	82%	80%	80%	80%
Science	80%	82%	80%	80%	80%
Social Studies	80%	82%	80%	80%	80%

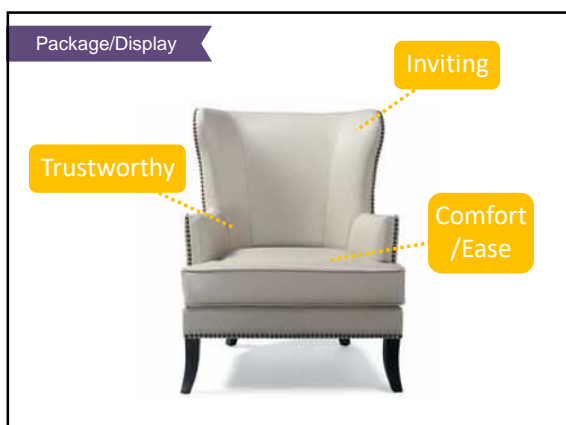
≡ importance



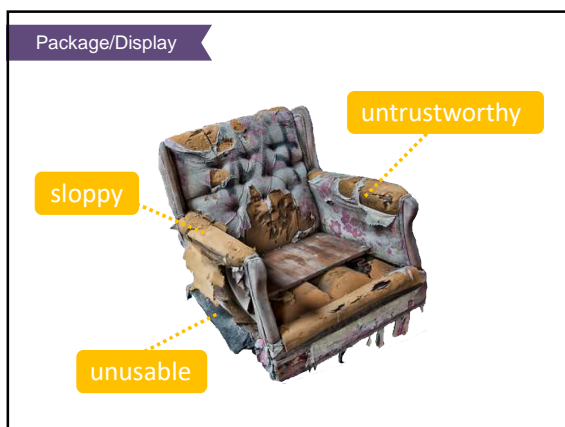




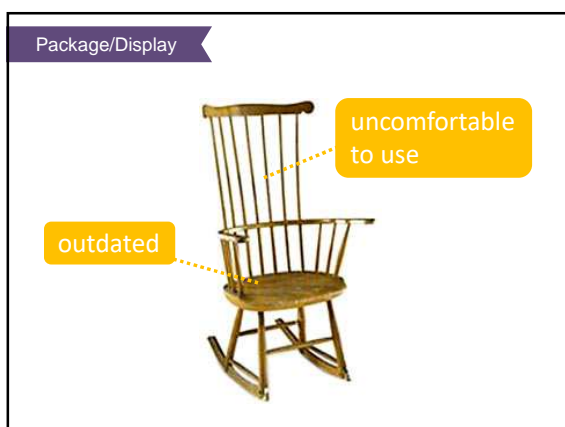




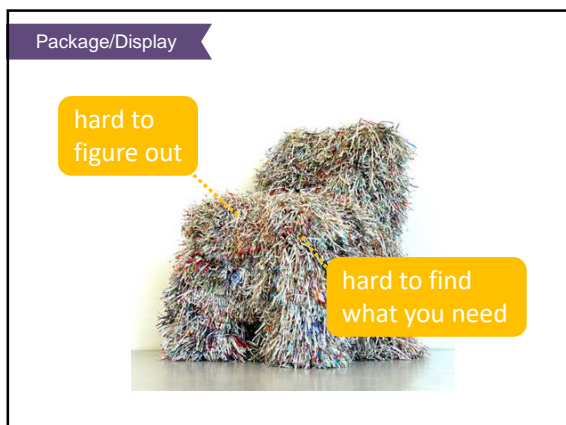




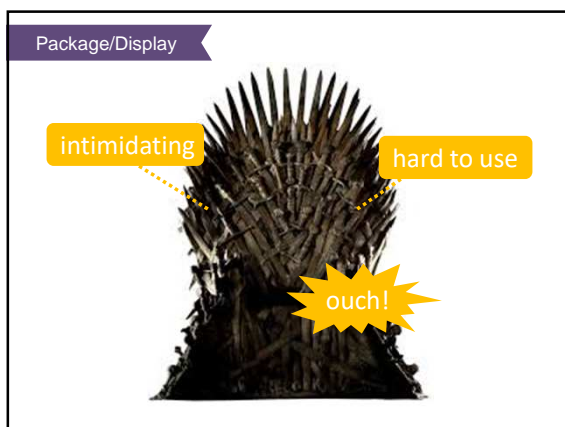


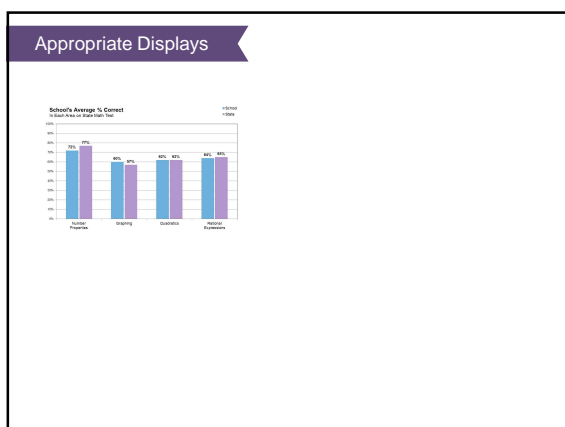


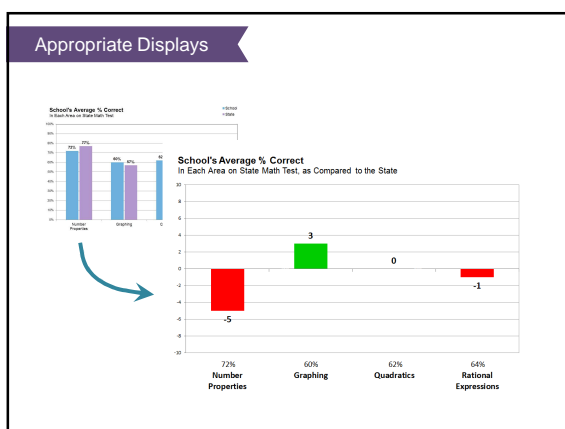












1854

Format Most Appropriate for Analysis

500

Skull and crossbones icon

Portrait of John Snow

Map of London

Caduceus icon

1855

Graph as Appropriate

1.1mil

Skull and crossbones icon

Portrait of Florence Nightingale

Pie chart

Caduceus icon

1986

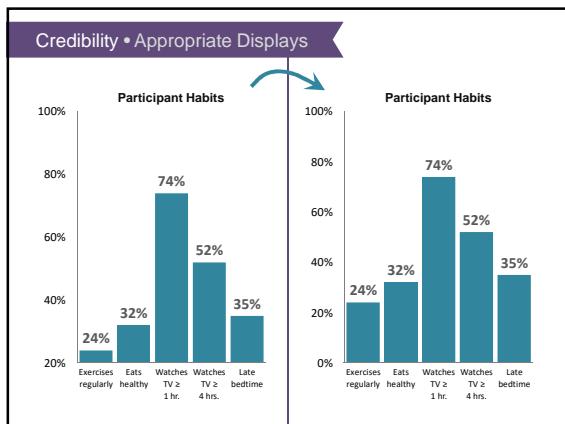
Vital Data Was not Included

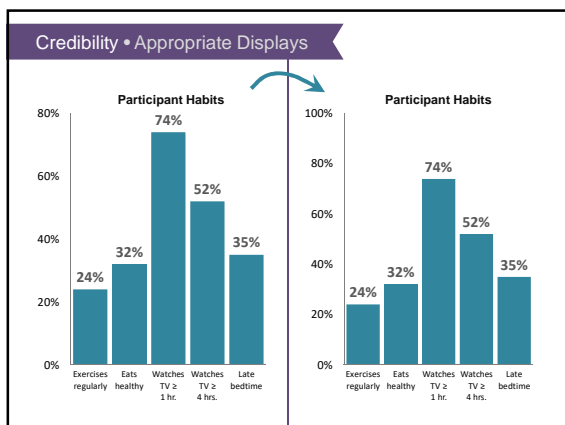
7

Skull and crossbones icon

Space shuttle launch

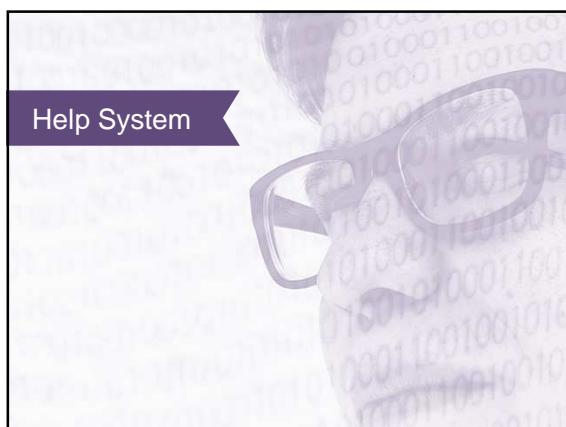
Portrait of Challenger crew

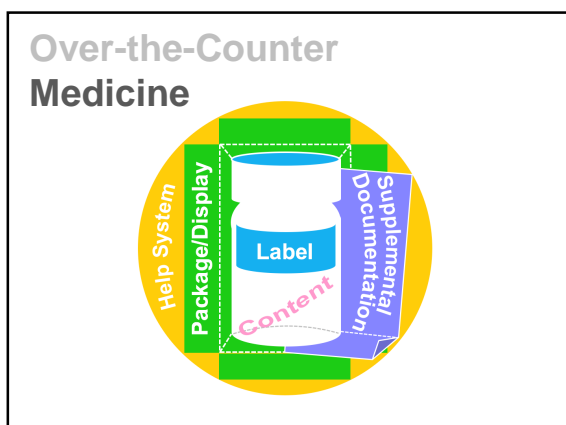


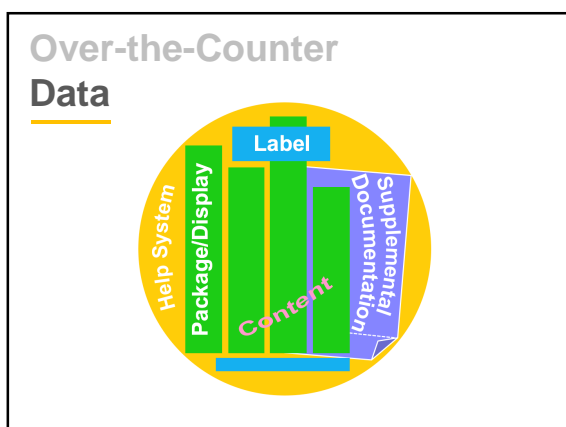


Key Features • Calculations

Variable Type	Variable	Plant Growth	n
Part. Lifestyle	Exercises at last 5 days per week.	none	238
Part. Lifestyle	Eats healthy (e.g., lean and vegan).	-2.03	237
Part. Lifestyle	Watches at least 1 hour of TV per day	+12.1 %	243
Part. Lifestyle	Watches at least 4 hours of TV per day	+58.0%	152
Part. Lifestyle	Goes to sleep after midnight.	+0.01%	35
Speaking Style	Used kind and gentle tone	-0.03%	245
Speaking Style	Used angry and loud tone	+2.50%	125
Speaking Style	Stood within 1 foot of plant while speaking	+0.01%	127
Speaking Style	Stood within 5 feet of plant while speaking	none	243
Action	Spoke to plant at least 1 min. per day	-5.70%	126
Action	Spoke to plant at least 5 min. per day	+9.00%	143
Action	Spoke to plant at least 10 min. per day	+7.00%	101







Help Lessons

64 tasks completed (van der Meij, 2008)

60% training time

50% more

Tech Lessons

Where to Start

Viewing Demographic

Select a Section

Data Analysis Lessons

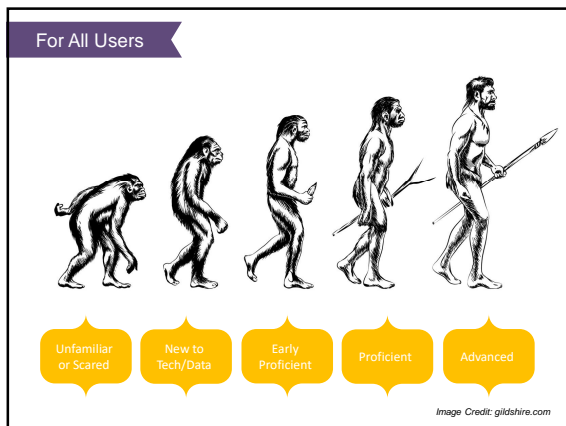
Year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
High School & High School District (N=13)	9.8	20.9	20.9	20.9	32.2	63.5	64.8	66.1	73.6	88.7	100	100
Unified School District, High School District (N=3), & County Office of Education	12.8	23.7	23.7	23.7	34.8	65.5	64.4	67.3	78.2	89.1	100	100
Elementary School, Middle School, & Elementary School District	16	26.3	26.3	26.3	37	67.5	58	68.5	79	89.5	100	100

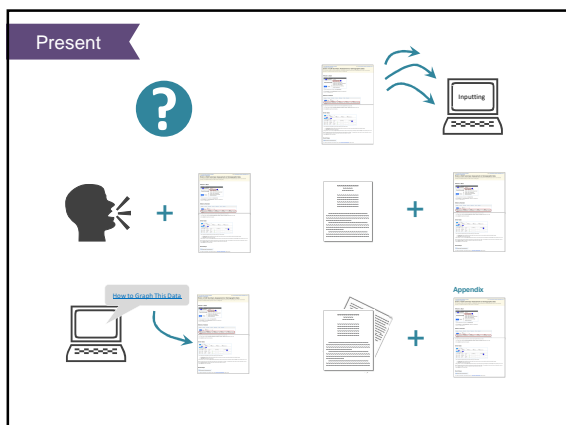
All students as a whole and each subgroup must meet **Annual Measurable Objectives (AMOs)** that increase each year (as illustrated above) in both ELA and Mathematics.

See the "What is a Subgroup?" lesson for details on subgroups.

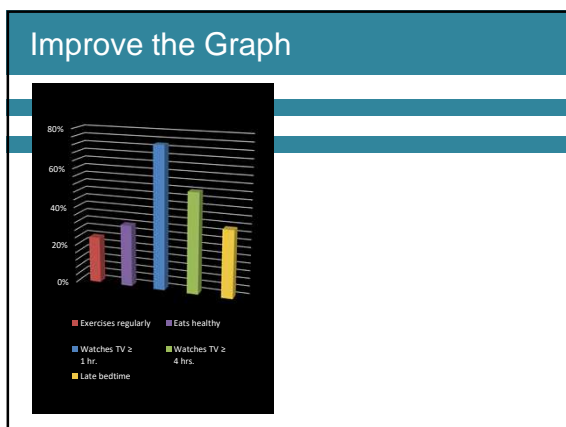
API Growth of at Least 1 Point or Minimum API Score

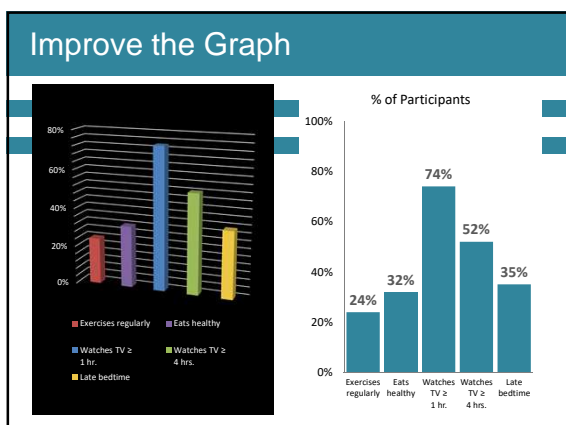
680, 710, 740, 770, 800





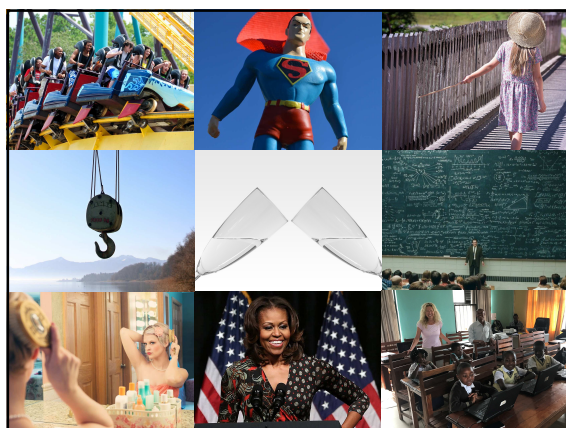






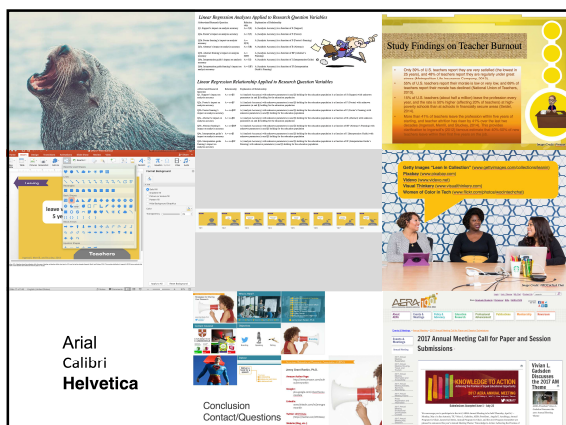


Speaking Strategies		



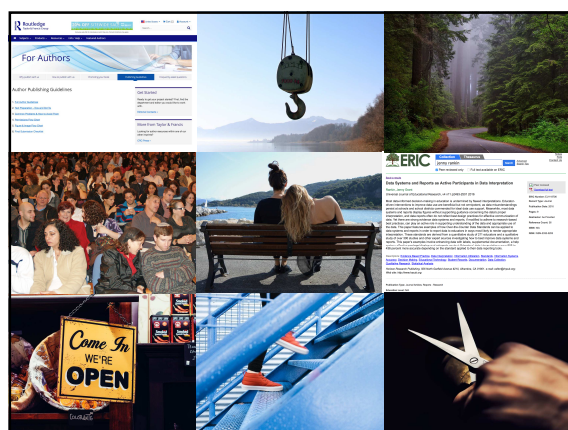


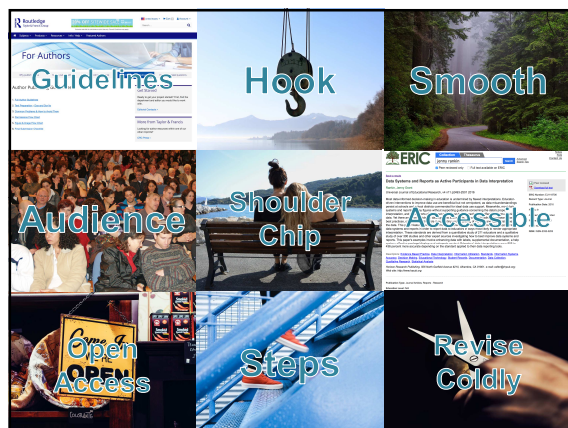
Speaking Slide Design		

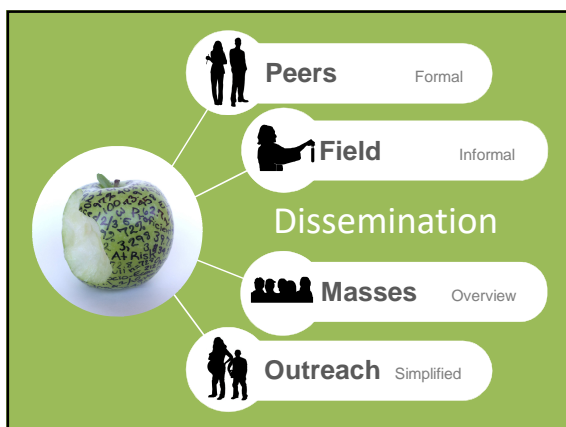


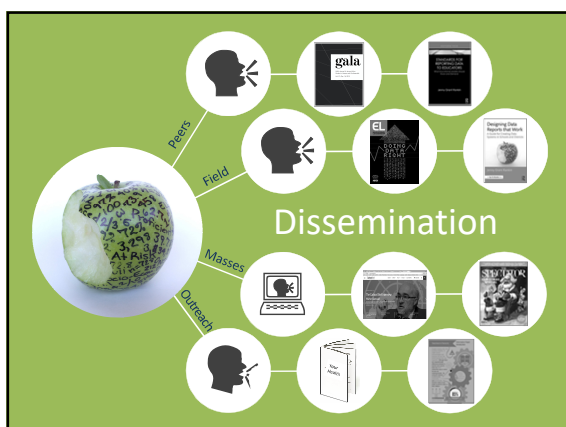


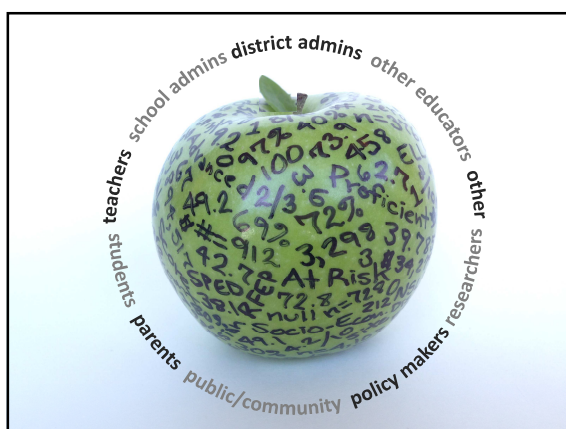
Writing Strategies		













American Educational Research Association (AERA)

Jenny Grant Rankin, Ph.D.

Amazon Author Page:
<http://www.amazon.com/author/jennyrankin>

Google+:
plus.google.com/+Overthecounterdata

LinkedIn:
www.linkedin.com/in/jennygrantrankin

Twitter: @OTCData
(<https://twitter.com/OTCData>)

Website (Blog, etc.):
www.overthecounterdata.com
