



Facilitate an Individual 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. Teachers must have this critical skill and the background thinking that supports it in order to make effective instructional decisions and move their students forward. It is the job of the principals and other instructional leaders to help teachers develop the thinking and skills needed to be data literate. Facilitating that kind of growth requires coaching with and for data during data literate dialogues.

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 8: Staff Development

An effective educational leader fosters the academic success and well-being of each student by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

- Encourages staff to set goals for professional growth.
- Shares effective teaching strategies, uses coaching skills, and manages staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth.

Competency

The instructional leader must be able to facilitate a one-on-one data literate dialogue while assisting a teacher with setting instructional goal(s) and monitoring progress.

Instructions

1. Meet one-on-one with at least one teacher.

2. Have the teacher(s) complete the provided survey, which assesses the success of the data-informed dialogue from the teacher’s perspective.
3. Create a written reflection on teacher feedback, considering strengths, areas to improve, and next steps. Be sure to clearly respond to all five reflection questions as follows:
 - Before looking at the teacher feedback, given do you think were the strengths of the dialogue?
 - How does the teacher feedback align or not align to your thinking?
 - What are one or two areas you would like to improve during your next dialogue?
 - What else do you need to learn in order to become better at coaching for data (i.e., coaching teachers to become more data literate)?
 - How can you go about ensuring that your learning happens? What’s your plan of action?

Learning Resources

South Carolina Department of Education. (2017). *Coach with and for data.*

South Carolina Department of Education. (2017). *Help teachers set goals and monitor progress.*

Proof of Learning Rubric

Evidence	Not Proficient	Proficient	Exemplary
Documentation of Meeting(s)	The leader did not meet with the teacher(s) and/or did not ask the teacher(s) to complete the provided survey.	The leader met with at least one teacher who completed the provided survey.	The leader met with more than one teacher who completed the provided survey.
Leader Reflection	The leader’s reflection is not complete.	The leader’s reflection contains thoughtful responses to all five questions.	The leader’s reflection contains thoughtful responses to all five 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.

Teacher Feedback Survey

Thank you for meeting with me. I am working to improve my ability to facilitate data literate dialogues. Your honest feedback makes a difference. Please rate each of the statements below as honestly as possible so I can reflect and continue improving my instructional leadership.

1 = Strongly Disagree | 2 = Disagree | 3 = Agree | 4 = Strongly Agree

No.	Statement	Your Rating (1-4)
1.	The dialogue was two-way. In other words, I did as much talking or more talking than the principal.	
2.	We used multiple sources of data either to inform the dialogue or in planning next steps.	
3.	We both asked questions.	
4.	My thinking was validated, but also stretched by the dialogue.	
5.	The focus of the dialogue was on instruction and student learning.	
6.	I believe the goal(s) I have set will improve learning in my classroom.	
7.	The targets, assessment tools, and data I plan to use as part of assessing the goal(s) and monitoring progress make sense.	
8.	The dialogue was useful for my growth as a teacher.	

Please also answer these two questions.

No.	Statement	Your Answer
9.	What is one thing I could have done to further improve our dialogue?	
10.	What do we need to be sure to discuss during our next dialogue?	