



Plan and Facilitate a Whole-School Data Literate Dialogue

Part of the DATA LITERACY FOR INSTRUCTIONAL LEADERS Series

Introduction

Data literacy is the ability to gather, interpret, and use multiple data sources effectively to improve student learning. Data literacy is not a program; it is a habit and growth-oriented mindset that is part of the culture of a school. Modeling and eliciting data literate behaviors during whole-school conversations can begin building the kind of culture where – as a matter of course – instructional leaders and teachers are able to design and select better assessments, make more accurate inferences about student learning, gauge student thinking, and engage in productive inquiry about how students learn and what instruction will help them learn. While being aware of potential pitfalls, misunderstandings, and obstacles to data literacy in one’s context, the instructional leader must set the standard and model data literate behavior and dialogue.

Alignment with PADEPP Standards and Criteria

This professional learning activity can be used as part of PADEPP Standard 9 to develop and implement an appropriate annual professional development plan. In addition to Standard 9, this professional learning activity aligns with the following PADEPP standard(s):

Standard 7: Interpersonal Skills

An effective educational leader fosters the academic success and well-being of each student by interacting effectively with stakeholders and addressing their needs and concerns.

- Collaborates with teachers and staff to monitor and improve performance on multiple measures of student progress.

Standard 4: Climate

An effective educational leader fosters the academic success and well-being of each student by advocating, nurturing, and sustaining a positive, equitable school climate.

- Initiates and maintains strategies to promote collegiality and collaboration among the staff to ensure high expectations for professional work, ethical and equitable practice, child-centered education, and continuous individual and organizational improvement.

Competency

The instructional leader must be able to conduct a whole-school data literate dialogue in his/her context. Characteristics of a data literate dialogue include that it:

- Is two-way or equal;
- Is not one-shot;
- Uses multiple sources of data;

- Allows participants to make accurate inferences and gain reasoned understanding of the data;
- Focuses on instruction; and
- Focuses on questions and inquiry.

Instructions

1. Plan a short whole-school or whole-faculty data literate dialogue around at least two school-level pieces of data. More may be used. You should have a purpose or goal in mind for the meeting (such as discussing the effectiveness of a program, planning next steps as a faculty, etc.). Plan the meeting to model the characteristics of a data literate dialogue. Try to keep the dialogue brief and very productive. Thirty minutes is recommended, but it may be less, especially if your faculty is not accustomed to engaging in discussion about data. The point is to model a data literate dialogue and achieve your purpose or goal as efficiently as possible. Ideally, you will be having more data literate dialogues with individual teachers and the faculty as a whole throughout the year.
2. Select a trusted and thorough observer who agrees to observe your facilitation of the planned dialogue.
3. Facilitate the dialogue. Have your observer use the attached observation notes sheet to take notes.
4. After the dialogue, debrief with your observer. First, share what you thought were the strengths and areas for improvement related to the characteristics of a data literate dialogue. Second, have the observer share his/her notes with you. Be sure to listen. There is no need to argue or convince, but you may wish to ask clarifying questions so you fully understand the observer's perspective. The observer should give you his/her observation notes. You will need this as proof of learning.
5. Be sure to thank the observer after listening.
6. Please create a written reflection. Be sure to respond to all reflection questions as follows:
 - How were all attendees (including you) equal participants?
 - How were multiple sources of data used in the dialogue?
 - What evidence was there of participants making accurate inferences and gaining a reasoned understanding of the data?
 - What evidence was there of a clear focus on instruction?
 - What evidence was there of inquiry?
 - How would you change your next dialogue to make it even more effective in terms of data literacy?
 - What is your plan to ensure this kind of dialogue is not one-shot in your school?

Learning Resources

South Carolina Department of Education. (2017). *Be data literate*.

Proof of Learning Rubric

| Evidence | Not Proficient | Proficient | Exemplary |
|--|--|---|---|
| Completion of Notes by Observer | The leader did not have an observer complete the provided notes. | The leader had at least one observer complete the provided notes. | The leader had more than observer complete the provided notes. |
| Leader Reflection | The leader's reflection is not complete. | The leader's reflection contains thoughtful responses to all questions. | The leader's reflection contains thoughtful responses to all questions, and contains additional reflection and/or planning. |

Submission Guidelines

The principal or instructional leader should submit his/her proof of learning to a supervisor and discuss next steps.

Observer Notes

Thank you for agreeing to observe the whole-school or whole-faculty discussion about data I have planned. I am working to improve my ability to facilitate data literate dialogues. Your thorough observation notes will make a difference. Please take notes in response to what you see so I can reflect and continue improving my instructional leadership.

Date: _____ | **Start Time:** _____ | **End Time:** _____

| Item | What do you observe? Please script participant comments, responses, and questions when possible. |
|---|---|
| 1. How were all attendees equal participants? | |
| 2. How were multiple sources of data used in the dialogue? | |
| 3. What evidence was there of participants making accurate inferences and gaining a reasoned understanding of the data? | |
| 4. What evidence was there of a clear focus on instruction? | |
| 5. What evidence was there of inquiry? | |