



Revise a Piece of Data Communication for Families

*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 literate instructional leaders are able to use data to communicate effectively with all stakeholders, but communicating with data may be especially important for families. Families are surrounded by data about schools – from the media, from the state, from their children – and, like most of the general public, they may not be good consumers of that data and are not likely getting data they actually want. It is important for instructional leaders to communicate data in a targeted, engaging, appropriate, and ethical manner that is two-way and helps families become better consumers of educational data.

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

In order to use data to communicate more effectively with families, the instructional leader must be able to assess the effectiveness of a current piece of communication that includes data and improve it.

Instructions

1. Like most schools, your school communicates data to the families of your students regularly. Data may be about student learning, demographics, perceptions, or process, but they are all data. Choose a typical piece of communication to families that includes some sort of data and assess it using the Data Communication Assessment Rubric included with this professional learning activity.

2. Without sharing your results on the rubric, have two to three family members of your students – particularly ones that you want to do a better job reaching – assess the same communication piece with the rubric. Be sure to thank them and tell them that you are trying to improve how your school communicates with them. You may need to explain some of the terminology on the rubric.
3. Compare all of the results and plan what you will do to improve the piece of communication. Be sure to share back your plans with the family members who gave you feedback on the communication piece and elicit any further feedback.
4. Revise the communication piece according to the rubric, your assessment, and feedback from the family members.
5. After revising the communication piece, create a written reflection considering your improvements and next steps. Be sure to clearly respond to all four reflection questions as follows:
 - What improvements did you make? Why?
 - In the future, how will you and the school do a better job communicating data with the families of your students?
 - How can you help your teachers do a better job communicating data with the families of your students?
 - For your school, what would be in a communication plan that incorporates needed, relevant data and provides families with targeted, consistent, engaging, ethical, and two-way communication throughout the school year?

Proof of Learning Rubric

Evidence	Not Proficient	Proficient	Exemplary
Completion of Worksheet	The leader has not completed the activity and/or not responded to all reflection questions.	The leader has completed the activity and responded to all reflection questions.	The leader has completed the activity and responded to all reflection questions with detail and professional investment.

Submission Guidelines

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

Data Communication Assessment Rubric
By Jennifer Morrison, SCDE | April 10, 2018

Communication Indicators	Not Good	Good	Better
Data are targeted in a clear message. <i>What is the message and how do the data support it?</i>	Reason for data is not present.	Reason for data is clear.	Reason for data is clear and consistent as part of an overall communication plan.
Data are shared through a communication channel regularly used by the school's families. <i>What communication channels work the best? For which families?</i>	Data are shared, but not through a communication channel with evidence of traffic.	Data are shared through a communication channel with evidence of some traffic.	Data are shared through a communication channel with evidence of heavy traffic. Steps are taken to ensure no families are left out.
Data are highly engaging. <i>What is interesting and relevant to the families in your school?</i>	Data are presented in a way that is boring or irrelevant to families.	Data are presented in a way that is interesting or relevant to families.	Data are presented in a way that is interesting or relevant to families, and includes ways for families to connect and engage further.
Data are presented in an appropriate format. <i>What format will help families in my school make sense of the information easily and quickly?</i>	Data are presented in a format that is overly complicated or confusing.	Data are presented in a format that is simple and quickly understood.	Data are presented in a format that is simple and quickly understood, including data that tend to be complicated.
Data are presented in a manner that is ethical. <i>How can I help my families understand the truth about the data and become better consumers of data?</i>	Presentation of the data hides important context or makes untruthful claims.	Presentation of the data includes important context and makes truthful claims.	Presentation of the data includes important context and makes truthful claims. Further, the presentation helps families become better consumers of similar data.
Data are shared in a manner that promotes two-way communication. <i>What do I need to hear from my families? How can I encourage them to communicate back about what they think, learn, or understand about the data?</i>	The method of communication does not elicit further communication or engagement from families.	The method of communication elicits further communication or engagement from families.	The method of communication elicits further communication or engagement from families, especially communication or engagement that is regular rather than episodic.