



## **Coach a Teacher with Student Perception Data**

*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. Multiple sources of data do not mean data of all the same type. There are four main types of data: student learning, demographics, perceptions, and process data (Bernhardt, 2009). Knowledge of student perceptions and thinking are critical to the improvement of learning and the creation of an effective learning environment. In this professional learning activity, the instructional leader will coach an identified teacher to gather, analyze, and use student perception for planning instruction.

### **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.

- 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.

#### *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**

In order to improve learning and create effective learning environments, the instructional leader must be able to help teachers gather, analyze, and use student perception data.

## Instructions

1. Identify a teacher who may benefit from considering student perception more in his/her instruction.
2. Meet one-on-one with the identified teacher. During the meeting, ask questions about how students may perceive the learning environment and their learning. Explore, but do not challenge assumptions the teacher may have about student thinking or perceptions. Articulate why you think student perceptions are important. Suggest it might be enlightening for the teacher to be informed by his/her students' perceptions as he/she plans instruction and that you would like to help with that.
3. Help the teacher brainstorm what might be important to know and write some questions to gather that data. You do the writing/typing to take the work off the teacher, and coach him/her to widen out potential questions. Again, be sure to coach, not do it for him/her.
4. Give the teacher the draft survey and ask him/her to review it for any needed changes.
5. Once you and the teacher agree on the questions, give the survey to the identified students. This may be all of his/students or a subgroup of students depending on the concerns. You can offer to give the survey while the teacher is not in the room if either of you is concerned about the teacher's presence affecting responses. You may even ask a third party to give the survey.
6. Collect the data and put it in a complete but easily analyzed format for the teacher.
7. Ask the teacher to analyze the data with a thought partner using the data protocol.
8. Ask the teacher to share his/her learning from the data with the students who responded to the survey, to gain further feedback needed for planning instruction.
9. After all steps are complete, meet with the teacher again to reflect on the process. Consider guiding the discussion with these questions:
  - Did the data challenge any of your assumptions? Why or why not?
  - What did you learn from your students about their learning or the learning environment in your classroom?
  - How do you feel about using student perception data to guide instruction?
  - How did your students benefit from the discussion of their data?
  - How might you gather, analyze, or use student perception data in the future?
10. After meeting with the teacher, create a written reflection considering strengths, areas to improve, and next steps. Be sure to clearly respond to all six reflection questions as follows:
  - Were you able to make the teacher's assumptions more apparent to him/her? If not, how might you need to improve your coaching and support in the future?
  - Was the teacher able to gather useful data? If not, how might you need to improve your coaching and support in the future?

- Based on the teacher's reflection, did this process increase student agency in the teacher's classroom? If not, how might you need to improve your coaching and support in the future?
- How would you – as a coach – like to use student perception data with this teacher or other teachers moving forward?
- What else do you need to learn in order to become better at coaching with student perception data?
- How can you go about ensuring that your learning happens? What's your plan of action?

### **Learning Resources**

South Carolina Department of Education. (2017). *Help Teachers Gather, Analyze, and Use Student Perception Data*.

### **Proof of Learning Rubric**

<b>Evidence</b>	<b>Not Proficient</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Completion of Worksheet</b>	The leader's worksheet is not complete.	The leader's worksheet contains thoughtful responses to all items.	The leader's worksheet contains thoughtful responses to all items, and goes beyond requirements to include additional planning and/or reflection.

### **Submission Guidelines**

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