

## Professional Learning Team Data-Literacy Survey

Because professional learning communities focus on results and make every effort to ensure that all students are successful, effective manipulation of data is essential. This survey is intended to help us, as a school, learn more about our levels of data literacy. The results of this survey will help us target our professional development in the next year, and we thank you in advance for answering in an honest and thoughtful manner.

**Your Team:** \_\_\_\_\_

Please indicate the extent to which each of the statements below is true by circling one of the four numbers using the following scale:

1 = Very true

2 = True

3 = Somewhat true

4 = Not true

Data-Literacy Statement	Rating			
	1	2	3	4
Our team has regular conversations about what student mastery looks like.	1	2	3	4
Our team has agreed-upon expectations for mastery on most assignments.	1	2	3	4
Our team has measurable instructional goals for all common lessons.	1	2	3	4
Our team has developed our own set of common assessments that we use regularly (at least monthly).	1	2	3	4
I believe that our common assessments are tied to state standards and are reliable measures of what students should know and be able to do.	1	2	3	4
Our team has developed our own set of common rubrics we can use to score performance-related tasks.	1	2	3	4
I believe that our common rubrics are tied to state standards and are reliable measures of what students should know and be able to do.	1	2	3	4
Our team has established an effective system for recording results from our common assessments.	1	2	3	4
Our team has an effective process for looking at the results of common assessments together.	1	2	3	4
Our team is able to discuss common assessment results in a positive and constructive way.	1	2	3	4
Our team uses graphs and charts to make student achievement trends visible in our conversations about results.	1	2	3	4

Our team makes predictions about student learning based on common assessment results.	1	2	3	4
Our team considers multiple hypotheses and looks for multiple sources of verification before drawing conclusions from common assessment results.	1	2	3	4
Our team changes our instructional practices based on common assessment results.	1	2	3	4
Our team provides remediation and enrichment to students based on common assessment results.	1	2	3	4
Our team celebrates achievements that are highlighted in the results of our common assessments.	1	2	3	4
I feel safe when revealing my common assessment data in front of my peers.	1	2	3	4
Our team uses data as a tool for identifying effective practices rather than as a tool for identifying effective people.	1	2	3	4
Our team has a sense of shared responsibility for the success of all our students.	1	2	3	4
Our team has the skills necessary to collect and manipulate data effectively.	1	2	3	4
I know the difference between and understand when to use aggregated and disaggregated data.	1	2	3	4
I know the difference between and understand when to use formative and summative assessments.	1	2	3	4
Our team respects the confidentiality of students and teachers when looking at data.	1	2	3	4
Our team has looked at our students' standardized exam results.	1	2	3	4
Our team is aware of all of the varied populations we serve and looks at results for each of these populations individually.	1	2	3	4
Our team refers to reliable research when we are testing a prediction we have made about student learning.	1	2	3	4
Our team has created systems for engaging students in data collection for self-assessment.	1	2	3	4

Please take a few moments to share any final thoughts about the use of data on your learning team. What are you most proud of? What are you the most concerned about? What kinds of support would you like from administration to continue your work next year? What are the most significant barriers preventing your team from using data more effectively? What kinds of resolutions can you imagine for those barriers?