



## Assess the Data Literate Culture in Your School

*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. A well-developed data literate culture is the end goal of utilizing practices discussed in previous sessions. In a data literate culture, these practices are part of conscious and unconscious actions and thinking demonstrated by school leaders, teachers, and students, and the culture itself becomes the sustained driving force behind improving student learning across the school, even as new people join the team.

### 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 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 assess and reflect on his/her success in building a data literate culture in the school.

### Instructions

1. Select at least three observers. Share the Data Literate Culture Rating Instrument (attached) with them and discuss any unfamiliar concepts or terms. The school leader completing this activity can be one of the observers but does not have to be.
2. Plan to ensure that at least two of each type of interaction will be observed within a one or two-week period of time by the observers (eight observations total). Observers should spread types of interactions among themselves. During the interaction, the observer should be a non-participant. Interactions to be observed include:
  - A meeting among school leadership.
  - A meeting between school leadership and teachers (rate actions according to evidence of teacher actions and/or thinking).

- A meeting among teachers.
  - A class (rate actions according to evidence of student actions and/or thinking).
3. After all observations have been completed, bring observers together to discuss results. The school leader should take notes and collect observers' rating instruments.
  4. Create a written reflection considering strengths, areas to improve, and next steps. Be sure to clearly respond to all reflection questions as follows:
    - What indicators of a data literate culture seemed strongest across the school?
    - What indicators of a data literate culture need improvement?
    - Do strengths and/or areas for improvement center in any particular team or grade level?
    - How will you proceed to continue to improve the data literate culture in your school?

Note that the Data Literate Culture Rating Instrument can be used as a pre- and a post-assessment. You may wish to complete this activity again at a later point to assess progress.

### Learning Resources

South Carolina Department of Education. (2017). *Assess the data literate culture in your school.*

### Proof of Learning Rubric

Evidence	Not Proficient	Proficient	Exemplary
<b>Documentation of Observations</b>	The leader did not have observers complete the observations or meet with them to discuss findings.	The leader had observers complete the observations and met with them to discuss findings.	The leader expanded the work and documentation to a greater number of interactions and/or observers.
<b>Leader Reflection</b>	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.

## Data Literate Culture Rating Instrument

Data literacy is the ability to gather, interpret, and use multiple data sources effectively to improve student learning.

This rating instrument is designed to help us assess the level of data literacy in our school's culture. The goal is to improve, so please be as honest as possible. Please observe one of the following types of interactions:

1. A meeting among school leadership.
2. A meeting between school leadership and teachers (rate actions according to evidence of teacher actions and/or thinking).
3. A meeting among teachers.
4. A class (rate actions according to evidence of student actions and/or thinking).

**Type of meeting observed (see above): \_\_\_\_\_ | Date: \_\_\_\_\_ | Time: \_\_\_\_\_**

**To what degree do you see evidence of the following actions and/or thinking?**

**0 = No evidence | 1 = Little evidence | 2 = Some evidence | 3 = Great deal of evidence**

<b>Gather – Actions/Thinking</b>				
1	Participants question the accuracy of assumptions made from assessments.	0	1	2 3
2	Participants view data as more than standardized test scores.	0	1	2 3
3	Participants ask questions about student learning.	0	1	2 3
4	Participants have gathered data needed to answer their questions.	0	1	2 3
5	(Teachers only) Participants have designed assessments that everyone agrees are on-target with intended learning.	0	1	2 3
6	Participants identify which data are most relevant or actionable to them.	0	1	2 3
7	Participants identify potentially game-changing data.	0	1	2 3
<b>Interpret – Actions/Thinking</b>				
8	Participants analyze data productively.	0	1	2 3
9	Participants reflect on analysis and interpretation.	0	1	2 3
10	Participants engage in two-way dialogue about data.	0	1	2 3
<b>Use – Actions/Thinking</b>				
11	Participants use multiple data sources.	0	1	2 3
12	Participants use student learning data.	0	1	2 3
13	Participants use demographic data.	0	1	2 3
14	Participants use perceptions data.	0	1	2 3
15	Participants use process data.	0	1	2 3
<b>Improve – Actions/Thinking</b>				
16	Participants set goals and/or priorities.	0	1	2 3
17	Participants measure progress.	0	1	2 3
18	Participants have used data to improve student learning.	0	1	2 3
19	Participants reflect on improvement or lack of improvement.	0	1	2 3