Data Literacy: What is Your Emoji?

Interactive Handout

Section A – Data Literacy Definition

Data Literacy – Data-literate educators **continuously**, **effectively**, and **ethically access**, **interpret**, **act** on, and **communicate** multiple types of data from state, local, classroom, and other sources to improve outcomes for students in a manner appropriate to educators' professional roles and responsibilities. (Data Quality Campaign, 2014)

- **Continuously:** using data as part of daily routines and on an ongoing basis, rather than as a one-time event
- **Effectively:** using data to inform improved and tailored instruction, collaboration with colleagues, and other practices for the purposes of improving student learning
- **Ethically:** using information with professionalism and integrity, for intended uses only, and with consciousness of the need to protect student privacy
- **Access:** know the multiple types of data available (including but not limited to assessment data), understand which data are appropriate to address the question at hand, and know how to get the data (through electronic or other sources)
- **Interpret:** take data and analyze and/or synthesize them to turn them into information appropriate for addressing the given problem or question
- **Act:** take relevant information and apply it to generate further questions and/or apply it to decision-making appropriate to the given question
- **Communicate:** share data points and the information synthesized from relevant data with stakeholders including parents, students, peers, principals, and others as applicable, to generate further questions, inform decision-making, or provide a better understanding of student learning

Data Literacy – Abbreviated Definition
A data-literate educator possesses the knowledge and skills to access, interpret, act on, and communicate about data to support student success. (Data Quality Campaign, 2014)

Assessment Literacy - The ability to design and make use of assessments as appropriate. (Data Quality Campaign, 2014)

Activity Directions – Circle the emoji that represents how you feel about data literacy from your self-reflection on the screener. Discus with a neighbor.

Section B – Being a Data Literacy Leader

Activity Directions – Underline any words or phrases in the two quotes that connect to the 7 components of data literacy definition.

Leaders "can act as data champions for teachers by demonstrating the value and use of data; leading a data-driven, collaborative culture; and supporting teachers in overcoming the barriers to effective data use," (Data Quality Campaign, 2014)

"School and district leaders can promote effective data use by taking the following steps:

- Understanding how to gather and use student learning data, administrative data, and other classroom performance data to identify aggregate and individual student needs and set goals for the district or school
- Understanding how to gather and use teacher performance data to support teachers in meeting goals for student learning
- Demonstrating the value of data in meeting student goals by modeling use
- Providing ongoing, quality training on effective data use
- Building a culture of effective data use by implementing policies that allow teachers both individual and collaborative time to make use of data as part of a strategy to meet student learning goals " (as cited in Data Quality Campaign, 2014)

Culture of Data Use Framework: Initial reflections on Five Elements (Gerzon & Guckenburg, 2015)

Ensuring access to data Data are accessed, coordinated, filtered, and prepared in ways that allow educators to quickly and efficiently analyze and interpret data to answer key questions and address important teaching and learning issues.	**Making meaning from data** Protected time is provided to allow users of data to collectively make sense of what the data indicate and to explore how to move from data to evidence that will inform instruction. This time is focused on making meaning from data and is supported by the use of consistent inquiry-based practices.
Clarifying expectations for data use There are clear expectations about how to use data, and these expectations change over time as skills for data use grow. District, school, and teacher leaders frame consistent messages about how data can be used to support teachers' professional capacity and student learning.	**Building knowledge and skills to use data** Adequate professional learning takes place regarding data use, assessment literacy, and using data to inform instruction. Professional learning is integrated into daily practices and supports teachers in building content knowledge over time. Professional learning is differentiated to support teachers' specific learning needs.
Leading a culture of data use Leadership nurtures and supports a culture of data use and develops organizational structures that include time and resources to conduct ongoing data dialogue and feedback that will support users to act on new knowledge. Acting on knowledge is supported at the administrative, teacher, and student levels. Leaders' use of data is central to helping educators interact around issues that will lead to improved learning outcomes.	

Resources

The Arizona Department of Education is working in collaboration with the Arizona Regional Service Centers on meeting the data literacy needs of our LEAs and schools. We plan on developing two follow-up sessions to "Data Literacy: What is Your Emoji?" The upcoming sessions will focus on building a data team and the data analysis process.

The ADE has two fully developed comprehensive programs that address data literacy needs for LEAs. The two programs are Examining Data To Improve Student Achievement (EDISA) and Project ELEVATE! Please visit the ADE website at http://www.azed.gov/special-education/program-support-monitoring/data-use-framework/ and http://www.azed.gov/search-results/?q=ELEVATE (respectively) for more information.

Northeast Arizona Regional Service Center (NEAZRC)
Apache County, Coconino County, **Navajo County***

Maricopa County Education Service Agency (MCESA)
Maricopa County*

Southern Arizona Regional Education Center (SAREC)
Cochise County, **Pima County***, Santa Cruz County

East Central Regional Service Center (ECRSC)
Gila County*, Graham County, Greenlee County, Pinal County

West Central Regional Service Center (WCRSC)
La Paz County, Mohave County, **Yavapai County***, Yuma County

Indicates Lead Agency

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