



Coach a Teacher to Improve Data Analysis

*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. In the data cycle, instructional leaders and teachers tend to ask different questions appropriate to their roles and goals, necessitating the identification of data appropriate to those roles and goals. All roles, however, need to be able to identify potential game-changing data and analyze data effectively. It is the job of the principals and other instructional leaders to develop themselves as analyzers of data, but also help their teachers do the same while both roles work to become more data literate.

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 2: Instructional Leadership

An effective educational leader fosters the academic success and well-being of each student by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

- Demonstrates proficiency in analyzing research and assessment data.
- Ensures the use of data from appropriate assessments and educational research to continuously monitor progress and strategically improve instruction in response to ongoing progress monitoring.

Competency

The instructional leader must be able to help a teacher identify a set of potential game-changing data and analyze that set of data effectively. The instructional leader should keep guidelines for a data literate dialogue in mind while coaching and or modeling data analysis with the teacher.

Instructions

1. Set up a one-on-one meeting with a teacher you think needs assistance in analyzing data. Prior to the meeting, ask the teacher to bring a set of game-changing data that the two of you will analyze together during the meeting. “Game-changing” should be defined as data that – if improved – will make a significant difference to learning and/or meeting one’s goals.
2. During the meeting discuss why the data are appropriate to the teacher’s role, goals, and questions, and why the data may be game-changing for his/her students’ learning.

- Analyze the data together using one or more of the following strategies: item analysis, subgroup comparison, comparison with goal/target, measurement of growth, coding of themes, grouping, and/or identification of patterns/trends.

Note that it is inappropriate to use the data protocol for this step because the protocol is set up for two thought partners to analyze a data set separately, then discuss their findings. In the meeting, the instructional leader should be focused on building the teacher's data analysis skills through coaching and modeling.

- Prior to the end of the meeting, discuss the teacher's next steps and how you might support those next steps.
- Create a written reflection. Be sure to clearly respond to all reflection questions as follows:
 - How well was the teacher able to articulate his/her goals and questions?
 - Did the teacher choose a data set appropriate to his/her role? Why or why not?
 - Was the data the teacher chose potentially game-changing to student learning in his/her classroom? Why or why not?
 - What were this teacher's strengths or areas for improvement when it comes to articulation of goals and questions and choosing data to guide instruction?
 - How did you coach or model data analysis with the teacher? As a coach, what were the strengths or areas to improve when it comes to your coaching of data analysis? (Think about the coaching rules provided in *Data Analysis*.)
 - What are your next steps as a coach with this teacher or with other teachers in your building when it comes to data analysis and/or data-literate dialogues?

Learning Resources

South Carolina Department of Education. (2017). *Analyze data for game-changing results*.

Proof of Learning Rubric

Evidence	Not Proficient	Proficient	Exemplary
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 goes beyond requirements to include additional planning and/or reflection.

Submission Guidelines

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